PHASE II:
Adult education program,
Eskimo Rental Housing

E100.E36
P37

Experimental - subject to revision

PHASE II
ADULT EDUCATION PROGRAM
ESKIMO RENTAL HOUSING

Education Division
Northern Administration Branch
Department of Indian Affairs and Northern Development
Ottawa, 1967

Contents

A. Foreword

B. Sheets and Pamphlets:

How to Improve the House and Make Minor Repairs
(green)

Home Management
(yellow)

Sewing
(pink)

Foods and Nutrition
(buff)

Safety
(blue)

The Housing Association
(white)

C. Objectives and Goals of the Phase II Education Program

Empathy

D. Methods and Techniques

Motivational Control of Learning

How to Use An Interpreter
Brief List of Eskimo Greetings and Simple Phrases

How to Give A Demonstration

Suggestions for the Use of Pamphlets and Posters

• indicates material not returned from printers as yet.

FOREWORD

The material in this book is designed for use in the adult education component of the Eskimo Rental Housing Program. Although it was developed for the housing educators who will be implementing the program in the settlements directly involved, much of the material deals with basic aspects of home management and would be helpful for adult education in other localities.

The book contains a number of illustrated single sheets and pamphlets related to the problems encountered when adults of a different cultural background adjust to new housing and living patterns. For most effective results, the material should be carefully selected and used in accordance with the needs of the adults involved.

Although the book as presented is in English, similar illustrated sheets without the script are available for non-English speakers. This will permit interpreters to translate the sheets selected, type or write the required language on stencils for each sheet, and duplicate as needed.

All materials are experimental and subject to revision.

D.W. Simpson,
Chief, Education Division

HOW TO IMPROVE THE HOUSE

How to make:

- A Folding Desk
- A Solid Shelf
- A Hanging Bookcase
- A Coat Rack
- A Stool or Bench
- A Toothbrush Rack
- Curtain Rods
- A Wall Bench ē Storage
- A Baby's Crib
- A Gun Rack
- A Sawhorse - A Teetertotter
- A Climbing Horse
- A Storage Closet
- Bunk Beds

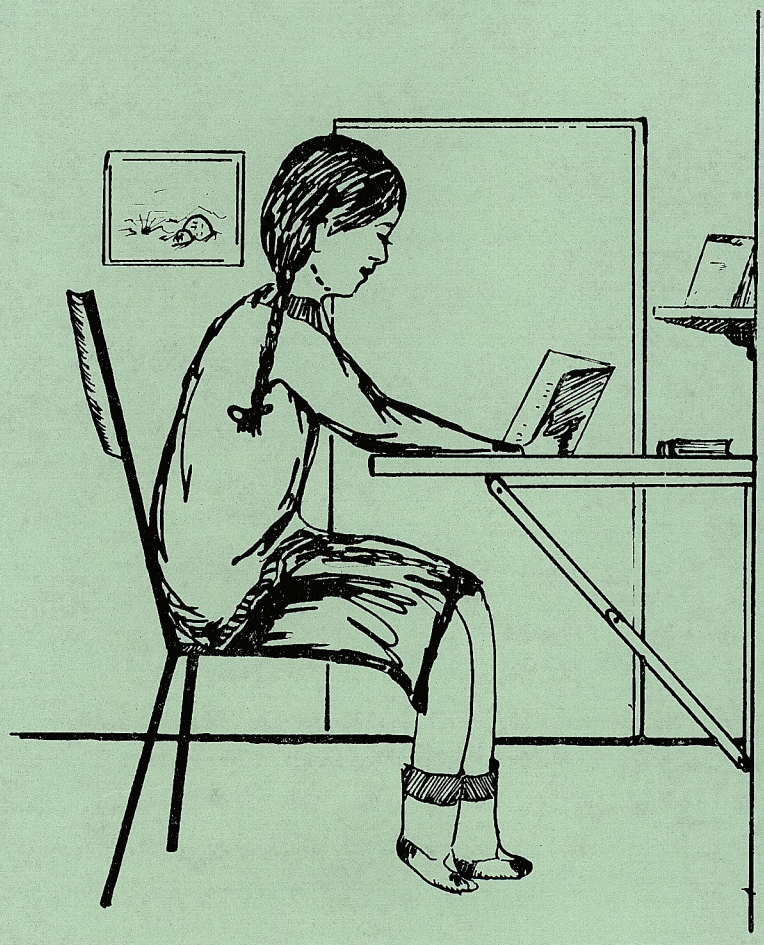
How to do minor repairs:

- Kinds of Electrical Appliances
- Making An Extension Cord
- Glazing a Window
- Installing and Replacing Door Catches
- Wiring A Lamp
- Repairing Heater Cords (any electrical appliance)
- Replacing A Door Hinge
- Replacing Broken Handles on Drawers and Cupboards
- Repairing A Broken Step
- Painting - a shelf
  - a cupboard
  - inside walls
- Hanging a Door

A FOLDING DESK

ESKIMO RENTAL HOUSING

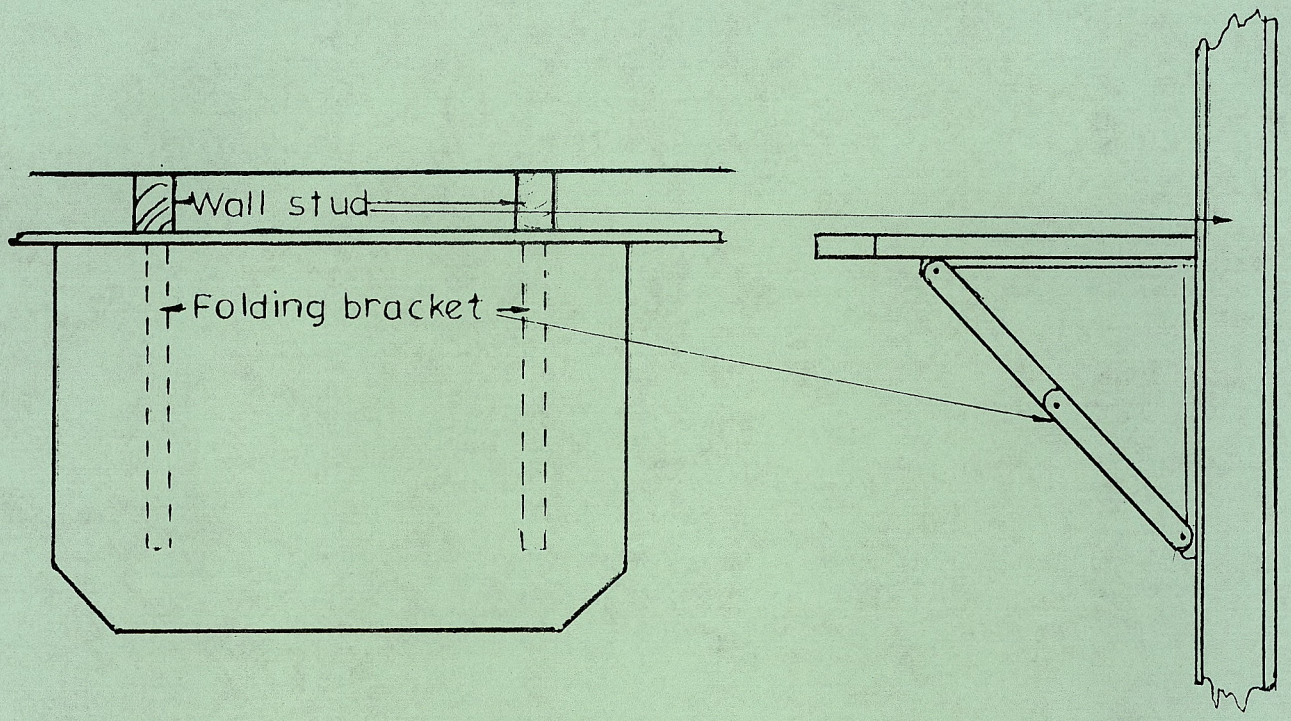
Experimental edition



This Design

- has many uses
- can be used in any room
- can be any size desired

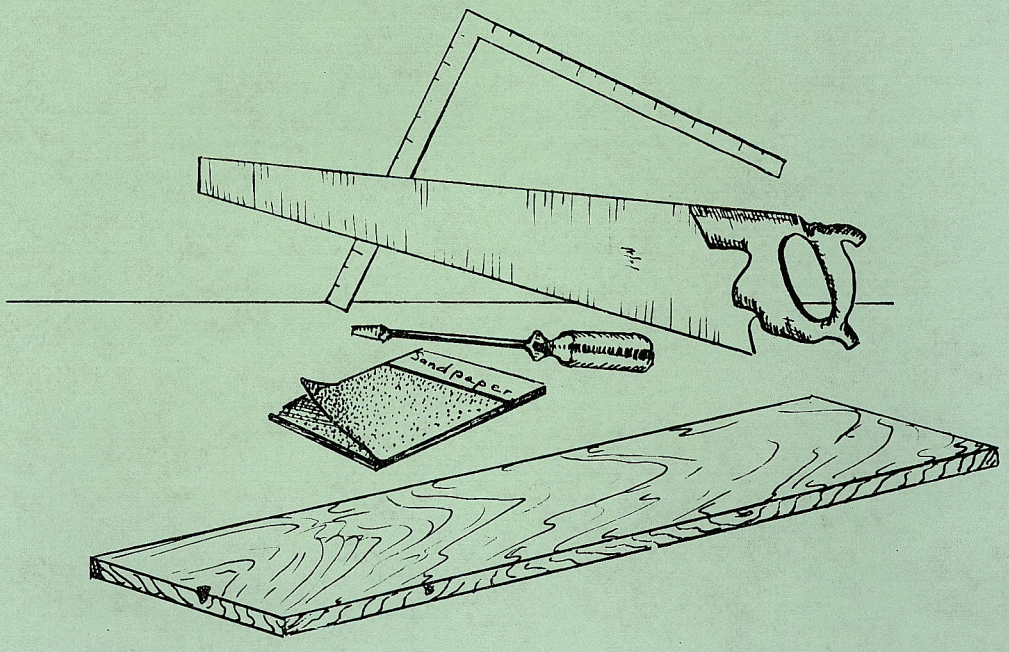
WHAT IS NEEDED



- piece of plywood ¾" x width x length desired.
- 2 folding metal brackets with screws.

Tools:

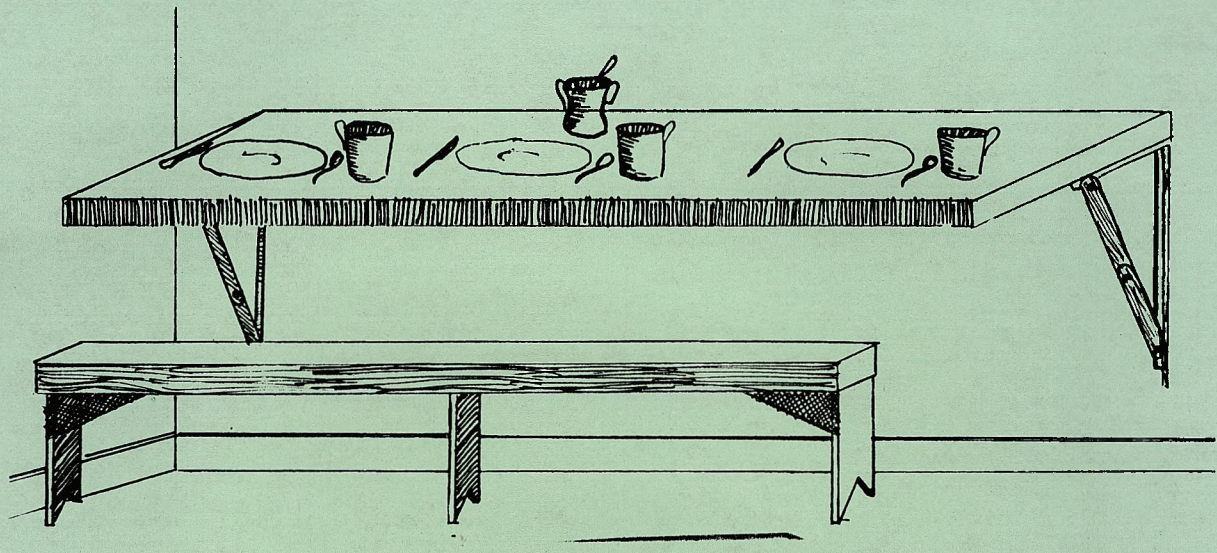
- hand saw
- screw driver
- square
- rule
- sandpaper



WHAT TO DO

- cut plywood to size
- attach brackets to wall studs
- mount shelf on bracket with screws

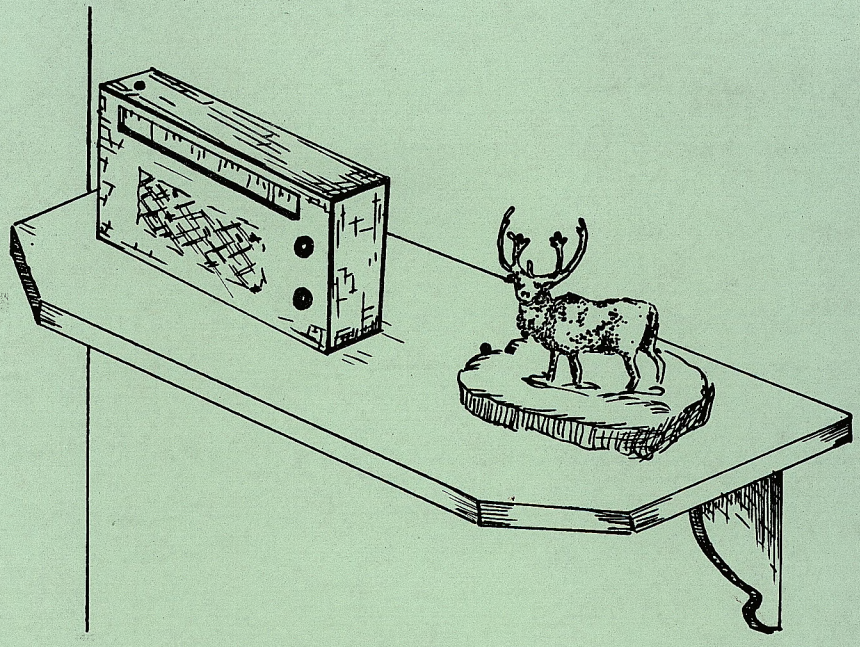
ANOTHER SUGGESTION:



• a folding table

Adult Education
Northern Administration Branch
Department of Indian Affairs and Northern Development
Ottawa 1967

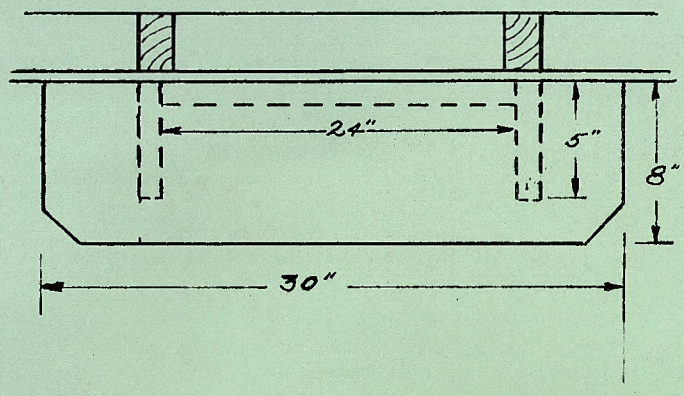
SOLID SHELF



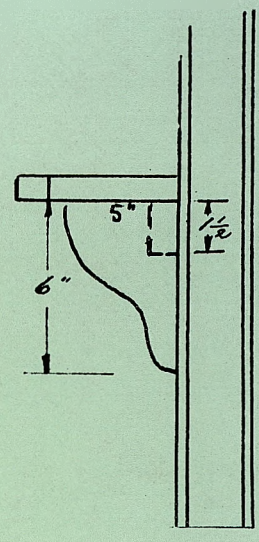
- This shelf can be made whatever length or depth is needed.

- It can be used anywhere in the house.

- Support brackets must be nailed to house studding for strength.



Shelf



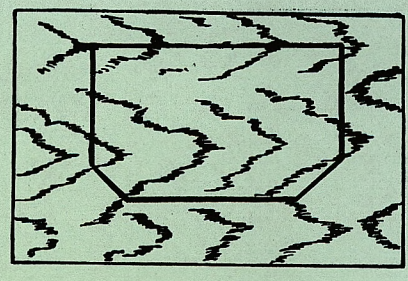
Support bracket

MATERIALS NEEDED

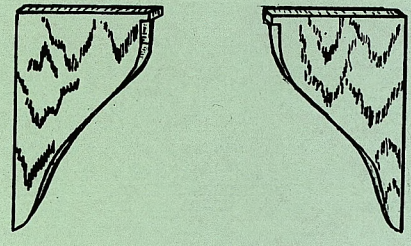
- one shelf 3/4" x 8" x 30" or whatever size is desired.
- 2 wooden brackets 3/4" x 5" x 6" with finishing nails.
- one shelf support 3/4" x 1 1/2" x 24"
  Length would have to be changed if length of shelf is different to above measurement.

HOW TO MAKE

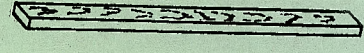
- Cut plywood piece for shelf to size.



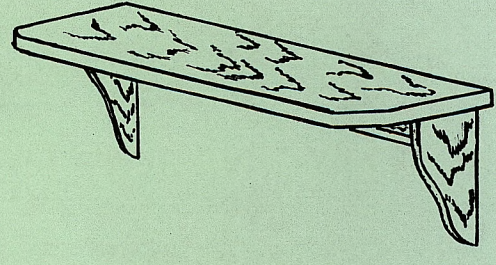
- Make 2 wooden brackets



- Make 1 shelf support. Nail support to wall studs with finishing nails.

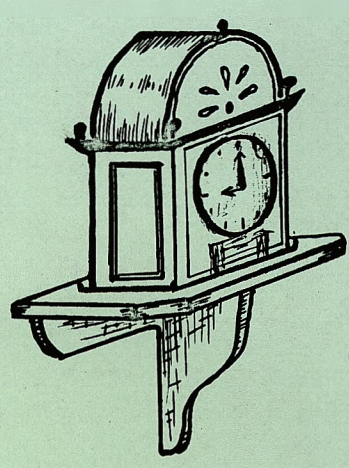


- Nail shelf brackets to wall support with finishing nails.

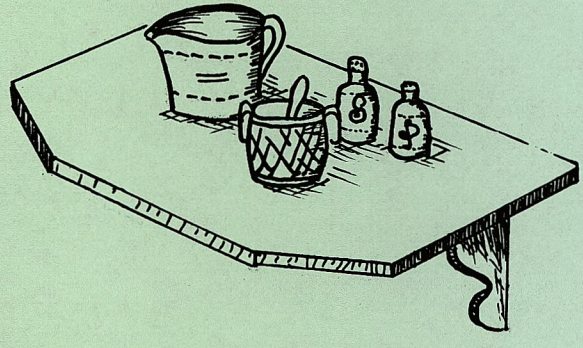


- Nail shelf to brackets and support with finishing nails.

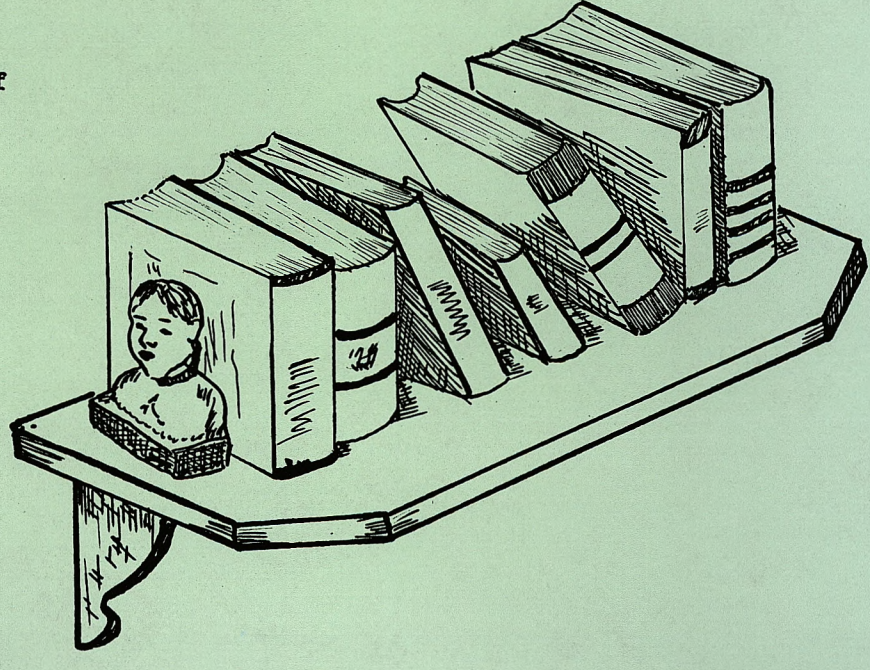
HOW TO USE



- as a shelf for a clock, a radio or a carving

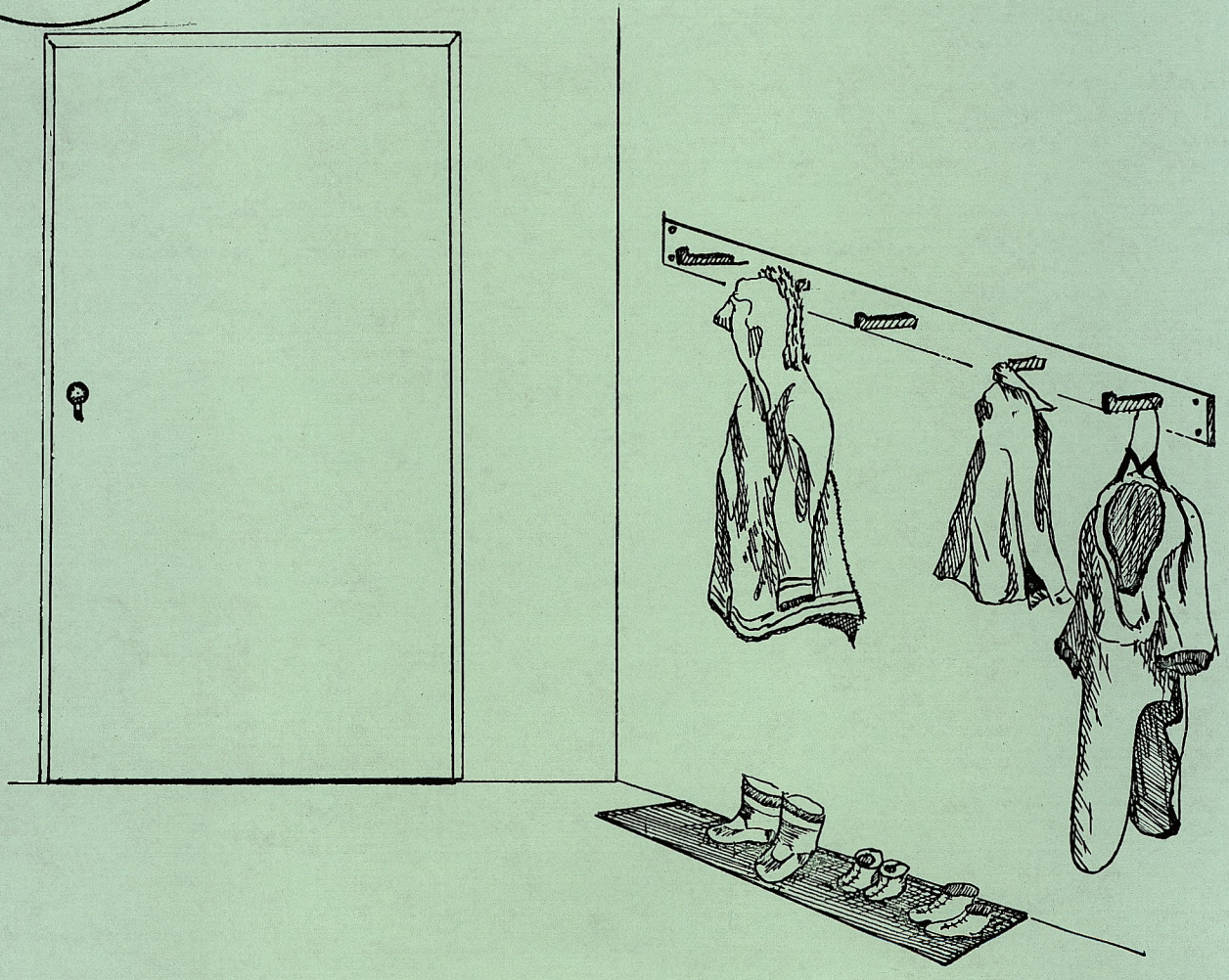


- as a counter area near the stove



- as a book shelf

A COAT RACK



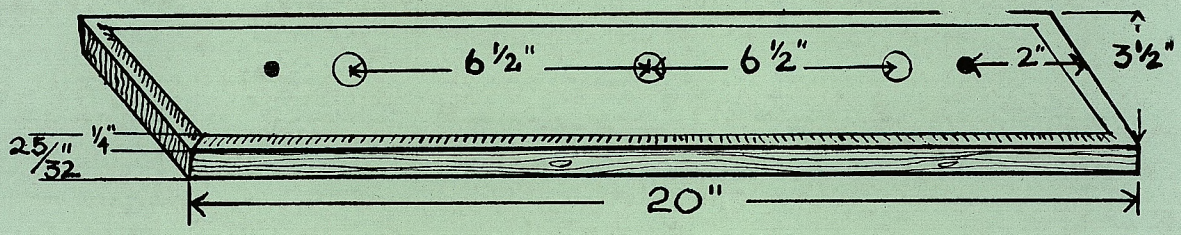
CAN BE EXTENDED TO ANY DESIRED LENGTH

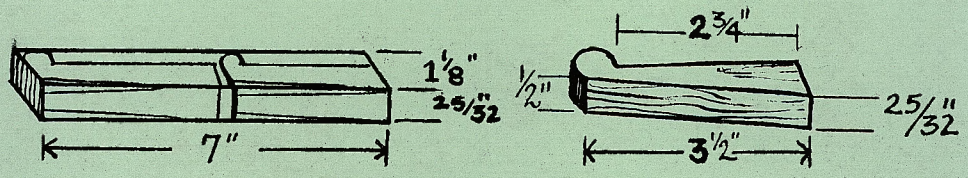
WHAT YOU NEED

- Back piece 3/4" x 5" x length required.

- Pegs 3/4" x 1/4" x 5"

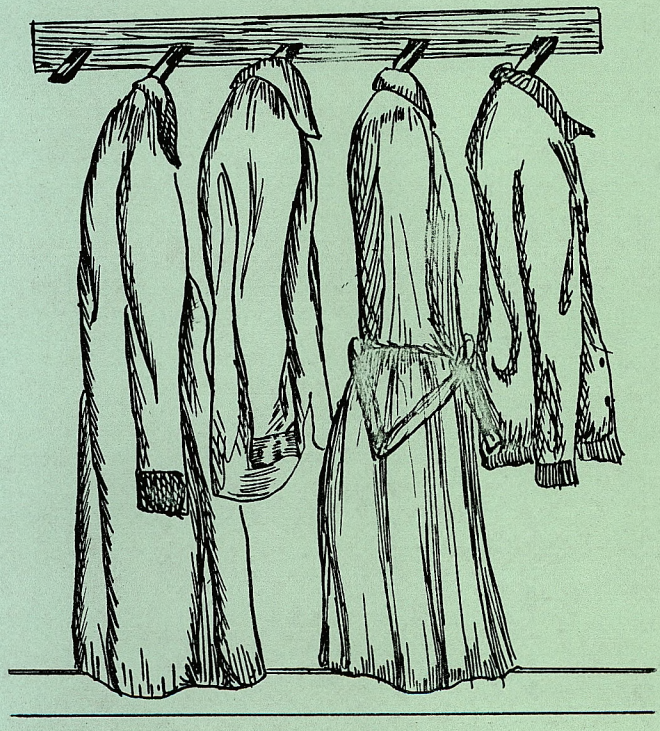
- Screws 2" x 9" flatheads



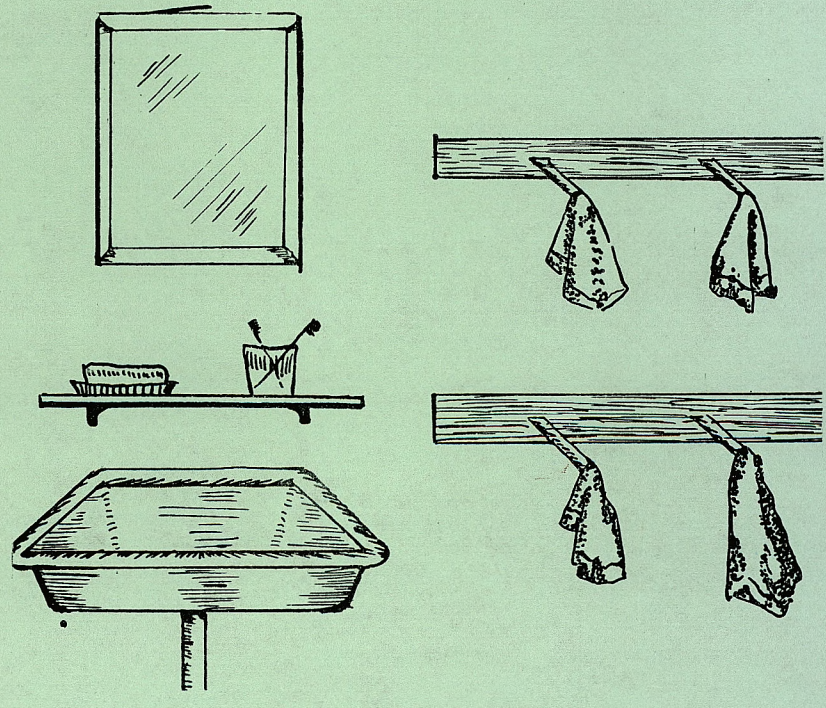


WHERE TO USE

In a cold porch (summer)



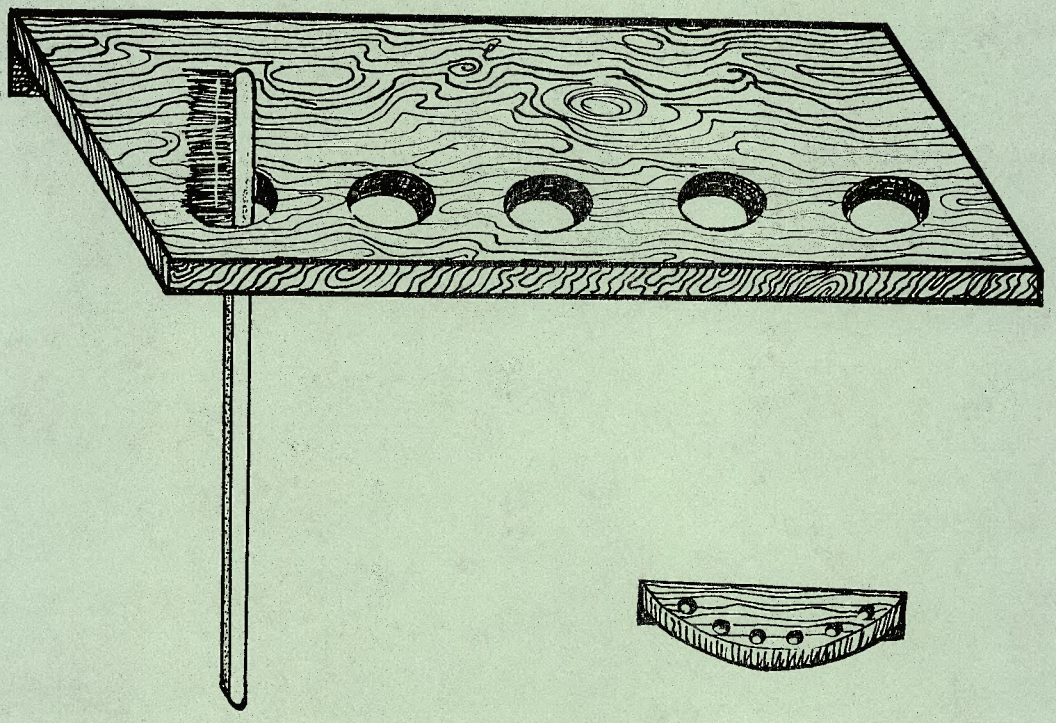
In a bedroom



In a bathroom

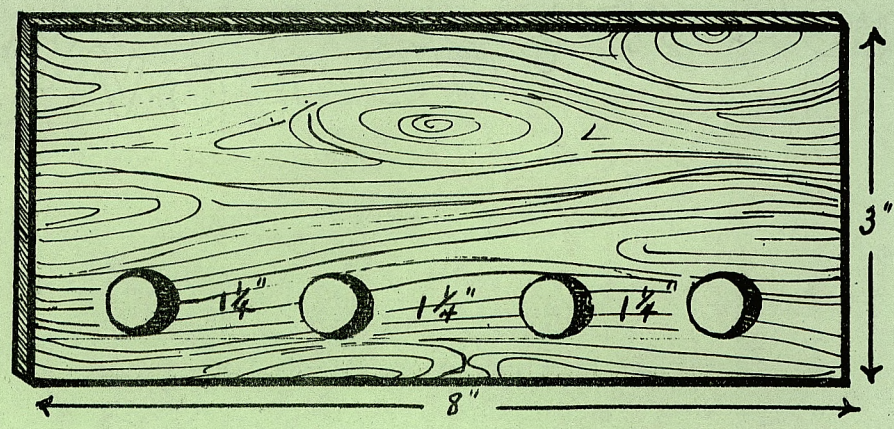
THIS MAY ALSO BE USED IN OTHER ROOMS

TOOTHBRUSH RACK



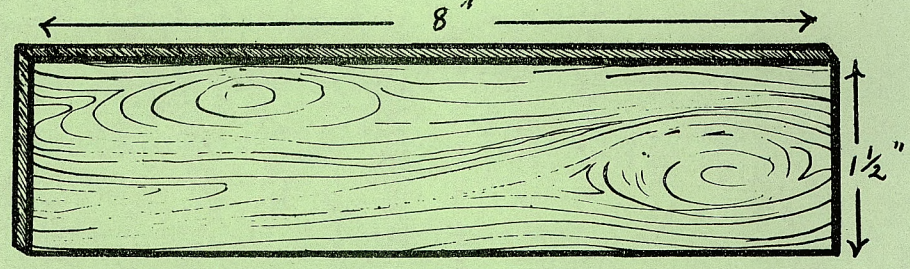
A TOOTHBRUSH FOR EVERYONE

WHAT YOU DO:



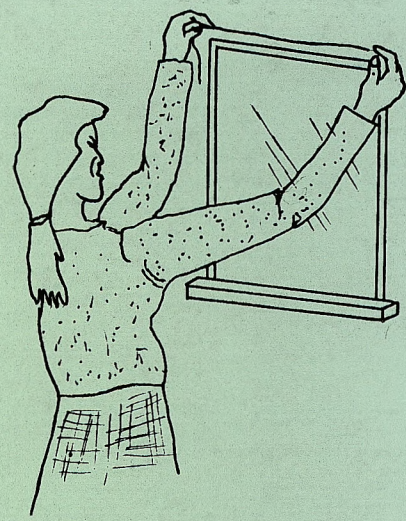
- Cut a piece 1/2" plywood 3" x 8"
- Locate holes 1 1/4" apart

  Drill holes large enough to insert handle of toothbrush.
- Cut support bracket 1 1/2" x 8 "



- Smooth both pieces with sandpaper
- Nail support bracket to wall stud
- Nail toothbrush rack to support bracket
- Paint if desired

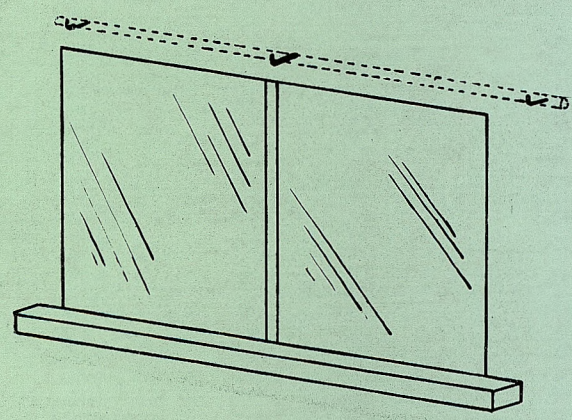
CURTAIN RODS



- Measure the width of the window. Allow for 2" extension at each end.

- Some store-bought rods are cheap and easy to put up.

- Fasten end brackets to wall at each side 1" from top of window.



- If windows are wide, the rod will need to be supported in the centre. A nail or hook could be used.

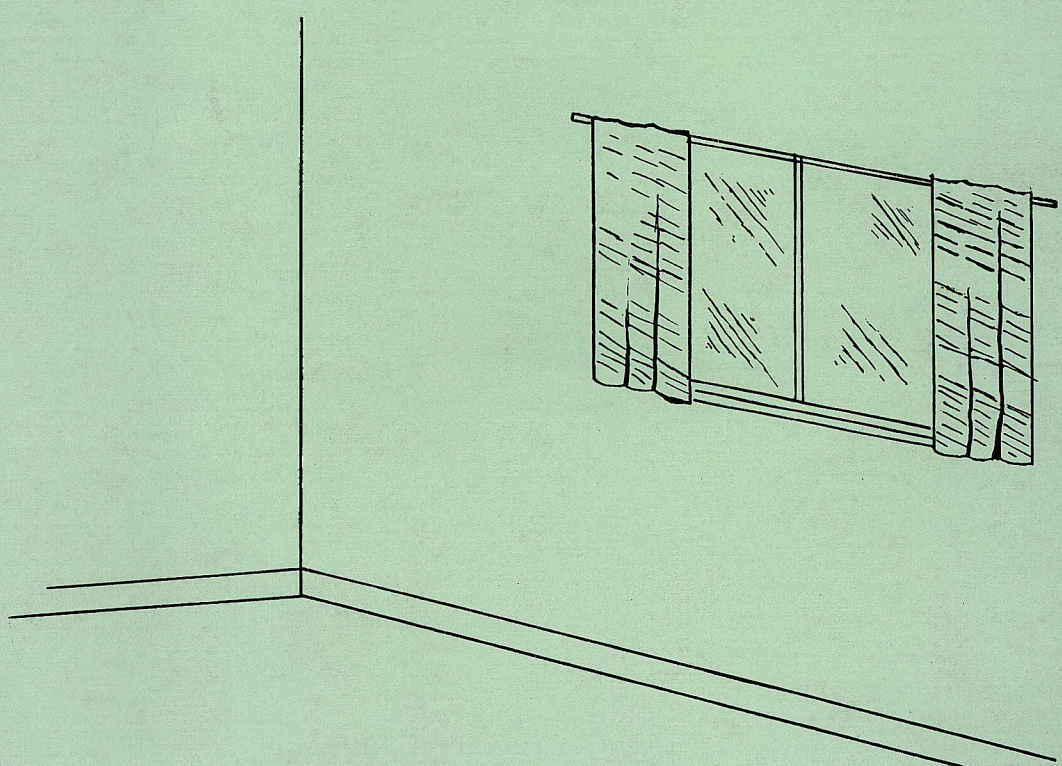
MAKE YOUR OWN RODS

- Use a straight piece of metal cut 4" wider than the width of the window.

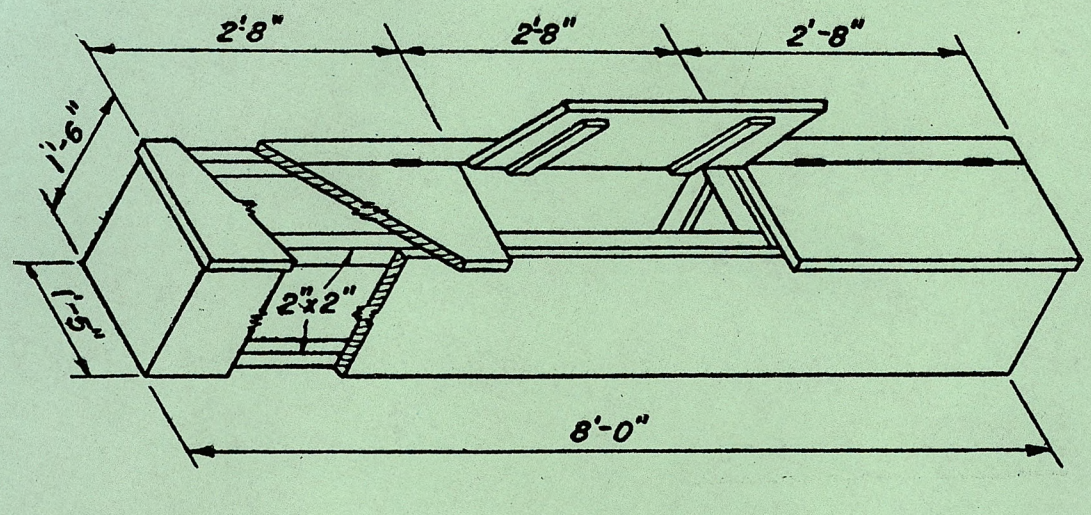
OR

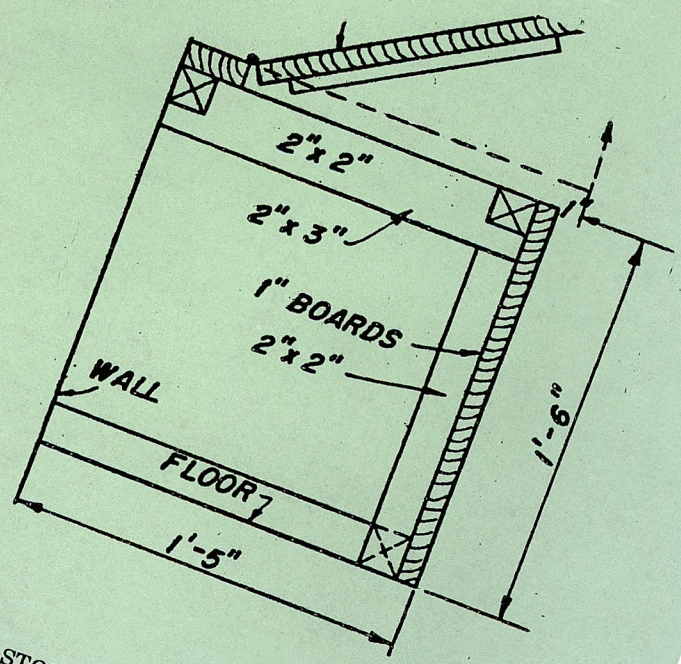
- Cut a piece of plywood the length you require and 1/2" wide.

