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ABSTRACT

GRADES OR AGES: Grade 7 and 8. SUBJECT MATTER: Home Economics: foods, clothing, and related areas. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is in two main sections--food and related areas, and clothing and related areas. Each section is subdivided as follows: introduction, adopted texts and approximate length of units, special information relating to the units, topical outline, seventh grade units, and eighth grade units. The lesson plans are presented in four columns: objectives, learning experiences, generalizations, and teaching materials. The guide is mimeographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: Objectives and activities are listed in the lesson plans. INSTRUCTIONAL MATERIALS: Texts, films and other materials are listed in the lesson plans for each unit. A list of resources is also included. STUDENT ASSESSMENT: No special provision is made for evaluation. (MBM)

ED050052

HOME ECONOMICS CURRICULUM GUIDE

Tentative Supplement Number Two  
Foods, Clothing, and Related Areas

Grades 7 and 8

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GARY PUBLIC SCHOOLS  
Gary, Indiana

1964



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## FOREWORD

Home economics education, with its curriculum and learning experiences centered around the family, makes a unique contribution to family living at the junior high school level.

This section of our curriculum incorporates all the areas of home economics now taught in grades seven and eight in the School City of Gary. Home economics at this level serves an exploratory purpose and attempts to make possible the adaptation of material to various situations in order to prepare young people for more satisfying home lives. The learning experiences suggested for the pupils provide opportunity for practice in group living in a changing world. These changes have altered the role of the homemaker; consequently the content of home economics classes has changed. The emphasis now is on the wise selection of goods and services and the importance of good interpersonal relationships.

Through the use of the objectives, learning experiences, generalizations, and teaching materials which follow in this guide, it is hoped that the teacher will be better able to help pupils adjust in our transitional environment.

Appreciation is extended to the classroom teachers who have participated in the curriculum study program in an effort to strengthen home economics in Gary secondary schools.

Lee R. Gilbert  
Superintendent of Schools

## P R E F A C E

This guide is the result of a number of the Gary home economics teachers' efforts and is intended to provide guidance for all of the staff members.

Beginning with the junior high school, a departmentalized program of home and family life education is effective. In the seventh and eighth grades, one year of home economics is highly recommended for girls. The classes should consist of pupils with similar needs, thereby promoting the orderly progression of the students.

Junior high school home economics has the responsibility of providing experiences to bring about the acquiring of knowledge, skills, habits, and judgment for present and future use. The six major strands we have woven together to provide the appropriate setting are clothing, foods, child care, grooming, manners, and personality.

Such a program, to be effective, requires careful thought and sufficient emphasis regarding several factors:

First, if such a program is to help build the value of the democratic way of life, then the experience program should be the result of pupil, parent, and teacher thinking, planning, and working together so that all may gain insight into pupil needs and concerns.

Second, it must be of sufficient scope to provide for the wide range of individual differences.

Third, the experiences must provide opportunities for both individuals and groups.

Fourth, the experiences should be enriched by the wise use of the resources that are available in the local community and well-chosen instructional materials.

Fifth, the classroom environment and facilities should not only be adequate and adaptable to various learning situations, but to home life as well.

The recommended learning experiences of this guide are suggestions and are not meant to hamper creativity on the part of the teacher or pupil. However, there is considerable inter-city mobility, so our departments must be in step with each other to meet the needs of the majority of our young people.

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## INTRODUCTION TO FOODS

At this age level the approach to nutrition is best made through showing the close relationship of diet to appearance, personality, and health. Pupils should have opportunities to evaluate their own habits of food selection and to plan for needed improvements. Nutrition is most effectively taught when it is an integral part of every foods experience they have.

Teen-agers often skip breakfast for two reasons: late rising and dieting; consequently it is recommended that an interesting variety of breakfasts be prepared in the seventh grade. A number of holiday activities need to be sprinkled throughout the semester to incorporate learnings related to manners. Also, a few experiences should be provided for family luncheons to prepare the pupils for eighth- or ninth-grade home economics. Interest in young children is high at this age, so it seems advisable to promote their knowledge and understanding of children enabling them to assist in their present homes and as a baby sitter for the neighbors.

Second semester foods should emphasize the continuation of the development of skills in meal preparation. A variety of luncheons are prepared and they should provide experiences with problems similar to the community families. Pupils also need projects which will allow them to have increased responsibility for entertaining. Snacks, brunch or luncheon menus can be correlated with social functions very successfully.

Home economics food budgets are limited; therefore the foods prepared and served in the classroom are planned in smaller than family amounts.

The teen-agers need to be aware of the potential of the foods class as a laboratory of learning. Through careful planning a great number of their needs can be realized; consequently their learning can be enhanced and many desires satisfied.

Adopted Texts and Approximate Length of Units

FOODS AND RELATED AREAS

7th Grade

Food For Health	3 weeks
Better Breakfasts	12 weeks
Helping To Care For Young Children	3 weeks

Basic Text, Greer & Gibbs, You and Your Home,  
Allyn & Bacon, Inc., 1960

8th Grade

Nutritional Needs of the Teen-Ager	1 week
Brunches, Luncheons, and Snacks	15 weeks
Let's Entertain	2 weeks

Basic Text, Jones & Burnham, Junior Homemaking,  
J. B. Lippincott, 1958



### Recommended Procedures for Organizing Foods Classes

1. Organize classes into family groups by sociogram, election, or teacher observation.
2. A family should consist of four girls in order that each girl may achieve the desired experience and skills.
3. The class should discuss basic learnings and cooperatively plan for objectives and activities of the unit. Each girl participates in setting up the group, in organizing the plan of work, and in developing work sheets.
4. Use the choice-making technique whenever possible. This method means the teacher develops two plans, projects, or activities, and the families or class make selections. They should be similar if both plans are aimed toward the same objective.
5. Suggested plan of work for the week is:
  - Monday - Problems and questions on objectives. Discussion and sharing of ideas. Use filmstrips, etc.
  - Tuesday - Teacher demonstrates new learnings and families plan work sheet. Might do some advance preparation if necessary.
  - Wednesday - Head cook and assistant cook prepare the two major products. The two helpers set table, do advance preparation for Thursday and evaluate.
  - Thursday - Head cook and assistant cook exchange places with two helpers today. The menus for the two days need to be similar.
  - Friday - Continuous evaluation is done during the week; however, some pencil and paper device should be used every week or so. It may be desirable to clean up, share home experiences, or precede to new unit.

### SAMPLE OF A LESSON GUIDE

Lesson: Coffee Cake  
Milk

Reference: Greer, Gibbs, You And Your Home,  
Allyn & Bacon, 1962 p.84

#### New Learnings

Mixing principles  
Baking principles  
Purpose of ingredients  
Other kinds of milk

#### Repeat Learnings

Using the oven  
Using dried milk  
Nutrients  
Use of small equipment

#### Guide Questions:

1. What will happen if baking powder or eggs are omitted from the recipe?
2. Be able to describe what happens if you overmix the batter or overbake the batter or forget the salt.
3. Most ovens need to preheat \_\_\_\_\_ minutes before they have reached the dialed temperature.
4. Find out the kinds of flour your family uses.
5. Name the kinds of mixes your family purchases.
6. How can one test the doneness of flour baked products?
7. List any failures you may have had in home baking. What might have happened?
8. Dried milk is different from whole milk. Be able to discuss.
9. List the main nutrients found in the food to be used in this meal.
10. Draw the proper table setting for this meal.
11. Complete the school menu to meet the family needs.
12. List words which were new to you in your reading.

### FOODS LESSONS NEED TO INCLUDE

#### Food Preparation Experiences:

1. Teach foods on a meal basis,
2. Prepare two or more foods whenever possible,
3. Include, as related to the laboratory, a class discussion of
  - . adapting food to family needs
  - . cost, buying, and storing of foods
  - . managing time and energy
  - . nutritive value
  - . principles of preparing food and safety
  - . proper service and social graces
  - . safe practices
4. Teach new words related to the lesson, and
5. Provide for continuous evaluation based on the needs of the pupils.