- Make 3 supports for your rod of wood and nail to position on wall.



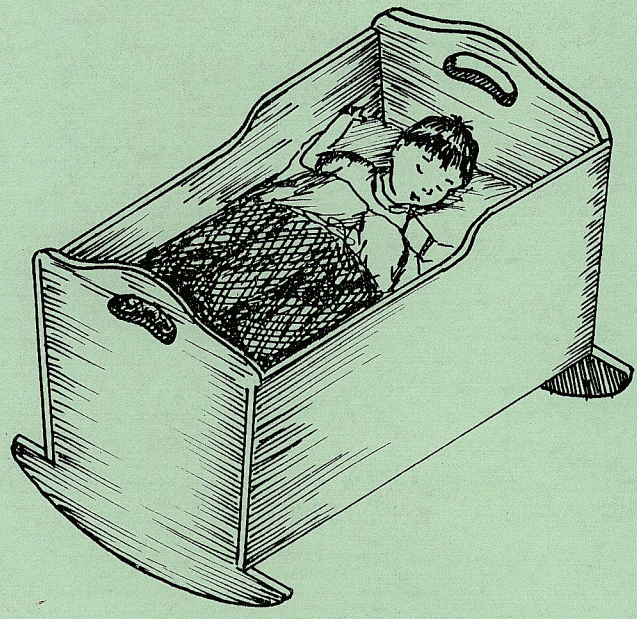
WALL BENCH WITH STORAGE





WALL BENCH MAY BE MADE WITHOUT STORAGE

A BABY CRIB

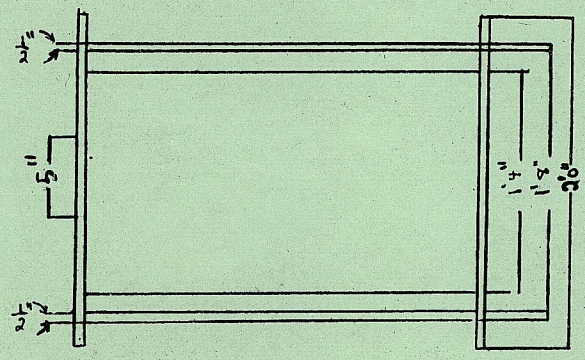


HELPS BABY SLEEP BETTER

WHAT YOU DO

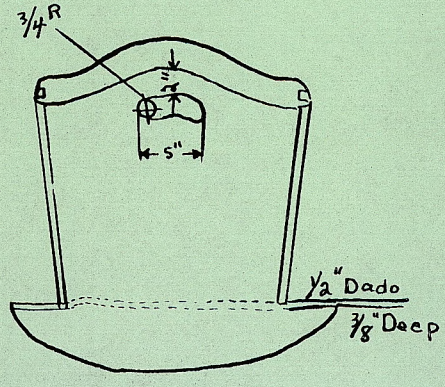
- HEAD BOARD

  - Cut 3/4" plywood 2' x 1' 11"
  - Lay out pattern on brown paper
  - Cut pattern to shape
  - Place on plywood and trace outline
  - Cut to shape



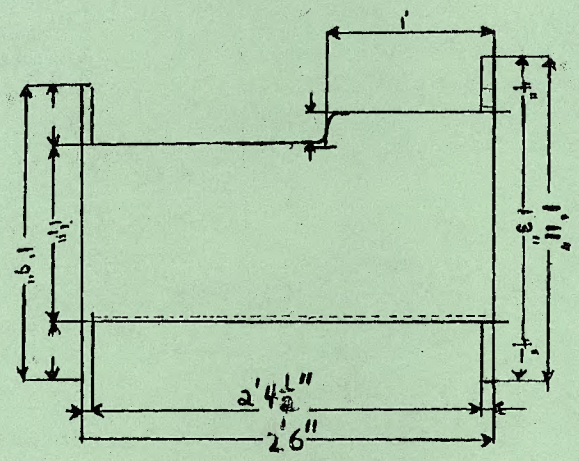
- FOOT

  - Cut 3/4" plywood 2' x 1'9"
  - Repeat procedure as outlined above



• Sides

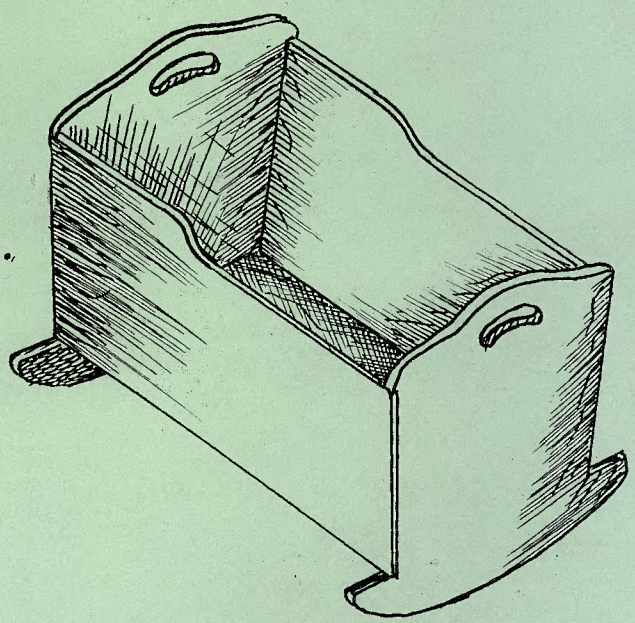
- Cut 2 sides of 1/2" plywood 1'3" x 2'6"
- Lay out to shape on plywood
- Cut to shape.



• Sand ends and sides

• Nail sides to ends

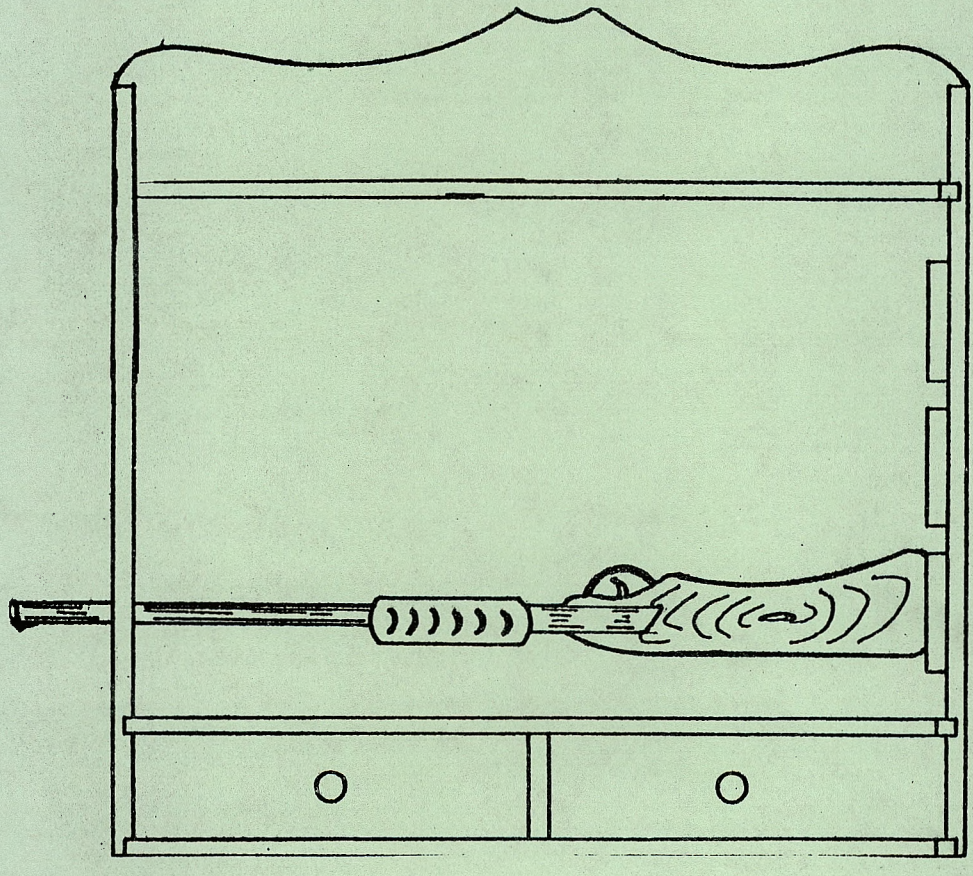
• Cut BOTTOM of 1/2" plywood to fit. Nail to place



• Finish as desired

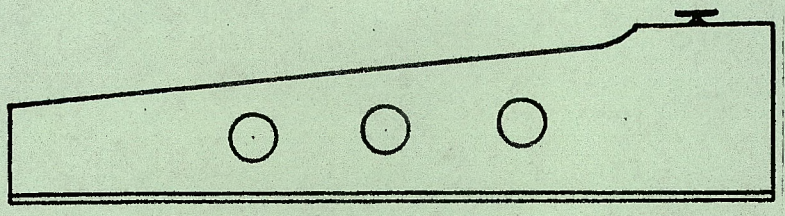
A GUN RACK

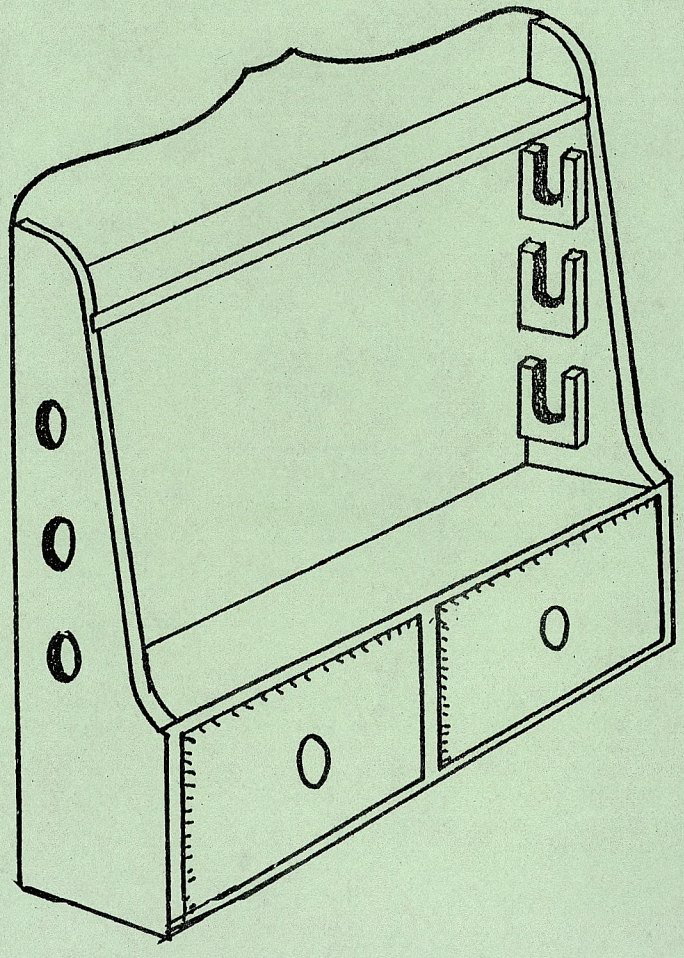
Scale = 1/8 inch



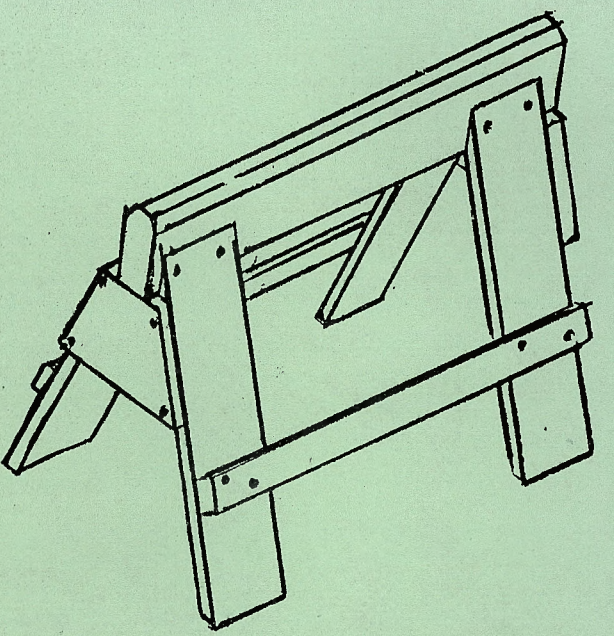
MAY BE MADE WITHOUT DRAWERS

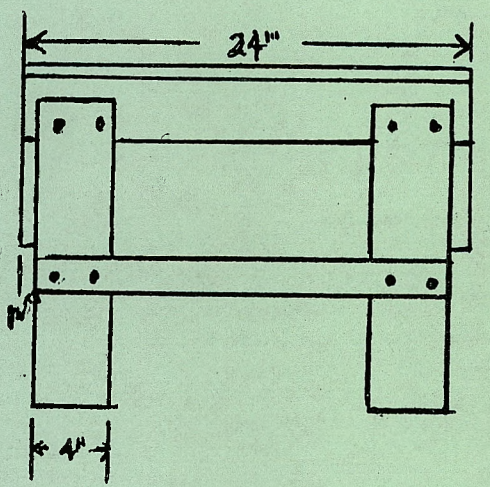
ANOTHER VIEW

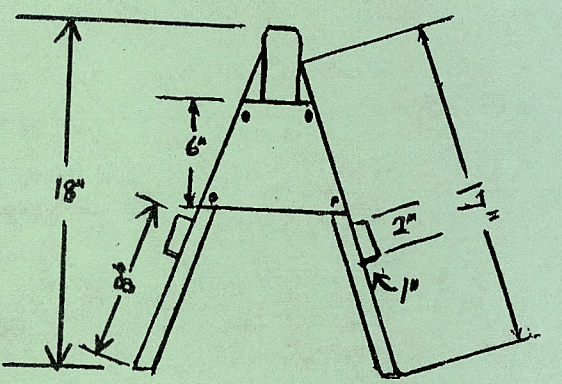




A SAWHORSE





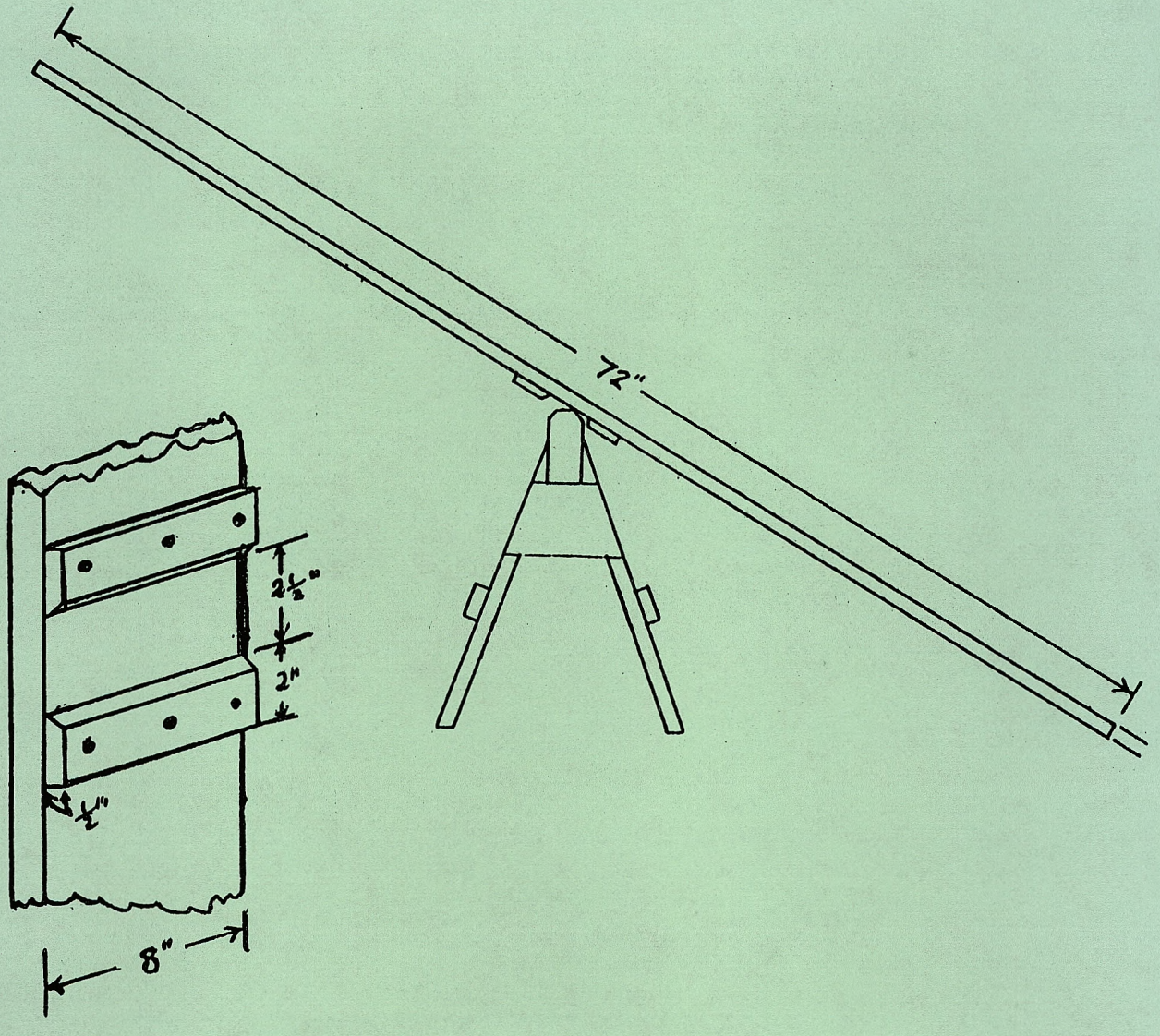


- Requires:

4 feet	1" x 2" dressed
6 feet	1" x 4" dressed
1 1/2 feet	1" x 6" dressed
2 feet	2" x 4" dressed

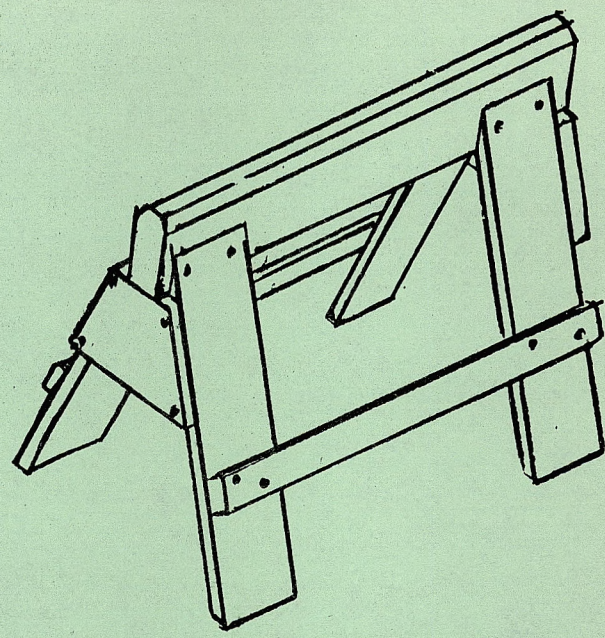
Sand all corners and edges round.

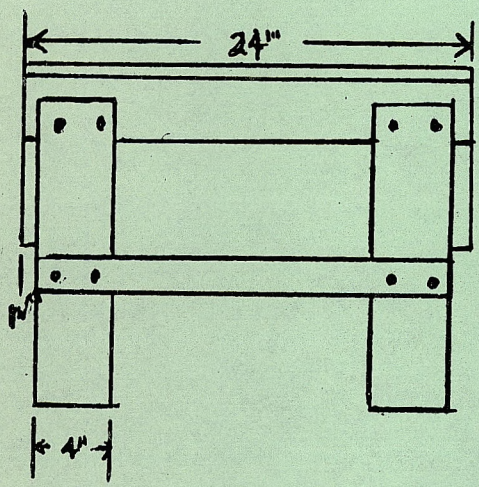
A SAWHORSE AS A TEETERTOTTER

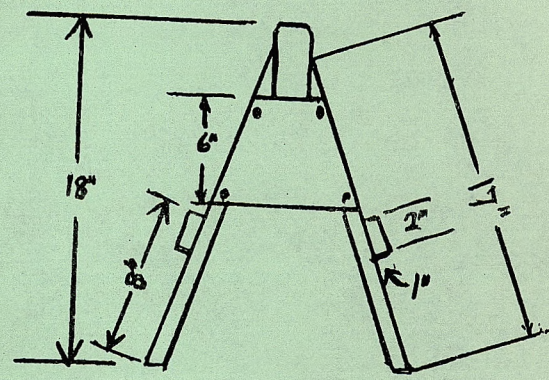


This Teetertotter requires only a board with two cleats as shown and one sawhorse.

A SAWHORSE





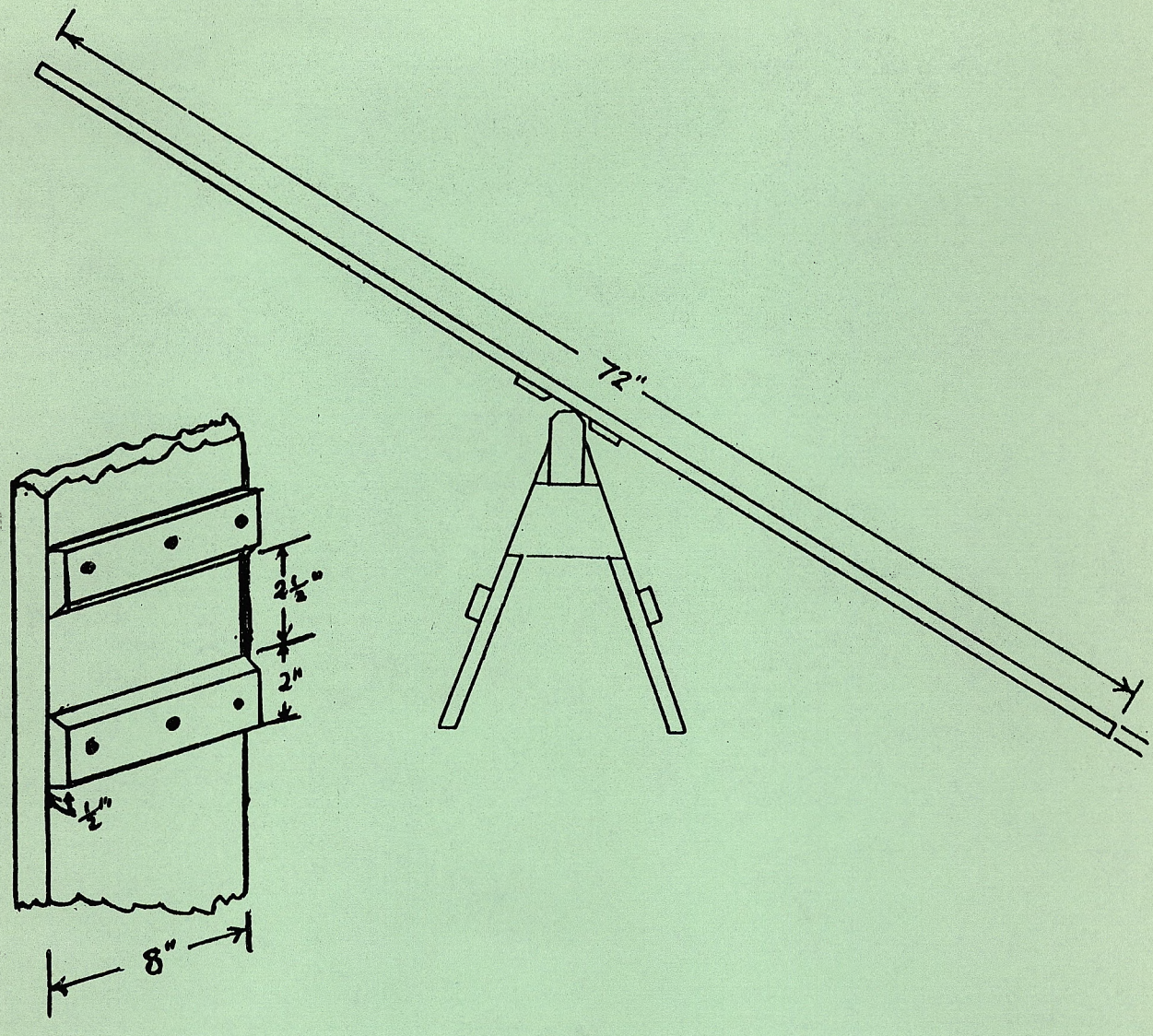


- Requires:

4 feet	1" x 2" dressed
6 feet	1" x 4" dressed
1 1/2 feet	1" x 6" dressed
2 feet	2" x 4" dressed

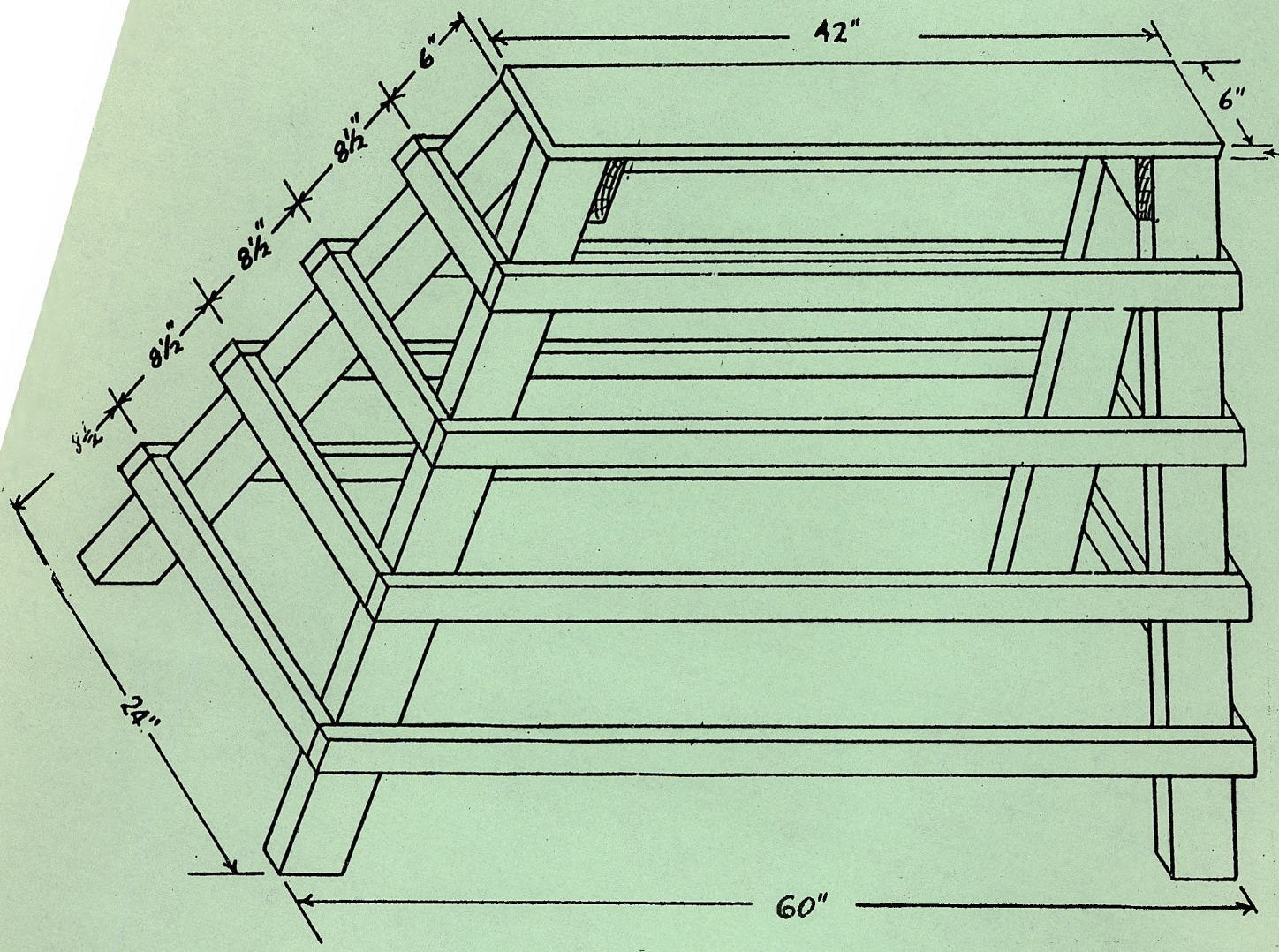
Sand all corners and edges round.

A SAWHORSE AS A TEETERTOTTER



This Teetertotter requires only a board with two cleats as shown and one sawhorse.

A CLIMBING HORSE



FOR CHILDREN WHO LOVE TO CLIMB AND BALANCE

WHAT YOU NEED:

Requires: 16 feet of 2" x 4" dressed

1 1/2 feet of 1" x 4" dressed

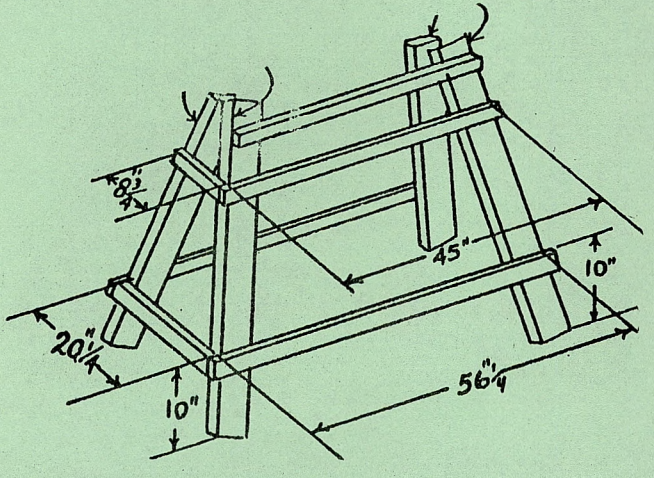
54 feet of 1" x 2" dressed

(1" x 2") should be hardwood)

4 feet of 1" x 6" dressed

Use flathead screws or roundhead. If flathead screws are used holes must be countersunk.

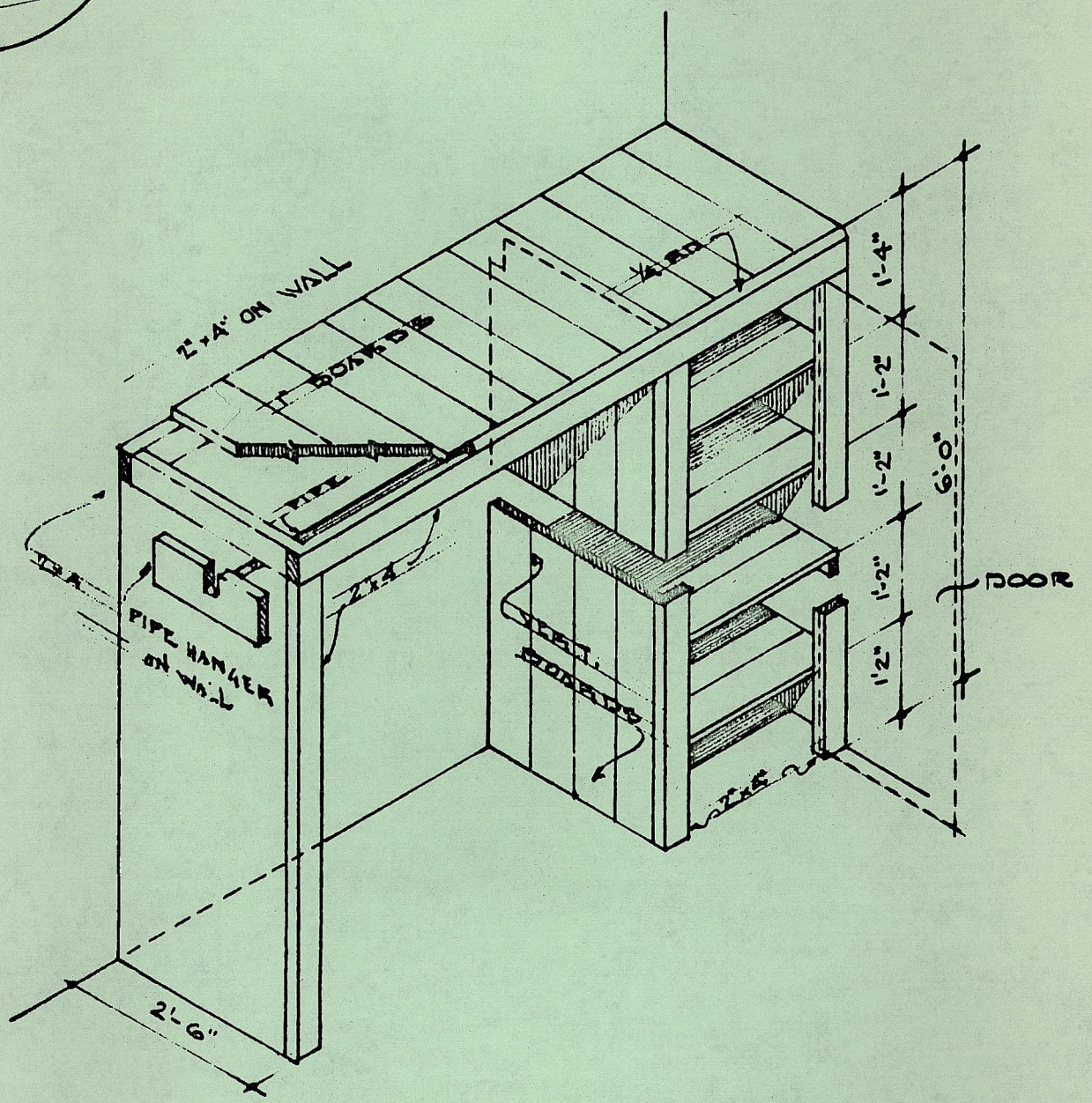
Round all corners and edges.



WHAT YOU DO:

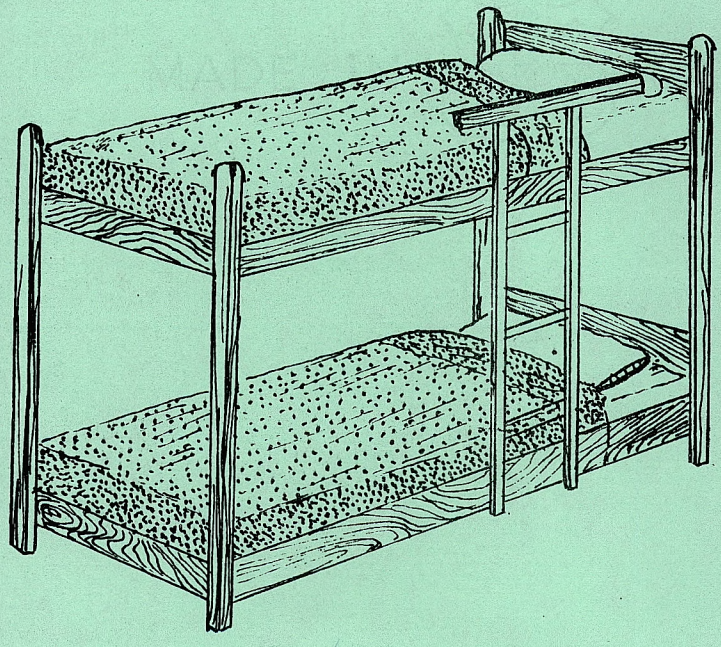
- Lay out 4 2" x 4" about 48 inches long.
- On outside edge lay out a 10" measurement as above. Frame up with top and bottom rungs.
- Temporarily fasten a batten as above in correct position for top line (measured up outside edge). Top line can now be stencilled for sawing.
- Follow around and do bottom of legs. Correct angles can be sawn.

A STORAGE CLOSET



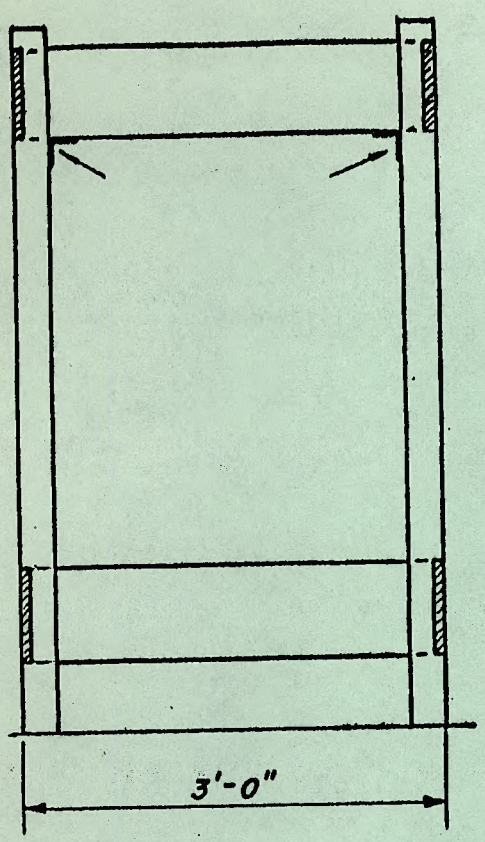
CAN BE USEFUL IN ANY ROOM

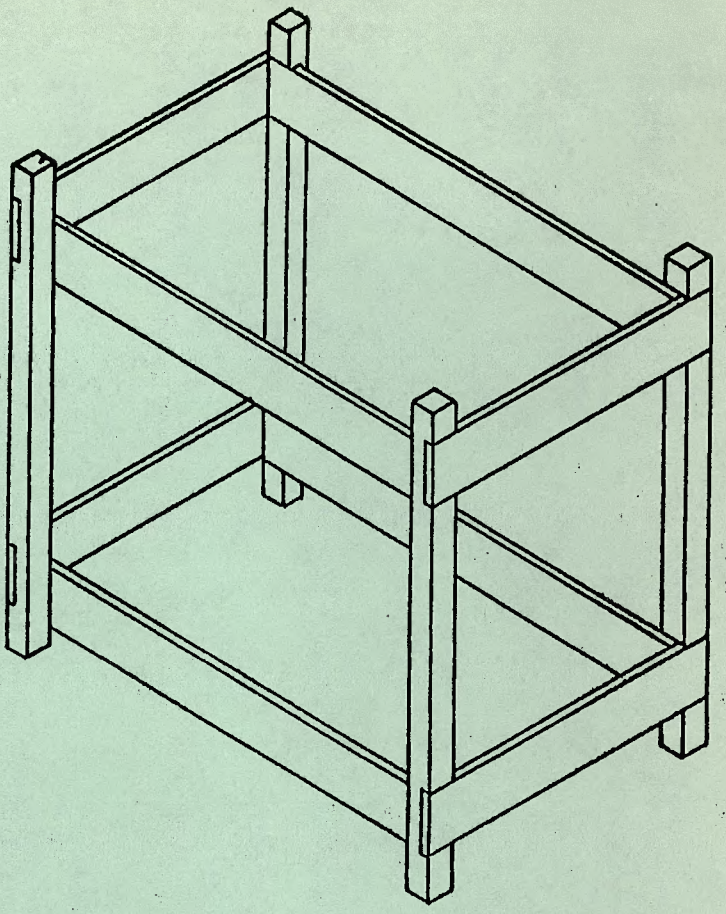
A BUNK BED

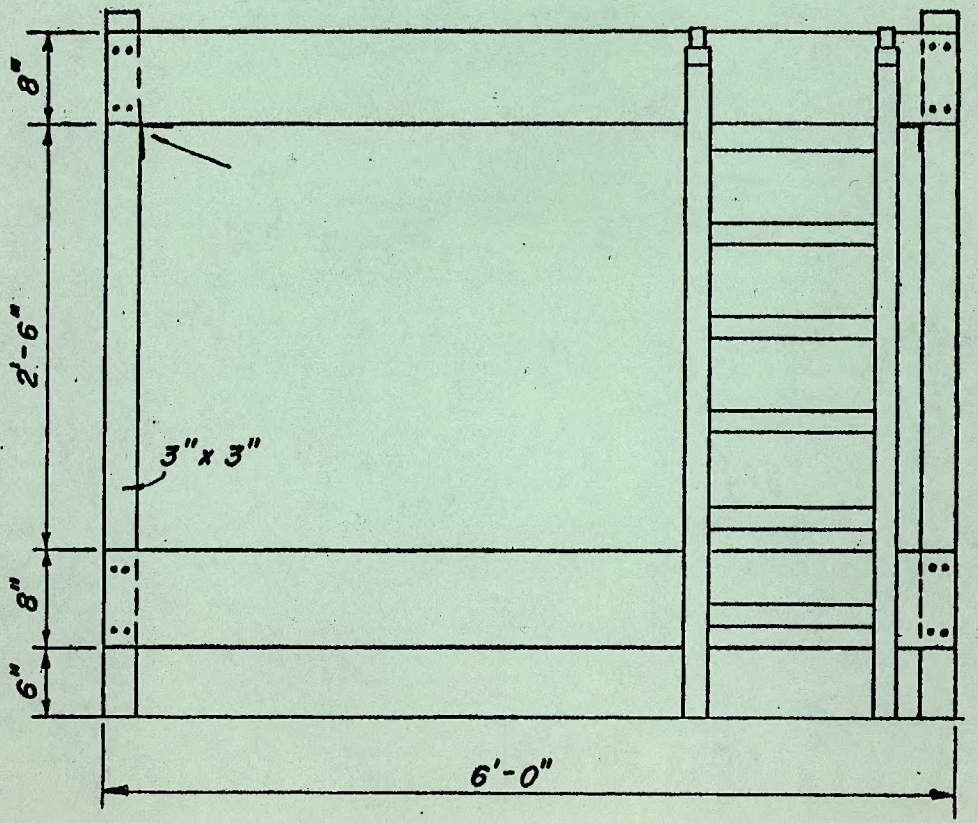


EXCELLENT FOR A SMALL BEDROOM

WHAT YOU NEED

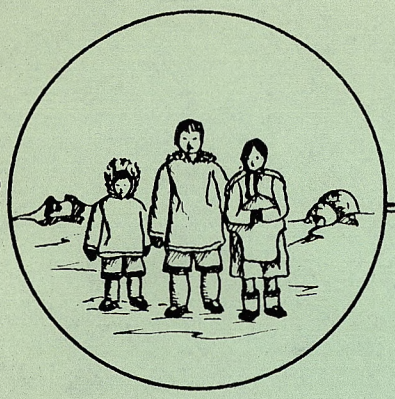






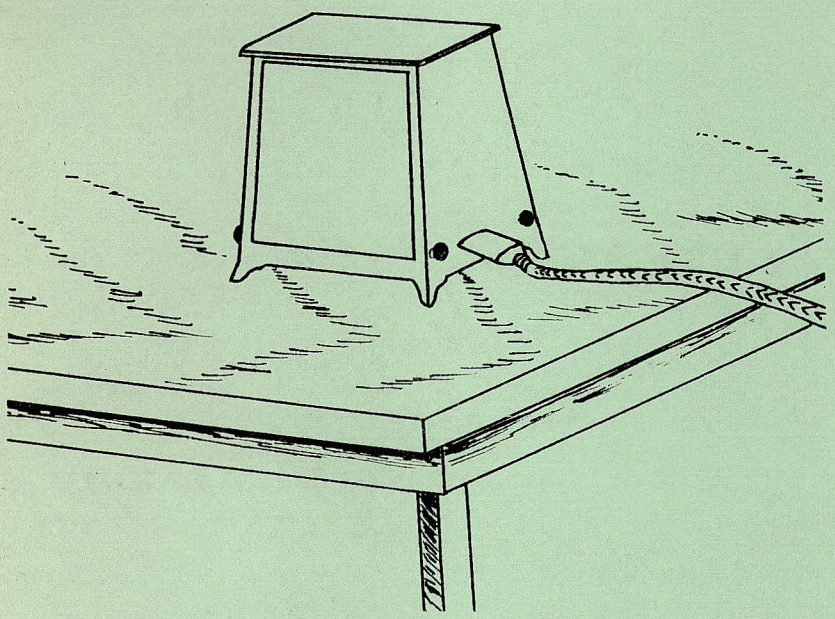
HOW TO DO MINOR REPAIRS

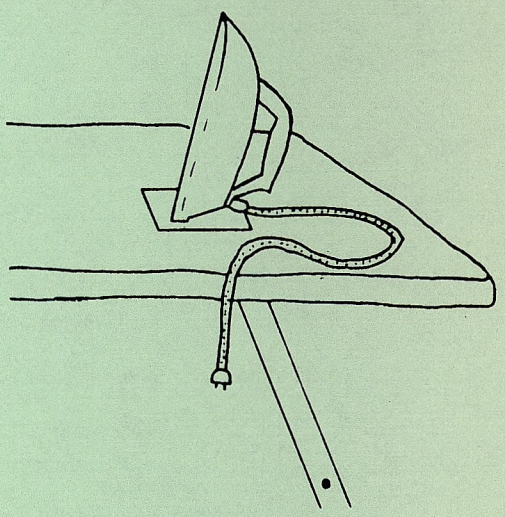
ROCKLAND BOMB
MADE IN CANADA



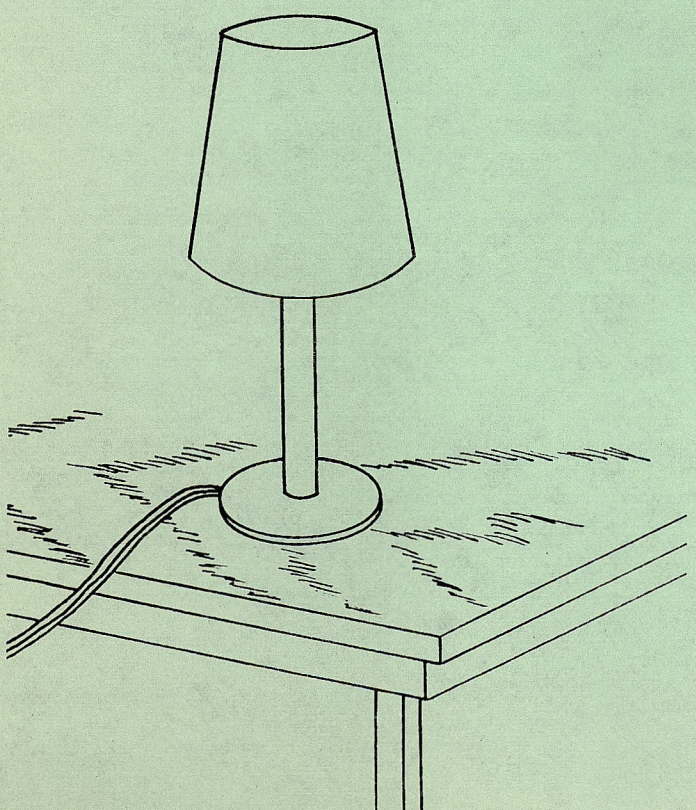
KINDS OF ELECTRICAL APPLIANCES

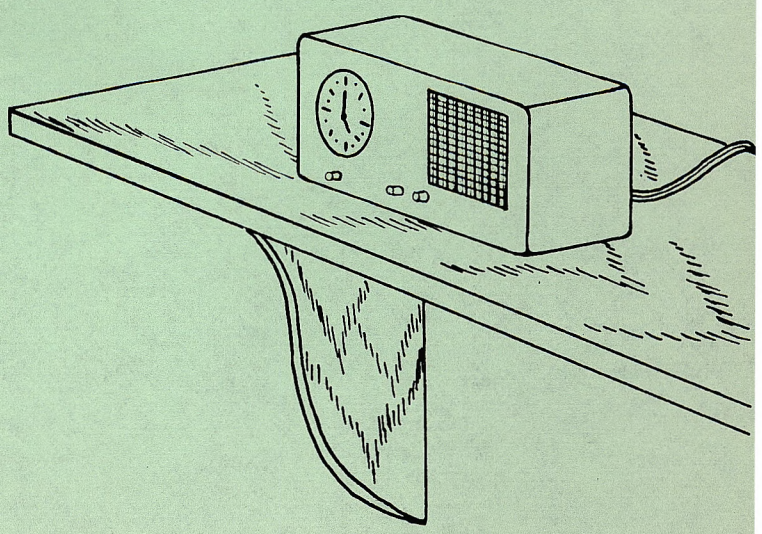
. those that produce heat.





those that produce light and power.

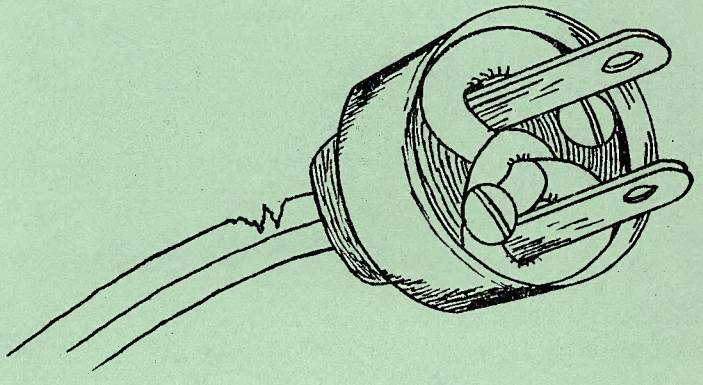




AN ELECTRICAL CORD

- the most common type today is insulated with a rubber or plastic covering.

- constant use and pulling causes breaks in the insulation material and the wires.

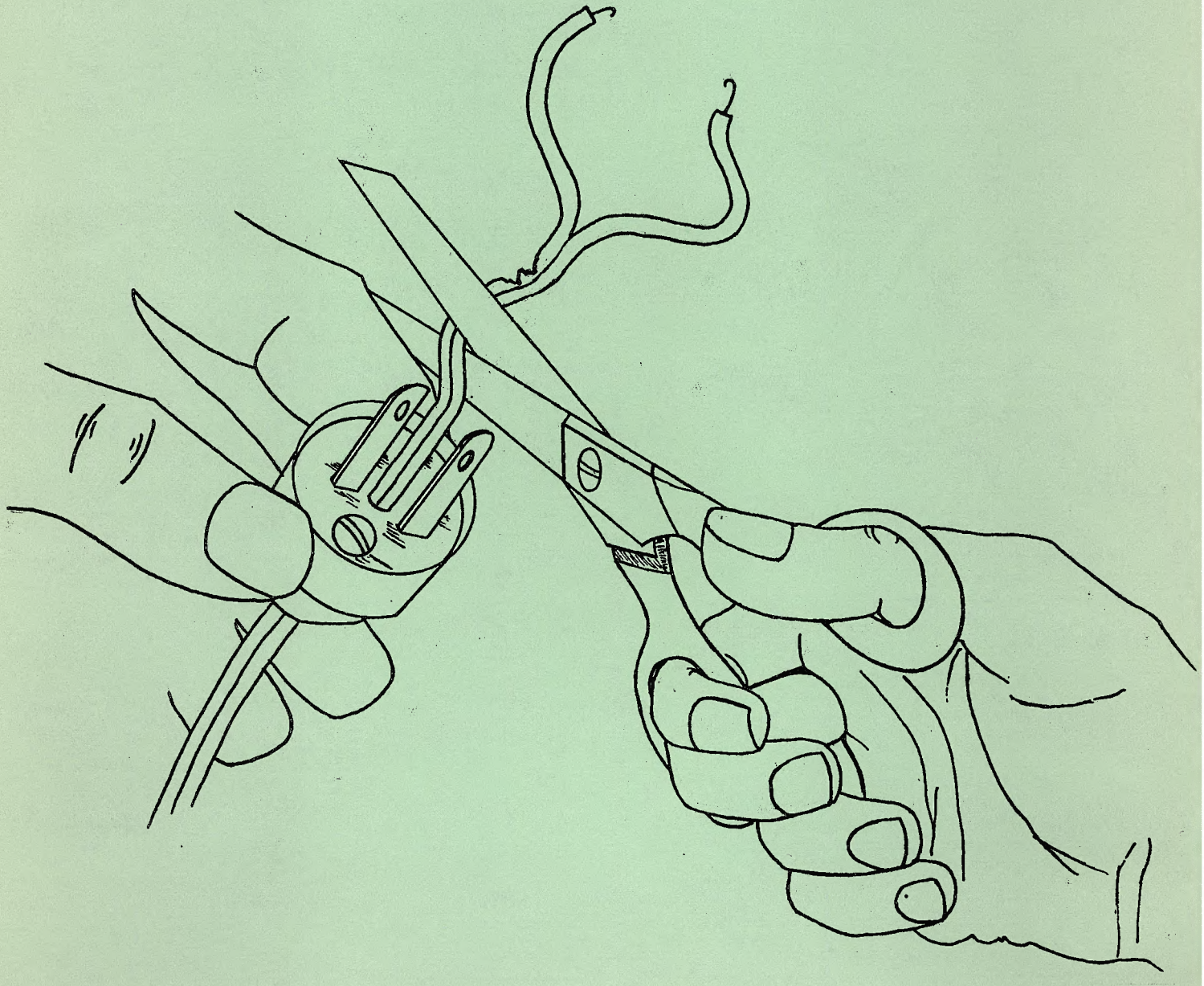


HOW TO REPAIR

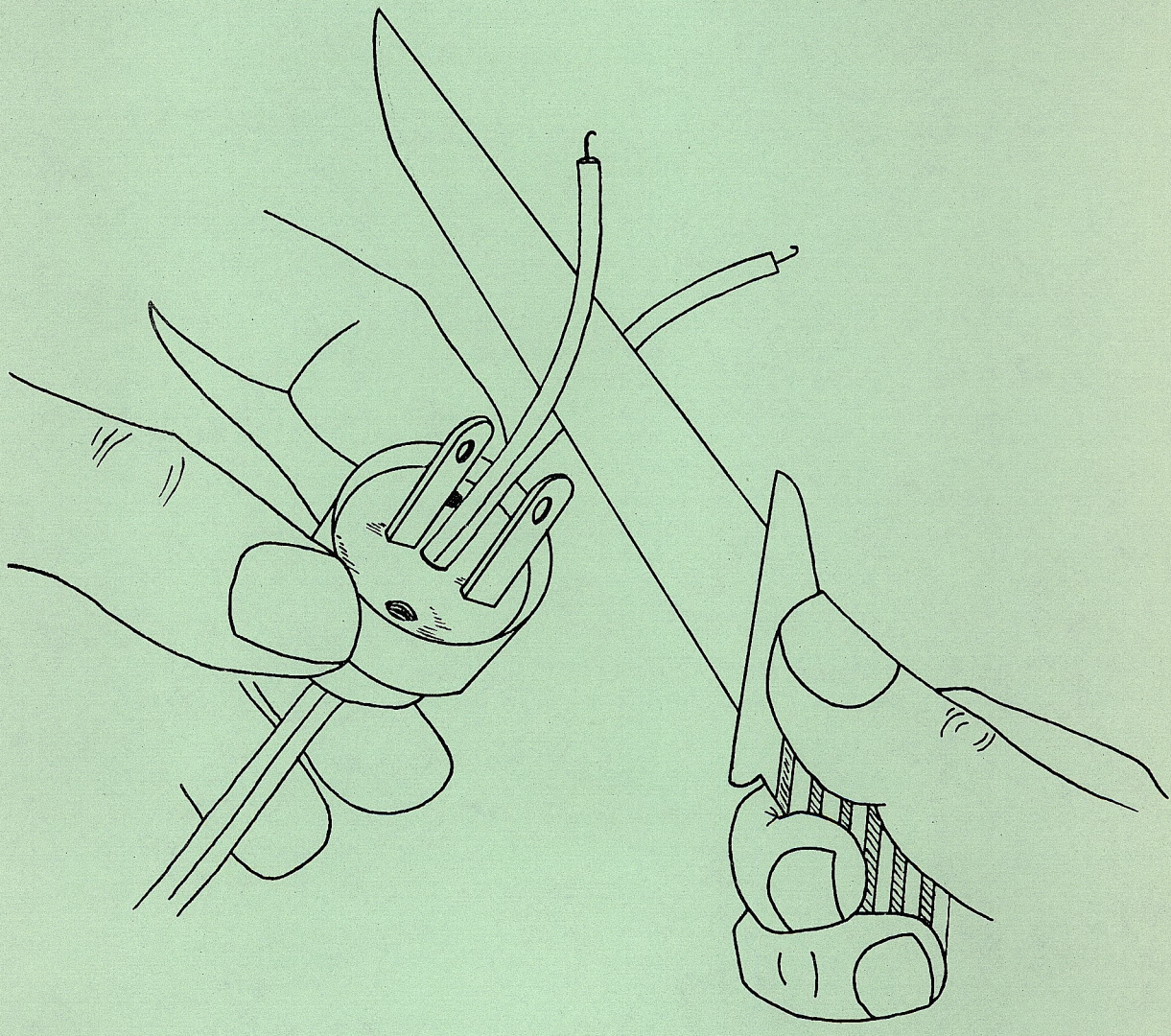
. remove cord from outlet

. loosen screws and pull cord through.

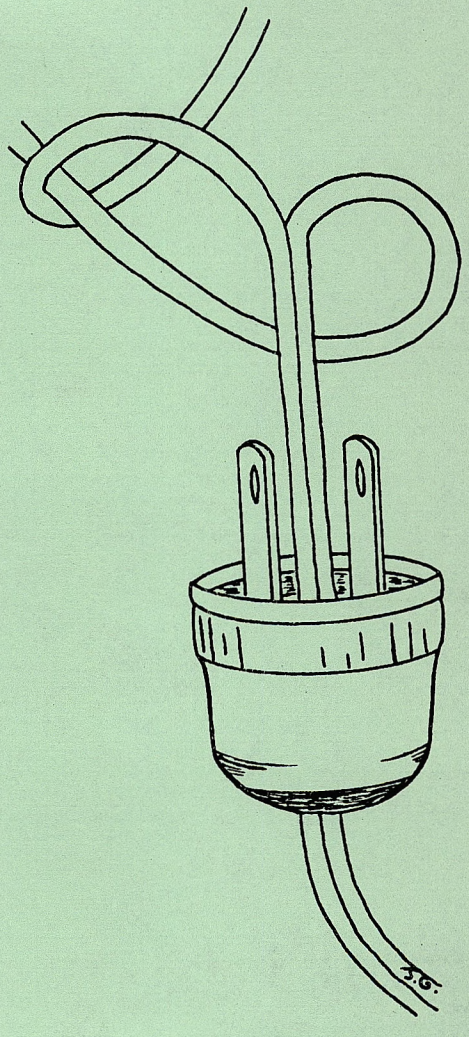
. cut away damaged part.



. Separate the conductors with a sharp knife for a distance of 3 inches.

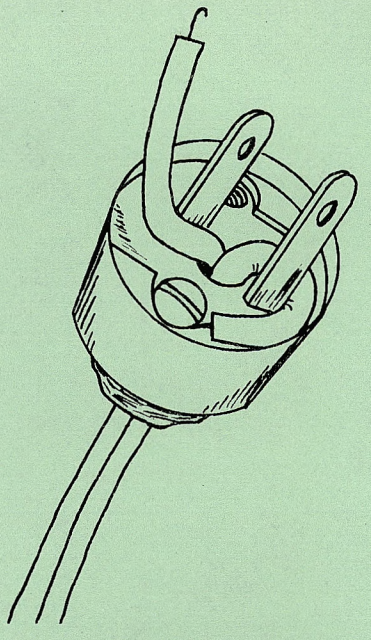


. make an underwriter's knot to prevent pull on electrical wiring.



. pull knot down into plug.

Remove rubber insulation from ends of wires exposing 3/4 inch.



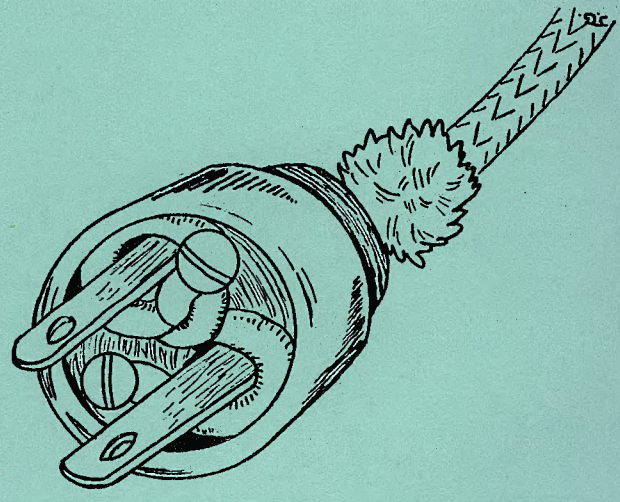
. connect the ends of the wires around the screws in a clockwise direction.

Tighten screws.

HEATER CORDS

- may have the electric wires insulated with rubber and asbestos covered with cotton.

- constant use and pulling on the cord causes fraying.

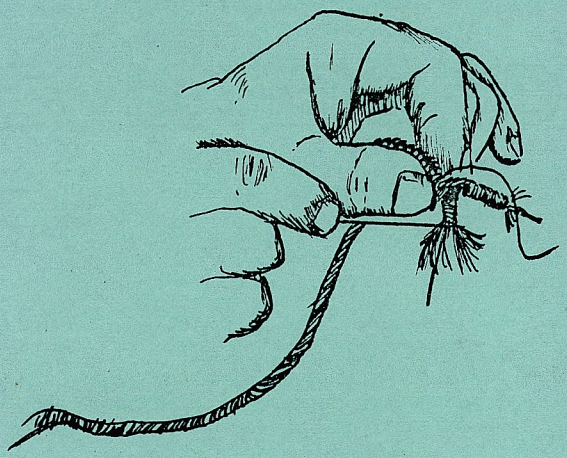


HOW TO REPAIR

. remove cord from outlet.

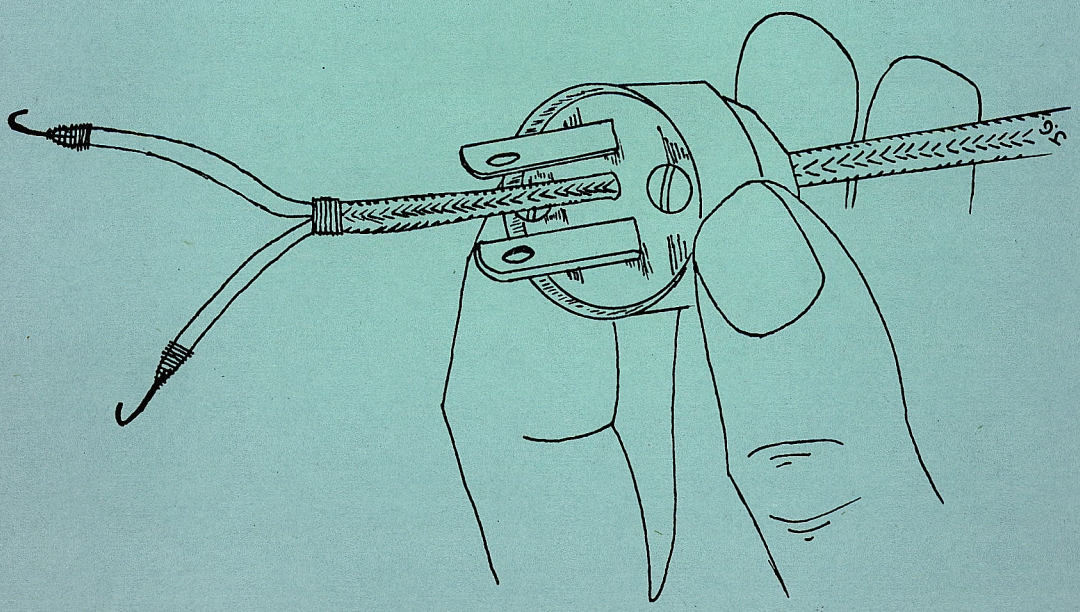
. strip back outer insulation for 2 inches and trim off.

. wrap cotton thread around cotton insulation as indicated.

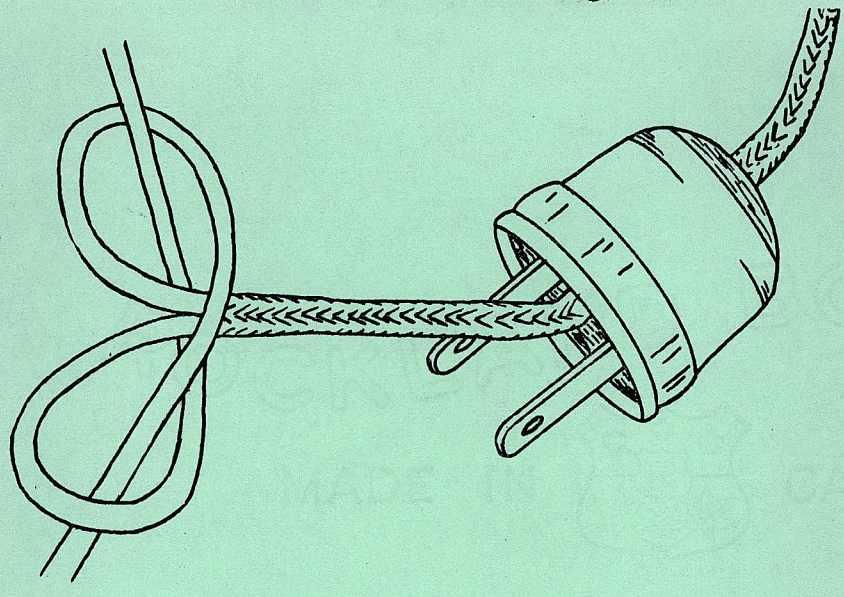


. pull cord through plug.

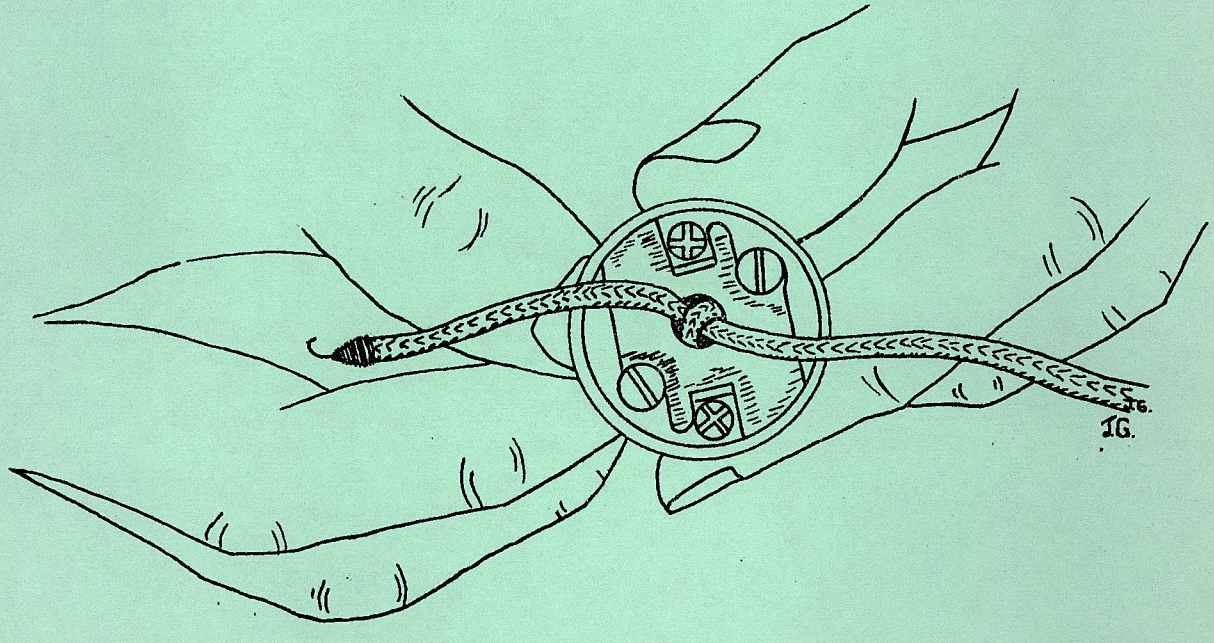
Remove rubber insulation from ends of wires to expose 3/4 inch.



. make an underwriter's knot to prevent pull on electrical wiring.

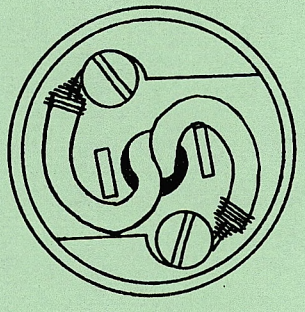


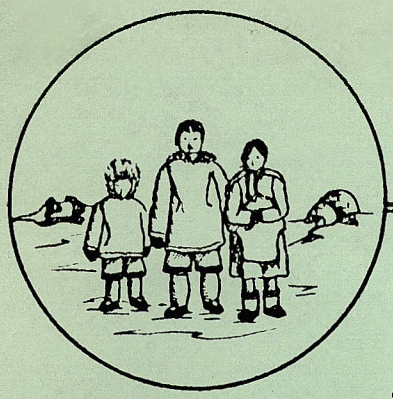
. pull the knot down into the plug.



. Connect the ends of the wires around the screws in a clockwise direction.

Tighten screws.



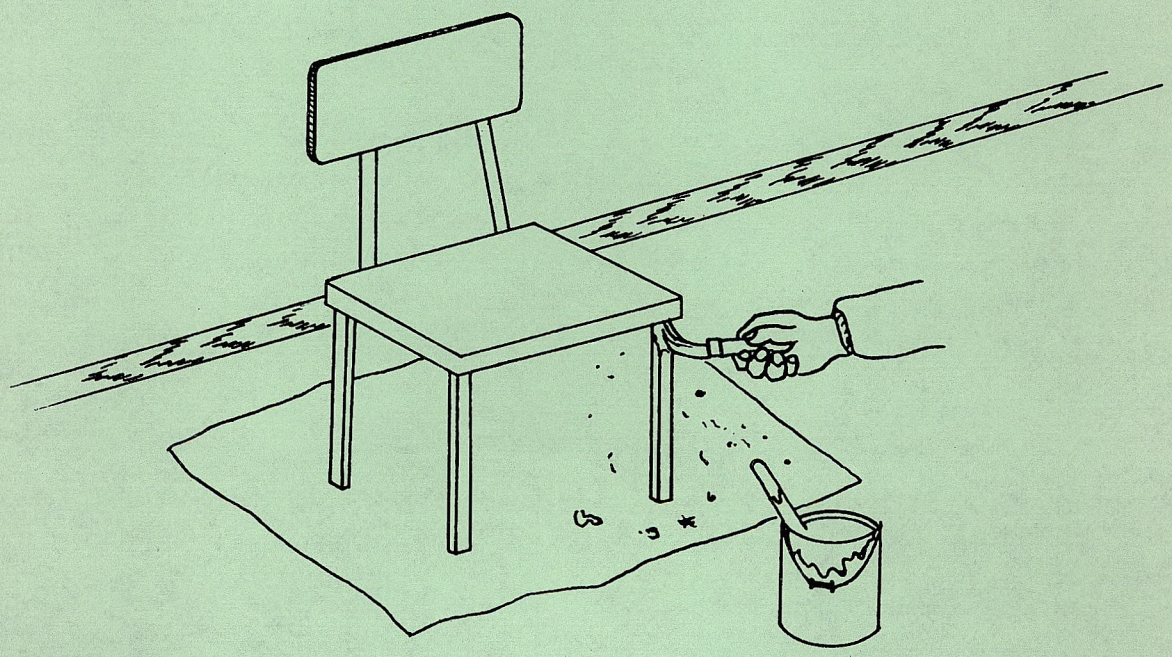


PAINTING

. protects the surface from wear.

. makes walls, chairs, cupboards and other things more beautiful.

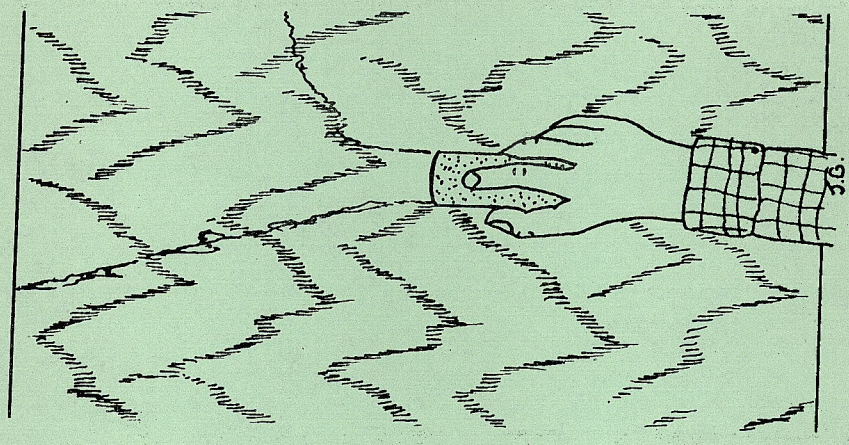
. makes the surface easier to clean.



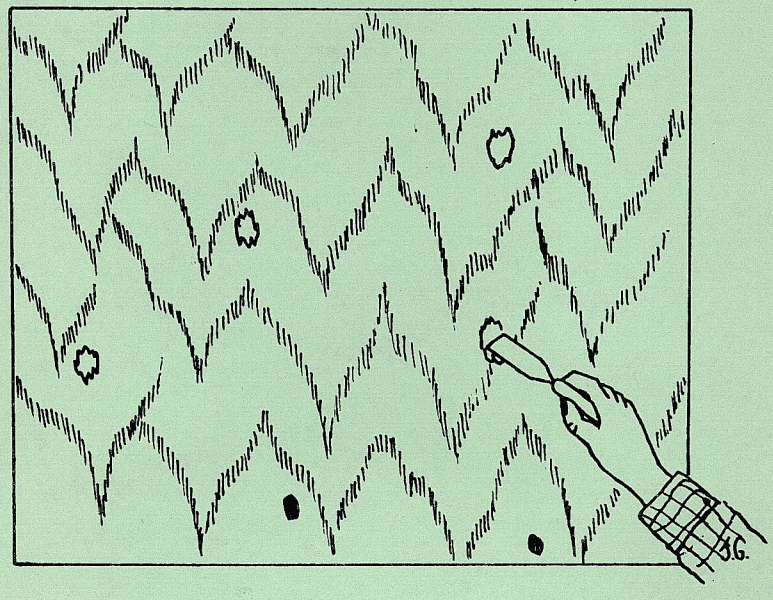
PREPARATION FOR PAINTING

. sandpaper the surface lightly with the grain of the wood.

This gives a smooth, even surface.



. fill holes with putty using a putty knife.

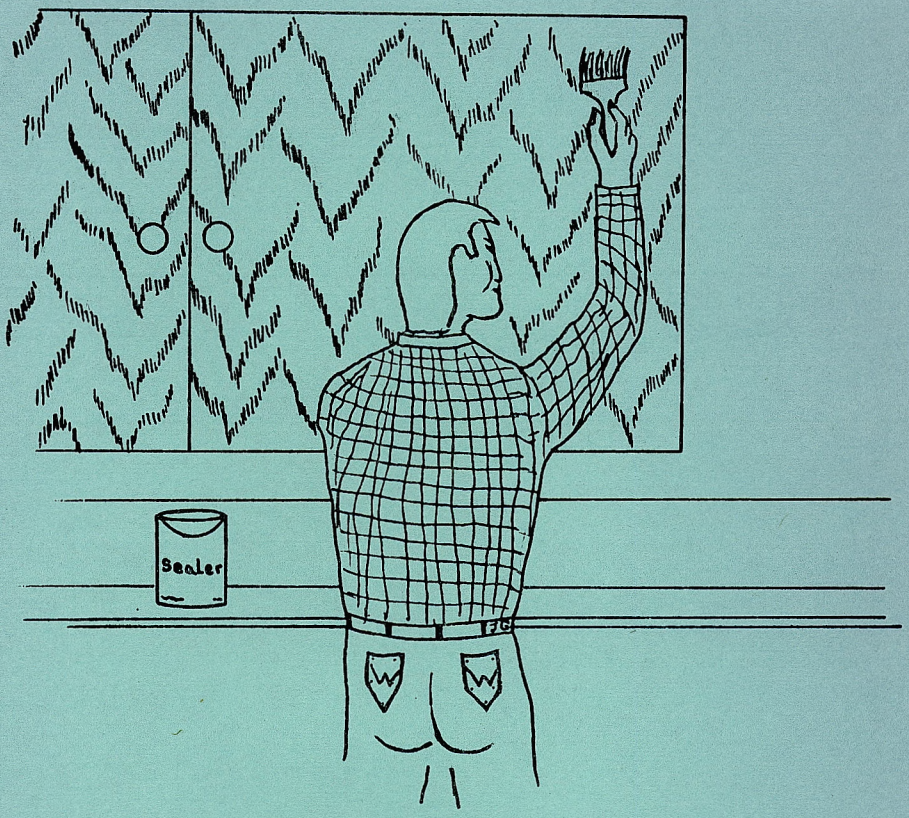


. when putty is dry sandpaper surface lightly.

Wipe off dust.

PRIMING THE SURFACE

- if you are finishing new unpainted wood, brush on a sealer coat first.



- This seals the surface to prevent the wood from soaking up excess paint.

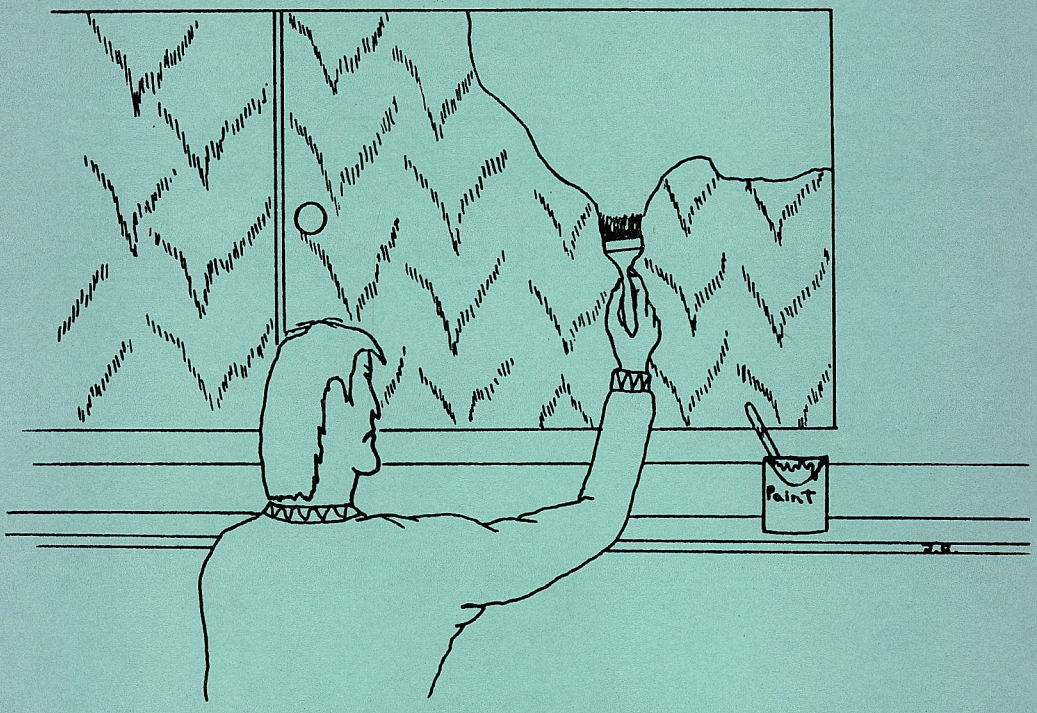
  This step may be omitted if the surface has been painted.

HOW TO PAINT

. make certain that paint is well mixed.

. using a brush, work with the grain of the wood.

Work quickly and lightly, lapping to insure even coverage.



. after the first coat is dry, sandpaper lightly to remove uneven particles.

. apply a second coat of paint working first across the grain. Lap each section.

. then brush lightly with the grain.

HOME MANAGEMENT

Washing Dishes

The Bathroom

How to Clean Linoleum Floors
Waxing Linoleum Floors

A Refrigerator

How to Make a Bed

How to Launder Clothes

What to Use to Clean Your House

How to Plan Your Cleaning

When to Do Housecleaning Jobs

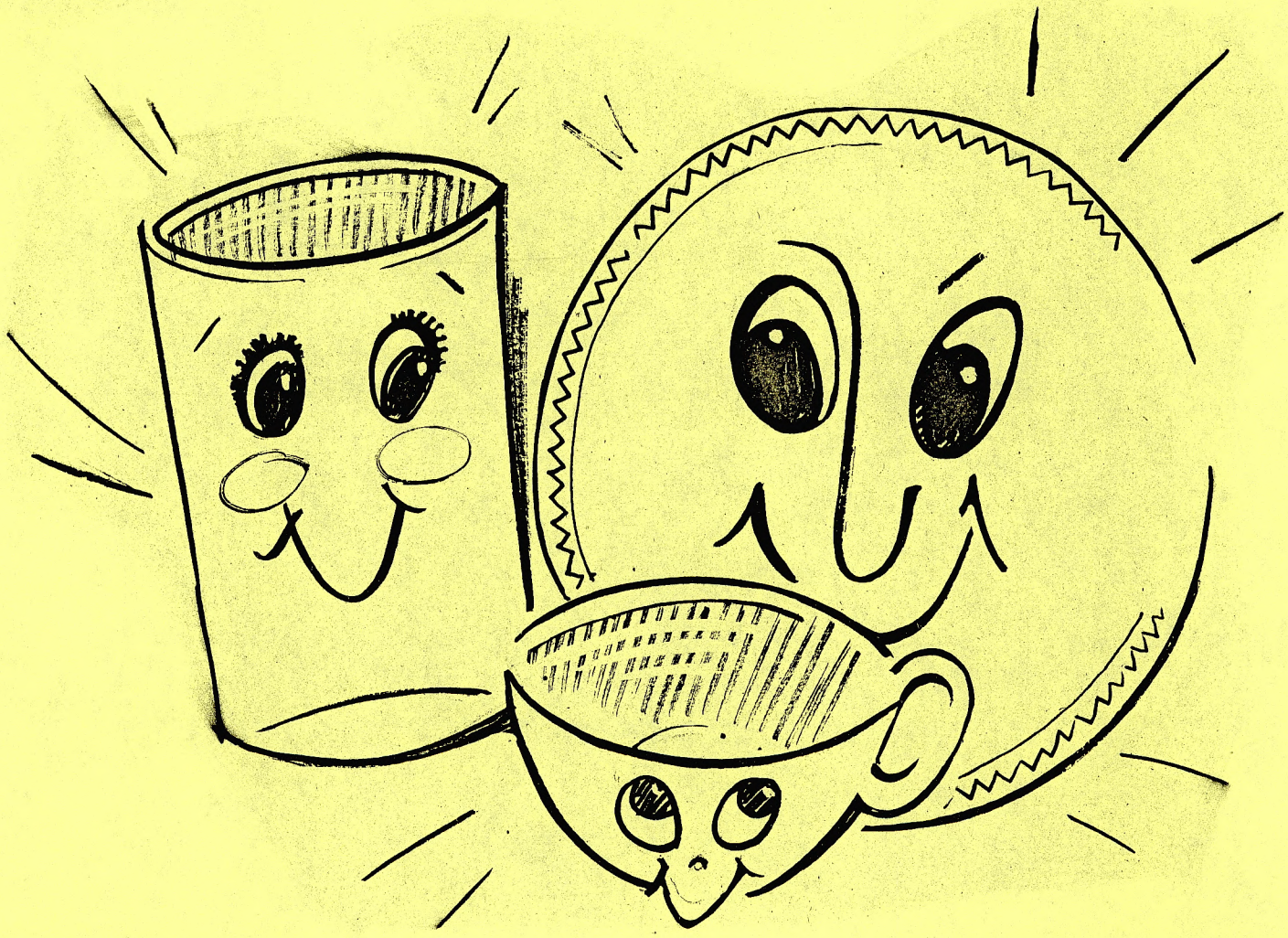
Clothes Closets

Walls and Ceilings

Many Hands Make Light Work

A Clean House Is Important

CLEAN DISHES



HELP KEEP PEOPLE HEALTHY

WHY WASH DISHES?

- Clean dishes help keep the family healthy.