TOPICAL OUTLINE (4 Weeks) 7TH GRADE FOODS

OBJECTIVES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>(1st Week)</p> <p>UNDERSTANDING A BALANCED DIET</p> <p>INTEREST IN PREPARING FOODS</p>	<p><u>Enthusiastic</u> introduction to foods</p> <p><u>Plan</u> for needs</p> <p><u>Demonstrate</u> cinnamon toast</p>	<p><u>Discuss</u> kitchen procedures and policies</p> <p><u>Exploratory activity</u> in the kitchen</p>	<p><u>Organize</u> unit kitchens</p> <p><u>Discuss</u> laboratory planning</p>	<p><u>Make</u> master mix</p> <p><u>Discuss</u> the Go, Grow, and Glow Foods</p>	<p><u>Prepare</u> cookies from master mix - <u>serve</u></p> <p><u>Evaluate</u></p>
<p>(2nd Week)</p> <p>ABILITY TO USE SMALL AND LARGE EQUIPMENT</p> <p>DISCUSS AND DEMONSTRATE USE</p>	<p><u>Demonstrate</u> coffee cake from master mix</p> <p><u>Show</u> technique differences - beating, stirring, etc.</p>	<p><u>Plan</u> for laboratory lesson</p> <p><u>Discuss</u> and demonstrate the use of mixette</p>	<p><u>Laboratory lesson</u> -</p> <p>Coffee Cake Milk</p>	<p><u>Serving &amp; Evaluation</u> of cooking experiences</p> <p><u>Discuss</u> cookery terms</p>	<p><u>Review</u></p> <p><u>Quizz</u></p>
<p>(3rd Week)</p> <p>ABILITY TO USE SIMPLE RECIPES (USE GUIDE QUESTIONS)</p> <p>ABILITY TO PREPARE A QUICK BREAD</p>	<p><u>Demonstrate</u> measuring</p> <p><u>Discussion</u> of quick bread recipes</p>	<p><u>Demonstrate</u> plain muffins</p> <p><u>Demonstrate</u> use of oven</p>	<p><u>Prepare</u></p> <p>Plain Muffins Milk Drink</p> <p>Two set table and clean up Two girls act as cooks</p>	<p><u>Prepare</u></p> <p>Variety of Muffins</p>	<p><u>Evaluation</u></p> <p><u>Review</u></p>
<p>(4th Week)</p> <p>UNDERSTANDING OF BREAKFAST AND TABLE SETTING</p>	<p><u>Guide</u> questions</p> <p><u>Show</u> pictures of good and poor table settings</p>	<p><u>Demonstrate</u> correct table setting for breakfast</p>	<p><u>Select</u> a theme for breakfast</p> <p><u>Discuss</u> colors</p> <p><u>Make</u> or <u>decorate</u> placemats</p>	<p><u>Breakfast Lesson</u> -</p> <p>Dried Fruit Hot Biscuit Cocoa</p>	<p><u>Art activity</u> illustrating table setting</p> <p><u>Make</u> center-pieces</p>

7TH GRADE  
FOODS

Food For Health

OBJECTIVES

To understand the importance of a well-balanced diet

To stimulate an interest in preparing foods

To learn the names and uses of small and large equipment

To develop the know-how of following directions in a simple recipe

LEARNING EXPERIENCES

Discuss factors affecting food needs and utilization in relation to activity and period of special needs.

Prepare a light breakfast of -  
Hot Cocoa or Milk Drink  
Cinnamon Toast Fruit Pancakes

Discuss the Go, Grow, and Glow Foods.

Make a food chart using vitamins and other nutrients.

Demonstrate the operation of lighting an oven, opening and use of refrigerator and freezer, use of hand mixer and large mixer use of thermostat with electric skillet or saucepan.

Make master mix using small equipment.

Laboratory lesson -  
Cookies (from Master Mix) and Punch

Teacher demonstrate mixing of coffee cake from master mix. Note differences in procedure as stirring, beating, etc.

List and define cooking vocabulary.

Discuss costs. compute the cost of foods prepared in the class.

Display all measuring devices.

Paste unfamiliar recipes on 3x5 cards to be read and interpreted by students.

Display all small equipment.

Laboratory lesson -  
Coffee Cake  
Milk

7TH GRADE  
FOODS

GENERALIZATIONS

A well-balanced diet will help us go, grow, and glow.

An adequate breakfast is a contribution to good health.

Breakfast should supply about one-fourth of the total daily food needs for the body.

Knowing the equipment to use for a specific job is of vital importance.

Learning correct methods of operations for large equipment is necessary for good results in food preparation.

Recipes have been tested. We don't have to do so.

Knowledge of cookery terms helps us to follow directions in a recipe.

Accurate measurement results in a better product and prevents waste.

TEACHING MATERIALS

Supplementary Text

Harris & Withers, Your Foods Book, Heath  
White, You and Your Food, Prentice-Hall

Other Materials

Toast Talk, American Institute of Baking  
Golden Ideas with Libby's Pineapple,

Libby McNeil

Teen Time Cooking, Carnation

Right Eating Keeps You Swingin', Carnation

Films

How Vitamins Help Man McGraw-Hill

Supplementary Text

White, You and Your Food, Prentice-Hall

Other Materials

Films

Supplementary Text

Clayton, Young Living, Bennett  
McDermott & Nicholas, Homemaking  
for Teenagers, Bennett Book I

Other Materials

So You Are Ready to Cook, Mary Duffie,  
Burgess

Films

Cookery Terms, Young America Films  
Cooking and Measuring, Young America  
Films

7TH GRADE  
FOODS

Better Breakfasts

OBJECTIVES

LEARNING EXPERIENCES

To acquire the art of cable setting

Bring pictures from magazines of table settings and decorations for class evaluation.

Identify good and poor table arrangements from illustrative materials.

Collect pictures of food served attractively. Discuss the reasons why they are attractive.

Discuss family situations influencing types of table settings used.

Experiment with table settings and decorating for a variety of occasions.

Demonstrate and practice good table settings.

Laboratory lesson -  
Buffet Service  
Pancakes & Syrup  
Milk

Family Service  
Dried Fruit  
Hot Muffin  
Beverage

To develop good eating habits and manners

Prepare a worksheet for students to do research on good manners.

Demonstrate use of flat silverware.

Discuss and role play sitting down at the table. Suggest table conversation topics.

Discuss and role play the role of a guest. (This may be planned around a mock meal.)

Culminate by preparing a breakfast, serving and using social graces taught. Invite a guest.

Suggested menu: Fresh Fruit Cup  
Broiled Bacon  
Hot Muffin Jelly

Discuss how to purchase fruit.

Discuss seasonal buying.

Plan some art activity to show good buys in fruit.

Laboratory lesson - Fresh Grapefruit  
Cereal  
Beverage

7TH GRADE  
FOODS

GENERALIZATIONS

Cleanliness and neatness of table appointments are the background for gracious living.

An attractive setting for a table need not be expensive.

Table settings should be adapted to the needs of family living.

Good manners are necessary in developing poise.

Knowing what to talk about promotes better table conversation.

Using flatware correctly helps one to feel more at ease.

TEACHING MATERIALS

Supplementary Text

Hatcher & Andrews, Adventures in Home Living, Heath Book I  
Clayton, Young Living, Bennett

Other Materials

Beautiful Tables, Gorham  
You and Your Tableware Trousseau, Melmac

Films

Table Setting, McGraw-Hill  
Serving Meals Attractively, McGraw-Hill

Supplementary Text

Harris & Withers, Your Foods Book, Heath  
Allen & Briggs, Mind Your Manners,  
Lippincott

Other Materials

Films

Table Manners, Young America Films  
Table Manners, Association Films

7TH GRADE  
FOODS

Better Breakfasts

OBJECTIVES

To understand the basic principles and methods of food cookery

To develop ability to plan and prepare light meals

LEARNING EXPERIENCES

Define the difference between batters and doughs.

Pastry Shells  
Filled With Fresh Fruits  
Milk

Drop Cookies  
Beverage

Demonstrate the muffin method and pastry method. Discuss quick bread principles. Incorporate via the bulletin board nutrients given to the body. Use food charts and work sheets

Suggested recipes.

Sausage Rolls-Tops  
Broiled Peaches  
Milk

Filled Baked Doughnuts  
Soft-Cooked Eggs  
Hot Cocoa

Discuss buying and storage of eggs. Demonstrate methods of egg cookery:

Boiled or Baked Custard  
Milk

Egg Salad Crackers  
Milk

Use food models and let pupils practice planning a complete meal.

Plan a brunch to be prepared by time schedule and evaluated.

Scrambled Eggs  
Blueberry Muffins  
Milk Fluff

Discuss time management in the kitchen. Find recipes that are quickies to use for experimentation.

Collect all necessary equipment on a tray.

Display a "Big Ben" clock so ticking will make girls time conscious.

Set up time schedule on chalk board.

Divide the class into two groups. Have them prepare a competitive breakfast to be served to each other. Invite a guest.

Suggested menu -

Broiled Bacon  
Fruit Pinwheel Biscuits  
Beverage



7TH GRADE  
FOODS

GENERALIZATIONS

Use of correct principles and methods develops better food products.

Eggs should be cooked at a low temperature.

Good planning saves time and energy.

All foods in a complete meal must be ready to serve at approximately the same time.

TEACHING MATERIALS

Supplementary Text  
Clayton, Young Living, Bennett

Other Materials  
How to Cook Eggs, Poultry & Egg Board  
Breakfast Special, Martha Logan

Films  
How to Prepare Muffins,  
How to Make Biscuits, Betty Crocker

Supplementary Text  
Home Meal Planner, General Foods

Other Materials                      Kansas  
Turn to Sandwiches, Wheat Commission  
How To Make Quick Bread, Jane Ashley  
Cornstarch Cookery, Jane Ashley

Films

7TH GRADE  
FOODS

Better Breakfasts

OBJECTIVES

LEARNING EXPERIENCES

To plan simple entertainment

Let each group plan an entertainment for some time during the school year.