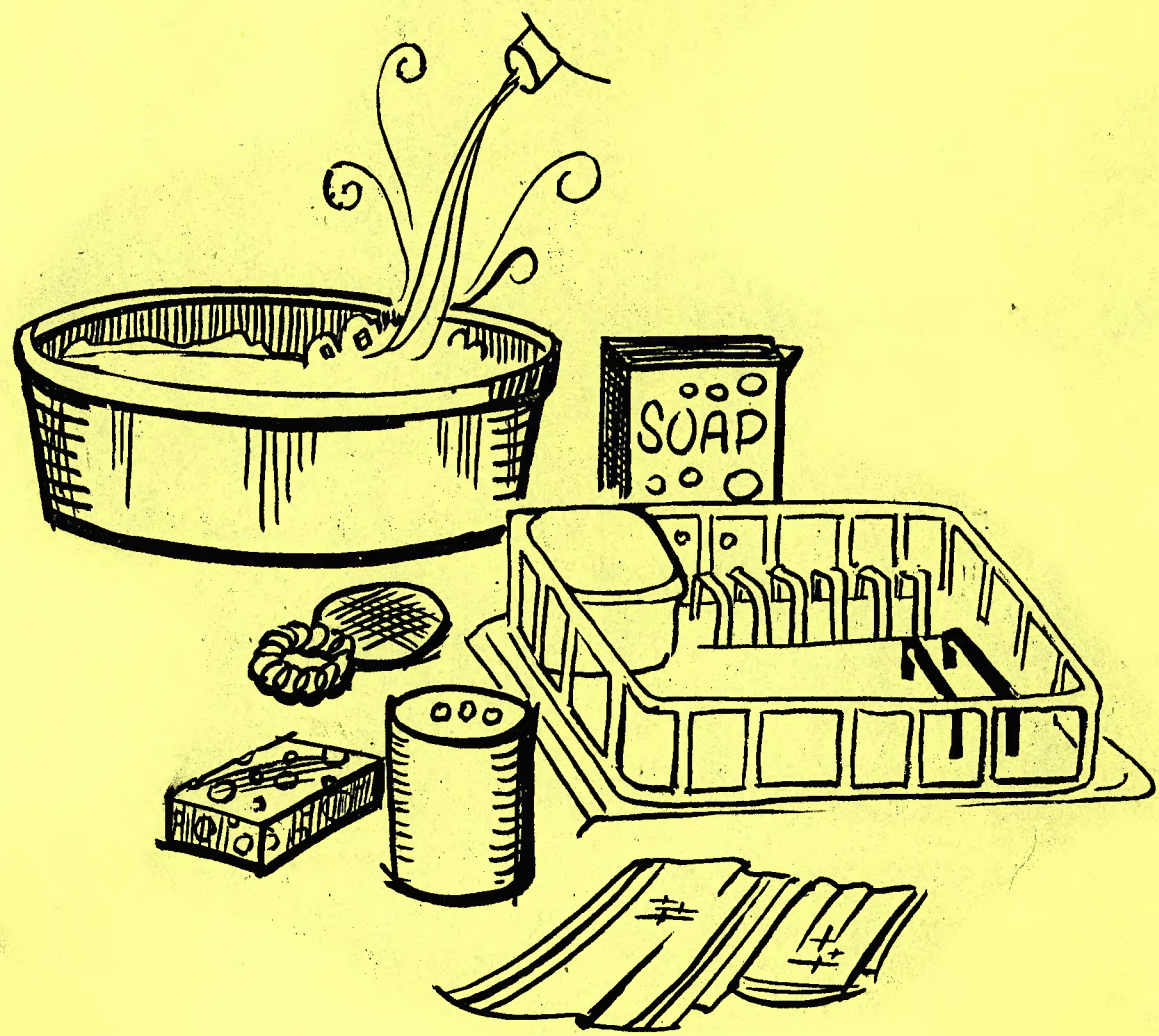
- Washing plastic dishes after each meal prevents staining.

- Clean dishes are a part of a clean house.

YOU WILL NEED

- Hot water
- A dishpan
- A drain rack or drain pan
- Detergent
- Scouring powder
- Scouring pad
- Sponge

(Tea towels)



GETTING READY TO WASH

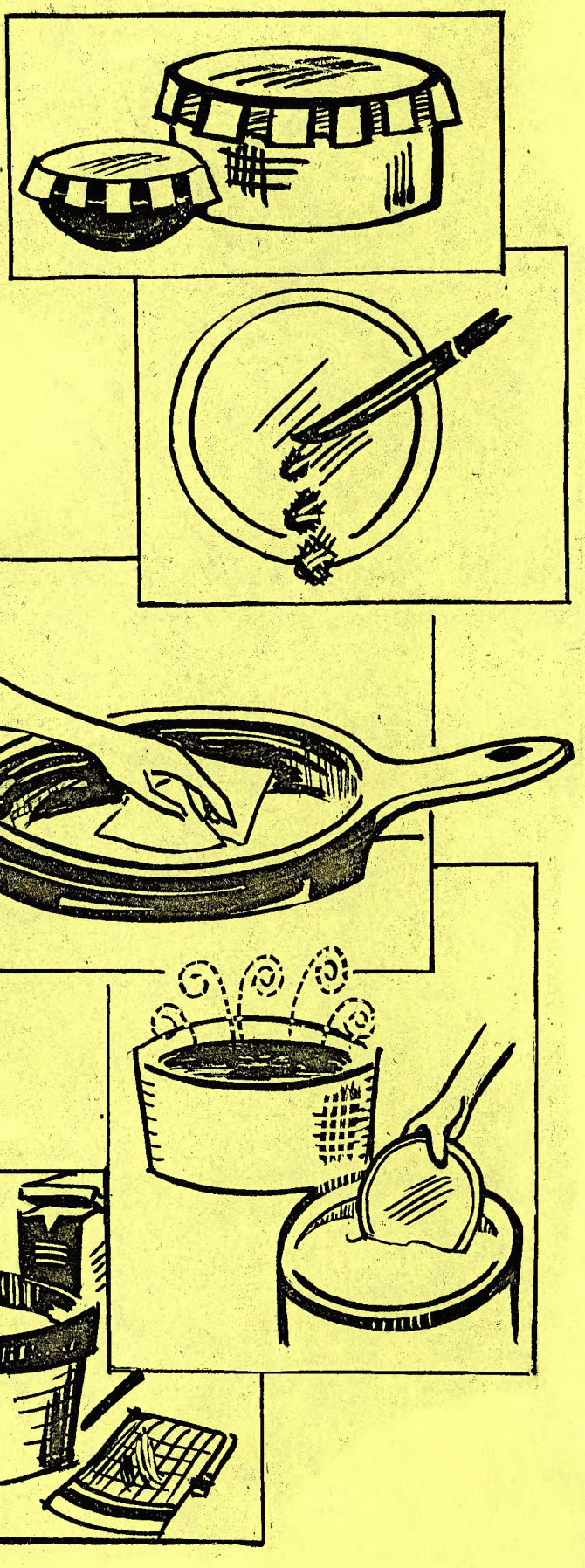
- Cover and put away left-over food.

- Scrape food off dishes into garbage.

- Wipe out greasy pans with paper. Put paper in garbage. Pour grease into a cup, let harden.

- Soak greasy and sugary pans in <u>hot</u> water. Soak all other pots and pans in <u>cold</u> water.

- Fill dishpan 2/3 full of hot water. Add detergent.



ONE WAY OF WASHING DISHES

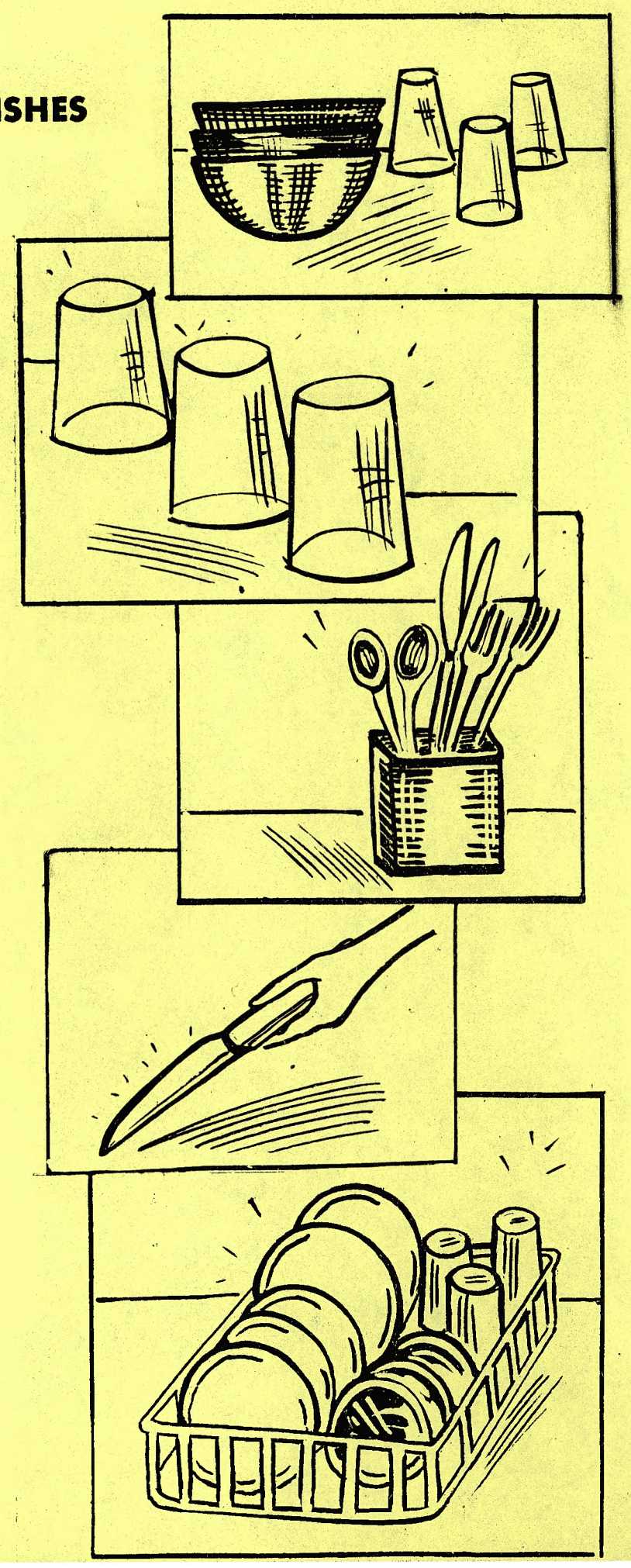
- Dishes should be piled at right of sink in the order to be washed.
  Drain rack on drain pan at left of sink.

- Wash glasses, rinse, turn upside down to drain.

- Wash knives, forks, spoons. Rinse, drain.

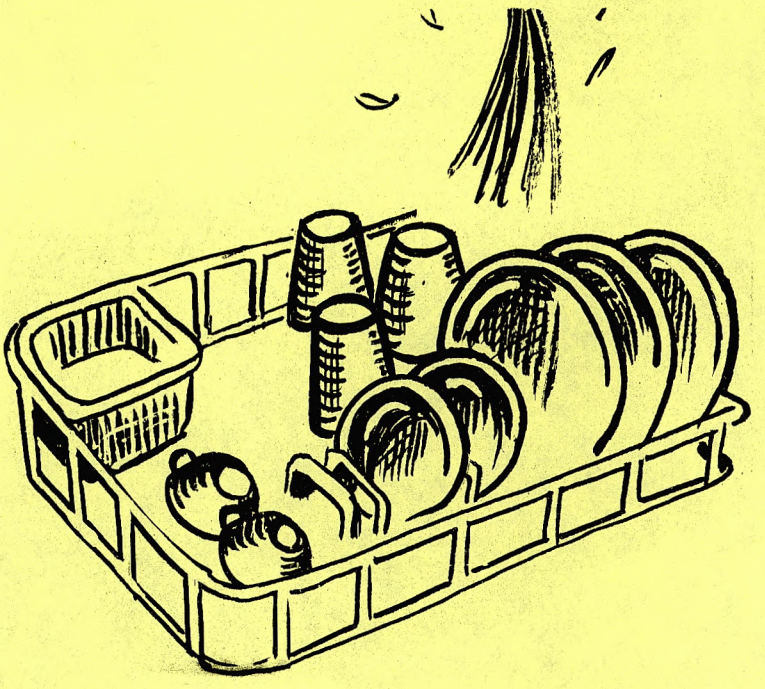
- Wash sharp knives one at a time.
  Hold knife by handle.

- Wash dishes. Set like dishes piled together all in at once. Wash one at a time and put in drain rack.



RINSING DISHES

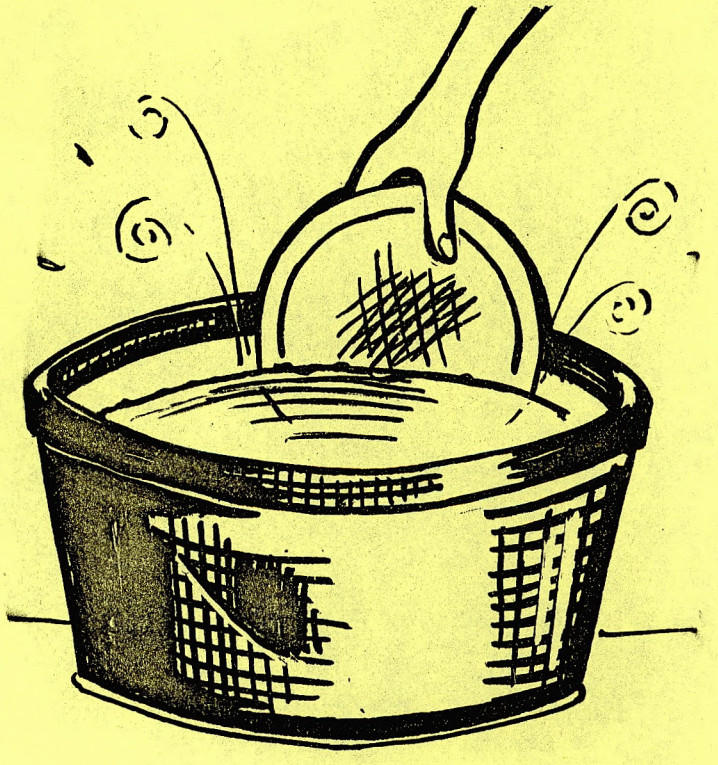
— Use very hot water



Ways:

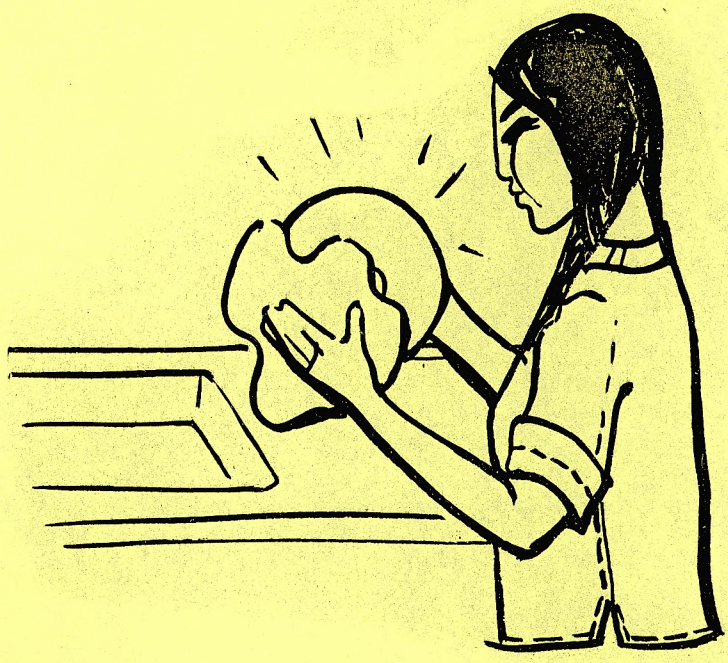
- In a dish drainer

- In a rinse pan



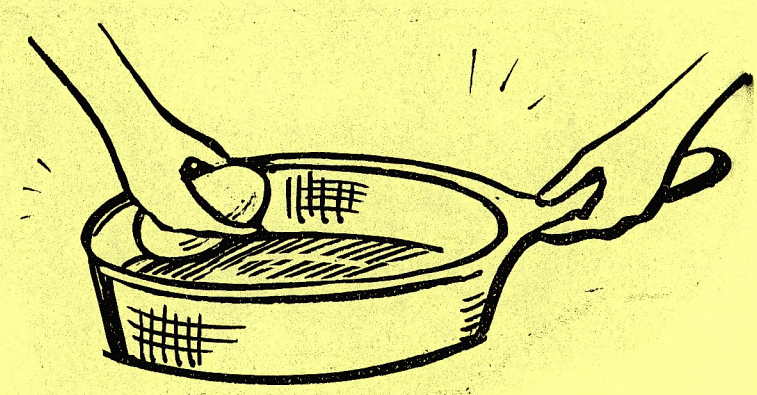
HOT WATER KILLS GERMS

- Let dishes air-dry, or dry them with a clean towel.

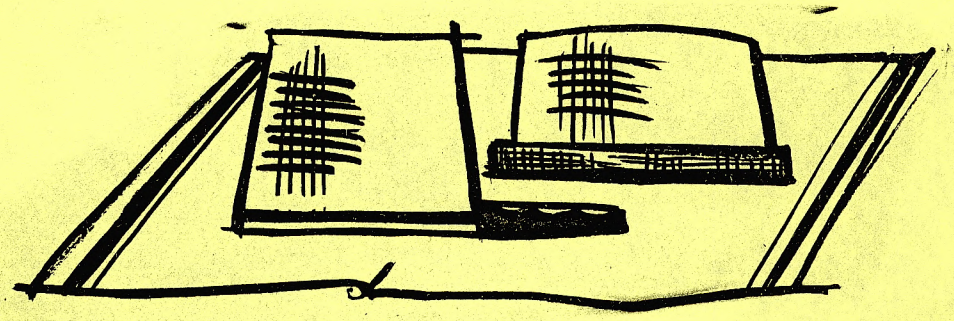


- Put dishes away on shelves or in drawers.

- Wash cook pots.
  If food sticks, use scouring powder or scouring pads.



- Rinse and air-dry pans.



CLEANING UP

- Wash counter top and table top.
  Wipe dry.

- Wipe off top of stove.

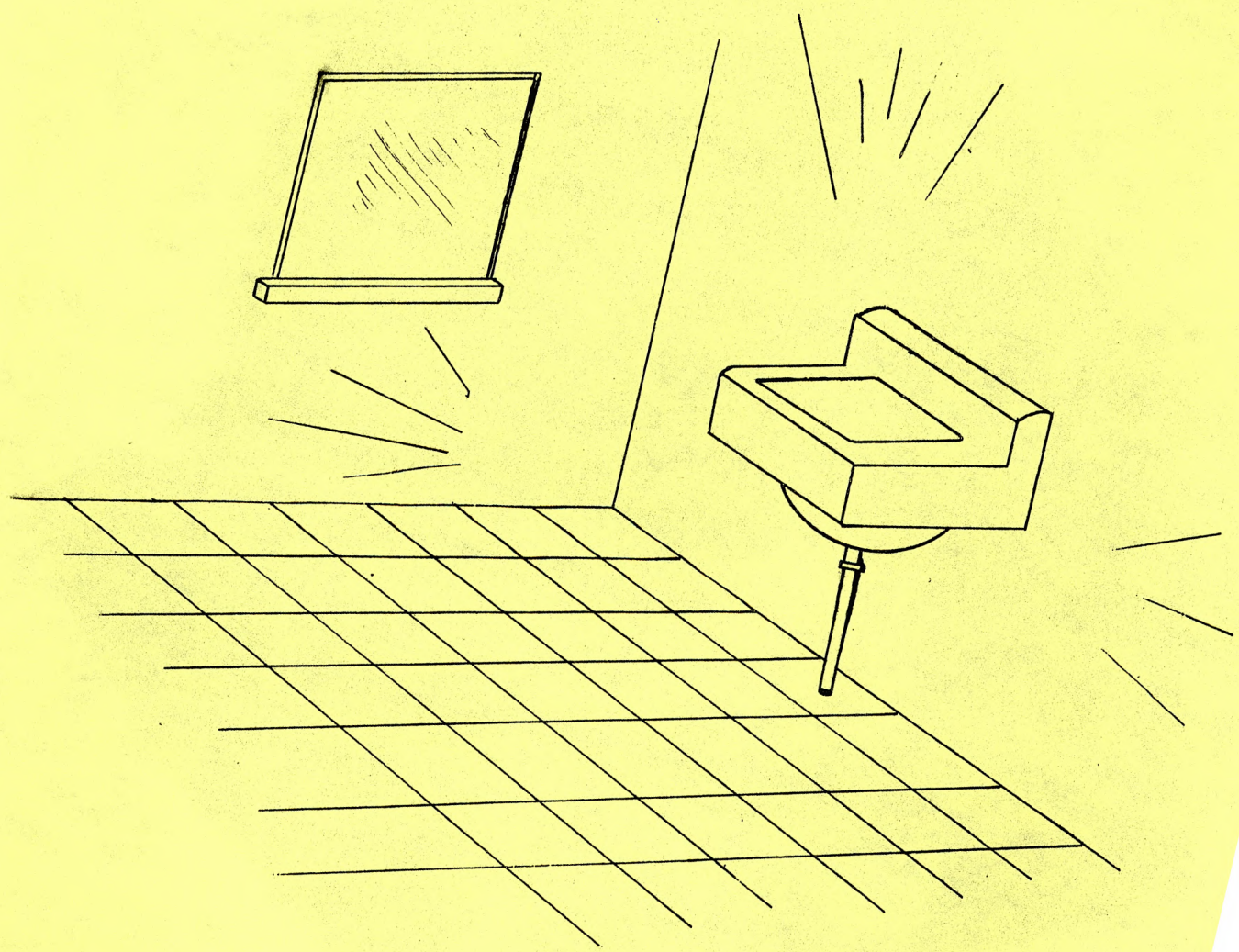
- Empty water in dishpan through sink strainer, to catch food particles.
  Empty food into garbage.
  Wipe out strainer with sponge.

- Wipe out sink.
  Put strainer back in sink.

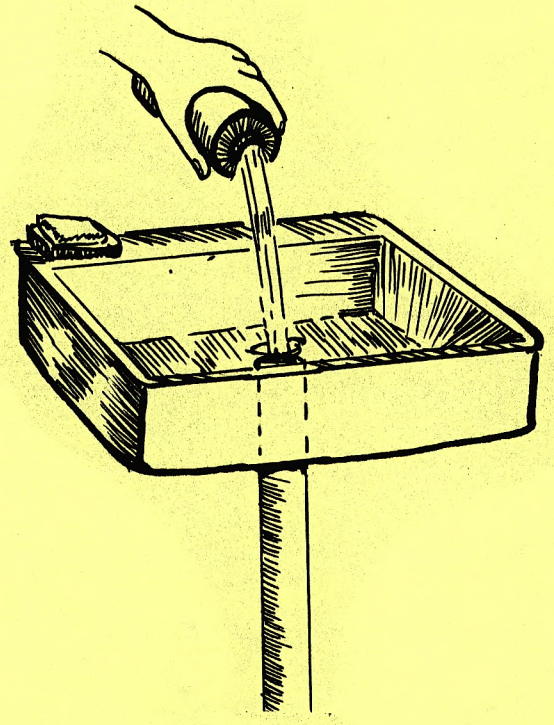
- Mop kitchen and living room floor to collect food particles.

- Empty garbage can at least once a day.

A CLEAN BATHROOM

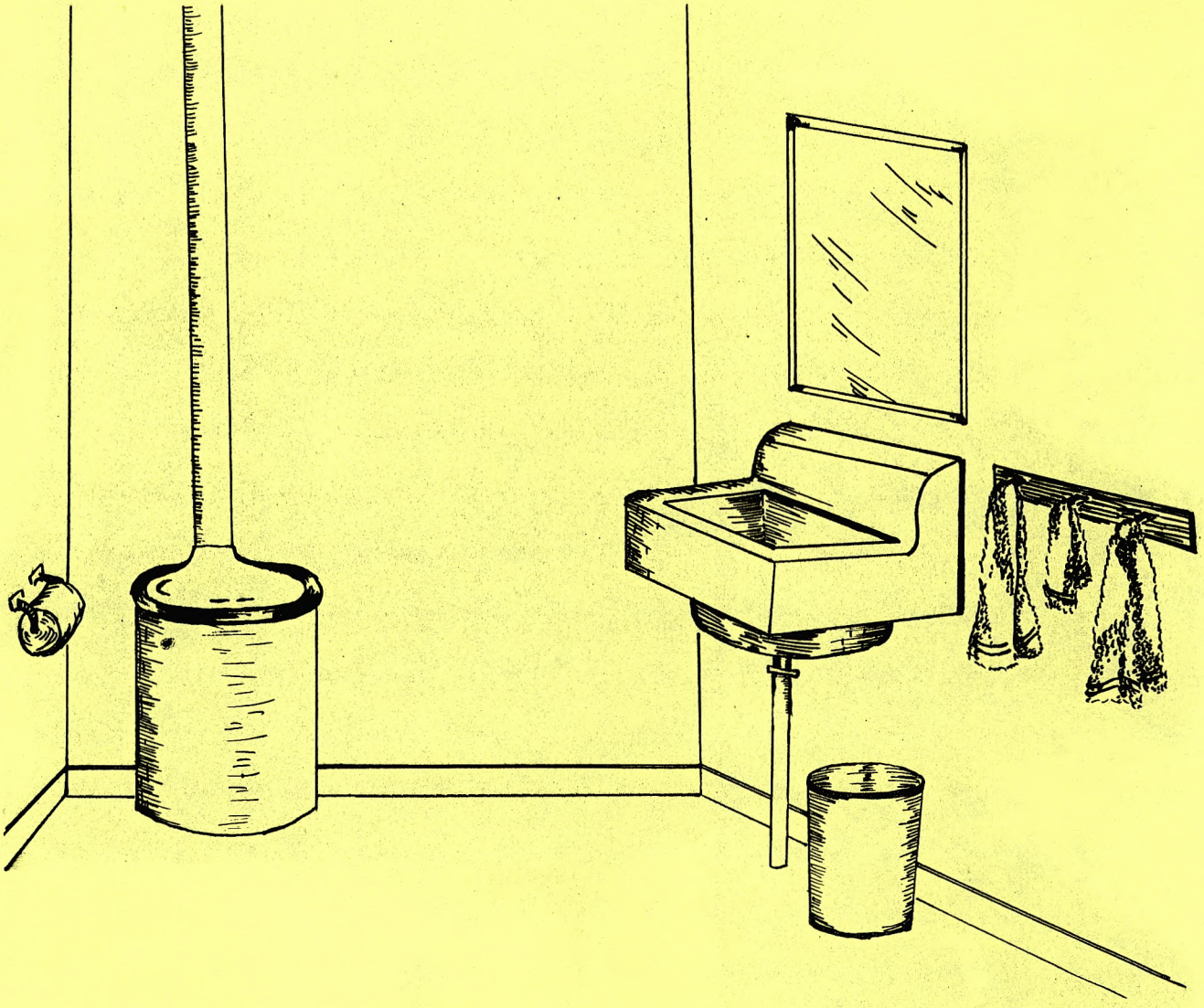


TO CLEAN THE WASHBASIN



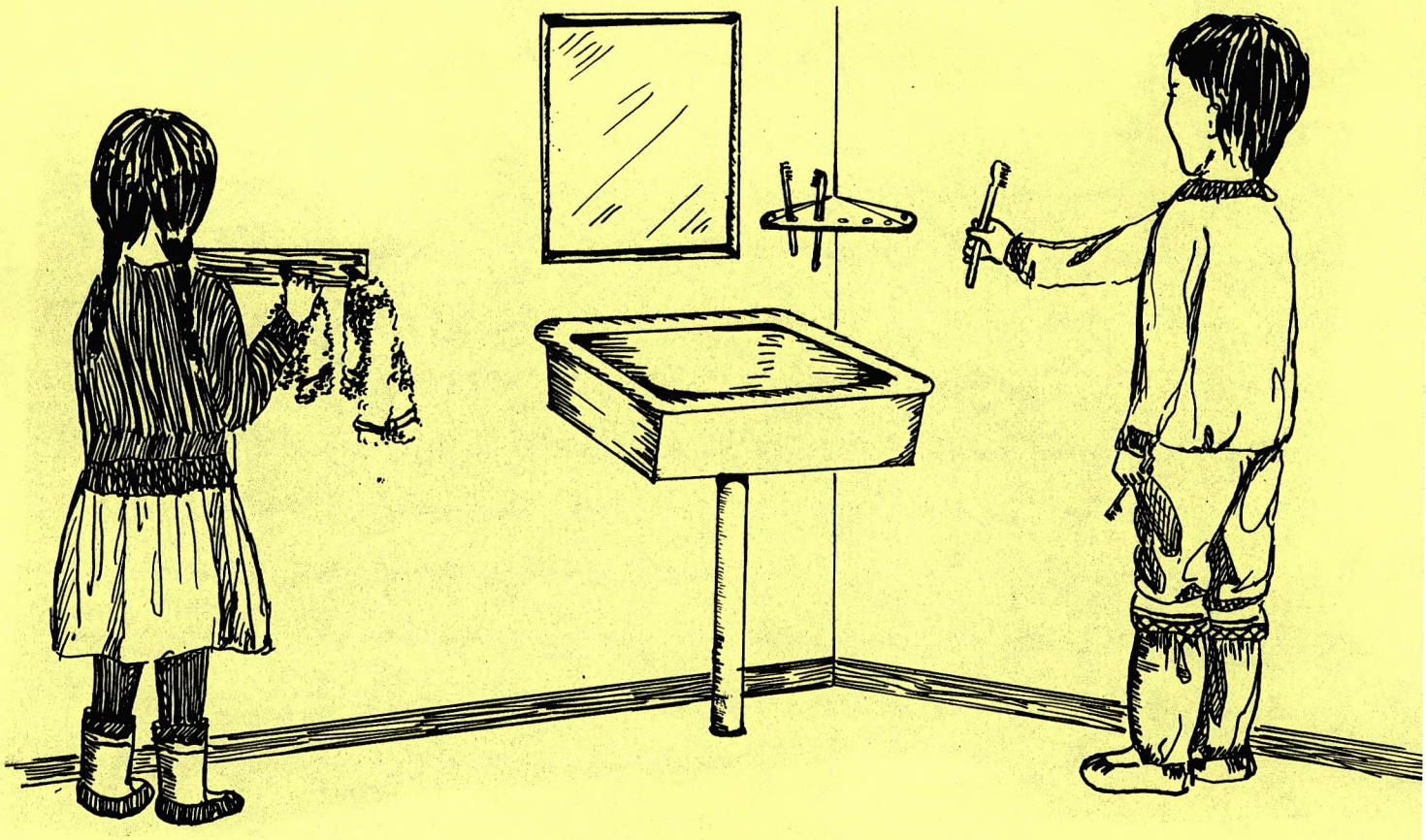
- Wipe out and tidy soap tray and toothbrush rack.
- Wash the basin with a sponge or cloth and warm soapy water.
- If dirt sticks to the basin use a fine scouring powder.
- Rinse with clear water.
- Be sure drain is open.

TO CLEAN THE TOILET



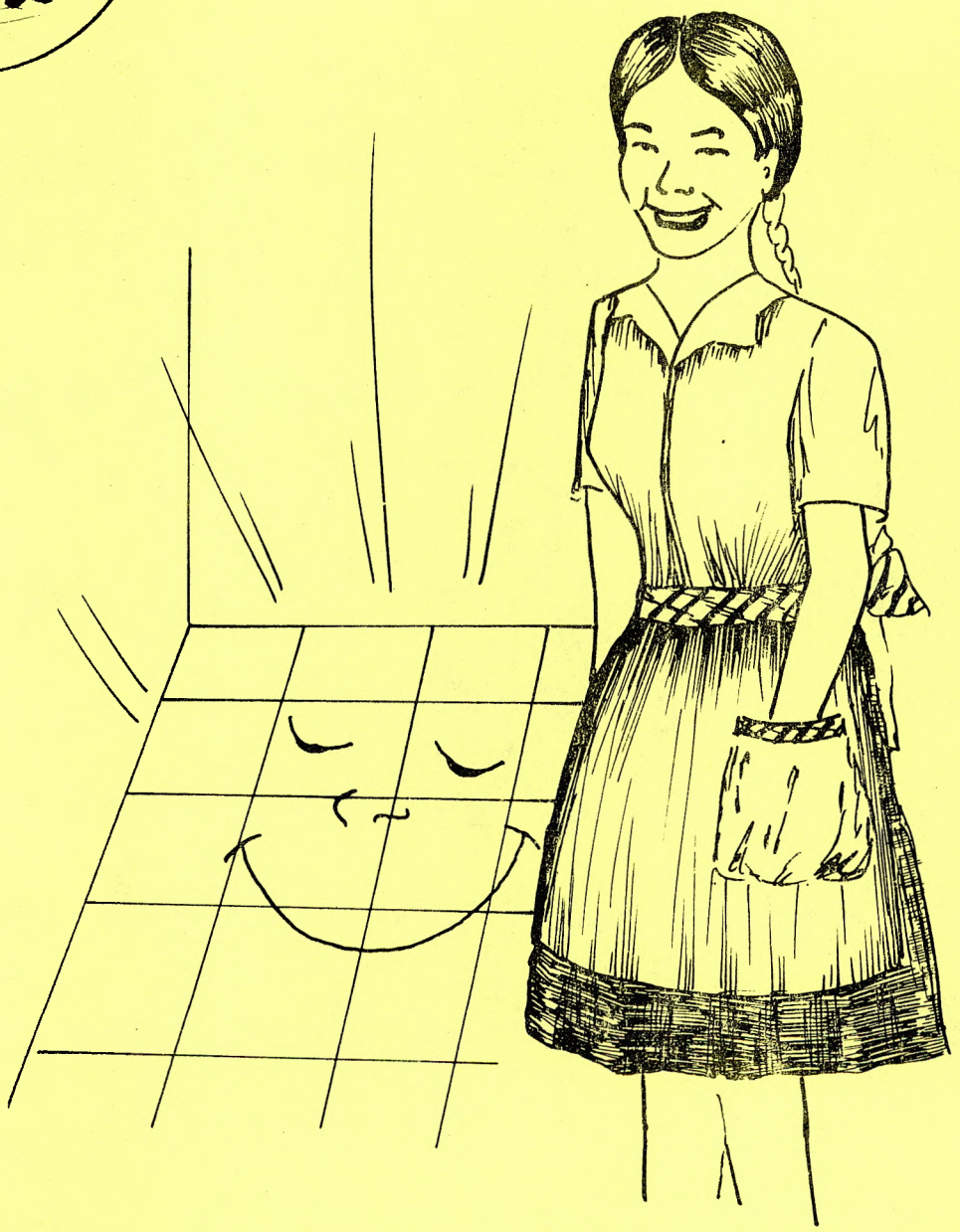
- Line toilet bucket with plastic liner,
- Fold liner over rim of toilet pail.
- Remove liner when about 2/3 full.
- With a sponge or cloth and warm soapy water, wipe soiled areas.
- Put in a clean liner,

EVERYONE CAN HELP



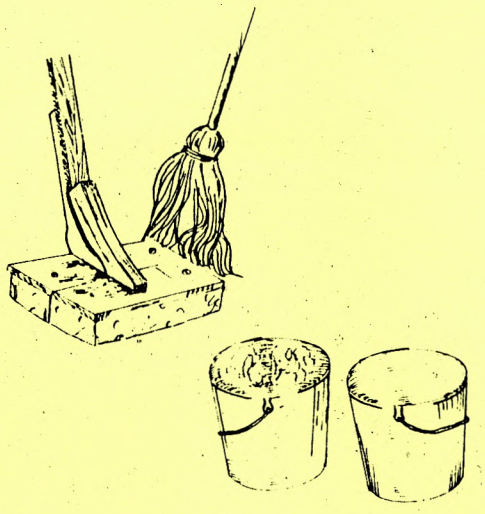
- Care in using the toilet helps keep toilet and floor clean.
- Hang your towel up neatly after using it.
- Empty the wash basin after washing your hands.
- Keep your tooth brush in the rack and tooth paste in its place on the shelf.

LINOLEUM FLOORS



KEEP THEM CLEAN AND SHINING

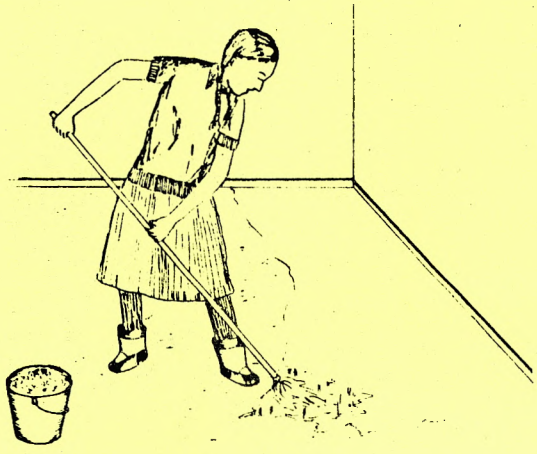
WHAT YOU NEED:



- sponge mop
- pail of hot sudsy water (detergent added)
- pail of clear hot water
- extra sponge

SPECIAL CARE

Wash before too dirty



- saves time
- saves energy
- keeps its new appearance longer

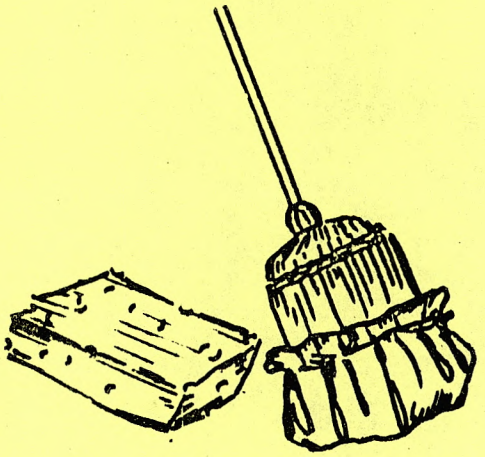
Always dust floor off to remove surface dirt before washing.

DAILY CARE

- Saves time and energy
- makes them last long

YOU WILL NEED:

- Dust mop (soft rag tied over a broom)
- Damp sponge



WHAT YOU DO

- Dust floor of all rooms once a day.
- Some parts may need more frequent care.
- Wipe up spills or drips.
- Protect linoleum from cuts or grease.

WAXING LINOLEUM

- keeps the floor clean
- makes your house look bright and shining

WHAT YOU DO

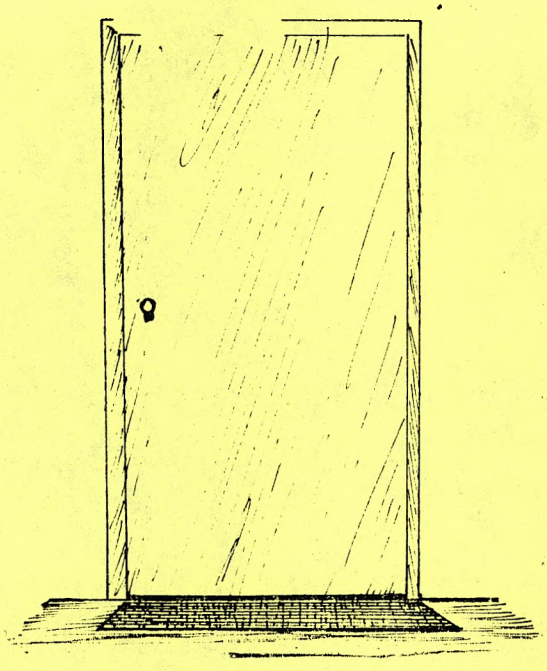
- self-polishing liquid wax
- a sponge, clean rag or sponge mop

WHAT YOU DO:

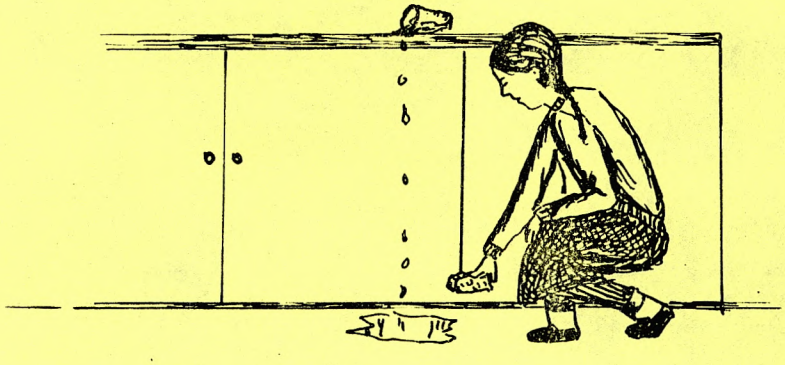
- Apply a thin coat of liquid wax to floor surface
- Let dry before walking on it (about 30 minutes)
- Rinse cloth or sponge. Put materials away.

TO PREVENT SLIPPING

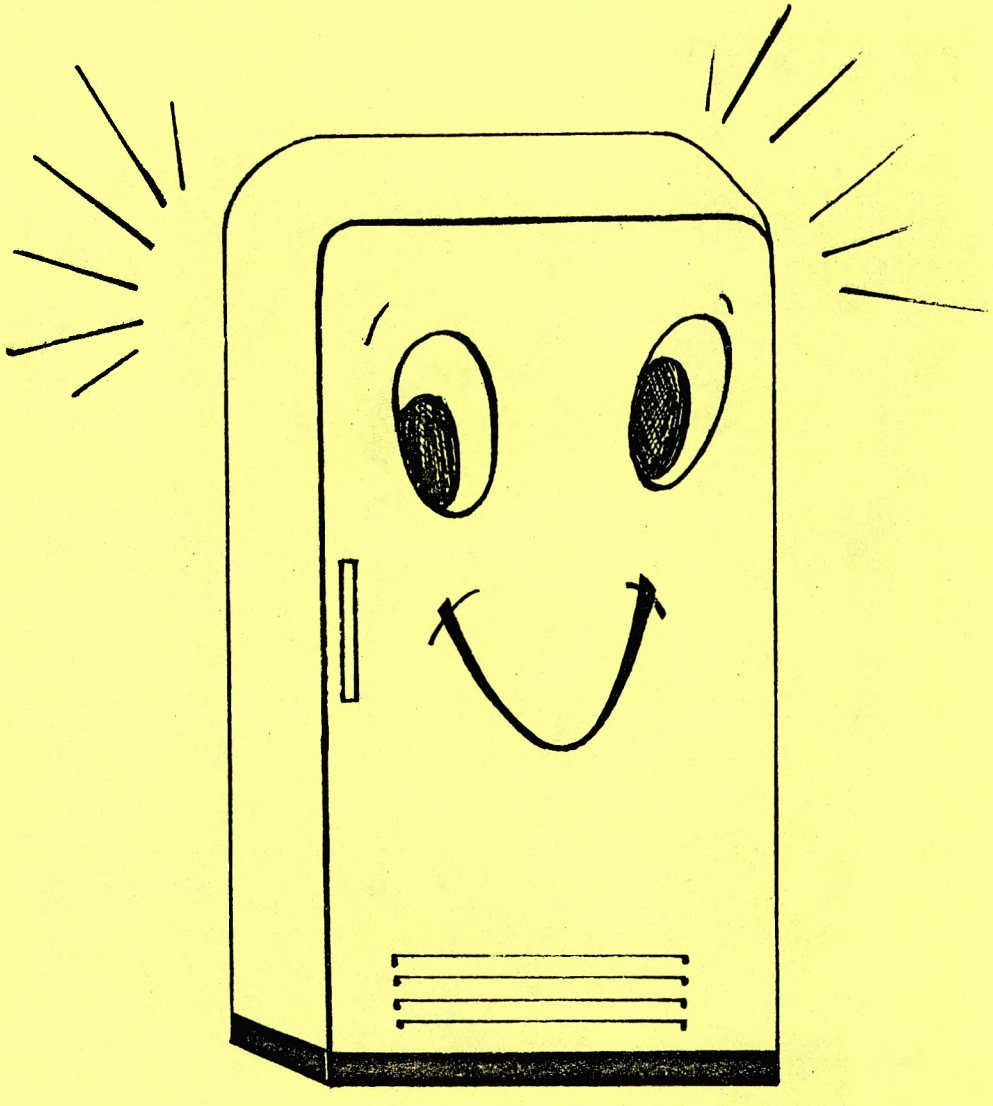
- Keep a mat at all outside doors.