Plan for -

- invitations
- decorations
- preparation
- serving
- clean-up

Birthday Cake and Punch

Methods of cookery

1. One bowl
2. Packaged mix

7TH GRADE  
FOODS

GENERALIZATIONS

Entertainment must be well planned to be effective.

Creativity promotes effective entertainment.

TEACHING MATERIALS

Supplementary Text

Hatcher & Andrews, Adventures in Home Living, Heath Book I

Other Materials

Seventeen Magazine

Goodies For Fun Parties, Owens-Illinois

Betty Crocker's Party Calendar, General Mills

Films

7TH GRADE  
FOODS

Helping To Care For Young Children

OBJECTIVES

To create an understanding of how children grow and develop

To help students understand how children develop physical habits and attitudes.

To develop some skills in giving younger children the kind of care and guidance that promotes wholesome growth and development

LEARNING EXPERIENCES

Observe children playing in a group. Look for emotional and physical development.

Choose some small child to observe for a week. Make anecdotal notes of his behavior.

Use the above notes as a springboard for discussion of growth and development.

Discuss what toys and games have to do with the development of a child.

Choose an imaginary toy or game for a child and discuss the purpose of each.

Discuss: Does a child have inborn habits or does he acquire them?

Show picture illustrations of babies performing various things. (These may be the students.)

Perhaps a parent may bring in a small baby for observation in different situations.

Discuss setting an example for young children.

Students may observe some first-grade children.

Discuss habits that may be formed early in life.

List some good and poor habits of children.

Discuss the influence an older brother or sister may have on a young child.

Dramatize how we may show children we like them.

Plan a party for a first-grade class--games, toys, decorations.

Practice a story-telling time.

7TH GRADE  
FOODS

GENERALIZATIONS	TEACHING MATERIALS
<p>Children develop at their own rate of speed.</p>	<p>Supplementary Text Shuey, Woods, and Young, <u>Learning About Children</u>, Lippincott</p>
<p>Each child is an individual and should be treated as one.</p>	<p>Other Materials <u>Your Child From One To Six</u>, U.S. Dept. of Health, Education, and Welfare <u>Infant Care</u>, U.S. Dept. of Health, Education, and Welfare</p>
<p>Self help in eating, dressing, etc., grows as the child grows.</p>	<p>Films <u>Selecting Children's Toys</u>, McGraw-Hill <u>Feeding the Baby</u>, McGraw-Hill</p>
<p>Setting an example is very important.</p>	<p>Supplementary Text Shuey, Woods, and Young, <u>Learning About Children</u>, Lippincott</p>
<p>Young children benefit from care and guidance.</p>	<p>Other Materials <u>Your Child From 6 To 12</u>, U.S. Dept. of Health, Education, and Welfare Parents Magazine</p>
<p>Correct care of young children promotes wholesome growth and development.</p>	<p>Films <u>Keeping Children Happy</u>, McGraw-Hill</p>
	<p>Supplementary Text Hurlock, <u>Child Growth and Development</u>, McGraw-Hill</p>
	<p>Other Materials <u>Guide Posts To Wise Discipline and Guidance and Control of Young Children</u> Home Economics Extension, Purdue U</p>
	<p>Films <u>Child Care and Development</u>, Indiana State Board of Health</p>

Helping To Care For Young Children

OBJECTIVES

To help pupils understand how discipline affects the way a child acts

Understanding of learnings and the ability to transfer and put to use when baby sitting

LEARNING EXPERIENCES

Discuss the purpose of discipline.

List some practical rules of discipline.

Observe children. Discuss some situations that show children are developing self-discipline.

Discuss why children resent punishment.

List and discuss common problems which occur when caring for children.

Make a baby sitting bag of tricks to take when baby sitting.

List responsibilities of a baby sitter.

7TH GRADE  
FOODS

GENERALIZATIONS

Discipline is a kind of teaching that helps children know right from wrong and do the right thing.

TEACHING MATERIALS

Supplementary Text  
McDermott & Nicholas, Homemaking For Teenagers, Bennett Book I

Other Materials  
Reynolds, Martha, Children From Seed To Sapling, McGraw-Hill

Films  
Helping The Child To Face The Don'ts  
Principles of Development Free  
Indiana State Board of Health

8TH GRADE  
FOODS

Nutritional Needs of the Teen-Ager

OBJECTIVES

Understanding the importance of desirable nutritional habits

LEARNING EXPERIENCES

Each pupil should evaluate his own diet in terms of his bodily needs.

For one day plan meals which do not meet the average daily requirements. Exchange papers; determine the missing foods; correct the menus; and figure the calories.

Select a menu served in the school lunch and plan two meals to complete the daily nutritive needs of the pupils.

Gather cartons, advertisements, and newspaper articles related to food habits or nutrition.

Collect and analyze statements of food beliefs, fads, fallacies, such as "Toasted bread doesn't have calories."

Explore and learn nutrition terms such as diet, adequate, or malnutrition.

Prepare a variety of snacks to show how calories can differ.

Vegetable Relishes	Open Faced Sandwich
Skim Milk	2% Milk

Plain Cookies	Large Sandwich
Whole Milk	Milk Shake



8TH GRADE  
FOODS

GENERALIZATIONS

Proper diet is important for good health.

Nutritional needs vary with age, size, activity, sex, and climate.

Underweight or overweight may be due to a lack of balance between the calories consumed and the calories used by the body.

The amount of money spent for food is not a reliable criterion for a nutritive diet.

Only actual consumption of all the foods in the planned adequate daily diet will help to bring about optimum health.

Snacks wisely chosen can contribute to the daily nutritional needs.

TEACHING MATERIALS

Supplementary Texts

Barclay and Champion, Teen Guide To Homemaking, McGraw-Hill

Other Materials

The Girl and Her Figure, and  
Your Guide To Good Eating  
National Dairy Council

How To Give A Food Demonstration  
Kellogs

Betty Crocker, Quick and Easy Meals,  
Golden Press, Inc.

Films

Fundamentals of Diet, E.B.F.

8TH GRADE  
FOODS

Brunches, Luncheons, and Snacks

OBJECTIVES	LEARNING EXPERIENCES																
Interest in planning simple brunches	Review previous learnings by planning, preparing, and serving an unusual brunch. If necessary, review measurements, reading recipes, work plans, and use of equipment.																
	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Fruit Cup</td> <td style="text-align: center;">Apple Sauce</td> </tr> <tr> <td>Pancakes</td> <td>Whipped Butter</td> </tr> <tr> <td style="text-align: center;">Syrup</td> <td style="text-align: center;"><u>or</u></td> </tr> <tr> <td>Hot Chocolate</td> <td>Coffee Cake</td> </tr> <tr> <td></td> <td style="text-align: center;">Butter Milk</td> </tr> </table>	Fruit Cup	Apple Sauce	Pancakes	Whipped Butter	Syrup	<u>or</u>	Hot Chocolate	Coffee Cake		Butter Milk						
Fruit Cup	Apple Sauce																
Pancakes	Whipped Butter																
Syrup	<u>or</u>																
Hot Chocolate	Coffee Cake																
	Butter Milk																
	Demonstrate, review, and practice approved table setting, manners, and use of silverware.																
Ability to manage more effectively the practices in planning, preparing, and serving family meals	Plan interest-catching bulletin boards showing attractive meals or pleasing combinations of food.																
	For class analysis, illustrate simple meals using a flannel board, food models, charts, or pictures.																
	Plan and prepare two-dish luncheons using our guides (sample in Teachers Share Homemaking Materials). Base menus on the Basic Four group.																
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8TH GRADE  
FOODS

GENERALIZATIONS

Learning to like a greater variety of foods makes eating more interesting.  
Learning contribution of food to the achievement of optimum health is important.

Breakfast is an important contribution to healthy living.

The appearance of food plays an important role in our interest in eating it.

The planning, preparing, and serving family meals can provide satisfying experience.

Milk as a beverage or combined with other foods can be used to meet daily requirements.

Appearance, quality, and nutritive value of vegetables are conserved by cooking in small amounts of water, just until tender.

Cereal and starch products require thorough cooking to bring out full flavor.

Cereals absorb large amounts of water during the cooking process.

High temperatures cause protein-rich foods to be tough.