- Wipe up spills and drips.



A CLEAN REFRIGERATOR



- Foods keep longer and stay fresher in a clean refrigerator.

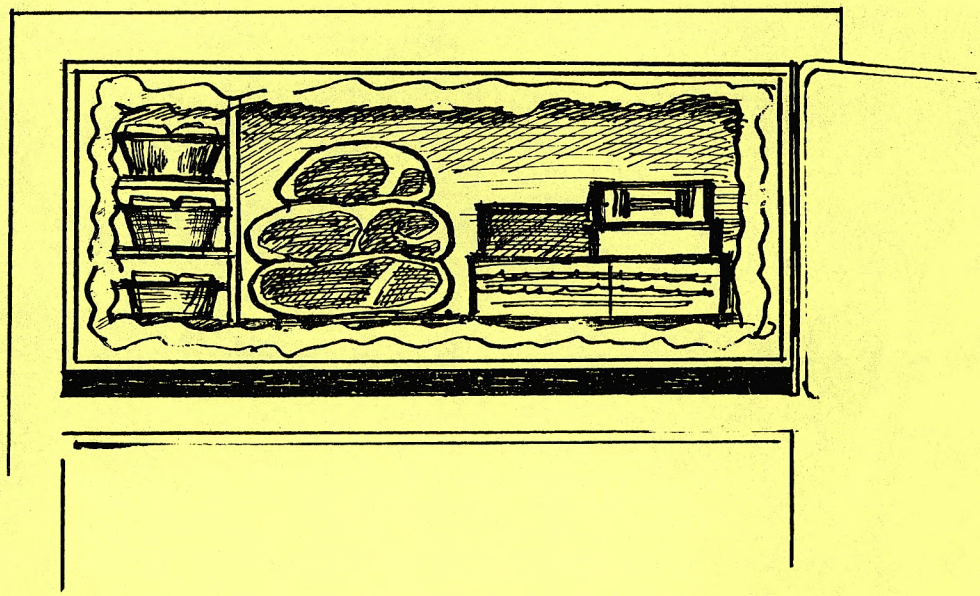
- Defrost your refrigerator when frost is about 1/4" thick.

WAYS TO KEEP FROST FROM FORMING

- Keep food covered

- Keep water or milk pitcher covered.

- Open the door only when necessary.



TO CLEAN & DEFROST THE REFRIGERATOR

WHAT YOU NEED:

- pans for washing and rinsing

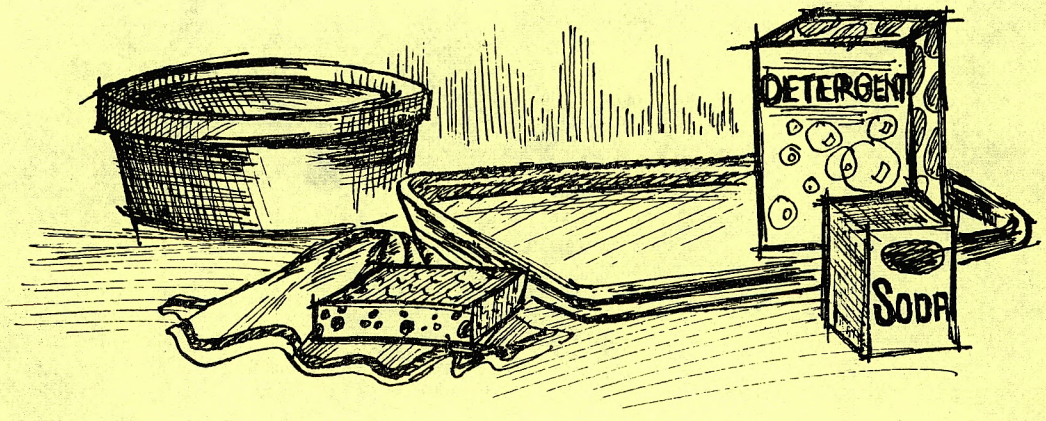
  pan to catch water

- sponge or cloth

- towel

- baking soda

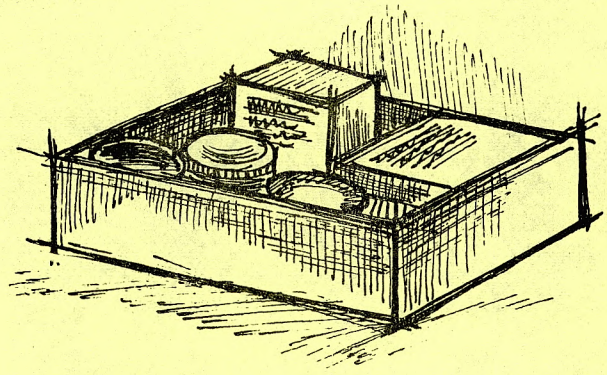
- detergent



TURN REFRIGERATOR OFF

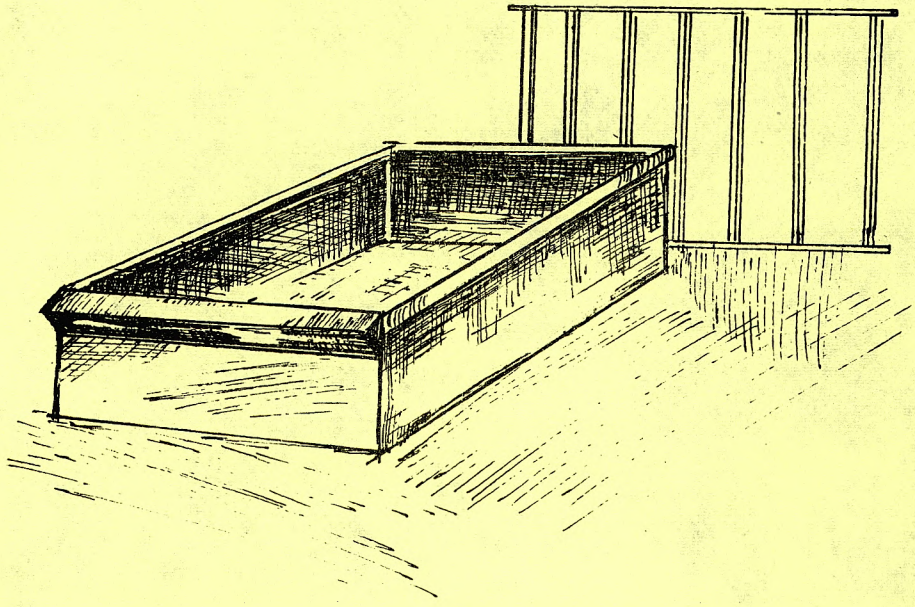
REMOVE ICE CUBE TRAYS AND FROZEN FOOD

- Put frozen food in a cardboard box.
  Cover with paper or clothes.
  Do this to keep food from thawing.

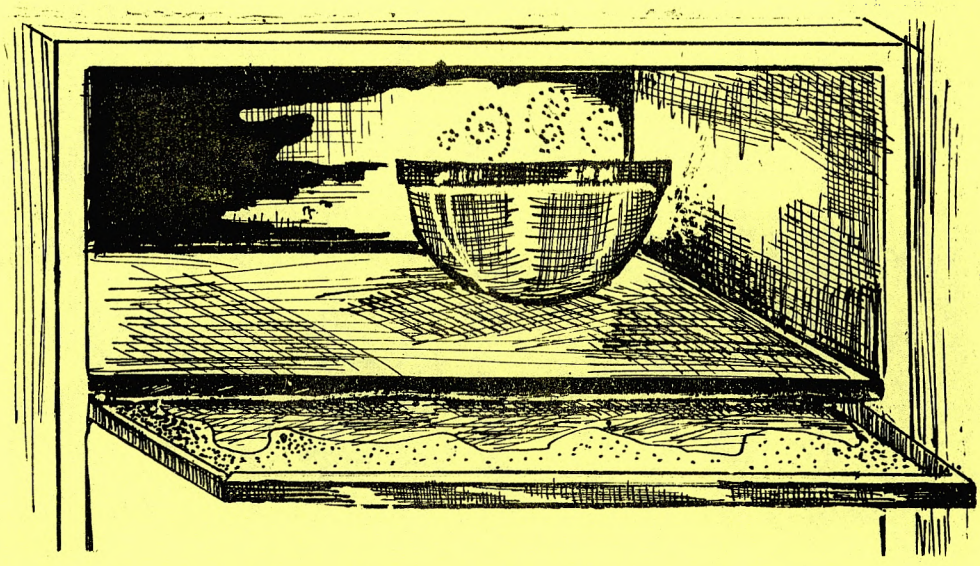


- Take everything out of refrigerator.

- Take out shelves and drawers.



DEFROSTING THE REFRIGERATOR



- Put a pan of hot water into the freezing section. This speeds up the melting of the ice.

- Put a pan under the freezing section to catch the water.

- Let the ice melt off. Scraping or punching with a knife can damage the freezing unit.

- Keep emptying the pan as it fills with water.
  Put more hot water in the freezing section if needed.

CLEANING THE INSIDE

- Use 2 tbsp. baking soda into 4 c. warm water in a pan for washing the inside.
  Baking soda kills food smells.

- Wash the shelves and drawers with the soda water.

- Dry all parts as you work with a clean cloth or towel.

- Put shelves and drawers back into place.

- Turn refrigerator on and close door.

- Rinse out ice-cube trays with warm water.

DO NOT USE SOAP OR DETERGENT

CLEANING THE OUTSIDE

- Wash the outside with warm soapy water.

- Dry with a clean cloth.

- Do only a small area at a time.

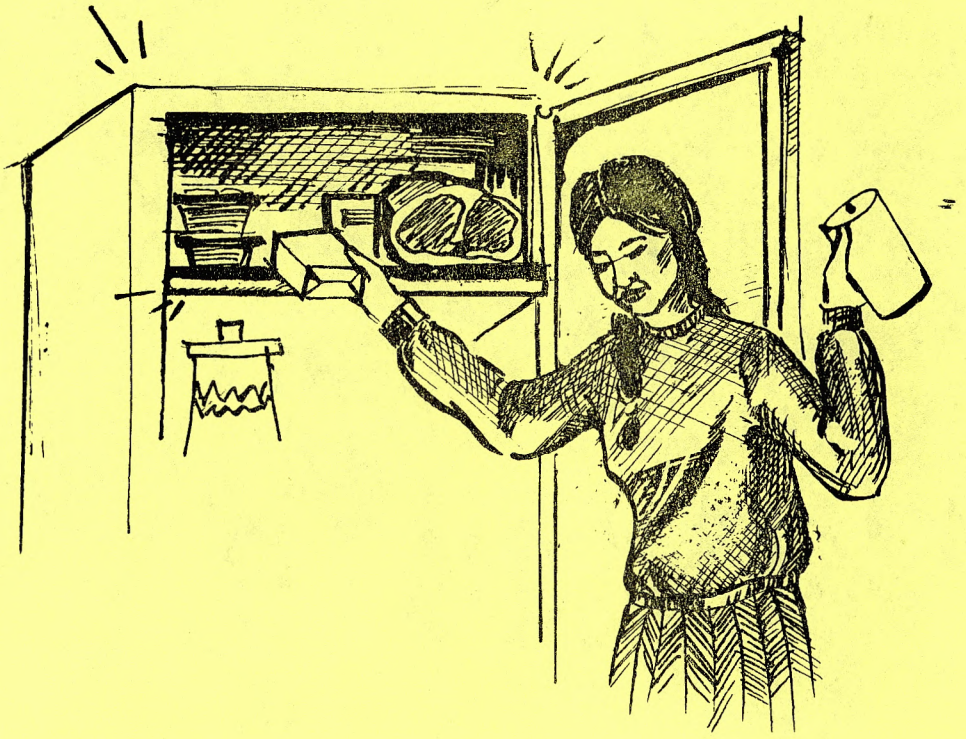
WAX 2 OR 3 TIMES A YEAR
WITH A WHITE LIQUID WAX

PUTTING THE FOOD BACK IN

- Fill ice-cubes 2/3 full and put in freezer.

- Wipe jars and food packages.

- Arrange on shelves in refrigerator.

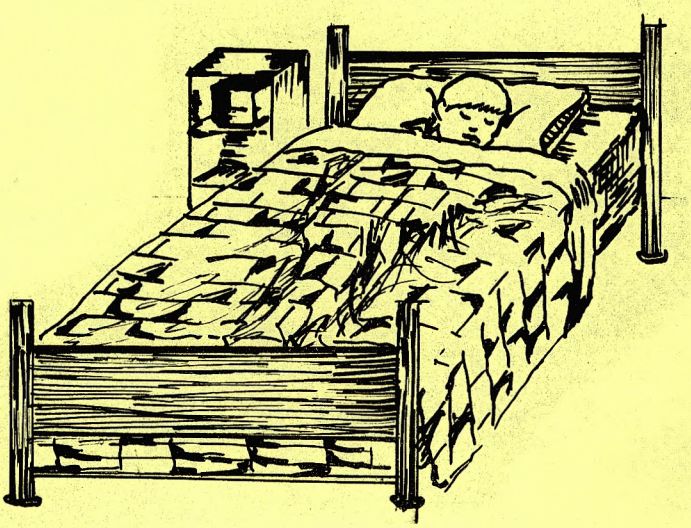


MAKING THE BED

- Beds are more comfortable if made every day

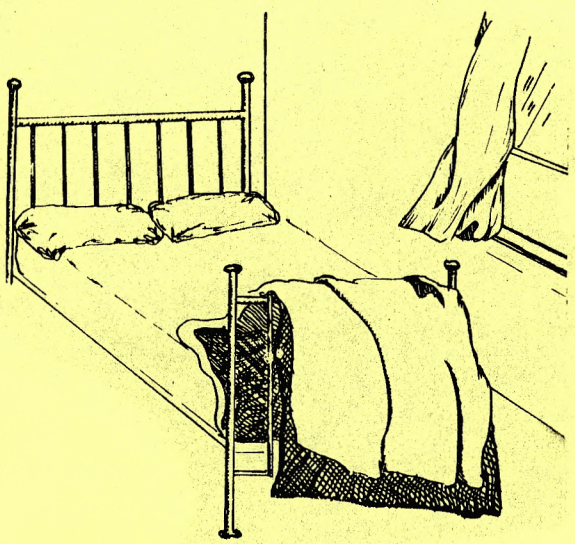
- Keep beds clean by changing the sheets now and then

- Mattresses will last longer if turned side to side and end-to-end



SLEEP HELPS KEEP YOU HEALTHY

DAILY CARE



AIR THE BED
- Throw back the covers when you get up
- Let bed air until after breakfast

MAKE THE BED
- Smooth the bottom sheet
- Pull up top covers smoothly
- Fluff up pillow
- Put on bedspread or quilt

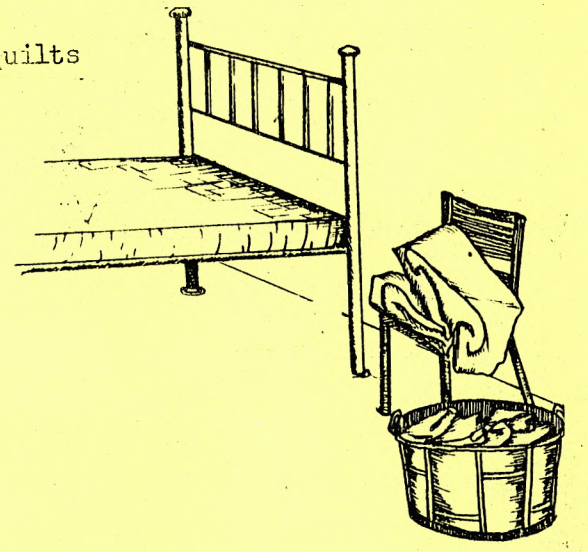
SHEETS SHOULD BE WIDE ENOUGH AND LONG ENOUGH TO COVER THE MATTRESS AND ALLOW FOR TUCKING UNDER

SPECIAL CARE

. Remove all bedding

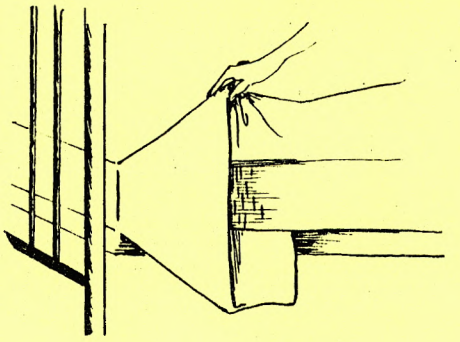
. Put sheets and pillow cases with laundry for washing

. Air blankets and quilts



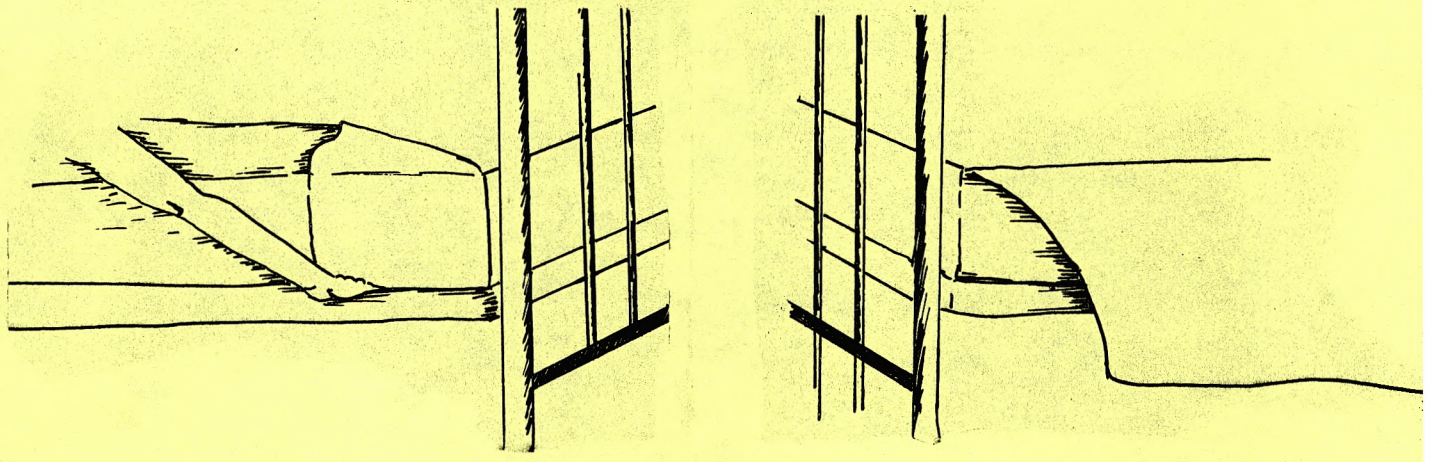
Turn mattress

. Put on a clean bottom sheet. Tuck under mattress at top and bottom. Learn to make square corners to keep bed smooth and neat.

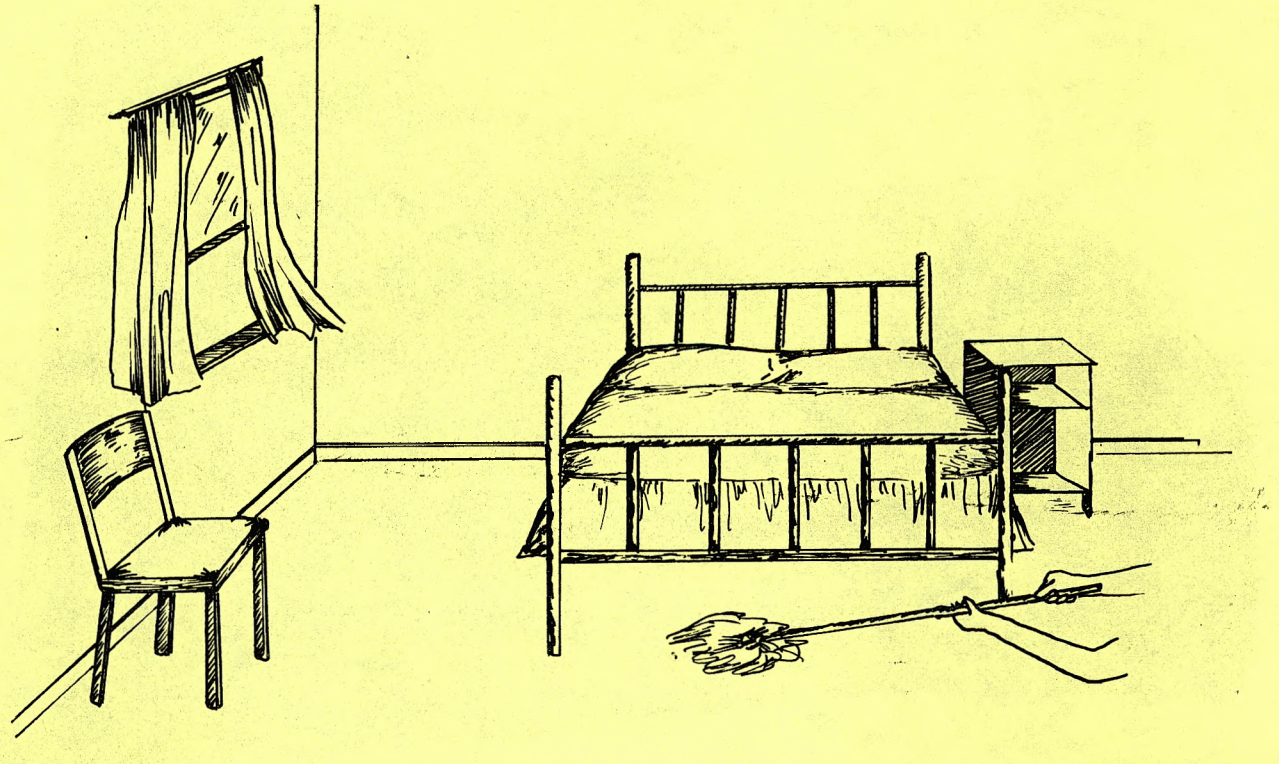


PROTECT MATTRESSES FROM SOIL BY COVERING
WITH A MATTRESS COVER

- Place clean top sheet to head of bed
- Put each blanket on one at a time about 6 inches from top of bed
- Fold top sheet down over covers
- Make half a square corner at foot of bed
- Do the same at other side of foot of bed
- Add pillow(s) in clean pillowcases
- Put on bedspread or pretty quilt if you like



NOW IS A GOOD TIME TO CLEAN THE FLOOR AND TIDY THE ROOM

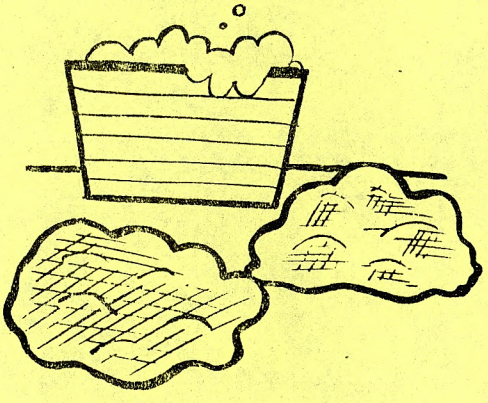


WASHING CLOTHES AND BED LINEN

WASH CLOTHES AND BED LINENS BEFORE THEY GET TOO DIRTY

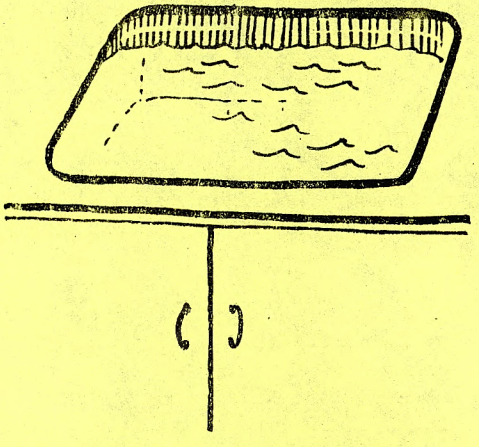
- Set wash tub at left of sink.
  Fill 1/2 full of hot water.
  Add detergent to get thick suds.

- Put first load in.
  White clothes or least soiled clothes first.

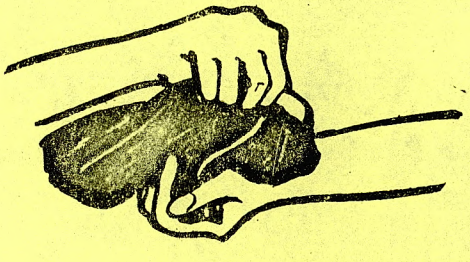


- Fill kitchen sink 2/3 full of clear warm water.

- Scrub clothes between hands.
  Put extra detergent on very soiled spots such as neckline, edges of sleeves.
  Rub together or on a scrub board.



- Wring out soapy water.
  Open and place in rinse water.
  Put next bundle of clothes in wash water.

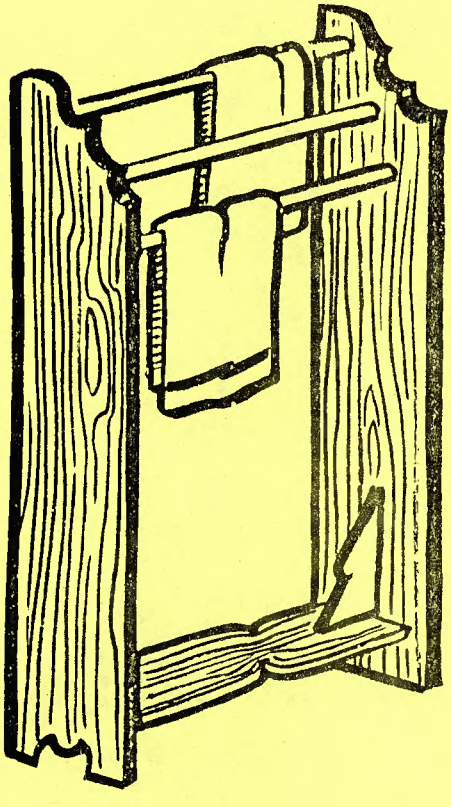


- Rinse soap out of first wash.
  Wring as dry as possible.
  Put in pan or pail.

- Continue with washing and
  rinsing until wash is finished.

HANGING CLOTHES TO DRY

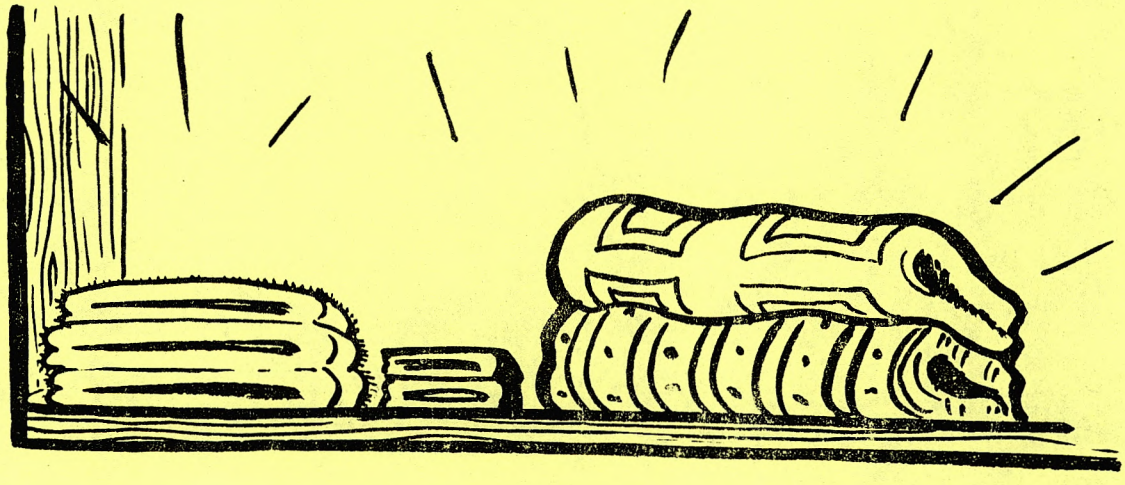
- Hang clothes to dry in a warm place
  but not over a stove or heater.



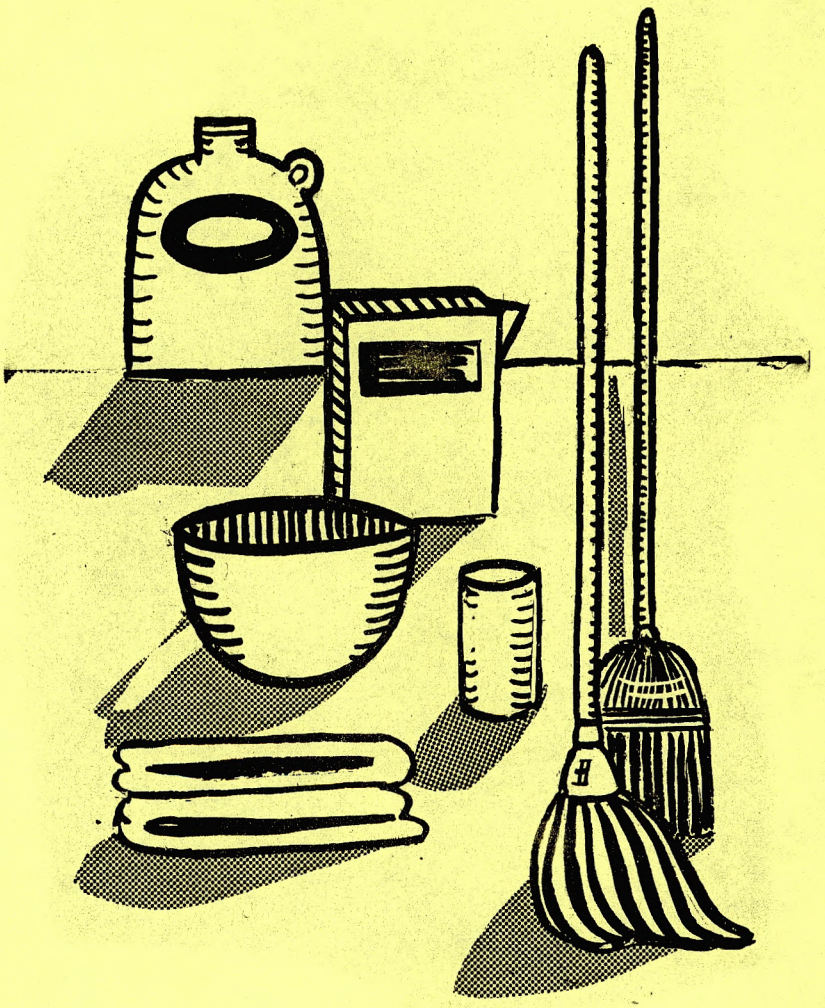
FOLDING AND PUTTING AWAY

- Work on a table and p[illegible] out the creases with your hands.
  Fold neatly.

- Put clean clothes and linens away in neat piles on shelves or hang on hangers in wardrobes or clothes closets.



WHAT TO USE TO CLEAN THE HOUSE

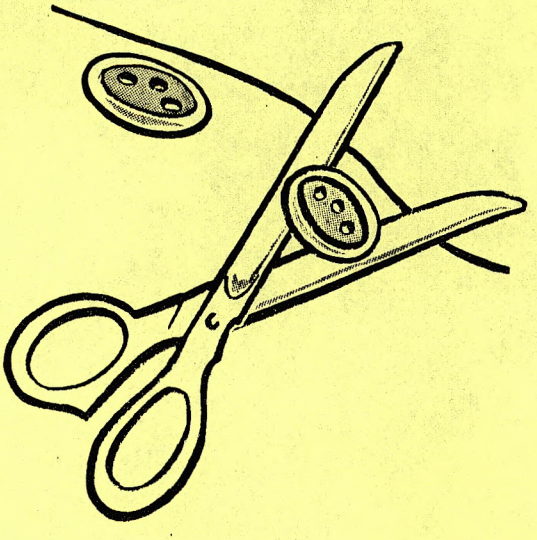


YOU WILL NEED

- Hot water
- Pail
- Detergent
- Scouring powder
- Baking Soda
- Dust mop
- Sponge
- Rags

WORN-OUT CLOTHES MAKE SOFT CLEANING RAGS

- Cut off buttons
- Tear into pieces



THINGS THAT MAKE CLEANING EASIER

- a dustpan
- bleach
- extra pans
- scouring pads
- steel wool
- newspaper, paper bags
- box to hold things
- garbage pail - covered
- waste paper baskets
- stepladder

OTHER HELPERS

- whisk
- sponges
- floor wax

WHEN TO DO CLEANING JOBS

PLANNING MAKES WORK EASY

PLAN YOUR CLEANING

- Some cleaning jobs need to be done <u>every day</u>.

- Some need to be done <u>every week</u>.

- Others only <u>occasionally</u>.

KITCHEN

DAILY	WEEKLY	OCCASIONALLY
Wash dishes	Clean Refrigerator	Wash and tidy cupboards.
Wipe off tables	Remove soot in stove and heater	Wash walls, ceiling
Wipe off stove	Wash garbage can	Clean drapes
Empty garbage		Clean windows
Clean sink		Clean light fixtures
Mop floor		Wax floor

LIVING ROOM

DAILY	WEEKLY	OCCASIONALLY
Pick up and put away papers and things.	Clean spots off furniture.	Clean walls.
Empty and wash ashtrays.	Wipe off plastic furniture.	Clean furniture, light fixtures.
Mop floor.	Clean spots off walls and woodwork.	Wash windows.
Dust furniture.	Dust floors and furniture.	Wash and wax the floors.

BATHROOM

DAILY	WEEKLY	OCCASIONALLY
Replace liner in toilet. Wipe of spots. Wipe floor.	Clean mirror.	Wash inside medicine cabinet.
Clean wash basin.	Wash toilet and basin.	Clean walls.
Fill water pitcher.	Clean floor.	Clean windows and curtains.
Straighten towels, toothbrushes in holder.		Clean light fixture.
Check supply of toilet paper.		Wash and wax floor

BEDROOMS

DAILY	WEEKLY	OCCASIONALLY
Make beds.	Change sheets and pillowcases.	Turn mattresses.
Put clothes away.	Dust furniture and floors.	Clean walls.
Mop floor.	Tidy wardrobes	Clean wardrobes
		Clean furniture, light fixtures, pictures, mirrors.
		Wash windows, curtains, bedspread.

COLD PORCH

DAILY	WEEKLY	OCCASIONALLY
Tidy	Check supplies — keep covered.	Take all supplies out.
Keep area around outside doors free of ice.	Hang up dog harness, etc.	Wash wall, shelves, etc.
	If walls are frosting up, scrape frost off. Wipe up floor.	Clean windows.
		Clean floor.
		Put things neatly in place.

CLEAN CLOTHES CLOSETS

- Wipe walls off with a clean dust cloth from top to bottom.

- Wash off shelves and rods.

- Wipe off floor with a damp clean sponge.

WHAT YOU NEED:

- Dust cloth
- Pail warm sudsy water
- Sponge

WHAT TO DO:

- Take clothes out of the closet

- Sort into:

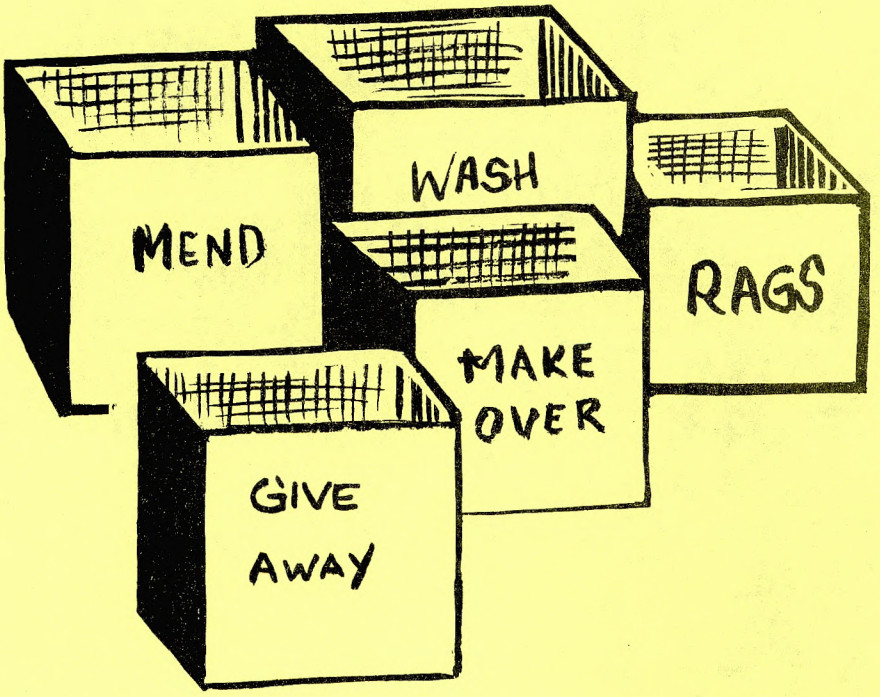
  - Those to be washed

  - Those to be mended

  - Those to be made over for someone else in the family

  - Those to be given away

  - Those to be made into cleaning rags



GET RID OF CLOTHES YOU NEVER USE.

CLOTHES WRINKLE IN A CROWDED CLOSET.

CLEAN CLOTHES CLOSETS

- Helps keep clothes clean
- Clean clothes make you look better
- Clean clothes make you feel better

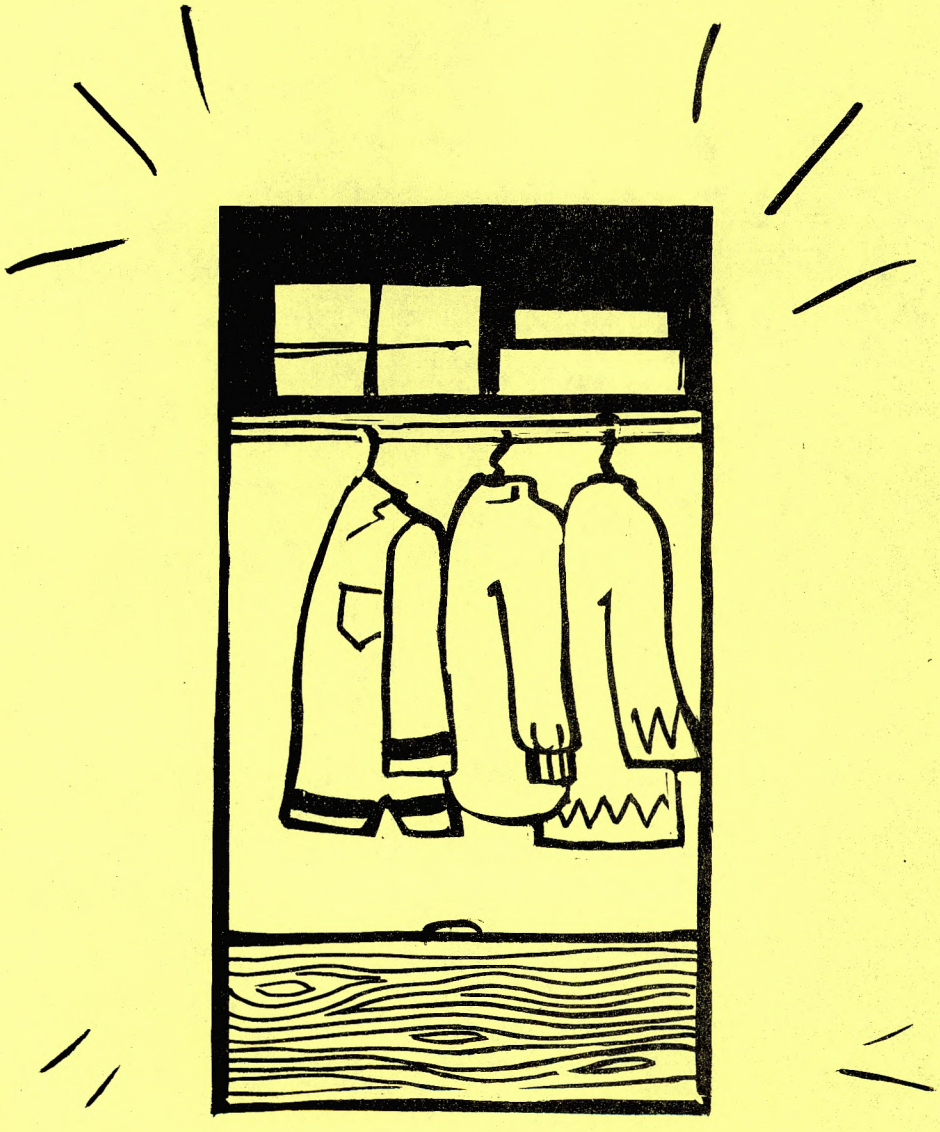
K E E P T H I N G S O F F T H E F L O O R

PUT THINGS BACK

- Arrange clothes neatly on shelves or hang on rods.

- Overcrowding causes wrinkles. Clothes need space to air.

- A long drawer across the bottom with a hinged top is a good place to store things.