TEACHING MATERIALS

Supplementary Text  
Barclay & Champion, Teen Guide To Homemaking, McGraw-Hill

Other Materials  
Fat The Basic Four Every Day,  
Maitex  
Meal Planning Guide, Pet Milk

Films  
Good Table Manners, Coronet

Supplementary Text  
Harris & Withers, Your Foods Book,  
Heath  
McDermott & Nicholas, Homemaking For Teenagers, Bennett Book I

Other Materials  
Teaching Foods On The Meal Basis,  
Bulletin 27, Michigan State Univ.  
Meal Planning Guide, Pet Milk

Films  
Our Surplus Foods (FS) Current Affairs  
Film  
Instant Non Fat Dry Milk (FS)  
American Dairy Association

8TH GRADE  
FOODS

Brunches, Luncheons, and Snacks

OBJECTIVES	LEARNING EXPERIENCES						
<p>Ability to manage more effectively the practices in planning, preparing, and serving family meals, <u>continued</u></p>	<p>The pupils need to study and share learnings related to food buying, costs, principles of cookery and nutrition.</p> <p>Compare buying, cost, and cooking methods of fresh, frozen, and canned green vegetables, such as asparagus or green beans.</p> <p>Plan, study, and prepare food utilizing planned overs and canned goods.</p> <p>Activities may include -          Leftover mashed potatoes to broiled potato cakes          Leftover beef to a sandwich spread          Use leftovers the class may have frozen earlier          Canned meat, vegetable, and dessert with packaged bread</p> <p>Discuss and evaluate the use of packaged mixes versus making your own preparation. Pupils can prepare displays, make bulletin board, visit grocery, and demonstrate their uses.</p> <p>Sample projects might be -          Potato or Pasta Casserole versus Homemade          Package Pizza versus Homemade          Dried Soup versus Canned Soup          Instant Pudding versus Home Made</p> <p>Experiment with meals on a time basis. Meals which can be prepared in fifteen or twenty minutes:</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Figs in Blanket</td> <td style="text-align: center;">Broiled Casserole</td> </tr> <tr> <td style="text-align: center;">Buttered Limas &amp; Corn</td> <td style="text-align: center;">Peach Salad</td> </tr> <tr> <td style="text-align: center;">Cabbage Salad</td> <td style="text-align: center;">Package Pudding</td> </tr> </table>	Figs in Blanket	Broiled Casserole	Buttered Limas & Corn	Peach Salad	Cabbage Salad	Package Pudding
Figs in Blanket	Broiled Casserole						
Buttered Limas & Corn	Peach Salad						
Cabbage Salad	Package Pudding						

8TH GRADE  
FOODS

GENERALIZATIONS

Time and money can be saved if meals are carefully prepared.

Food value, appearance, and quality of green vegetables are affected by the cooking process.

Nutritious, tasty, and quick meals can be prepared from canned and left-over food.

Leftovers can be stored or frozen effectively for future use.

Home prepared mixes usually cost less than commercially packaged ones.

Packaged and canned goods save time and energy.

Preparing meals on a carefully planned time schedule saves time.

TEACHING MATERIALS

Supplementary Text

Harris & Withers, Your Foods Book, Heath  
McDermott & Nicholas, Homemaking For  
Teenagers, Bennett Book I

Other Materials

It's On The Label,  
National Canners Assn.  
We Can Eat Well For Less,  
National Dairy Council

Films

Buying Food Wisely, Young America Films  
Jelly Jewels (FS) Pathescope Productions  
The Secret of Sauces (FS) The Best Foods

8TH GRADE  
FOODS

Let's Entertain

OBJECTIVES

Acquire ease in social  
etiquette

LEARNING EXPERIENCES

Holidays should be recognized by preparing  
appropriate foods.

Plan activities (Halloween, Thanksgiving,  
Christmas, Easter, birthday, picnic, reception)  
or parties -- invitations, food, place to  
be held, decorations, being a good hostess,  
and setting the table.

Make invitations, centerpieces during class  
time. Make grocery list, prepare food in  
the laboratory and store properly (use Social  
Function Guide in Teachers Share Homemaking  
Materials.)

Cooperate with clothing classes and present  
a style show as a portion of the program.  
Also tour of the room, give demonstrations  
and share projects which are of interest to  
visitors.

Invite a favorite teacher, or teachers and  
mothers, in to be served and use evaluation  
sheet to be filled out by visitors.

Work in buzz-sessions on learning to talk  
with people.

8TH GRADE  
FOODS

GENERALIZATIONS

To be a good hostess we must have a plan, carry out the plan, and make guests comfortable.

Entertaining can be inexpensive if we learn to make our own decorations and refreshments.

A social activity will be successful if it is carefully planned and carried out.

TEACHING MATERIALS

Supplementary Text  
Barclay & Champion. Teen Guide To Homemaking. McGraw-Hill

Other Materials  
Organizing a Social Function.  
Gary Schools

An Album of Snacktime Hits.  
National Dairy Council  
Party Cook Book. Betty Crocker

Films  
What Makes a Good Party. Coronet  
Teen Series. (FS) McGraw-Hill  
Party Planning (FS) Reynolds Wrap

## INTRODUCTION TO CLOTHING

The units in the clothing area have been developed in light of the needs, interests, concerns, and responsibilities of the junior-high-school student. At this stage of development, teens are vitally interested in self and the group. Therefore, the emphasis here has been placed upon personal, social, and family relationships.

The units for the seventh grade are: Improving My Appearance, Learning To Sew, and Making and Keeping Friends.

The importance of cleanliness, both in person and in dress, is stressed in the unit Improving My Appearance. It is designed to give direction to the natural instinct girls, at this age, have in their appearance. Practical experiences are provided which give the student opportunity to improve and maintain a pleasing personal appearance.

Being a part of the group and having someone with whom to share common interests is of deep concern to young people. An important criteria in establishing desirable relationships with others is an understanding of oneself. The unit Making and Keeping Friends provides activities to help students understand ways of expressing friendship with the peer group, family members, and other adults.

The creative ability of the teen-ager is developed through the unit Learning To Sew. The sense of achievement derived from a well-made garment increases the student's enthusiasm for and interest in her appearance.

The projects suggested have been organized according to (1) basic learnings and (2) ability levels. The sequence begins with the very simple or easy and gradually progresses to the more difficult.

### 7TH GRADE PROJECTS

Fringed head scarf or placemat  
Pin cushion or potholder  
Apron or pop-over blouse  
Vest, Accessories (beach bag, dickey, collars)  
Skirt (four-gored gathered pleated)

The units for the second semester of Clothing (8th Grade) are: Developing Personal and Social Awareness; Making and Repairing My Clothes.

Developing Personal and Social Awareness stresses personality development, so experiences are provided to enable the pupils to evaluate themselves and plan for improvement.

Making and Repairing My Clothes is a continuation of the Learning To Sew unit in the 7th grade. Emphasis is placed upon the development of the basic skills.

### 8TH GRADE PROJECTS

Tailored blouse (collar & set-in sleeves)  
Jumper, shift (waistline seam)  
Remodeled garment

The projects recommended take into account the previous learnings and build upon them.



Adopted Texts and Approximate Length of Units

CLOTHING AND RELATED AREAS

7th Grade

Improving My Appearance	2 - 3 weeks
Learning To Sew	12 weeks
Making and Keeping Friends	2 - 3 weeks

Basic Text: Greer & Gibbs, You and Your Home,  
Allyn & Bacon, Inc., 1960

8th grade

Developing Personal & Social Awareness	3 weeks
Making and Repairing My Clothes	15 weeks

Basic Text: Jones & Burnham, Junior Homemaking,  
J. B. Lippincott, 1958

CLOTHING BUYING GUIDE

Name \_\_\_\_\_ Grade \_\_\_\_\_

Project \_\_\_\_\_ Pattern Name \_\_\_\_\_

Suggested Fabric: \_\_\_\_\_ Cost per Yard: \_\_\_\_\_ Pattern Numbers \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Pattern Size \_\_\_\_\_

\_\_\_\_\_ My Measurements:

Bust \_\_\_\_\_ Hips \_\_\_\_\_

Where fabric might be purchased

Waist \_\_\_\_\_

\_\_\_\_\_ My Figure Type: \_\_\_\_\_

Guides to buying fabric:

Other supplies:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Thread:

Number \_\_\_\_\_

Color \_\_\_\_\_

Other instructions:

LETTER TO PARENTS

Dear \_\_\_\_\_

Your child \_\_\_\_\_ has been assigned to a clothing class for

the \_\_\_\_\_ semester of this school year. In order to make this experience worthwhile, it is necessary for each student to have the proper supplies with which to work. The student needs to have them on time and to be able to bring more materials as each project is finished. If this presents a problem for you, won't you please contact the school?

A student's grade is based on the following criteria

1. The ability to interpret and follow instructions
2. The quality of sewing techniques used in constructing the project
3. The ability to follow through and complete a project

We like for a beginning student to make an apron or pop-over blouse for the first project. The next project depends on the ability of the student. A blouse, simple skirt, brunch coat, shift, or gown are some possibilities.

If you have any questions now or at any time during the semester, please feel free to call us. Will you please sign the tear-off below and return this so that the school will know you understand what is expected of a student in class?

Thank you.