CLEAN WALLS, CEILING AND WOODWORK

WHAT YOU NEED

- Broom
- Cloth to cover broom
- Pail warm water
- Detergent
- Scouring powder
- Clean cloths
- Sponge
- A stepladder (or a strong chair)

GETTING READY:

- Place pail of water on newspaper.
- Add detergent to water to get lots of suds.
- Fasten a clean cloth around broom.

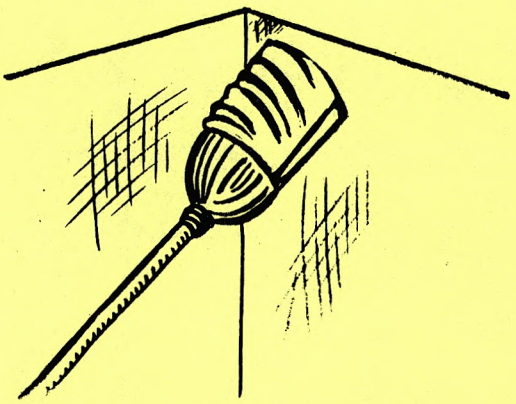
WHAT YOU DO

- Use the covered broom to brush down cobwebs from ceiling and walls.

  Do ceiling first.

  Do walls from top to bottom.

  You will have to whisk or shake dirt off the cloth frequently.



- If walls need washing, wash with a sponge and hot soapy water.

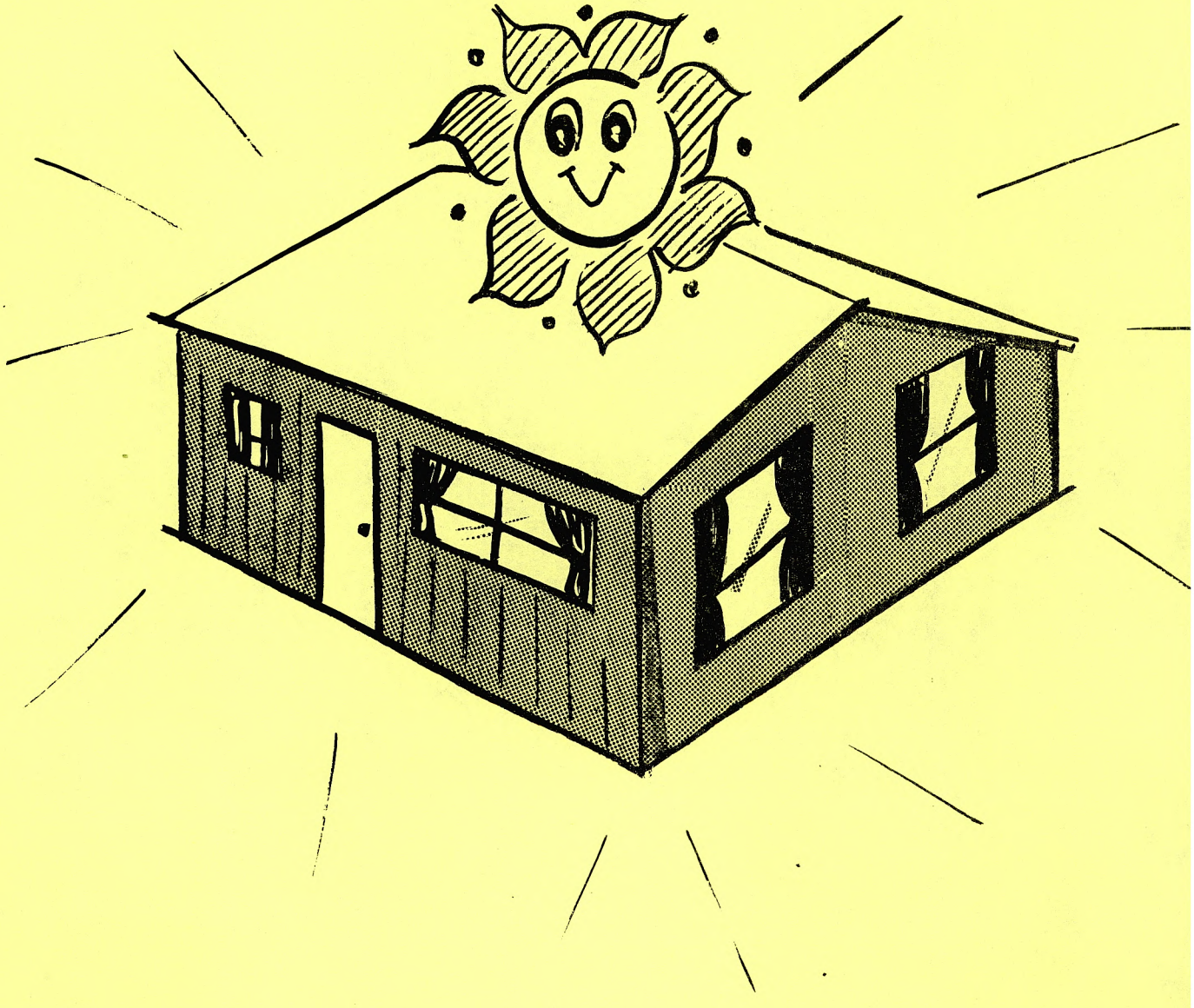
  Start at the bottom and work toward the top. Water running down on dirty walls will cause streaking.
  Keep excess water wrung out.
  Do a small area at a time, lapping edges to prevent missing any portion.

  Change water when dirty.

- Wash doors and window frames.

  If scouring powder is used to remove marks, rinse off with clear water.

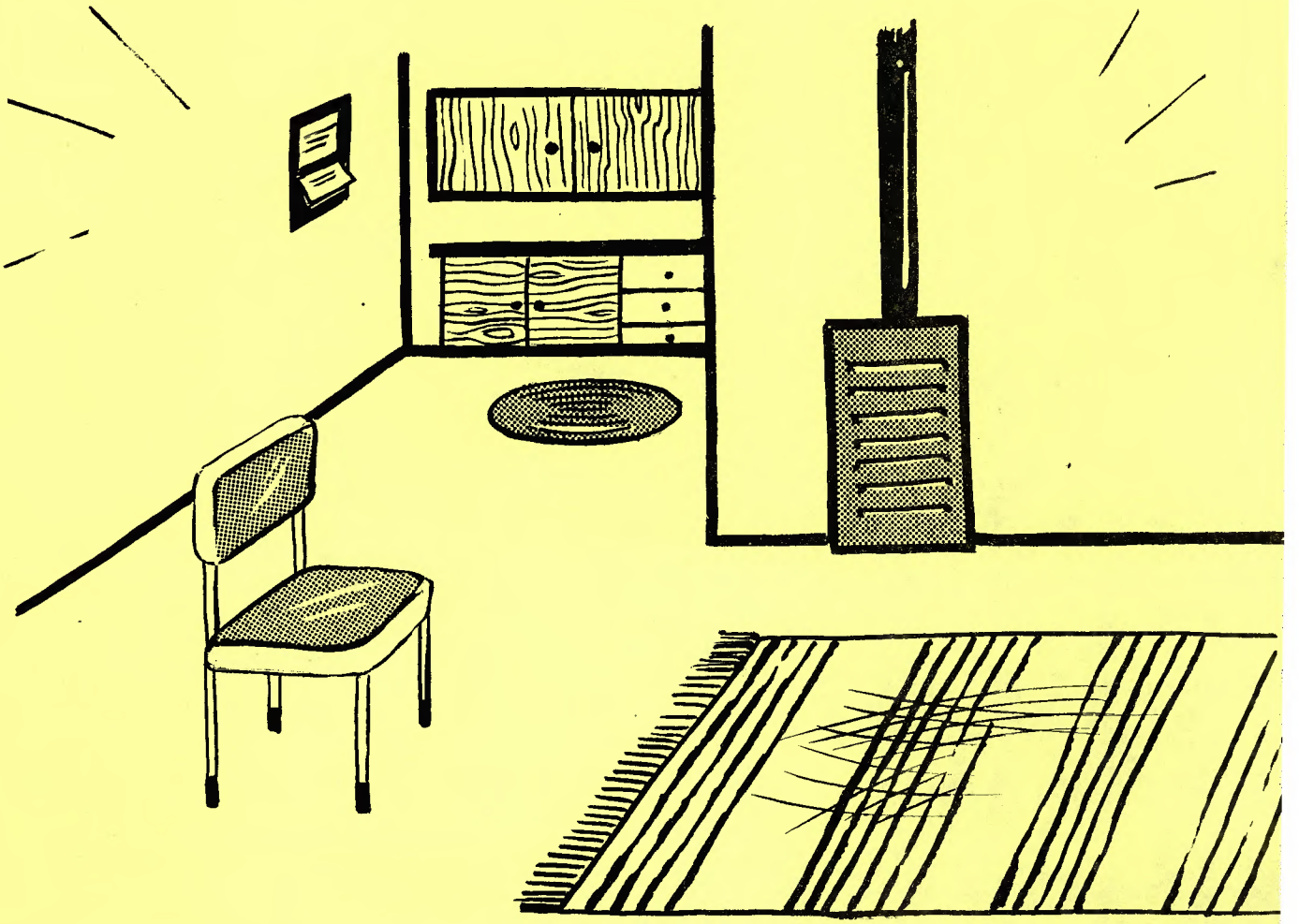
A CLEAN HOUSE IS IMPORTANT



WHY?

A clean house:

- is a safer house
- helps keep the family healthy
- makes you and your family feel good
- children like to come home to a clean house
- helps things last longer



A house is easier to clean:

- if you keep things in their proper place

- if the house and furnishings are kept repaired

- if everyone helps

A CLEAN HOUSE HAS

- clean tidy floors
- clean walls
- clean furniture
- beds made up with clean bedding
- clothes washed and put away
- dishes washed and put away
- food covered
- food wiped off table, chairs and benches after each meal
- clean kitchen equipment
- a clean bathroom
- no trash inside or around the house
- a neat outside appearance

SEWING

How to make:

A Potholder

An Apron

Drapes

A Quilt

A Braided Mat

A Gathered Skirt (using a commercial pattern)

- Gathered Skirt Guide
- Taking Skirt Measurements
- The Pattern Pieces
- Pattern Markings
- Altering the Pattern
- How to Straighten Material
- How to Shrink Cotton
- How to Shrink Wool
- The Cutting Guide
- Laying Pattern on Material
- Marking
- Staystitching
- A Plain Seam
- How to Make a Casing
- Inserting Elastic in a Casing
- Marking a Hem
- How to Turn and Finish a Hem
- Pressing
- The Finished Skirt

SEWING (continued)

A Fitted Skirt (using a commercial pattern)

- How to Make and Press Darts
- How to Insert a Zipper

A Jumper (using a commercial pattern)

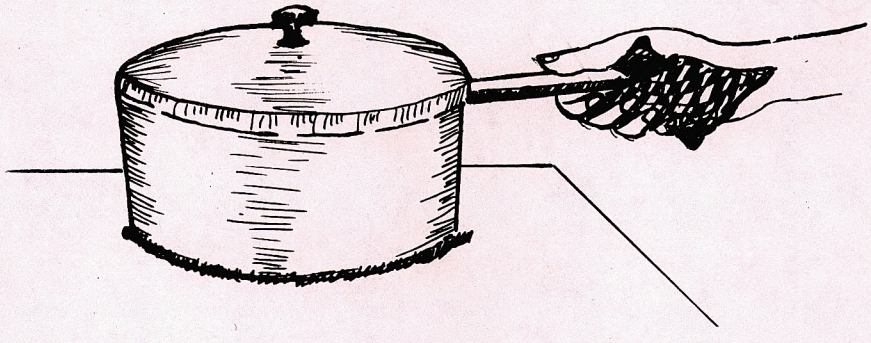
- Facings

KNITTING

Easy Lessons in Knitting

A Pullover or Cardigan

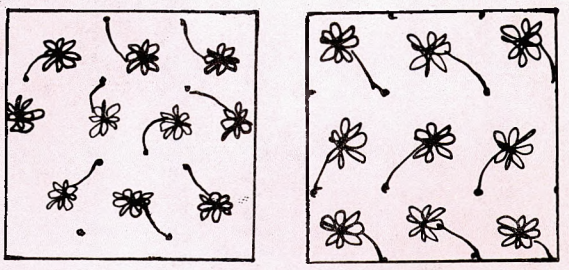
A POTHOLDER



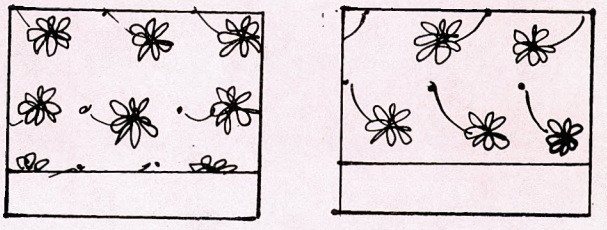
PROTECTS HANDS FROM BURNS

WHAT YOU NEED

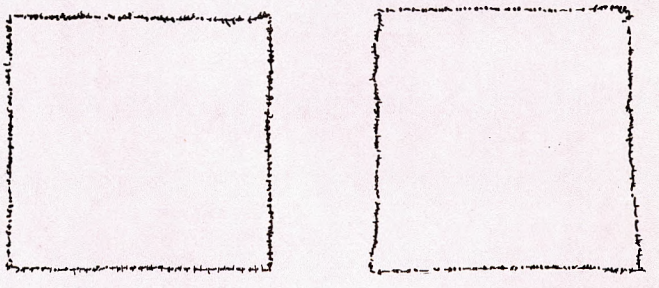
- Two 9" cotton squares



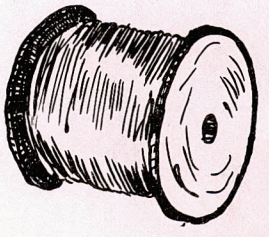
Turn one side of each square
1/2" to wrong side.
Press down.



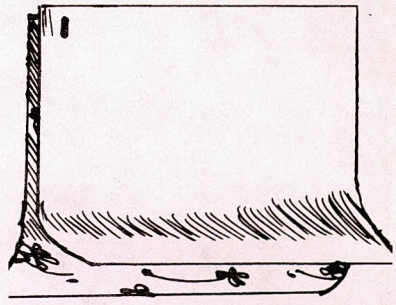
- Two pieces flanelette



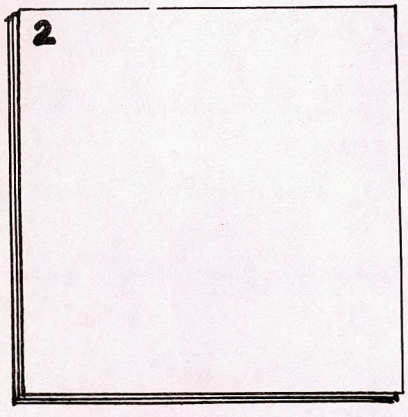
- Cotton thread to match



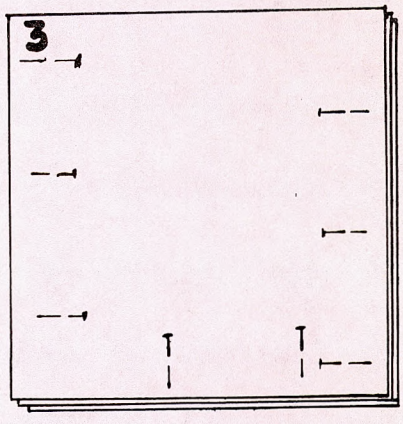
WHAT YOU DO



- Place right sides of cotton together.

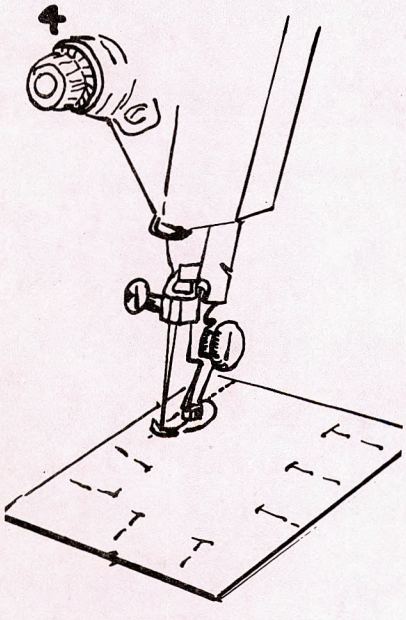


- Place flanellette on top of cotton pieces - three sides even.

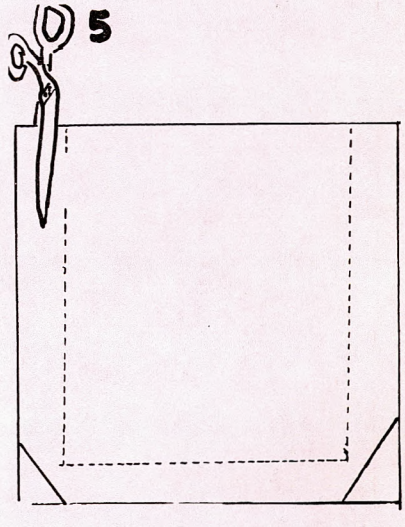


- Pin 3 matching sides

- Machine sew 3 sides 1/2" in from edge.



- Trim corners. Layer seam.

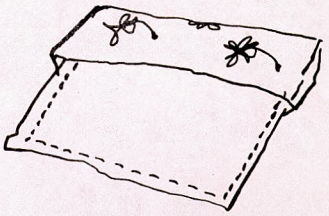


- Turn inside out. Pin seam on edge. Press.

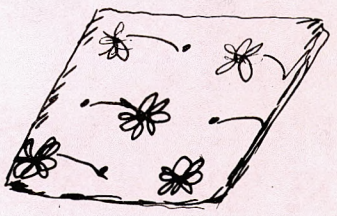
- Sew open end together. Press.

WHAT YOU DO (continued)

- Make design on paper same size as potholder.

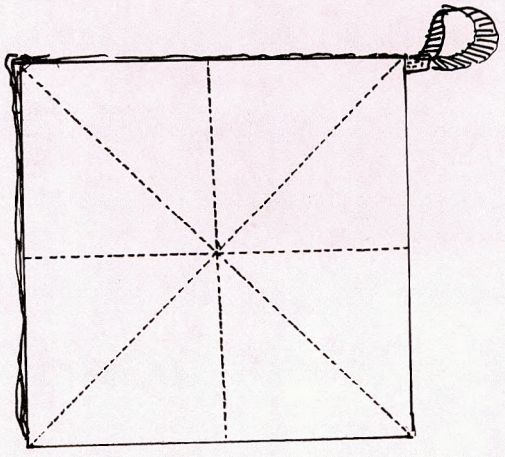


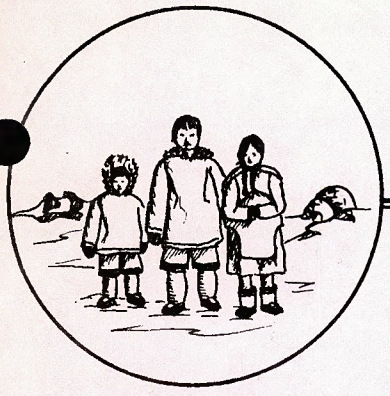
- Pin pattern to potholder Machine sew following design.



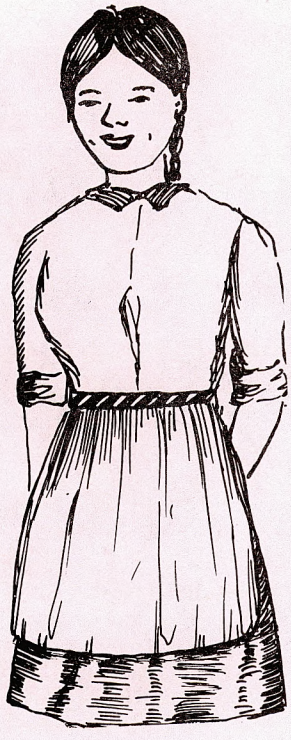
- Tear off pattern.

- Press. Sew metal ring to one corner.





APRON



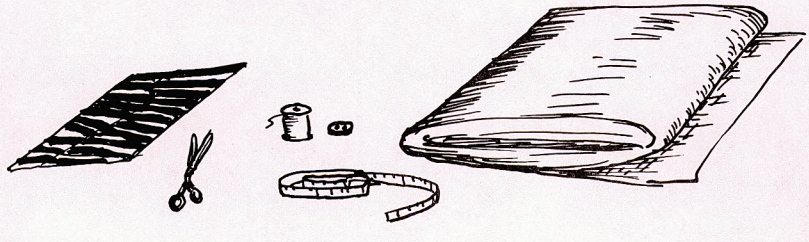
WHAT YOU NEED:

1 yard firmly woven cotton 36" wide

1 strip cotton 6" x 16" for band

1 spool matching thread (mercerized)

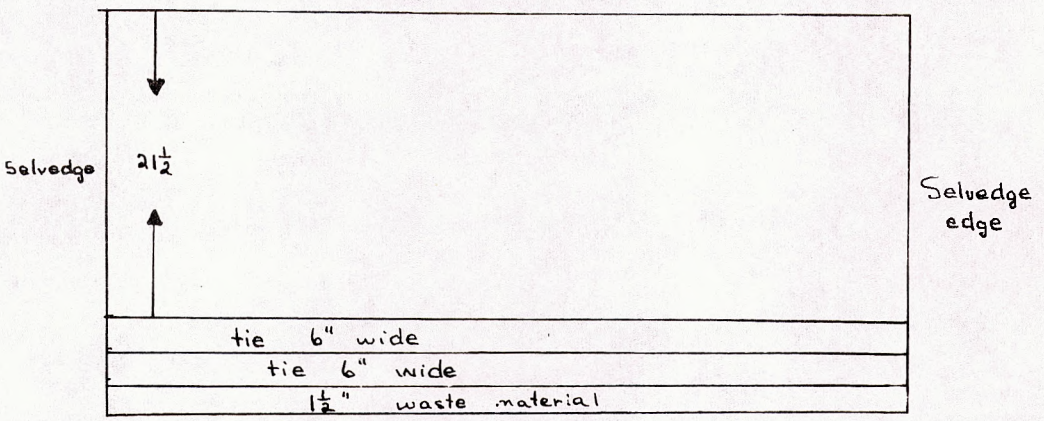
1 large button



CUTTING OUT

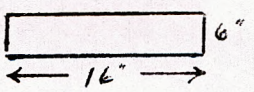
- When buying cotton material, ask the clerk to tear rather than cut the edge.

- tear material across according to measurements.

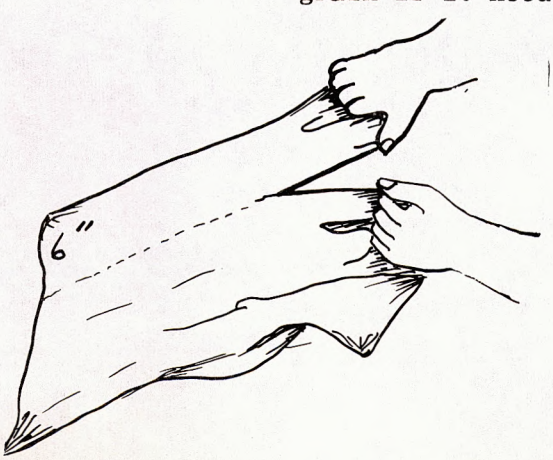


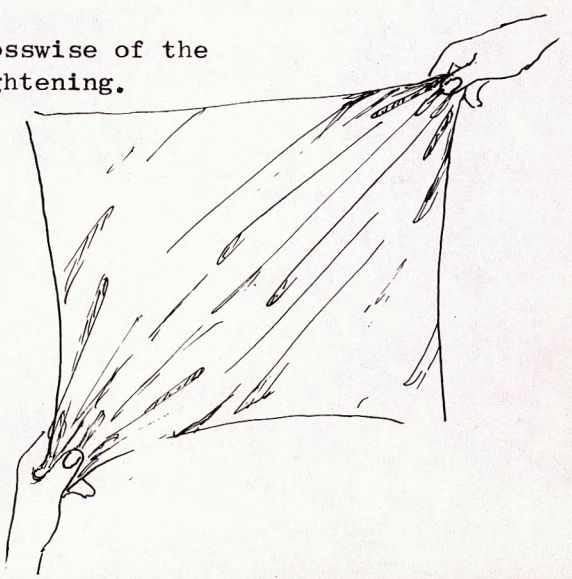
- Tear waistband piece 6" wide x 16" long.

  This may be contrasting fabric if desired.



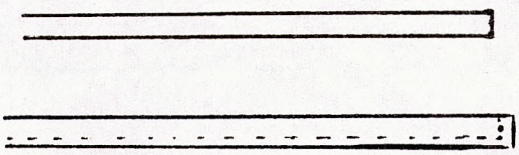
- Pull material on the crosswise of the grain if it needs straightening.





. MAKE TIES.

Fold each tie in half lengthwise having raw edges even and right sides together.



Machine sew 1/2" seam along side and across one end. Press open.

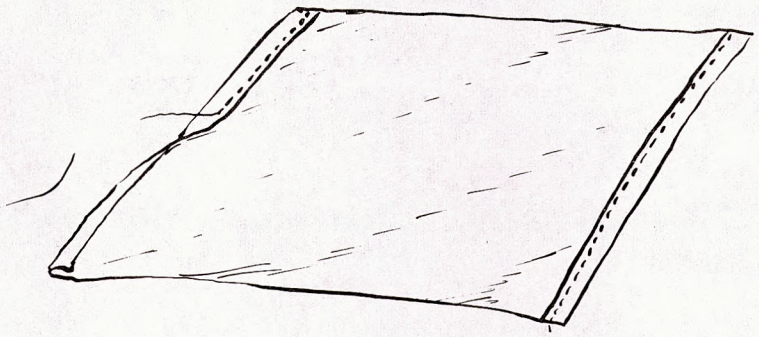
Trim seam and corners.
Turn to right side. Pin seam on edge. Press. Remove pins.

. MAKE WAISTBAND.

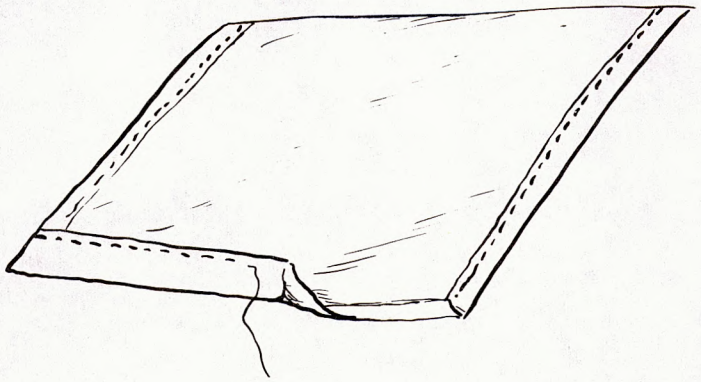
Turn short ends in 1/2" to wrong side.
Fold and press band in half.

HOW TO MAKE

- Make side hems by turning the selvedge edge to the wrong side 1/4". Crease to hold. Turn again in same direction 1/2". Crease to hold. Machine sew close to inner edge.

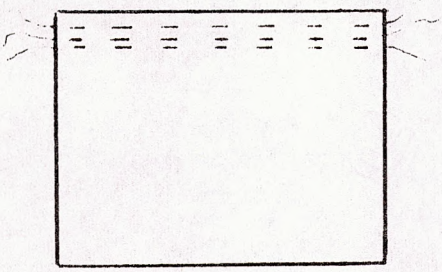


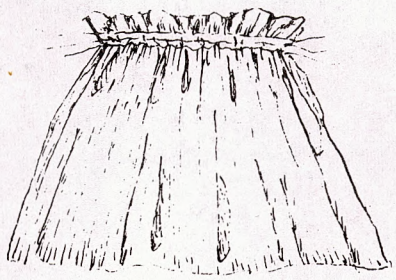
- Bottom hem.
  Crease 1/4" fold to wrong side.
  Make another fold in same direction 3" wide. Pin across material.
  Machine sew close to inner idge.
  Remove pins. Press.



· GATHER TOP OF APRON

Baste by machine or hand
1/4" and 1/2" from one raw
edge of apron.



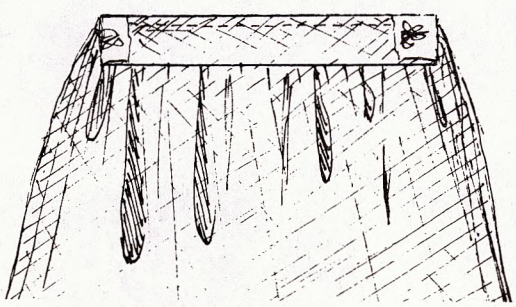


Gather apron to 15" to fit
waistband.
Distribute gathers evenly.
Stitch across gathers.

· ATTACHING WAISTBAND TO APRON

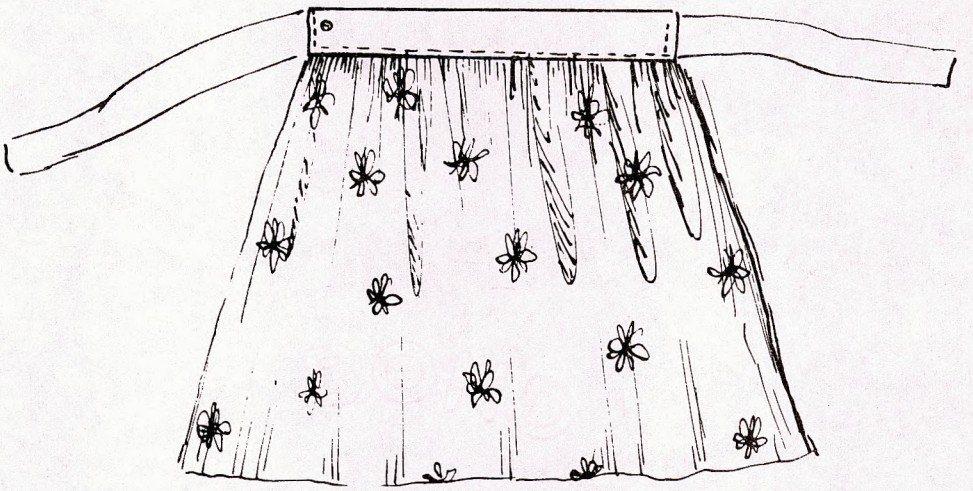
Fit one edge of waistband to
gathered top of apron having
right side of band to wrong
side of apron.

Machine sew 5/8" in from edge.
Trim seam.
Press seam toward waistband.



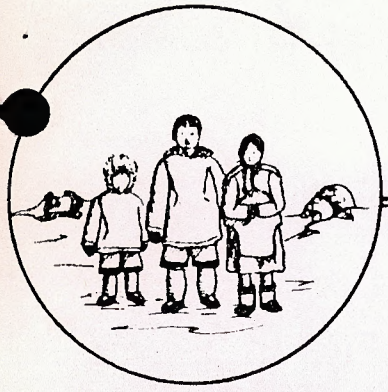
- Place unfinished ends of ties into the open ends of waistband.

- Fold band to right side of apron. Turn under raw edge so that fold just comes to the gathers. Pin in place.

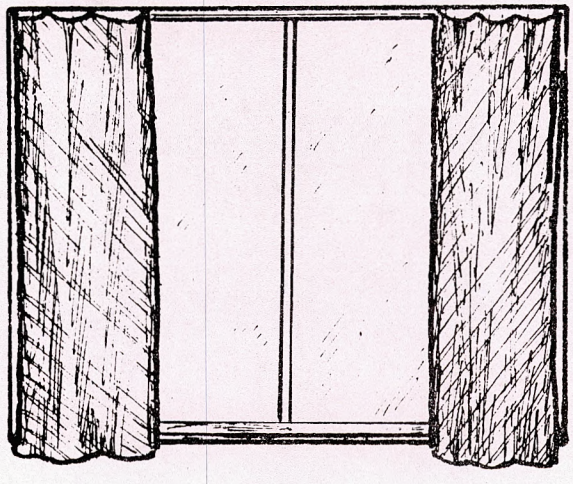


Machine stitch all around the band on the right side of the apron.
Keep close to outer edges.

SEW A LARGE BUTTON 5" FROM ONE END
END OF BAND FOR POTHOLDER



WINDOW DRAPES



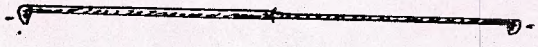
- can be drawn across the windows to give more privacy
- when drawn they help to keep out the cold
- make the room look more attractive

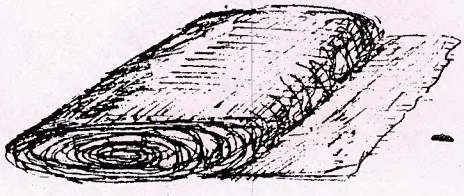
WHAT YOU NEED

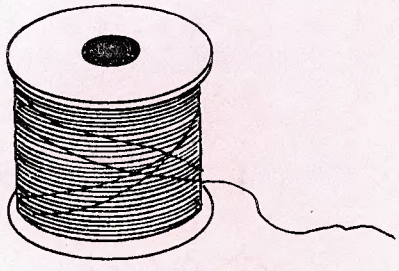
- Curtain rod the width of the window

- Material.

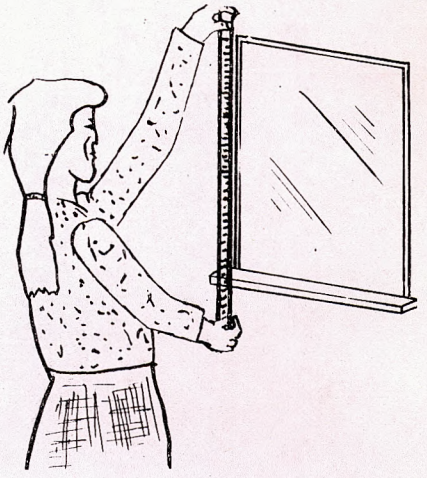
- Thread to match.





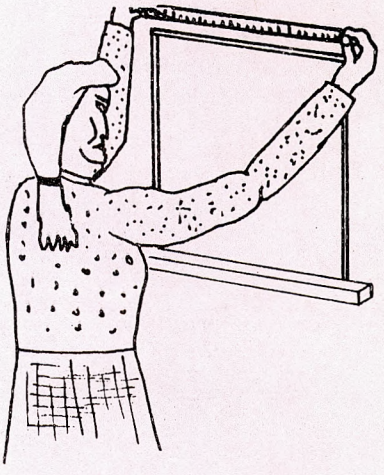


HOW MUCH MATERIAL?



- Measure from top of window to bottom. Add 8" for hems.

- Measure width of window. Drapes for drawing should be twice the width.



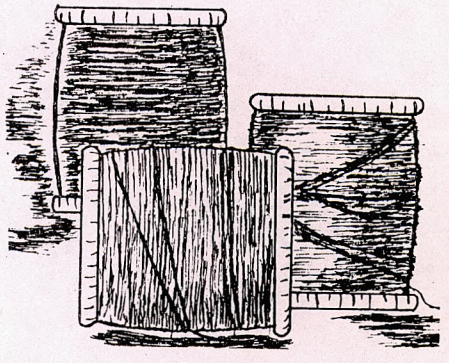
- Know width of material.

- For large double windows

  Urquaq - 7 yds. 36 or 39" material

  Ukiivik - 6 yds. 36 or 39" material

  More for fuller drapes.



- 3 spools matching mercerized cotton thread.

CHECK AMOUNT WITH HOUSING EDUCATOR OR STOREKEEPER AS MATERIALS VARY IN WIDTH AND YOU MAY NEED MORE IF PATTERNED MATERIAL IS USED.

DRAPES

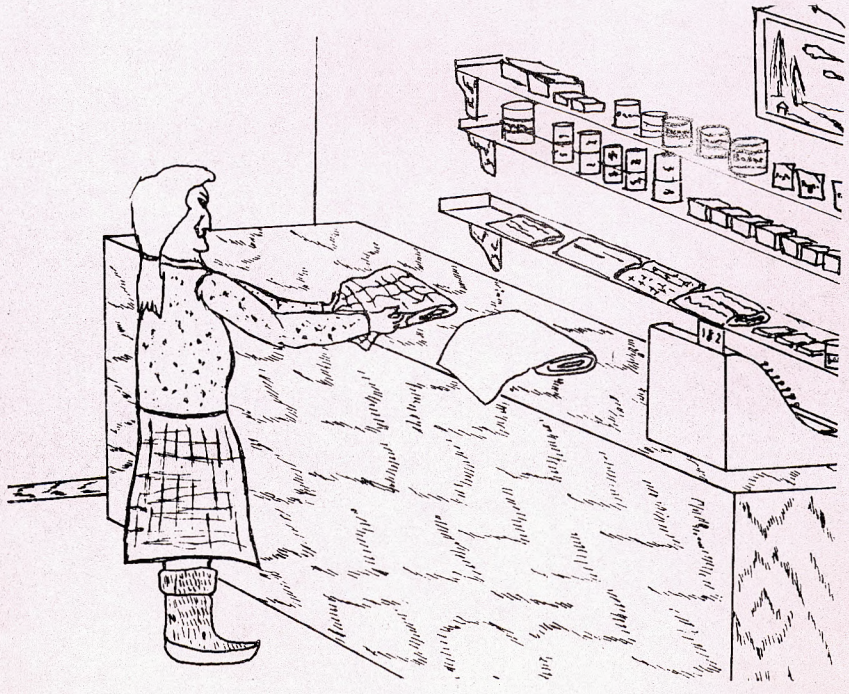
- Can be made of plain material in one colour.

- Can be made of printed material.

- Can be made of cotton material or synthetic fabric.

- Plastic is easy to clean and can be used for bathroom drapes.

  Towels can also be made into drapes for the bathroom.



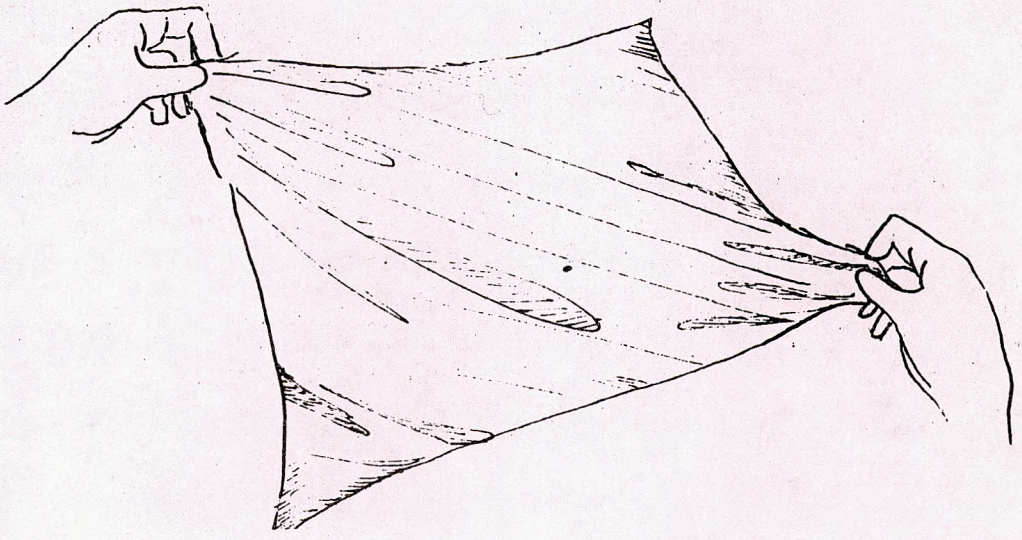
PREPARE THE MATERIAL

- Cut material into equal number of lengths

  Urquaq - 4 pieces

  Ukiivik - 5 pieces

  - tear one piece in half lengthwise.



- Straighten material by pulling on the cross grain if necessary.

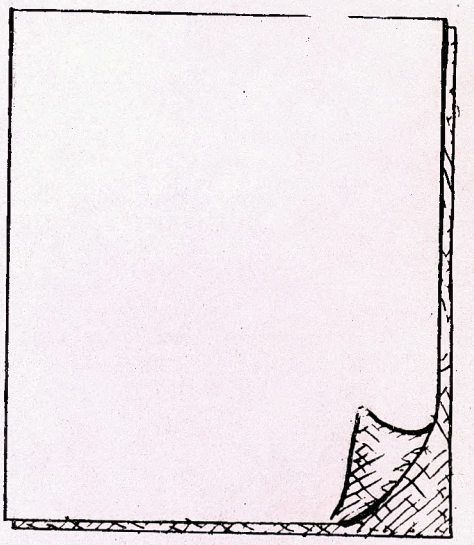
- Press material if possible.

HOW TO MAKE DRAPES

WHAT YOU NEED

- Material
- Thread
- Tape Measure
- Scissors
- Needle
  Thimble
- Pins
- 1" gauge
  2" gauge
  4" gauge
- Sewing Machine
- Iron and Ironing Board

HOW TO MAKE DRAPES

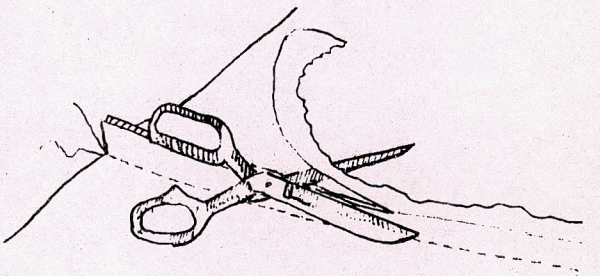


FRENCH SEAMS

- Pin selvedge edges of 2 pieces of material together (3 pieces for the Ukiivik - one is the narrow piece)

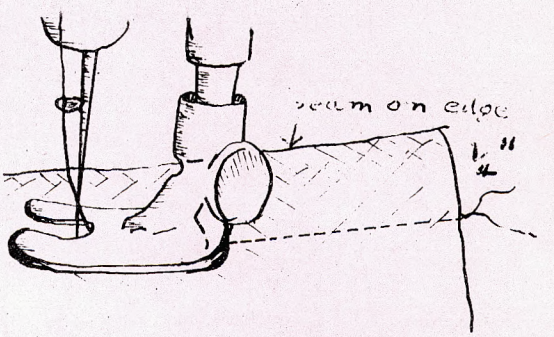
  * Have wrong sides of material together and edges even.

- Machine sew 1/4" from edge. Press seams open.



- Trim seams to 1/2 width.

- Turn to wrong side and pin seams on edge. Machine sew 1/4" from edge. Press seams to one side.