\_\_\_\_\_  
Clothing Teacher

\_\_\_\_\_  
School

- - - - - Tear Off - - - - -

\_\_\_\_\_ and I agree to fulfill our responsibilities with regard to the clothing class to which my child has been assigned

\_\_\_\_\_  
Signature of Parent

\_\_\_\_\_  
Date

TOPICAL OUTLINE (4 Weeks) 7TH GRADE (CLOTHING)

OBJECTIVES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>(1st Week)</p> <p>INTEREST IN IMPROVING MY APPEARANCE</p> <p>PERHAPS USE A GENERAL GROOMING FILM</p>	<p><u>Get acquainted</u> with each other</p> <p><u>Discuss</u> "What is Home Economics?"</p> <p><u>Discuss</u> interests</p> <p><u>Plan</u> needs</p>	<p><u>Get acquainted</u> with room</p> <p><u>Plan</u> for house-keeping responsibilities</p> <p><u>Discuss</u> meaning of being well groomed</p>	<p>Complete questionnaire "What Do You Know About Grooming?"</p> <p><u>Film</u> on Good Grooming</p>	<p><u>Discuss</u> health factors related to appearance - diet posture exercise</p> <p><u>Demonstrate</u> good posture</p>	<p><u>Display and discuss</u> first project - fabric needed, sewing tools</p> <p><u>Develop</u> a shopping list, letter to parents, due date</p>
<p>(2nd Week)</p> <p>UNDERSTANDING HOW TO CARE FOR MY HAIR, FACE, TEETH, HANDS, AND FEET</p> <p>UNDERSTANDING HOW TO USE THE SEWING MACHINE</p>	<p><u>Begin</u> grooming notebook</p> <p><u>Buzz groups</u> on hair styles for teens</p> <p><u>Collect</u> pictures of appropriate styles</p>	<p><u>Invite</u> grooming consultant to talk to class</p> <p><u>Develop</u> a check list on hair care</p>	<p><u>Discuss</u> teenage make-up</p> <p><u>Qualified person</u> show students the proper use of make-up</p> <p><u>Discuss</u> care of teeth</p>	<p><u>Check</u> references on hand care, how to give a manicure</p> <p><u>Demonstrate</u> manicure and pedicure</p> <p><u>Demonstrate</u> hand gestures, (good &amp; poor)</p>	<p><u>Acquaint</u> pupil with the machine by making a pot-holder, head scarf, or pincushion</p> <p><u>Adjust</u> a skirt hem (Teacher demonstrate to class or small group)</p>
<p>(3rd Week)</p> <p>UNDERSTANDING OF CLOTHING SELECTION AND CARE</p> <p>UNDERSTANDING OF FABRIC PREPARATION AND TERMS</p>	<p><u>Inventory</u> wardrobe</p> <p><u>Discuss</u> needs in terms of family budget</p> <p><u>Discuss</u> wise buymanship (Use blouse from dept. store)</p>	<p><u>Discuss</u> selection of becoming colors and styles</p> <p><u>Discuss and demonstrate</u> clothing care-mending pressing storage</p>	<p><u>Continue</u> sewing machine activity</p> <p><u>Learn</u> parts</p> <p><u>Complete</u> machine project (as potholder or head scarf)</p>	<p><u>Demonstrate</u> how to prepare fabric for sewing</p> <p><u>Discuss</u> fabric terms</p> <p><u>Discuss</u> procedure for beginning project</p>	<p><u>Test:</u> paper and pencil</p> <p><u>Continue</u> with getting ready to sew</p>
<p>(4th Week)</p> <p>UNDERSTANDING CONSTRUCTION TECHNIQUES APPROPRIATE FOR ABILITY OF STUDENT</p>	<p><u>Begin</u> construction unit</p>	<p><u>Continue</u> garment construction</p>	<p><u>Continue</u> garment construction</p>	<p><u>Continue</u> garment construction</p>	<p><u>Continue</u> garment construction</p>

OBJECTIVES

To understand the meaning and importance of good grooming

LEARNING EXPERIENCES

Discuss the meaning of the term grooming.  
Written assignment: The Importance of Good Grooming

Use check list, What Do You Know About Grooming, to determine student's basic knowledge of grooming practices.

Formulate with class a list of characteristics which would describe a well-groomed person.

Provide each student with a mounted picture of an attractive girl. Students list as many outstanding features as possible.

Write a description about the most attractive person you know. Discuss (or list) the grooming practices that make her so.

List with class the basic grooming duties as:

- Bathing
- Using deodorants
- Changing undergarments daily
- Wearing clean clothing
- Brushing teeth
- Caring for the hair
- Manicuring the nails
- Caring for the feet
- Polishing shoes

Discuss the social aspect of good grooming.

Written assignment: Explain the phrase "First impressions are lasting impressions."  
List ideas of what makes a good first impression.

Panel discussion: How My Personal Appearance Affects My Everyday Living - At School, In the Community, Seeking a Job.

Have a business person from the community to discuss the importance of good grooming.

7TH GRADE  
CLOTHING

GENERALIZATIONS

Grooming means keeping yourself and your clothes neat and clean.

Good grooming expresses both self-respect and consideration for others.

Grooming is enhanced by a pleasing personality and the glow of good health.

Personal appearance is enhanced by good grooming practices.

Personal satisfaction and social acceptability are related to grooming.

One's appearance is often the first means of communicating with people.

TEACHING MATERIALS

Supplementary Text  
Barclay, Teen Guide to Homemaking,  
McGraw-Hill

Clayton, Young Living, Bennett

Other Materials

Dictionary

Bulletin Board

Magazines

Resource Person

Films & Filmstrips

Good Grooming For Girls, Coronet

As Other See You (FS McGraw-Hill)

The Clean Look (Modern Talking  
Picture Service, Inc.)

Clean As a Whistle (FS UAF)

7TH GRADE  
CLOTHING

Improving My Personal Appearance

OBJECTIVES

LEARNING EXPERIENCES

To understand the relationship of health to an attractive appearance

Study and discuss health habits which affect appearance, such as poor posture, improper diet, weight control, elimination.

Write a description of a healthy person. List health practices which indicate this.

Have students check weight and compare with acceptable standards for their age, weight, and body build.

Discuss body cleanliness and the reasons for bathing daily and using deodorants.

Discuss the difference between a deodorant and an antiperspirant.

Students report on the importance of diet and regular elimination.

View filmstrip for discussion on care of the teeth.

Invite dentist to explain the importance of regular dental care.

Demonstrate the proper way to brush teeth.

Study and discuss the effect of postures on health and appearance.

With the help of the nurse analyze posture of class members. Identify and discuss common figure faults.

Form a committee to locate pictures of exercises designed to improve posture. Seek aid of physical education teacher for a demonstration.

Demonstrate good posture: standing, walking, sitting, going up and down stairs, picking up paper from the floor, carrying books and getting in and out of a car.

Invite trained corsetiere to discuss the importance of foundation garments to health, posture, and future beauty.

Class set up plans for improving own posture problems at home. Report to class on progress.

Begin a posture campaign throughout school.

Study and discuss the purpose of foundation garments (bra and girdle) the fit, selection and care.

GENERALIZATIONS

Grooming is the result of forming good health habits.

Neatness and cleanliness in both person and clothing is required for an attractive appearance.

Personal living habits influence the way one looks.

A clean body forms the basis for all good grooming.

Following a daily and weekly grooming schedule aids in maintaining an attractive appearance.

Well-cared-for hands and fingernails are essential to being well groomed.

The regular use of some type of deodorant is necessary for one to be free from offensive odors.

Rest, exercise, and good nutrition contribute to physical fitness and good health.

Clean teeth contribute to an attractive appearance and assist in maintaining good health.

The total picture of the individual is enhanced by good posture.

Well-fitted foundation garments are contributing factors in developing good posture.

TEACHING MATERIALS

Supplementary Texts

Barclay, Teen Guide to Homemaking, McGraw-Hill

Clayton, Young Living, Bennett

Other Materials

Bulletin Board

Magazines

Formfit Company booklet "Ten Ways To Improve Your Figure"

Dental charts and pictures

Display of oral hygiene aids

Display of deodorants and anti-perspirants

A Fitting Guide For The Young Junior Figure, Seventeen Magazine

Films

Make The Most of Your Figure, Formfit Company

Fit As a Fiddle (FS YAF)

Facts About Your Figure. (MP)



7TH GRADE  
CLOTHING

Improving My Personal Appearance

OBJECTIVES

To develop ability to analyze personal grooming habits and apply correct procedures

LEARNING EXPERIENCES

View and discuss filmstrip: To Beauty Or Not To Beauty

Using the filmstrip and other discussions as a springboard, help the class to formulate an analysis or check list of their own personal appearance.

Use the analysis chart as a basis for beginning a self improvement campaign.

The class project might coincide with an all-school campaign on good grooming, stressing one point of grooming each day.

Explain the meaning of a grooming aid.

Help pupils in setting up a display of important grooming aids for the body, hair, hands, and nails, teeth, skin, etc.

Stress the importance of having own grooming aids. Point out the dangers to health when articles, such as comb, lipstick, powder, etc. are shared.

Discuss the phrase. "Beauty Is Only Skin Deep"

Discuss the special care needed for the face as:  
Care for special skin types (oily, dry)  
Cleansing the face  
Skin blemishes (causes)

Demonstrate the proper method to wash the face and use of creams.

Invite school nurse to talk to the class on ways to improve the appearance of the skin.

Set up display of cosmetics.

Discuss and demonstrate suitable make-up for teens, care of the eyebrows.