THE MATERIAL SHOULD NOW BE IN TWO PIECES

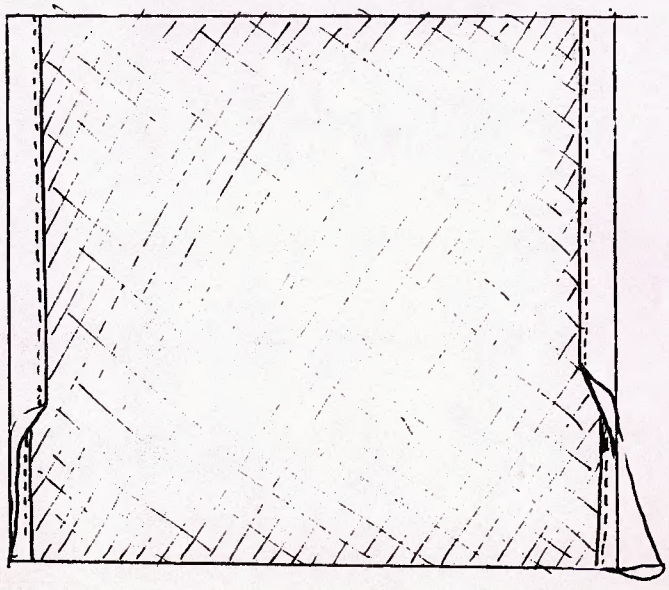
SIDE HEMS

- Using the 1" gauge, pin lengthwise hems to wrong side of material. Press.

- Turn once again in the same direction. Use gauge and pin hem 1" wide. Press.

- Machine sew close to inner edge of hem.

  Remove pins and press.



TOP HEM AND CASING

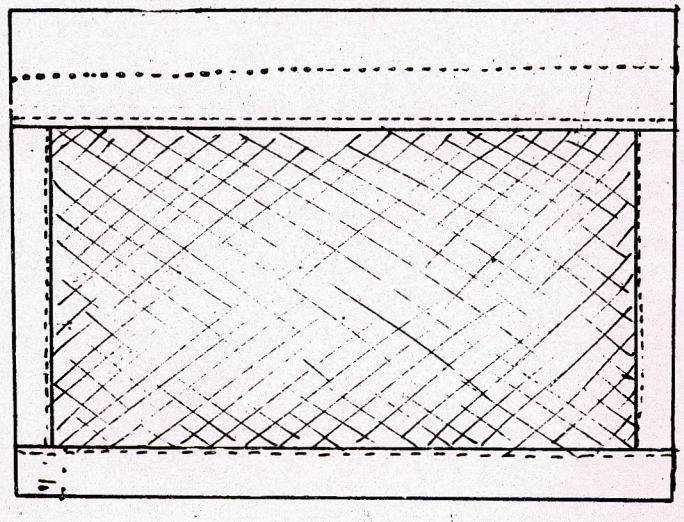
WHAT TO DO

- Turn top edge down to wrong side of material 4" using gauge.
  Pin across hem.
  Press.

- Turn a second 4" fold to wrong side.
  Pin across hem. Press.

  Machine sew close to inner edge. Remove pins. Press.

- To make casing:
  Press hem in half.
  Machine sew on creased fold.



BOTTOM HEM

- Make in same manner as top hem.

  Do not make casing.

PRESS DRAPES

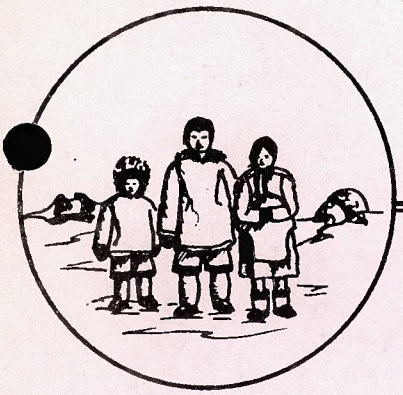
- Press on wrong side with hot iron.

TO HANG DRAPES

- Put rod through lower part of casing.

- Set rod in position.

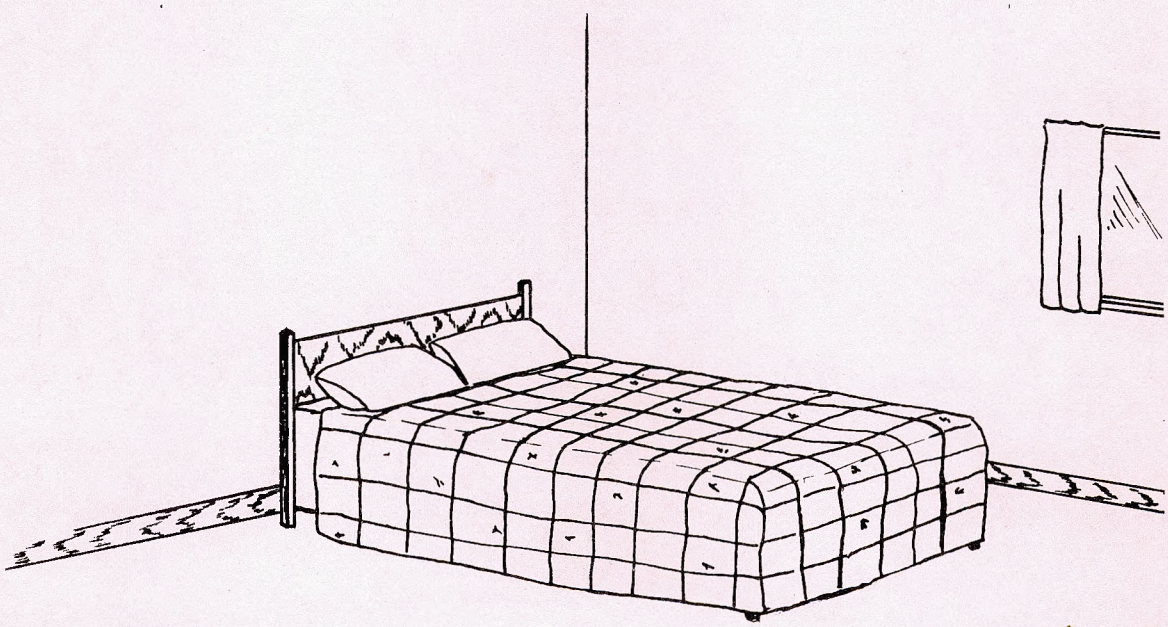
- Even fullness of drapes by hand.



A QUILT

- can be used to give added warmth when sleeping

- can be used as a decorative 'throw' over a chesterfield

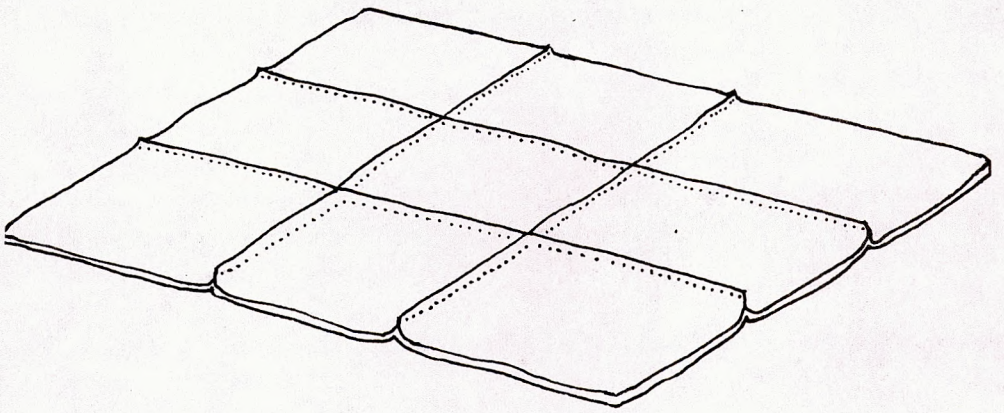


QUILTS ADD COLOUR AND GAIETY TO ROOMS

WHAT TO DO

THE INNER FILLING

- Wash worn-out duffle garments
- Cut out weak spots
- Cut the good pieces of duffle into the same size squares
- Sew squares together to make the size of quilt desired



QUILTS SHOULD BE LARGE ENOUGH TO TUCK IN

THE COVER

- Buy enough new cotton material to make a bag large enough to put the duffle filling inside. The inner piece should lie flat.

- When duffle filling is inside, turn end in and sew across end.

PLAIN OR PRINTED COTTON MAKES AN ATTRACTIVE QUILT

TO PREVENT DUFFLE FROM SHIFTING

- Use wool yarn in a contrasting shade for plain material.

  Use wool yarn to match a colour in printed material.

- Using a darning needle, loop the wool through to the top side and tie a knot.

- When finished with wool knots, clip to even ends.

TO WASH THE COVERING

. Cut and pull out the wool loops.

. Open sewn end of covering and remove duffle padding.

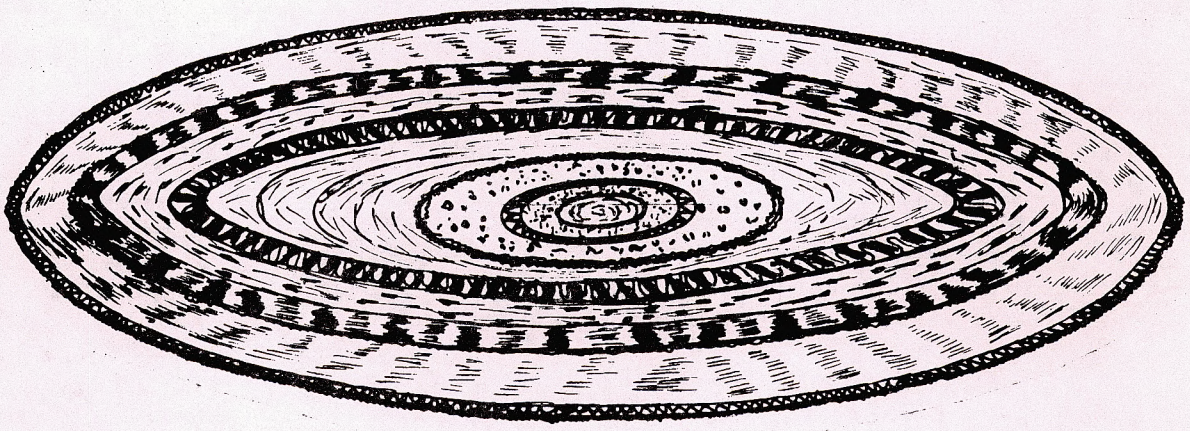
. Hang duffle to air.

. Wash and iron cotton covering.

. Reassemble quilt.

. Make new wool loops.

A BRAIDED RUG



BRAIDED RUGS

- May be all cotton, or all wool or all nylon stockings, but do not mix them in one rug.
- A wool rug requires about 3/4 lbs. of material for each square foot so that a 2' x 3' rug will take 4 - 5 lbs.
- All material whether dyed or used "as is" should be washed, each color separately in warm water and borax or naptha soap, rinsed until the water is clear, and hung in the sun to dry without wringing. This insures a colourfast, washable rug.
- Strips should be cut or torn on the lengthwise grain of the material, the width determined by the weight of the material in relation to the thickness of the braid. For a large woolen rug the finished braid is usually 3/4" - 1" wide. The cut strips therefore should be $1\frac{1}{2}$" & 2" wide.
- Wool strips should be joined by sewing them together. Cotton strips are often spliced.

SPLICING

Splicing does not make as fine and smooth a braid as sewn strips.

Cut a 1" lengthwise slit in the end of each strip. Pass the slit end of the strip being braided through the slit of the new strip. Then pass the other end of the new strip through the slit of the strip being braided. Pull firm. Fold in raw edges as you braid. To estimate the amount of stripping needed, estimate the desired length of the finished braid and multiply by one and one-half.

- The strips are made by folding in the raw edges and then folding the strip double.
- The commonest braid is made of three strips, but more may be used.
- The braided strips are usually sewn together with heavy carpet thread, lacing the thread through the loops so that it will be invisible and the rug reversible.
- Braid may be made in a continuous rope and joined round and round in a spiral or butted together to avoid a jog in the colours.

BUTTING

Leave ends of braid unfinished at either end. Sew braid to rug to within about 6" of the end. The strips of both unfinished ends are cut diagonally, tapering to a point. Braid strips almost to the end. Fold the points of the strips to the back of the braid, and tuck underneath the loops as neatly and inconspicuously as possible. Braid should automatically spread to normal width. Be sure to keep the end square so that the joining with the other end of the braid will be straight and smooth. Sew finished ends of braid together.

- Always assemble braids on a flat surface so that your finished rug will be flat.

A GATHERED SKIRT

- make as a gathered or pleated skirt

THIS PATTERN IS VERY EASY TO MAKE

GATHERED SKIRT GUIDE

BUTTERICK PATTERN #4563

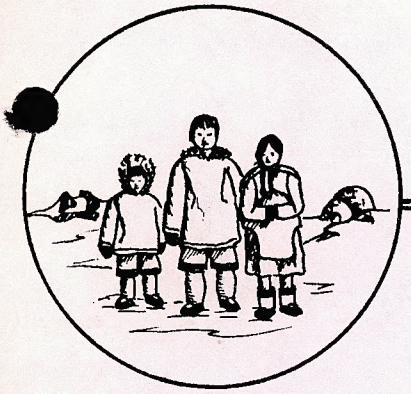
SIZES

Waist	24"	25"	26"	28"	30"
Hip	33"	34"	36"	38"	40"
Finished Back Length	24 1/2"	24 3/4"	25"	25 1/4"	25 1/2"
35" material	1 5/8 yds.	1 3/4 yds.	1 3/4 yds.	1 3/4 yds.	1 3/4 yds.
54" material	7/8 yd.	7/8 yd.	7/8 yd.	7/8 yd.	7/8 yd.

Notions: 7/8 yd. 1" elastic

7" or 9" zipper

Suggested Fabrics: Corduroy, Linen, Wool, Broadcloth, Wool Jersey.



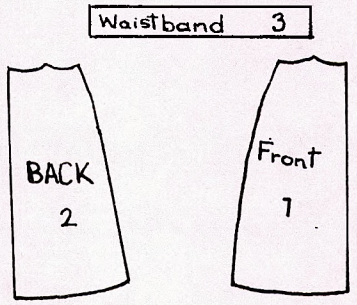
THE PATTERN PIECES

. Each pattern piece has a number and the name of the piece printed on it.

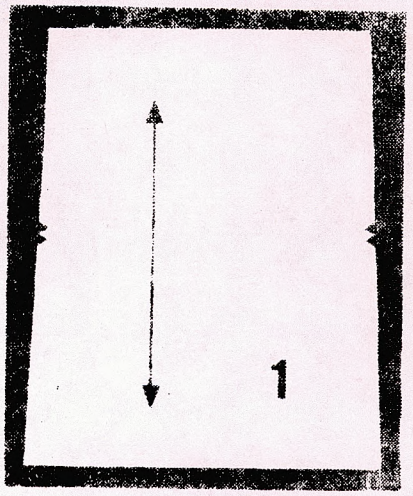
1 FRONT (skirt)

2 BACK (skirt)

3 WAIST



OR



PUT EXTRA PIECES BACK IN ENVELOPE

PATTERN MARKINGS

. Straight grain line

. Cutting line

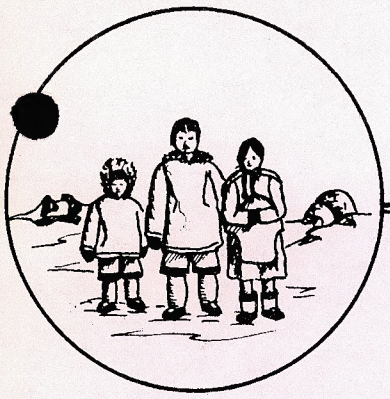
McCALL
cut between
the two lines

BUTTERICK

. Seamline

. match NOTCHES
with same number
of notches

. ARROWS show
direction of stitching

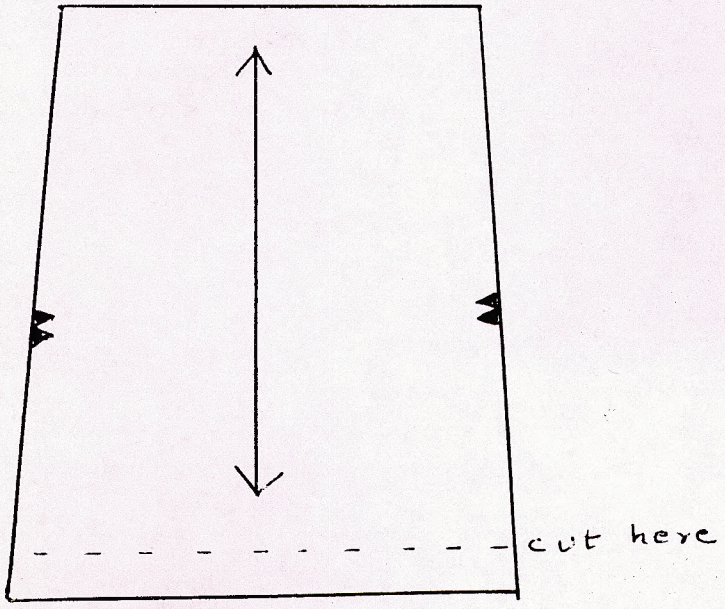


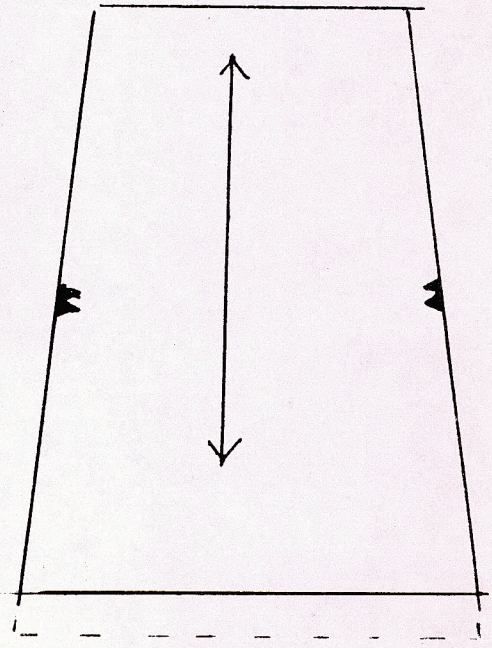
ALTERING THE PATTERN

Shorten or lengthen at the bottom edge

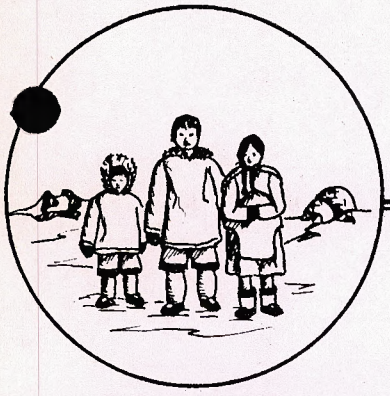
- To shorten - cut off the desired amount from the bottom of each pattern piece.

- To lengthen - pin tissue paper under bottom edge of each pattern piece.
  Lengthen amount desired.





PRESS PATTERN PIECES AFTER ALTERING

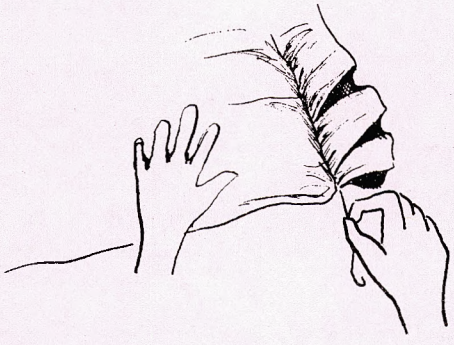


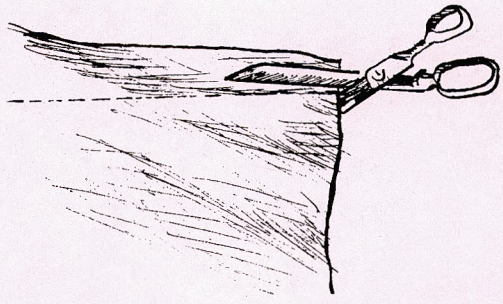
STRAIGHTENING THE MATERIAL

. Straighten cut ends

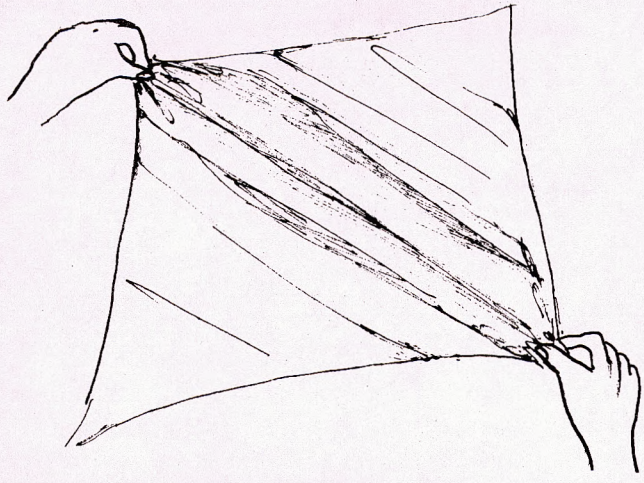
- if cotton material and ends have been torn, the material is straight.

- pull a thread across the width of the material and cut on this line.





. Material may need straightening on the diagonal grain.
To do this, take hold of both short ends and pull diagonally across.



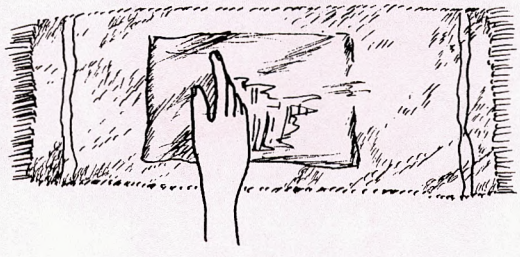
. SHRINK COTTON AND WOOLLEN FABRIC

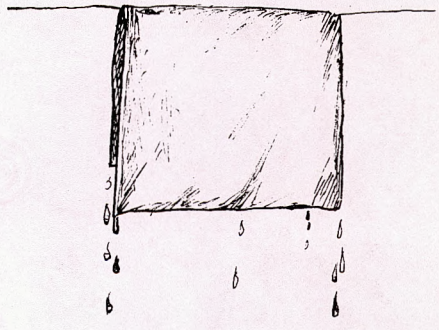
HOW TO SHRINK COTTON MATERIAL

- Put material as folded into pan of water.

  Leave until water has soaked through.

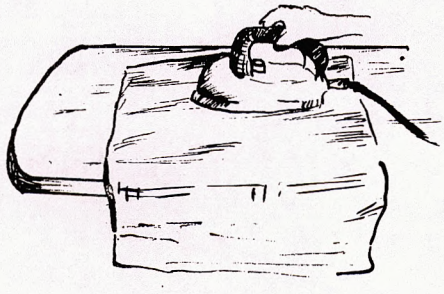
- Using hands, press out as much water as possible. DO NOT WRING.

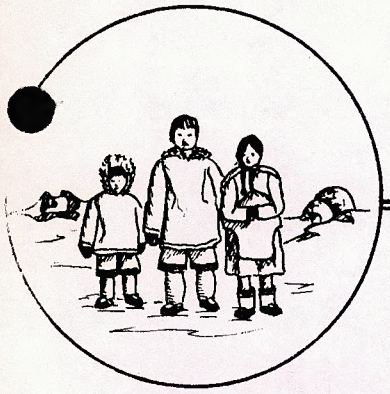




- Hang up straight and let drip dry.

- When almost dry, press on lengthwise grain on the wrong side.

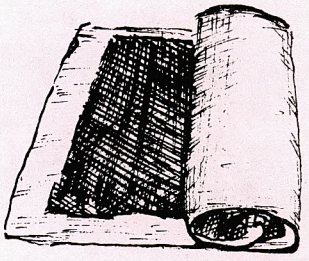




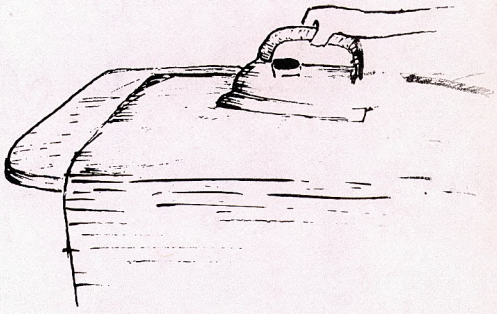
HOW TO SHRINK WOOL MATERIAL

. Roll material in a clean damp sheet.

  Leave for several hours.



. Press material on the wrong side on the lengthwise grain.
  Use medium heat in order not to scorch the wool.



. Fold with right side inside.

CUTTING GUIDE FOR THE GATHERED SKIRT

35" MATERIAL

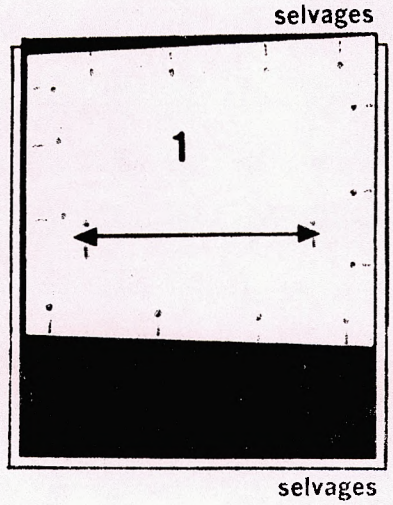
- Open fabric and cut in half crosswise, from selvage to selvage.

- Place two layers with right sides of material together and edges even.

- Place pattern fieces on material as indicated having straight grain line the same distance at both ends from the selvage edges. Pin the straight grain line in position first.

- Pin around pattern pieces keeping pattern flat.

35-36" FABRIC
with or
without nap
all sizes



- Cut around pattern piece on cutting line.

- Remove pattern.

CUTTING GUIDE FOR THE GATHERED SKIRT

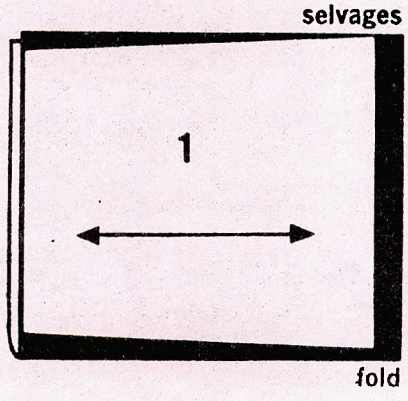
54" MATERIAL

. Fold material in half with right sides together and edges even.

. Place pattern piece on material as indicated with straight grain line the same distance at both ends from the selvage edges.
Pin the straight grain line in position first.

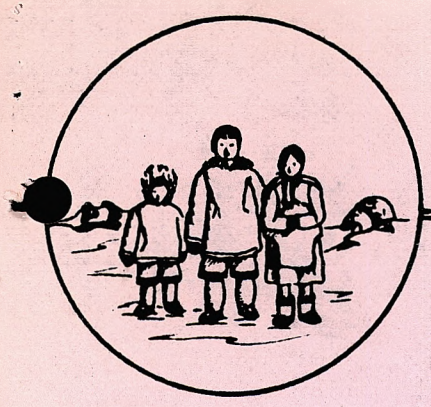
. Then pin around the pattern piece keeping it flat on the material.

54" FABRIC with or without nap all sizes



. Cut around pattern piece on cutting line.

Remove pattern.

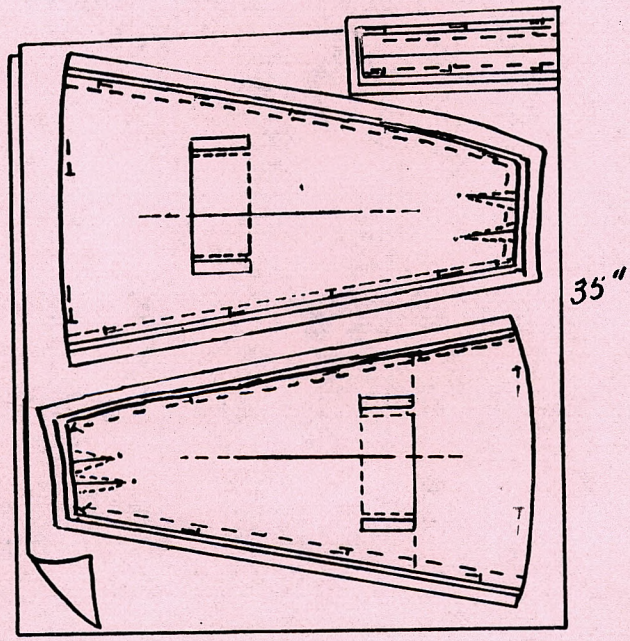


LAYING PATTERN ON MATERIAL

- Always straighten the material first.

- For 35" material, fold the material crosswise with right sides together and edges even.

- For 54" material, fold the material lengthwise with right sides together and edges even.



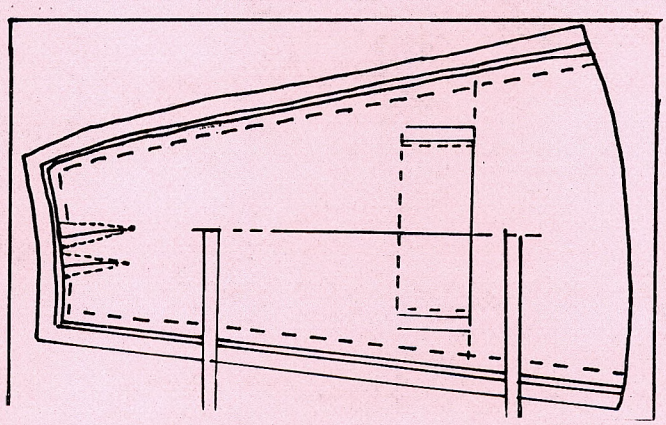
LAYING THE PATTERN ON THE MATERIAL (continued)

- Pin the straight grain line of the pattern piece first measuring from the selvage edge or straight grain fold line.

- Flatten pattern piece on material and pin at right angles to edge of pattern piece.

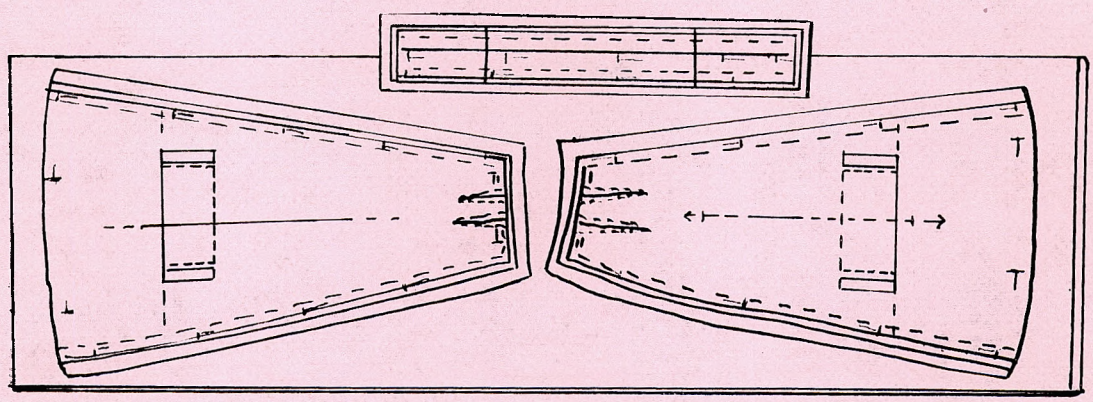
  Put pins in about 6" apart,

  Pin corners down carefully.



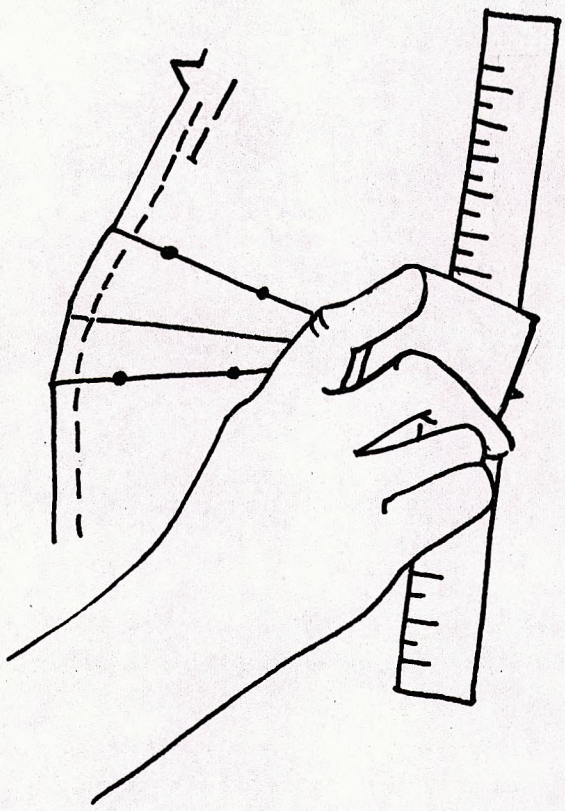
LAYING THE PATTERN ON THE MATERIAL (continued)

- Press all pattern pieces flat.
- Use the correct layout guide showing the placing of the pieces.
- Fold the material as shown in the layout guide.
- Check with a ruler or tape measure to fold evenly.



MARKING

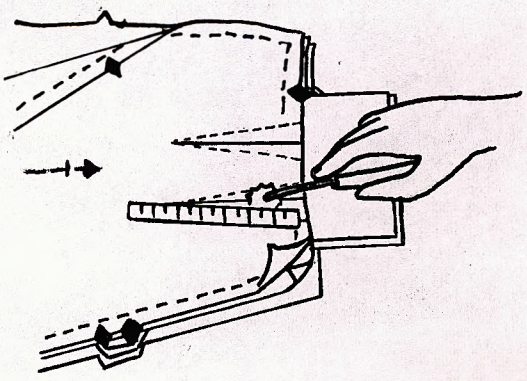
- Mark darts and any special markings before removing pattern pieces.



- There are 2 ways of marking.

  - using tailor's chalk.

  - using tracing wheel, tracing paper and a ruler

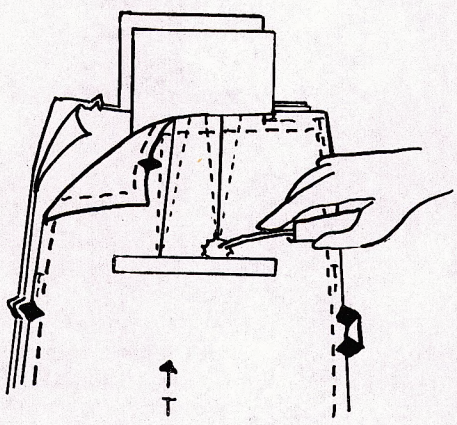


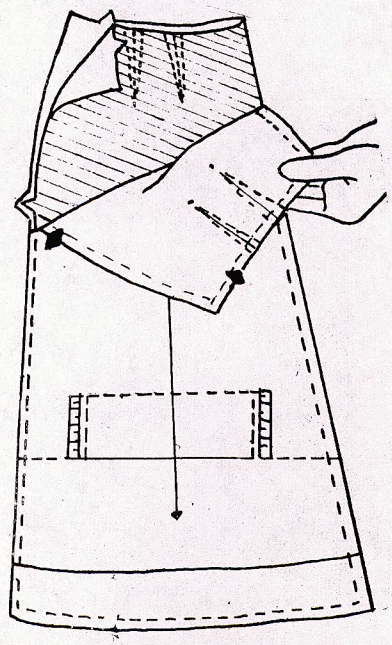
MARKING USING A TRACING WHEEL

- Cut strips of tracing paper to cover part to be marked.

- Put one piece of tracing paper under pattern and the other under material so that marking side is next to wrong side of material.

- Use a ruler to guide tracing wheel.





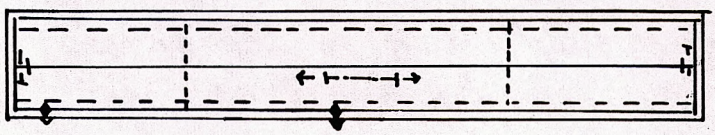
MARKING USING A TRACING WHEEL (continued)

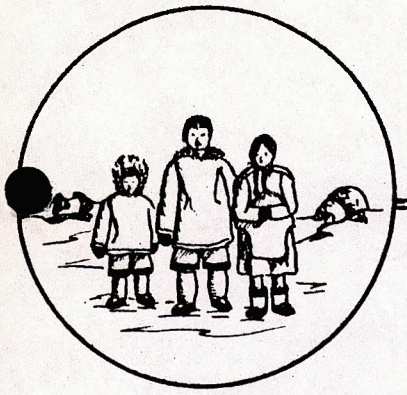
- Mark stitching and fold lines of darts.

- Show end of dart with a short straight line.

- Show a circle or dot with a small cross.

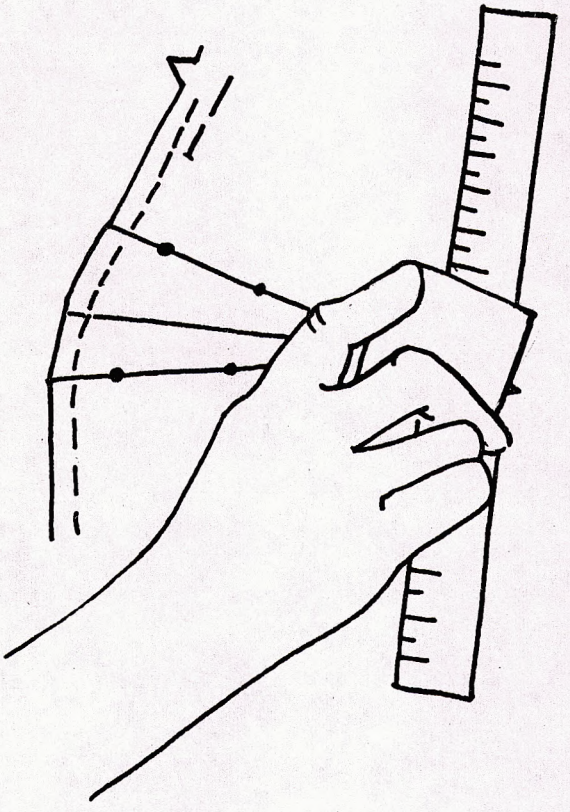
- Mark centre front and centre back with a straight line.





MARKING

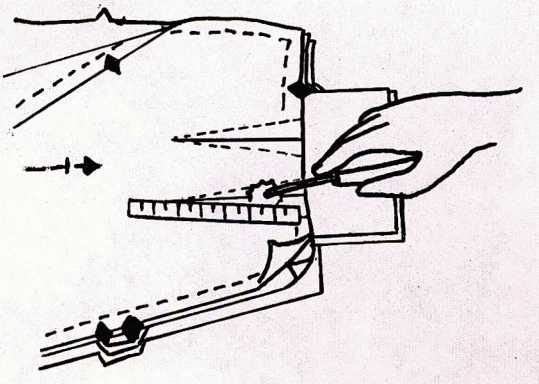
- Mark darts and any special markings before removing pattern pieces.

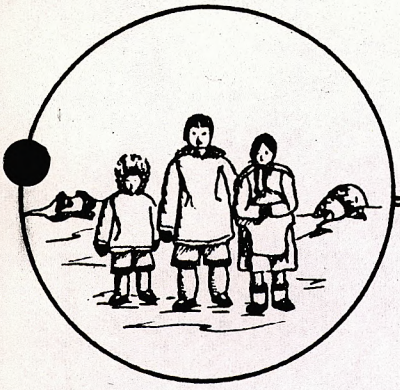


- There are 2 ways of marking.

  - using tailor's chalk.

  - using tracing wheel, tracing paper and a ruler





S T A Y S T I T C H I N G

- prevents garments from stretching out of shape.

- finishes seam edges and prevents fraying.

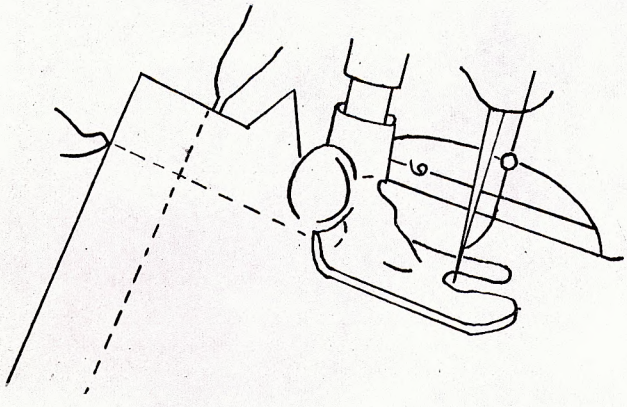
How To Staystitch

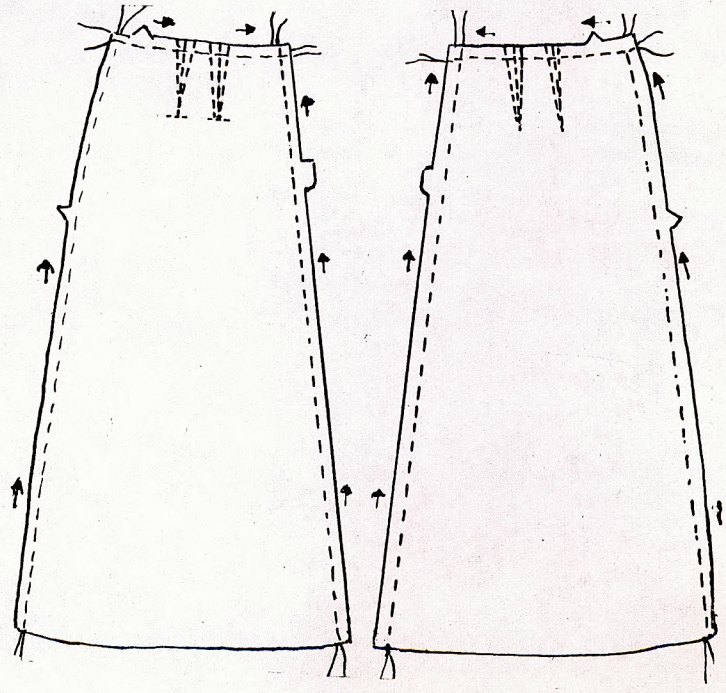
- After marking, remove the pattern pieces.

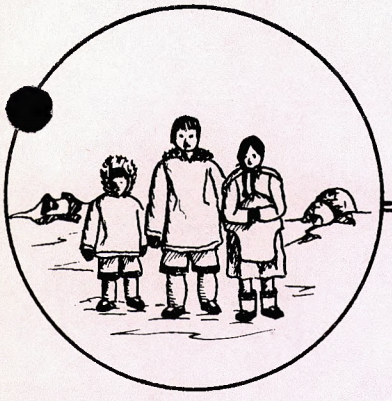
- Mark the wrong side of the material if necessary.
  Use tailor's chalk. Mark an X.