Discuss the use of perfume and the occasions when it is appropriate

7TH GRADE  
CLOTHING

GENERALIZATIONS

To be attractive, one does not need to have natural beauty.

Self-improvement may lead to peer group acceptance and status, adult approval, and personal satisfaction.

Cleanliness is essential for an attractive appearance and is important in treating skin problems.

Skillfully applied make-up contributes to attractiveness.

TEACHING MATERIALS

Supplementary Texts

Clayton, Young Living, Bennett

Oerke, Dress, Bennett

Barclay, Teen Guide to Homemaking, McGraw-Hill

Other Materials

Resource Person (Grooming Consultant)

Magazines

Display (Grooming aids for hands)

Posters

Resource Person (School Nurse)

Film

To Beauty or Not To Beauty, FS Coty

7TH GRADE  
CLOTHING

Improving My Personal Appearance

OBJECTIVES

LEARNING EXPERIENCES

To develop ability to analyse personal grooming and apply correct procedures, continued

Discuss hair styles and the appropriateness to various class members.

Display hair styles suitable for teen-agers.

Discuss reasons for selecting hair styles that are most becoming to facial types.

Collect pictures of becoming hair styles from magazines.

Study and discuss care of the hair:  
shampooing  
brushing  
setting  
treating scalp problems  
cleaning and care of comb and brush

Invite beautician to demonstrate hair care and styling.

Study and discuss care of the hands and nails.

Begin effort to overcome the nail-biting habit.

Exhibit grooming aids for the hands - lotions, emery boards, nail file, clipper, polishes, etc.

Discuss and demonstrate the proper procedure to giving manicure.

Students give each other manicure.

Discuss hand mannerisms. Demonstrate attractive and unattractive use of hands.

7TH GRADE  
CLOTHING

GENERALIZATIONS

TEACHING MATERIALS

The appearance of one's hair plays an important part in the over-all picture of good grooming.

Other Materials

1. Teenaged? Have Acne? Winthrop Laboratories, New York 18, N.Y.
2. Hair Do's and Don'ts Winthrop Laboratories, New York 18, N.Y.
3. "Beauty Dairy" - Coets, Personal Products Products Co., Box 45, Milltown, N.J.
4. The Inside Story of a Lovely Complexion, Noxema Chemical Co., Baltimore, Maryland

Well-groomed hands and fingernails attract admiration.

OBJECTIVES

LEARNING EXPERIENCES

to understand the importance of selecting becoming clothes

- Discuss the importance of wearing clothes that are becomingly styled for the individual.
- Discuss and illustrate the meaning of good and poor design and color coordination.
- Students use fashion books to select a wardrobe for a junior-high girl to wear (work in groups of four)
- for school
  - for church and social affairs
  - for sports (both active and spectator)
  - for housework or relaxation
- Discuss and plan a basic wardrobe for junior high girls (How to mix and match).
  - Each student use sample plan as basis for setting up individual plan. Make note how plan differs from original
  - Discuss advantages of a wardrobe planned around a definite color scheme
  - How does one choose a basic color
  - Use fabric swatches to demonstrate the effect of color on the individual, student make a list of her best colors
  - Have student wear their most becoming school outfit. Discuss why we like these clothes.
  - Discuss the family clothing dollar

7TH GRADE  
CLOTHING

GENERALIZATIONS

A satisfactory wardrobe will include clothing and accessories that will serve many needs.

With adequate care and interchangeable accessories, fewer outfits are needed.

Color can change one's appearance and shape.

Thoughtful planning allows one to be well-dressed on a limited income.

TEACHING MATERIALS

Supplementary Texts  
Barclay, Teen Guide to Homemaking, McGraw-Hill  
Clayton, Young Living, Bennett

Other Materials  
Fashion magazines  
Bulletin board  
Fabric swatches

Films  
Clothes and You, Coronet  
Color In Your Clothes, (FS,) McGraw-Hill  
The Right Clothes for You, (FS) McGraw-Hill  
Select Your Style, (FS) YAF

OBJECTIVES

LEARNING EXPERIENCES

To understand the importance of caring for our clothes

Discussion: Why is caring for one's clothing important? List reasons.

Discuss: Daily, weekly, and seasonal care for the wardrobe.

Develop and use a check list in rating self on daily, weekly, seasonal care of personal clothing.

Divide into committees to discuss, demonstrate, etc., the following:

- Care of closet and dresser drawers
- Care of accessories (gloves, hats, purses)
- Care of woolens
- Care of nylons (undergarments, hose)
- Removal of spots and stains
- Care of blouses

Include a discussion on new products as cold water soap, etc. Drip-dry fabrics.

List items needed for mending in a sewing basket. Organize a small mending kit for purse or locker.

Discuss: How will habit of repairing clothing promptly produce a well-groomed appearance?

Discuss and show various aids used to keep clothes neat and attractive:

- Shoe trees
- Coat hangers (wire, wooden, padded)
- Garment bags
- Clothes brushes, etc.

7TH GRADE  
CLOTHING

GENERALIZATIONS

Clothes which have the proper care will last longer.

TEACHING MATERIALS

Supplementary Text  
Barclay, Teen Guide to Homemaking,  
McGraw-Hill  
Clayton, Young Living, Bennett

Other Materials  
Magazines

Film  
Care of Your Clothes, FS McGraw-Hill



Learning To Sew

OBJECTIVES

To gain a knowledge of the names and uses of small sewing equipment

To develop some understanding of how to use and care for pressing equipment

LEARNING EXPERIENCES

Discuss the meaning of the terms notions and findings.

A labeled display of equipment used in the clothing laboratory.

Discussion of the following

1. Quality and function of sewing equipment
2. Safety precautions
3. Care of sewing equipment
4. Storage of sewing equipment
5. Marking individual equipment

Demonstrate How to hold and use pieces of equipment.

Students:

1. Practice holding and using equipment
2. Examine spools of thread for size and number

Decide cooperatively the sewing equipment needed for individual sewing boxes.

Display quality pressing equipment.

Demonstrate proper use and care of pressing equipment.

Discuss the difference between ironing and pressing.

Demonstrate the correct pressing technique.

Display a garment which was poorly pressed during construction and one which was pressed correctly at each step of construction.

Help students to note the difference in the final appearance.

7TH GRADE  
CLOTHING

GENERALIZATIONS

A knowledge of new terms results in increased understanding.

There is an appropriate name and use for each piece of sewing equipment.

Sewing equipment of good quality is durable and aids in efficient sewing.

The correct handling of sewing equipment lessens the chance of accidents.

The correct method of using sewing equipment contributes to efficiency of sewing.

The appropriate equipment is needed to do a good job of pressing.

Proper care of pressing equipment results in its giving longer use and greater satisfaction.

Good pressing at each step of construction is important to the final appearance of the garment.

TEACHING MATERIALS

Supplementary Text

Carson, How You Look and Dress,  
McGraw-Hill

Barclay, Teen Guide to Homemaking,  
McGraw-Hill

Other Materials

Display sewing tools

Film

Sewing Equipment , FS McGraw-Hill

Supplementary Text

Carson, How You Look and Dress,  
McGraw-Hill

Barclay, Teen Guide to Homemaking,  
McGraw-Hill

Other Materials

Pressing equipment

## OBJECTIVES

To gain an understanding of the names and the functions of the principal parts of the sewing machine

To understand the factors to be considered in selecting fabric

## LEARNING EXPERIENCES

Study references to identify the parts of the sewing machine.

Take small groups to the machine. Identify the parts. Demonstrate and discuss the function of each part used in threading the machine.

Discuss:

Difficulties encountered by students when using machine

Safety precautions

Care of the machine (Demonstrate cleaning and oiling)

Correct posture at machine

Demonstrate the operation of the machine.

Students practice correct sewing machine technique.

Students complete machine study test.

Display samples of different kinds and types of fabric.

Discuss factors to consider in fabric selection

Demonstrate the effect of design and color on the individual.

Discuss basic vocabulary.

7TH GRADE  
CLOTHING

GENERALIZATIONS

Knowing the names of the parts of the sewing machine aids in more intelligent discussion about the machine.

Understanding the functions of the parts of the sewing machine aids in adjusting the machine correctly.

Proper use increases the service one can expect from the sewing machine.

Proficiency in sewing is dependent upon using the correct techniques of operating the sewing machine.

Skill results from continual practice of good techniques.

The fabric selected depends upon the style of the garment.

The quality of the fabric will affect the wearing qualities of the garment.

The cost of a fabric will not always indicate quality.

Patterned fabrics should be scaled to the size of the wearer.

Colors selected should be coordinated with the present wardrobe.

The design and color of the fabric should be suitable for the individual.

A knowledge of fabric terms results in increased understanding.

TEACHING MATERIALS

Supplementary Text  
Barclay, Teer Guide to Homemaking, McGraw-Hill

Other Materials  
Singer Student Manual, Singer

Films  
Machine Sewing, FS, Singer

Supplementary Text  
Carson, How You Look and Dress, McGraw-Hill

Other Materials  
Fabric swatches (cotton)  
Dictionary of Terms (Simplicity)

Films  
Material for Clothing, EBF  
How Cloth Is Made, EBF

## Learning To Sew

## OBJECTIVES

To gain some ability in construction techniques appropriate for the ability of the student

## LEARNING EXPERIENCES

Complete clothing experiences questionnaire.

Display and discuss projects and fabrics:

1. Apron
2. Skirt (4-gore, gathered, or pleated)
3. Simple blouse (cap sleeve or sleeveless)  
or  
Vest or Jerkin (sleeveless)

Complete shopping list.

7TH GRADE  
CLOTHING

GENERALIZATIONS

To recognize individual ability is essential when preparing for a clothing construction project.

When learning to sew, it is best to start with something simple.

Projects should be chosen that will utilize present ability and provide for new learning experiences.

A basic knowledge of terms used in clothing construction results in increased learning.

The unit method of construction provides an organized plan for working.

Good management practices result in a savings of time and energy.

Grain perfection is the basis for good fit and appearance in a garment.

Quality workmanship results from adhering to high standards.

TEACHING MATERIALS

Supplementary Text  
Barclay, Teen Guide to Homemaking, McGraw-Hill

Other Material  
Pattern  
Learning To Sew Series. Simplicity  
Clothing Construction Series, McCall's  
Samples of construction processes

Films  
Sew Easy. MP Series ALM  
Sewing, MP-EBF

Making and Keeping Friends

OBJECTIVES

To understand the importance of friendship with one's peers, family members, and other adults

LEARNING EXPERIENCES

Discuss: What is a friend?  
The importance of being likeable and of having friends.

List desirable characteristics of a good friend. Develop a check list for self evaluation. Check one's own qualifications for being a friend.

Make a list of do's and don'ts for making and keeping friends.

Prepare a short skit to demonstrate the undesirable qualities and characteristics of the following:

Loud Lizzie            Gertie Gossop  
Rude Ruthie           Fitting Flora  
Sloppy Sally          Primping Polly  
Temper Tantrum Trudy  
Boy Crazy Betty (do not use  
the names of class members)

Have question box in which students turn in problems concerning getting along with others.

Set up a panel of class members to discuss problems to arrive at solutions.

Discuss one's role as a family member.

List responsibilities of family members.

Suggest ways of assuming your share of responsibility for

1. Getting along with parents
2. Getting along with other adults in family
3. Getting along with brothers and sisters
4. Helping with household tasks
5. Having fun with the family

Discuss:

1. Habit of borrowing from your family members
2. Sharing with family members (bedroom)
3. Infringing upon the privacy of others

Write a theme on what courtesies in the home make life more harmonious.

7TH GRADE  
CLOTHING

GENERALIZATIONS

A good friend has many desirable characteristics.

A good friend may have some undesirable characteristics which one may tactfully help her overcome.

A good family member assumes a fair share of the total responsibilities.

Each member of the family contributes to the happiness of others in the family.

Working together can be as much fun as playing together.

TEACHING MATERIALS

Supplementary Texts

Barclay, Teen Guide to Homemaking, McGraw-Hill

Clayton, Young Living, Bennett

Other Materials

Bulletin Board

Magazines

Films and Filmstrips

Making Friends is Easy, FS, McGraw-Hill

Parents Are People Too, FS, McGraw-Hill

Your Family and You, FS, Handy

Getting Along With Brothers and Sisters, FS, McGraw-Hill

Friendship Begins at Home, Coronet



Making and Keeping Friends

OBJECTIVES

Understanding the importance of developing good manners

LEARNING EXPERIENCES

Pretest: Manners for teens - to determine need for improvement.

Discuss: Are manners important?

Analyze and discuss pictures which show problems of good and poor manners in various situations.

Divide into committees - report on courtesy and etiquette for different occasions:

1. At school, on the street, at home
2. On the telephone
3. Making introductions
4. As a guest in a friend's home
5. Eating out
6. As a hostess
7. Writing invitations
8. Carrying on a conversation

Students make a scrapbook showing good and bad manners and clippings on etiquette.

Committee prepare skits on manners in different situations.

Conduct a courtesy campaign throughout school. Have pupils make special efforts to be courteous and considerate to their family and friends without letting them know it is an assignment. At the end of the week, write out the reactions of family and friends to their efforts.

7TH GRADE  
CLOTHING

GENERALIZATIONS

The basis of good manners is consideration for others.

Good manners become natural with practice.

Using good manners helps one to feel at ease with others.

The ability to converse helps one to make and keep friends.

TEACHING MATERIALS

Supplementary Text  
Barclay, Teen Guide to Homemaking,  
McGraw-Hill  
Clayton, Young Living, Bennett

Other Materials  
Bulletin board

Films  
Etiquette Series, FS, McGraw-Hill  
Introductions, EBF

8TH GRADE  
CLOTHING

Developing Personal and Social Awareness

OBJECTIVES

LEARNING EXPERIENCES

To understand the factors which contribute to personality development.

Use film on personality and character building as a springboard for discussion of: "What is personality?"

What factors influence personality development (heredity, environment, etc.)

Read accounts of the lives of famous or well-known men and women to determine the characteristics which helped them to become admired. Match these with leaders in own community.

Discuss desirable and undesirable personality traits. Use characters seen in movies and on television.

Discuss ways in which organizations, as Girl Scouts, help in developing desirable personality traits.

Formulate a personality check list. Use it to rate self and others. Plan for self-improvement.

Write a paper on: "The Most Interesting Person I Know," using your knowledge of personality traits that make him or her so.

From the social aspect, discuss the advantage of a pleasing personality.

Consider: Family relationships  
Relationships outside of home  
1. Other adults  
2. Peer group (girl or boy friends)

Interview parents and other adults to determine those qualities and traits they admire in young people.

Girls list qualities and traits they admire in boys; boys list qualities and traits they admire in girls.

Provide a question box for discussion of boy-girl relationships (teen-age dating).

List ways to develop characteristics that are socially acceptable as:  
punctuality  
control of temper  
patience

Have a tea for mothers. Girls can put into practice principles learned in personality development.

8TH GRADE  
CLOTHING

GENERALIZATIONS

An understanding of oneself contributes to the development of a socially effective personality.

Personality development is influenced by one's environment.

Agreeability and consideration are traits which help one to get along easily with others.

To get along with the group requires that one "gives as well as takes."

Girls as well as boys have a strong desire to win the approval of those about them.

TEACHING MATERIALS

Supplementary Text  
Barclay, Teen Guide to Homemaking, McGraw-Hill  
Clayton, Young Living, Bennett

Other Materials  
Bulletin board  
Magazines

Films and Filmstrips  
Beginning to Date, EBF  
Are You Popular? Coronet  
Psychology For Living Series, McGraw-Hill

8TH GRADE  
CLOTHING

Making and Repairing My Clothes

OBJECTIVES

To develop ability to use and care for sewing equipment more efficiently

To develop some skill in the use and care of the sewing machine

LEARNING EXPERIENCES

Pre-test to determine students' basic knowledge of sewing equipment. Display quality sewing equipment (no labels). Have students discuss the name and use of each piece.

Students check own sewing supplies to determine which pieces of equipment need to be added or replaced.

Review and discuss:

1. Function of sewing equipment
2. Marking individual equipment
3. Storage of individual and class equipment
4. Care of equipment
5. Safety precautions
6. Good management practices

Review and practice the correct way to use sewing equipment.

Pre-test: Practical test to include

1. Threading
2. Stitching

Review and discuss:

1. Correct sewing machine techniques
2. Common machine difficulties
3. Care of the sewing machine
4. Management of time while at the sewing machine (Unit Sewing)
5. Simple machine attachments as zipper and buttonhole attachments
6. Safety precautions at the sewing machine
7. Sharing sewing machines
8. Posture

8TH GRADE  
CLOTHING

GENERALIZATIONS

Quality sewing equipment aids in efficient sewing.

Time and energy is saved by using quality sewing equipment.

The proper care of sewing equipment results in longer use and greater satisfaction.

The quality of sewing is improved by practice in the correct handling of sewing tools.

To use the sewing machine efficiently requires a basic knowledge of its operation.

Skill results from continual practice of good techniques.

Developing good work habits from the start results in the saving of time and energy.

The quality of construction is improved by the intelligent care and use of the sewing machine.

Machine stitching is more secure when the machine is adjusted to provide even tension.

TEACHING MATERIALS

Supplementary Texts

Barclay, Teen Guide to Homemaking, McGraw-Hill

Lewis, Bowers, Kettunen, Clothing Construction and Wardrobe Planning, Macmillan

Other Materials

Display of Sewing Tools

Film

Tools For Sewing, FS, McGraw-Hill

Supplementary Text

Barclay, Teen Guide to Homemaking, McGraw-Hill

Other Materials

Singer Machine Wall Charts, Singer

Singer Series of Student Manuals, Singer

Films

A Tale of Two Seams, Singer

Machine Sewing, Singer

Making and Repairing My Clothes

OBJECTIVES

LEARNING EXPERIENCES

To develop desirable standards of good management

Discuss: Meaning and importance of good management.

Review good management practices desirable in the clothing laboratory.

Discuss and set up a plan for sharing responsibilities in the clothing laboratory.

To develop ability to select pattern and fabric that is appropriate for a particular project

Complete clothing-experience questionnaire.

Students relate previous sewing experience outside of school as: (Singer Course, 4H, home)

Display and discuss projects:

1. Jumper with waistline seam
2. Shift-type dress
3. Pajamas

Bulletin board display of patterns suitable for projects.

Discuss reasons why it is important to select patterns in keeping with one's sewing ability.

Review the following:

1. Pattern types for figure types
2. Taking body measurements
3. Pattern vs ready-to-wear sizes
4. Information on the pattern envelope, guide, and pattern pieces

Display and discuss fabrics suitable for project (name, width, approximate cost.)

Review factors to be considered in making fabric selections.

Review basic fabric terms; how fabric is made; difference between natural and synthetic or man-made fibers.

Students proceed to do the following:

1. Take measurements
2. Select pattern size and type
3. Determine amount of fabric needed
4. Complete shopping list

Role-play: The buying of fabric at the store...(student and clerk)

8TH GRADE  
CLOTHING

GENERALIZATIONS

Good management practices add to the enjoyment of sewing.

Time and energy is saved when all share in routine tasks.

Knowing what to do and how to do it helps one to use time, energy, and laboratory equipment more wisely.

It is essential to recognize individual ability when planning a sewing construction project.

Buying the correct type and size of pattern is essential to good fit.

Patterns should be chosen according to the ability of the student.

Patterns are designed and proportioned for figure types as well as size.

Pattern sizes are determined by body measurements.

TEACHING MATERIALS

Supplementary Text

Barclay, Teen Guide to Homemaking, McGraw-Hill

Other Materials

Supplementary Texts

Carson, How You Look and Dress, McGraw-Hill

Barclay, Teen Guide to Homemaking, McGraw-Hill

Other Materials

Simplicity Series on the Pattern

Simplicity Dictionary of Terms

Films



8TH GRADE  
CLOTHING

Making and Repairing My Clothes

OBJECTIVES

LEARNING EXPERIENCES

To gain increased ability in construction techniques

Review procedure for beginning projects.

To develop ability to make simple repairs and alterations on one's clothing

Discuss reasons for repairing and altering clothing.

Demonstrate and discuss ways to adjust ready-to-wear garments to fit the individual.

Discuss ways to prevent damage to clothing.

List suggestions for simple repairs and alteration problems.

Hems (shorten - lengthen)

Underarm sleeve seams

Replace zipper

Demonstrate and show examples of ways to mend garments.

Demonstrate how to mend with commercial mending tape as Bondex.

Students take inventory of wardrobes and bring in at least three different mending or alteration problems.

8TH GRADE  
CLOTHING

GENERALIZATIONS

Continuous and repeated learning develops skill and accuracy in sewing.

Constructing garments can be an enjoyable and satisfying experience.

A well-made garment is securely and neatly sewn, is grain perfect, and is becomingly fitted to the body.

Repairing clothes makes them look better and last longer over a period of time.

Checking garments frequently for probable repairs will save hasty, temporary repairs.

TEACHING MATERIALS

Supplementary Text  
Barclay, Teen Guide to Homemaking, McGraw-Hill

Other Materials  
Series on Clothing Construction, McCall's and Simplicity  
Samples of construction processes

Films  
Young America Film Series  
Advance Seams  
Characteristics and Handling Materials  
Fitting a Pattern  
Fundamentals  
Pattern Interpretations  
Simple Seams  
Slide Fasteners

Sewing Room, Film Series,  
Allen Moore, color

Supplementary Texts  
Barclay, Teen Guide to Homemaking, McGraw-Hill  
Carson, How You Look and Dress, McGraw-Hill

Other Material

Films

## RESOURCES

### Texts

Fennett, Inc. Charles A., 237 North Monroe Street, Peoria, Illinois  
Heath & Co., D. Co., 285 Madison Avenue, Boston 17, Mass.  
Lippincott Company, J. E., 301 West Lake St., Chicago, Illinois 60606  
McGraw-Hill Book Company, Inc., 320 W. 42nd St., New York 10036  
Macmillan Company, The, 60 Fifth Avenue, New York, N.Y. 10011  
Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07631

### Other Materials

American Cyanamid Company, Wallingford, Conn.  
American Institute of Baking, 400 E. Ontario St., Chicago 4, Illinois  
Jane Ashley, Home Service Dept., Corn Products Co., 718 5th Ave., New York, N.Y. 10022  
Betty Crocker (see General Mills)  
Burgess Publishing Co., 426 So. 5th Street, Minneapolis 15, Minnesota  
California Prune Advisory Board, 30 E. 40th Street, New York, N.Y. 10016  
Carnation Milk Company, Home Service Department, Los Angeles, California  
Crest Personal Products Company, Box 45, Milltown, New Jersey  
Farmfit Company, 400 South Prairie Street, Chicago, Illinois 60607  
General Foods Corporation, White Plains, New York  
General Mills, Minneapolis 1, Minnesota (Betty Crocker)  
Gorham Silvermith, 11 N. Wabash, Chicago, Illinois  
Indiana State Board of Health, 132 West Michigan, Indianapolis, Indiana  
Kansas Wheat Commissioner, Hutchinson, Kansas  
Kraft Company, Home Service Department, Battle Creek, Michigan  
Kraft Kitchens, 510 North La Salle Court, Chicago, Illinois  
Libby McNeill, Libby, 201 S. Michigan, Chicago, Illinois  
McCall's Patterns, School Service Division, 230 Park Avenue, New York, N.Y. 10017  
Maltex Company, Division of Heublein Company, Burlington, Vermont  
Martha Logan (Swift and Company), Dept. ML, Box 2021, Chicago, Illinois 60609  
Melmac (American Cyanamid Company) Wallingford, Conn.  
Michigan State University, Bureau of Educ. Research, College of Educ., East Lansing, Mich.  
National Farmers Association, 1101 20th Street, N.W., Washington D. C. 20006  
National Dairy Council, 111 North Canal, Chicago, Illinois 60606  
Oxema Chemical Co., Baltimore, Maryland  
Owens-Illinois Glass Corporation, Dept. F-9, Toledo 1, Ohio  
Parents Magazine, 6 North Michigan Avenue, Chicago, Illinois  
Pet Milk Company, Arcade Building, St. Louis, 36, Missouri  
Poultry & Egg National Board, 8 South Michigan Avenue, Chicago, Illinois 60603  
Rand McNally & Company, Box 1800, Chicago, Illinois 60680  
Seventeen Magazine, 320 Park Avenue, New York, N.Y. 10022  
Simplicity Pattern Company, Inc., 200 Madison Avenue, New York, N.Y. 10016  
Smokeless Van Camp, Inc., 941 North Meridian, Indianapolis 6, Indiana  
Swift & Company, Dept. ML, Box 2021, Chicago, Illinois 60609  
U.S. Dept. of Health, Education, and Welfare, Washington, D.C.  
Wheat Flour Institute, 309 W. Jackson Blvd., Chicago, Illinois 60606  
Winthrop Laboratories, 1450 Broadway, New York, N.Y. 10018

R E S O U R C E S , continued

Films and Filmstrips

Allen Moore Productions, Inc., 7936 Santa Monica Blvd, Hollywood 46, California  
Almanac Films, Inc., 516 Fifth Avenue, New York, N.Y. 10036  
American Dairy Association, 20 N. Wacker Drive, Chicago, Illinois 60606  
Association Films, 347 Madison Avenue, New York, N.Y. 10017  
Betty Crocker Film Library, 9200 Wyzata Blvd., Minneapolis, Minnesota  
Cronet Instruction Films, 65 E. South Water Street, Chicago, Illinois 60601  
Coty, Inc., Education Department, 423 W. 55th St., New York, N.Y. 10019  
Current Affairs Films, 527 Madison Avenue, Suite 409, New York, N.Y. 10022  
Encyclopaedia Britannica Films, Inc., 1150 Wilmette Avenue, Wilmette, Illinois  
General Foods, White Plains, New York (Pathescope Productions)  
Jim Handy Organization, 2921 East Grand Blvd., Detroit 11, Michigan  
McCall's Patterns, 230 Park Avenue, New York, N.Y. 10017  
McGraw-Hill Book Co., Inc., Text-Film Dept., 350 W. 42nd Street, New York 36, N.Y.  
Modern Talking Picture Service, Inc., 45 Rockefeller Plaza, New York, N.Y. 10020  
Pathescope Productions, General Foods Corp., 250 North Street, White Plains, N.Y.  
Reynolds Metals Company, 410 N. Michigan, Chicago, Illinois 60611  
Singer Sewing Machine Company, 328 So. State Street, Chicago, Illinois 60604  
Young American Films, 18 East 41st Street, New York, N.Y. 10017