- Separate the pieces of material cut double.

- Machine sew $\frac{1}{2}$" from raw edges of all pieces in the direction the grain runs.





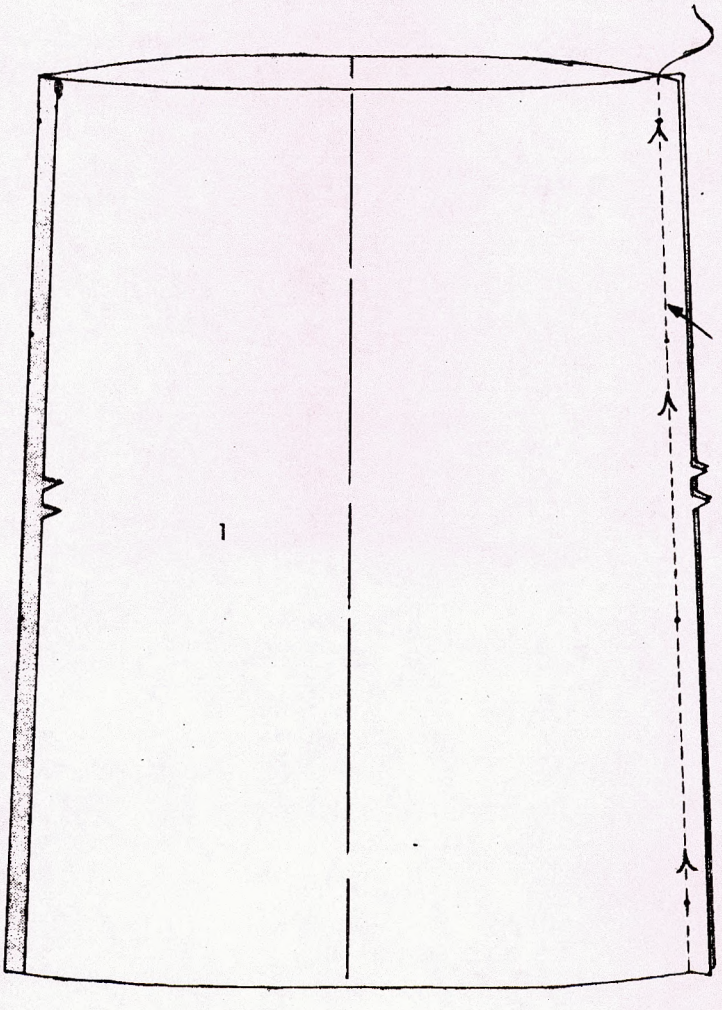


A PLAIN SEAM

. Pin side seams together having right sides of the material inside and raw edges even.

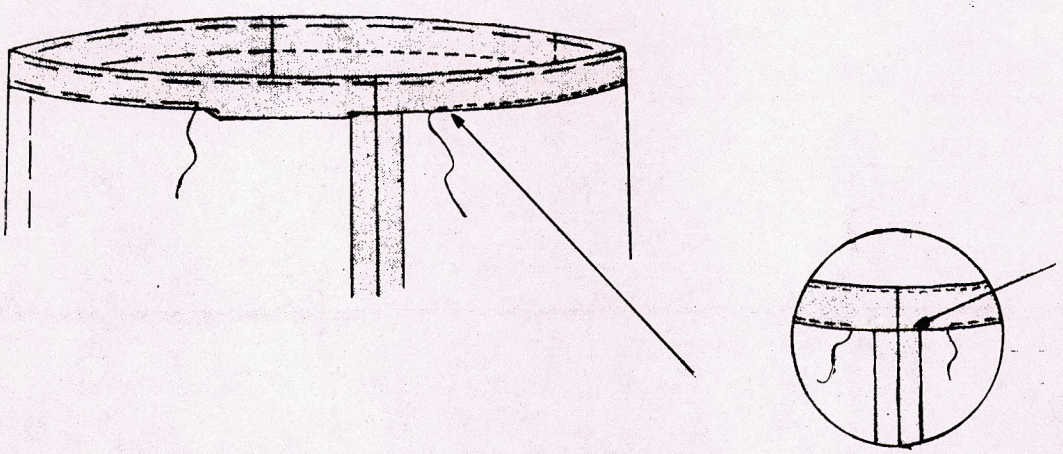
. Sew side seams from bottom to top 5/8" from raw edge.

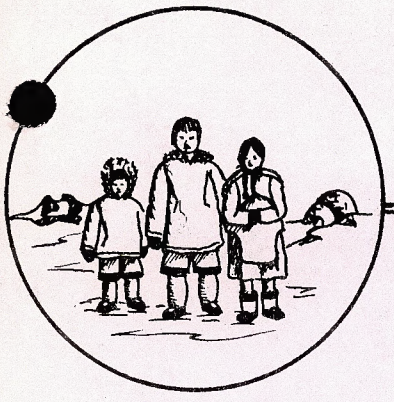
. Press seam open.



A CASING FOR A GATHERED SKIRT

. Turn upper edge to inside along foldline.
Turn in 1/4" on raw edge.
Machine sew close to upper edge.
Machine sew close to lower edge leaving 1" opening for 1/2" elastic.



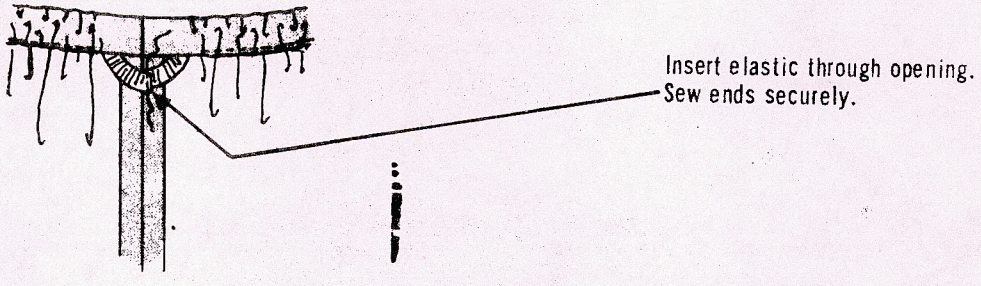


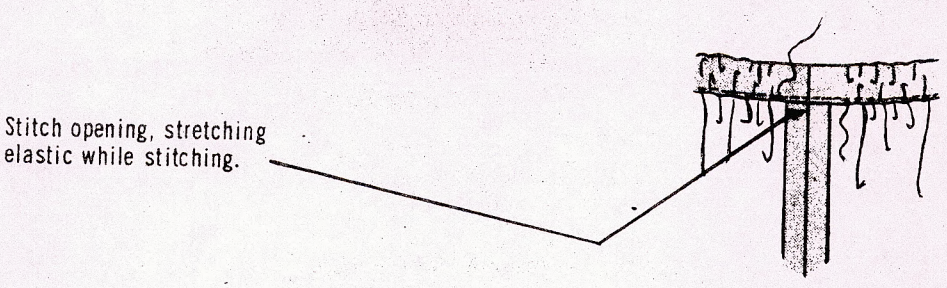
INSERTING ELASTIC IN CASING

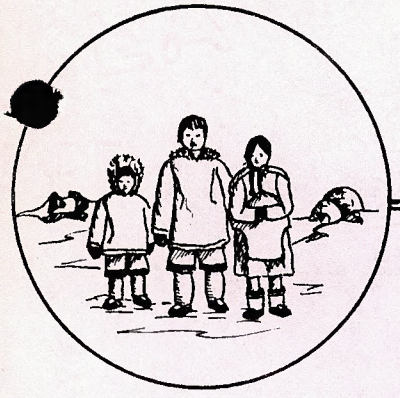
. Cut elastic same length as waist measurement.

. Insert elastic in casing. Lap and sew ends.

. Stitch across opening.

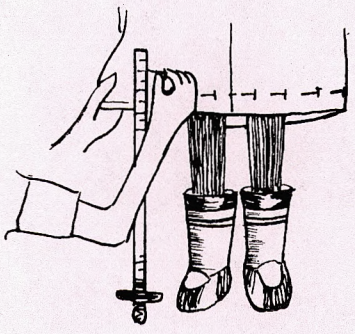




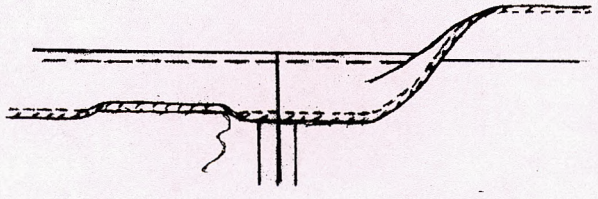


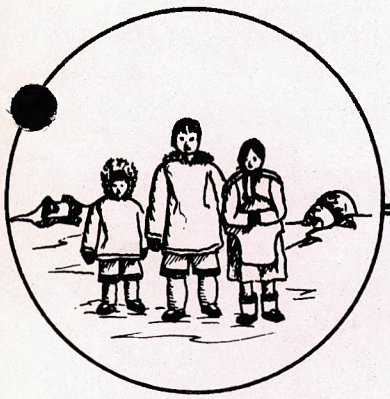
HOW TO TURN AND TO FINISH A HEM

. Mark length.



. Turn up along marking. Baste lower edge.
Stitch 1/4" from inner edge.
Pin hem to position.
Blind hem. Press.



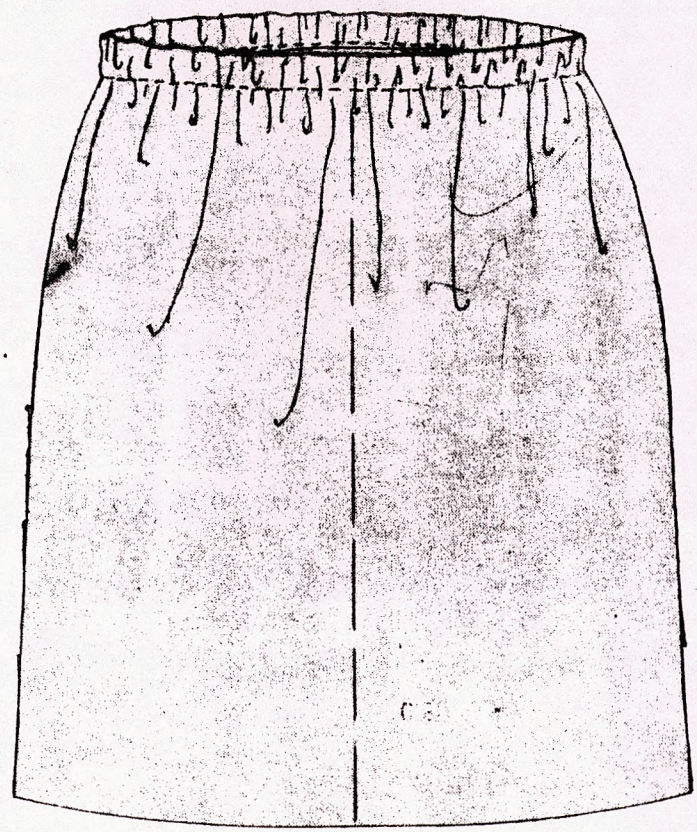


THE FINISHED GATHERED SKIRT

. If cotton, press lightly on lengthwise grain on wrong side.

Run nose of iron up into gathers. Do not press flat.

. If wool, press lightly on wrong side only.



A FITTED SKIRT

McCALL PATTERN NO. 7650

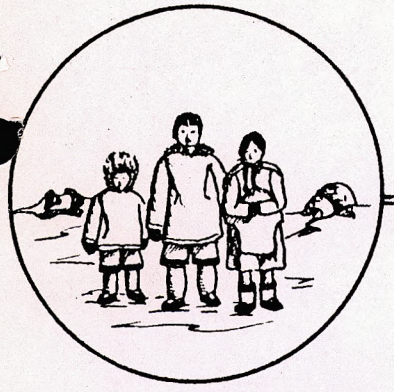
Size	12	14	16	18
Waist	25"	26"	28"	30"
Hip	34"	36"	38"	40"
Finished length (2 1/2" hem)	25 1/4"	25 1/2"	25 1/2"	25 1/2"

Fabric Required:

35" width	1 3/4 yds.	1 3/4 yds.	1 3/4 yds.	1 3/4 yds.
54" width	1 1/8 yds	1 1/8 yds.	1 1/8 yds.	1 1/8 yds.

Suggested Fabrics - denim, duck, linen, pique, lightweight wools, lightweight tweed, double knit wool jersey.

Notions: - thread, 7" or 9" skirt zipper, hooks and eyes, seam binding (optional)

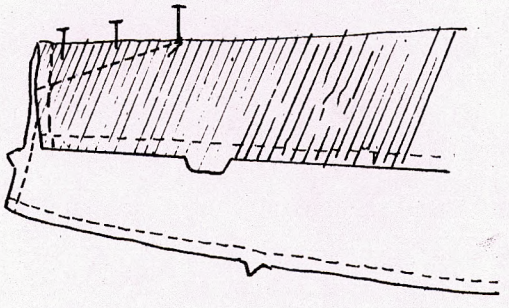


HOW TO MAKE A DART

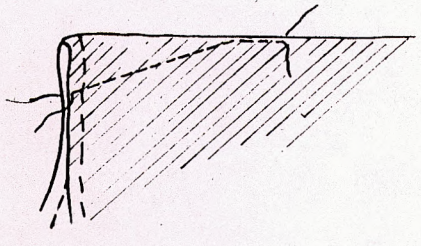
- Fold fabric right sides together along centre of dart.

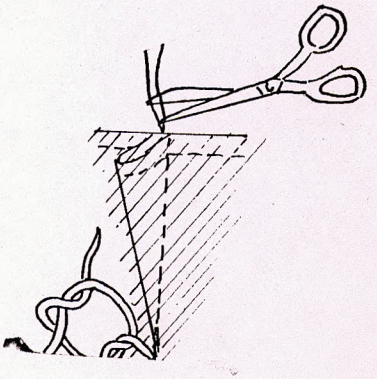
- Place pin at each end of dart and then in centre.

- Match stitchline markings.



- Stitch dart from wide end to point ending with 3 or 4 stitches along fold.
  Tie ends of thread at fold.





HOW TO FINISH A DART

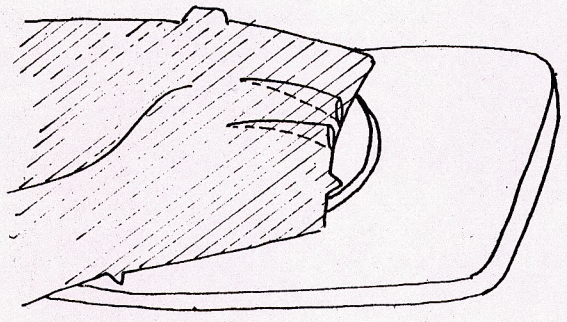
- Use a tailor's hem for shaping.

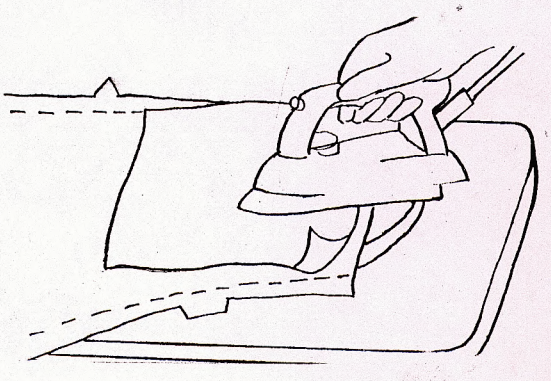
- Press on each side of stitching.

- Then press darts toward centre front or centre back of garment.

- Underarm darts should be pressed down.

- Press with the grain.



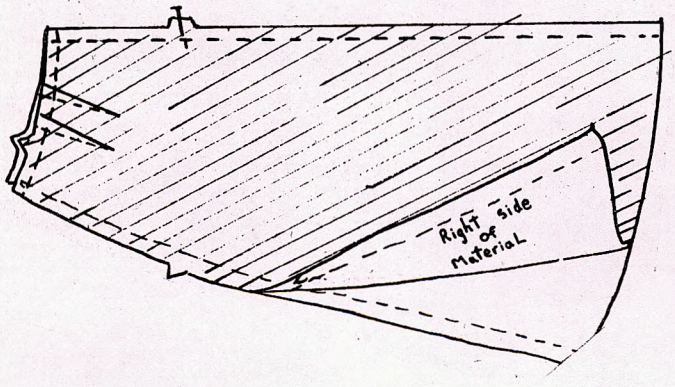


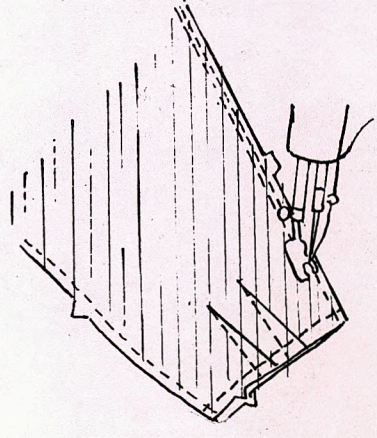
A PLAIN SEAM

- Pick up 2 front or back sections for a centre front or centre back seam.

- Place the right sides together.

- Pin ends of seam together placing pins at right angles to edge.



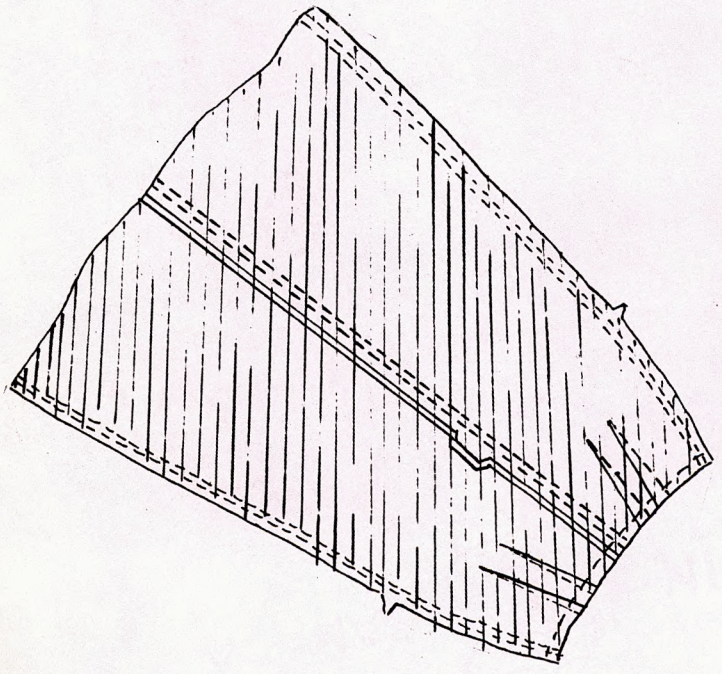


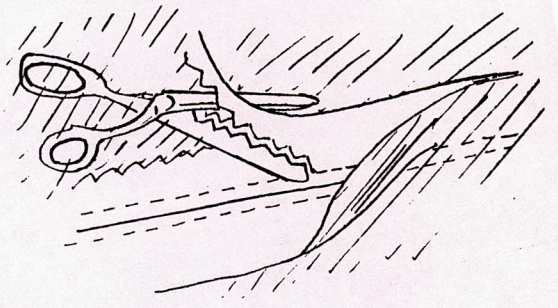
A PLAIN SEAM (continued)

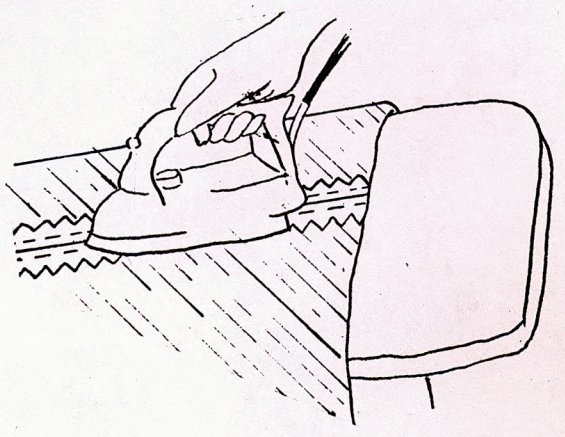
. Pin notches together.

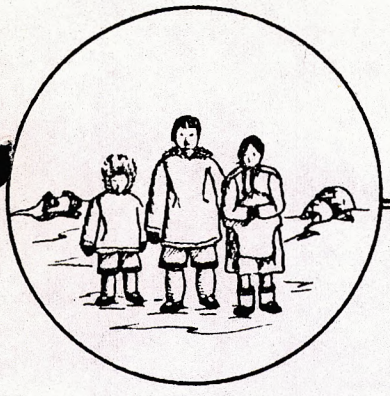
. Stitch seam 5/8" from edge.

. Press seam open





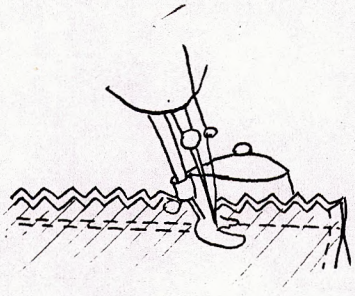


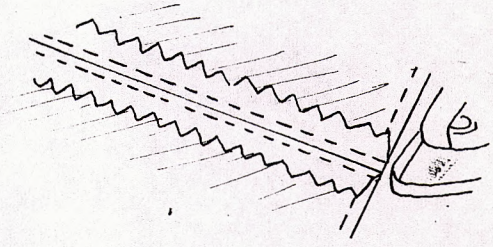


I N S E R T I N G A Z I P P E R

. Machine baste zipper closing on seamline.
(6-8 stitches to inch)

Press seam open.

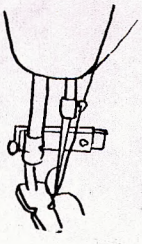




. Remove presser foot.

Replace with adjustable zipper foot.

Check for regular size stitch.



INSERTING A ZIPPER (continued)

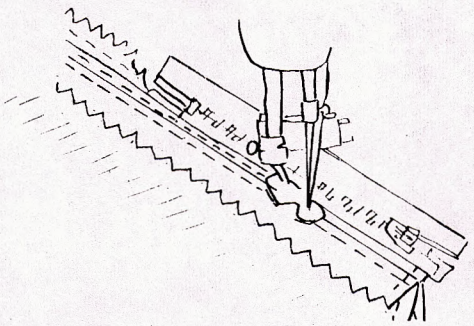
. Open zipper. Put pull tab up.

. Place zipper face down on back seam allowance with edge of teeth along seam line and lower edge at end of opening.

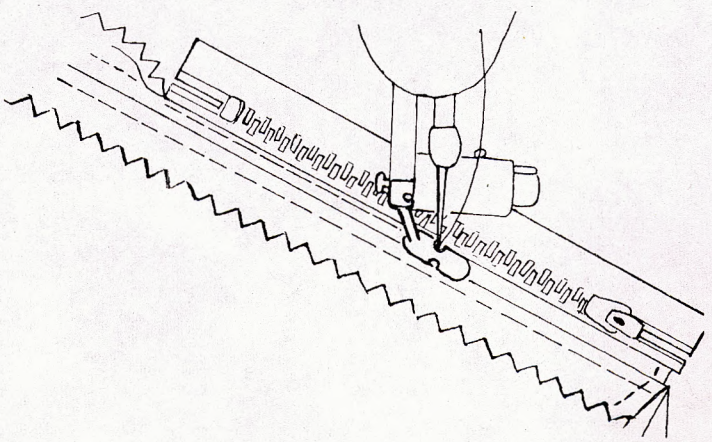
. Place seam allowance and zipper under zipper foot.

. Sew from lower end to waistline close to teeth of zipper.

Cut threads.

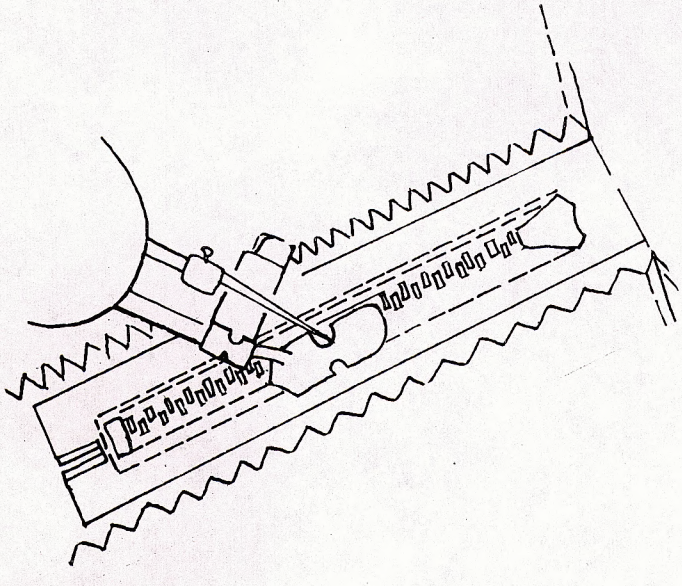


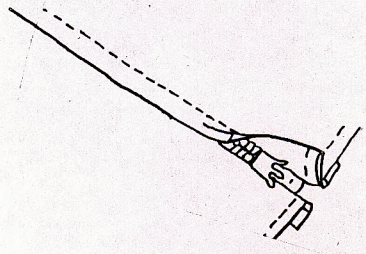
. Close zipper and turn zipper face up.
Smooth material.
Reposition zipper foot.
Stitch close to folded edge through seam allowance. Fasten threads.

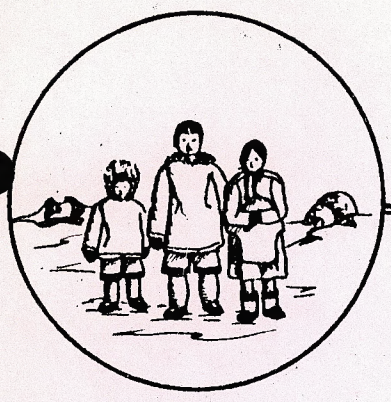


INSERTING A ZIPPER (continued)

- Spread skirt flat so seam is open.
- Zipper should lie face down with teeth on seamline. A tiny pleat will form at lower end.
- Pin in position with heads of pins toward top of skirt.
- Keeping work flat, begin to sew at seamline across lower edge for 4-6 stitches.
- Leave needle in material, raise presser bar and turn material.
- Lower presser bar and continue sewing close to teeth to waistline.
- Pull threads through to wrong side and fasten.
- Press.

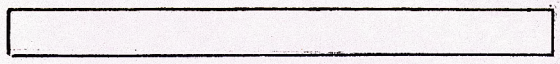




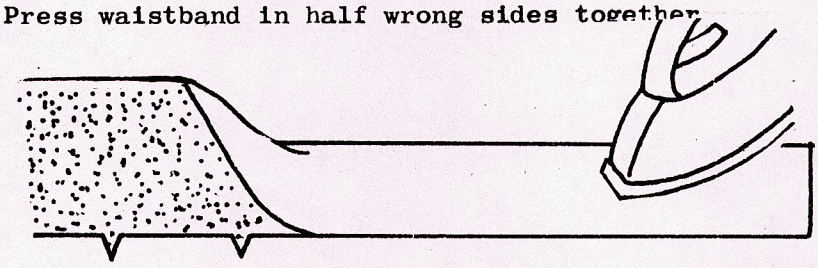


APPLYING THE WAISTBAND

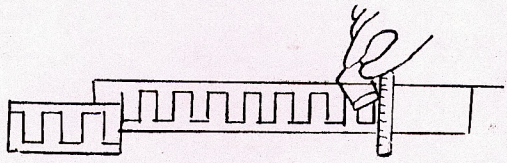
- Cut a strip of interfacing material ½ the width of the band without seam allowances.



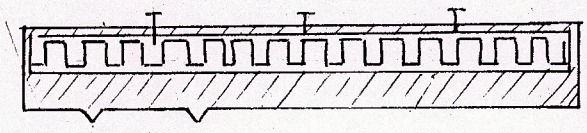
- Press waistband in half wrong sides together.



- Mark interfacing with tailor's chalk 1" apart along grain line of material.

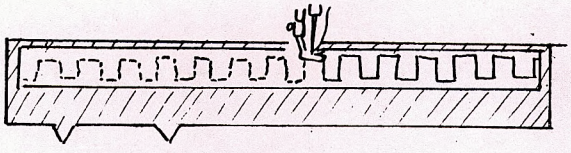


- Place interfacing on underside of waistband with chalk marks up.
  Pin one edge of interfacing along foldline of material and other edge along seamline.

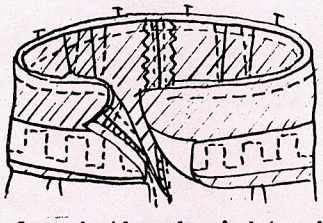


APPLYING THE WAISTBAND (continued)

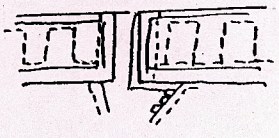
. Machine sew interfacing to waistband on marked lines.



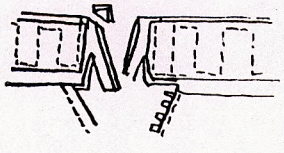
. Pin waistband to skirt keeping the right sides together.
Match notches, centre front and centre back.
Machine sew 5/8 inch from edge. Remove pins.

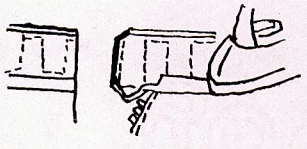


. Match ends of waistband right sides together.
Machine sew 5/8 inch from edge along short ends and at waistline seam.



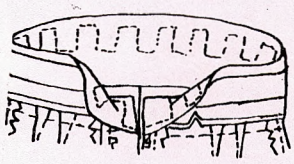
. Trim seams at edges and corners.
Press waistline seam up.



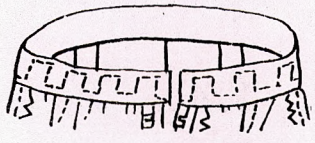


APPLYING THE WAISTBAND (continued)

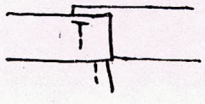
. Turn waistband right side out.
  Turn seam allowance under on free edge.
  Pin to position so that folded edge meets stitching line.



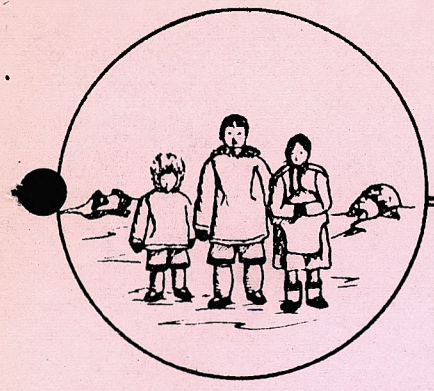
. Hem waistband to skirt picking up stitches of first row of stitching.
  If you do this your sewing will not show on right side of skirt.



. Overlap waistband.
  Mark position for hooks and eyes.
  Sew 2 eyes to underside of waistband at seam allowance using overhand or blanket stitches.



. Sew ball of snap fastener to overlapping part of waistband.
  Sew socket part to under portion of closing.



HOW TO FACE A NECKLINE

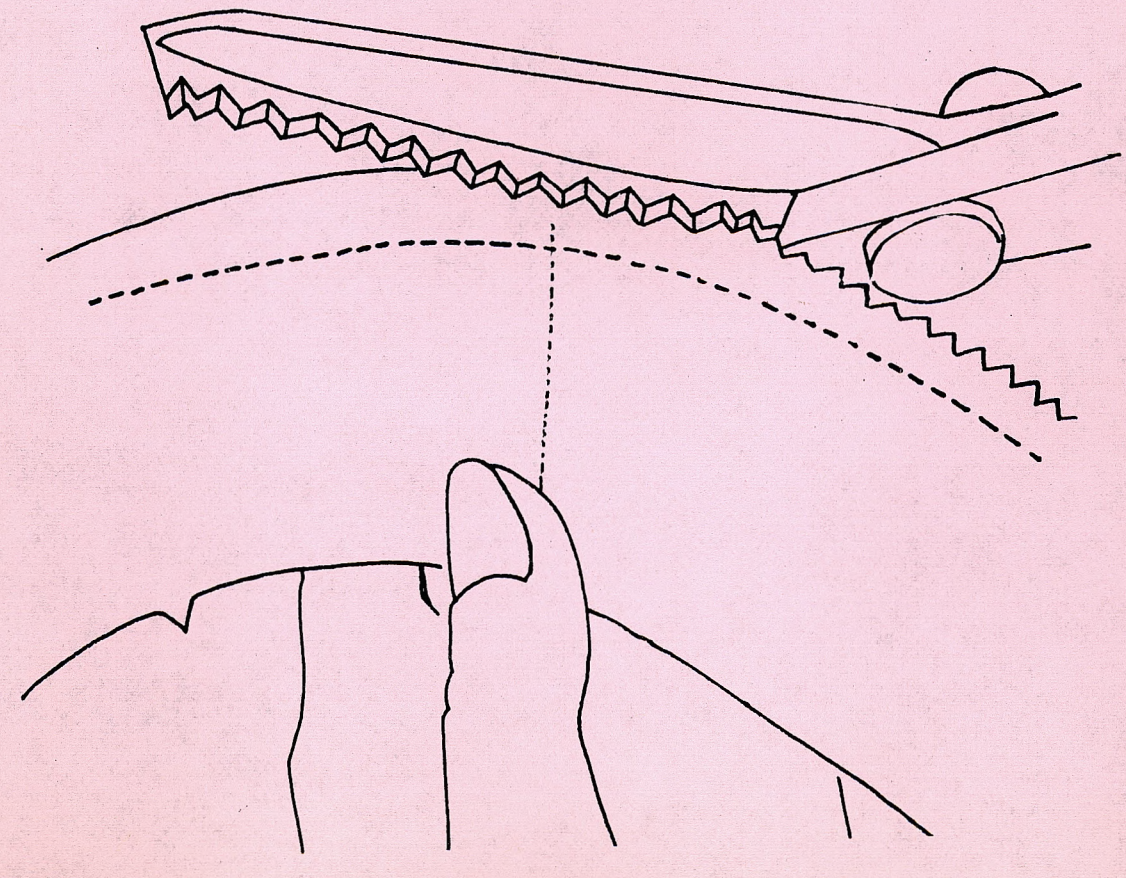
. Necklines are usually interfaced before applying the facing. This adds firmness and strength.

. Prepare facing by joining seams of facing pieces. Trim and press seams open.

. Finish outer edge

(a) Machine sew $\frac{1}{4}$" from edge for heavy material

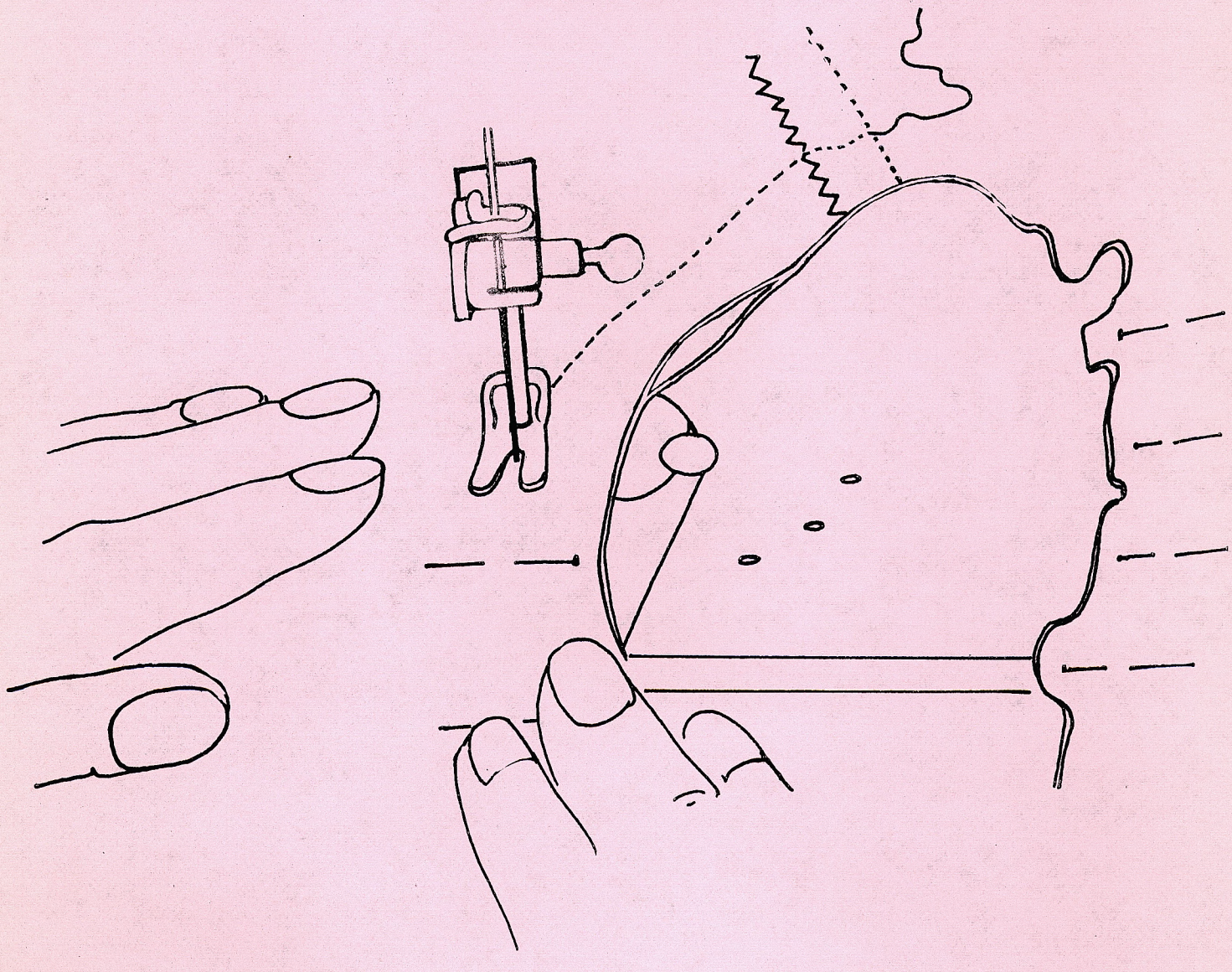
(b) Turn under and stitch non-bulky materials that will be laundered.



. Pin facing to interfaced neck edge having right sides together.

Match notches, edges and seams.

. Machine sew 5/8" from edge, removing pins.



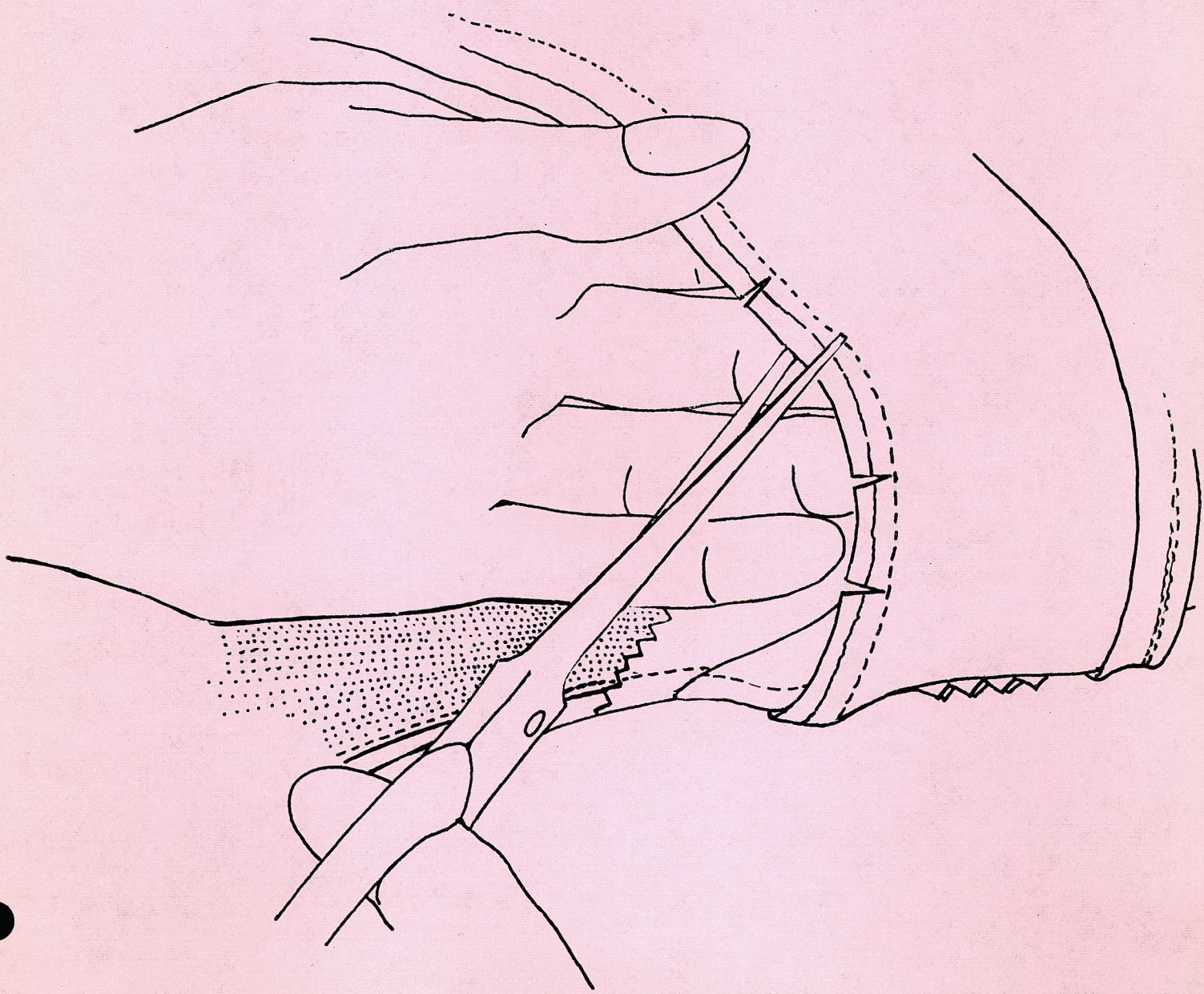
HOW TO FACE A NECKLINE (continued)

- Grade seam allowances

- Trim interfacing close to stitching

- Clip curved seam at $\frac{1}{2}$" intervals almost to line of machine stitching

- Press seam toward facing



HOW TO FACE A NECKLINE (continued)

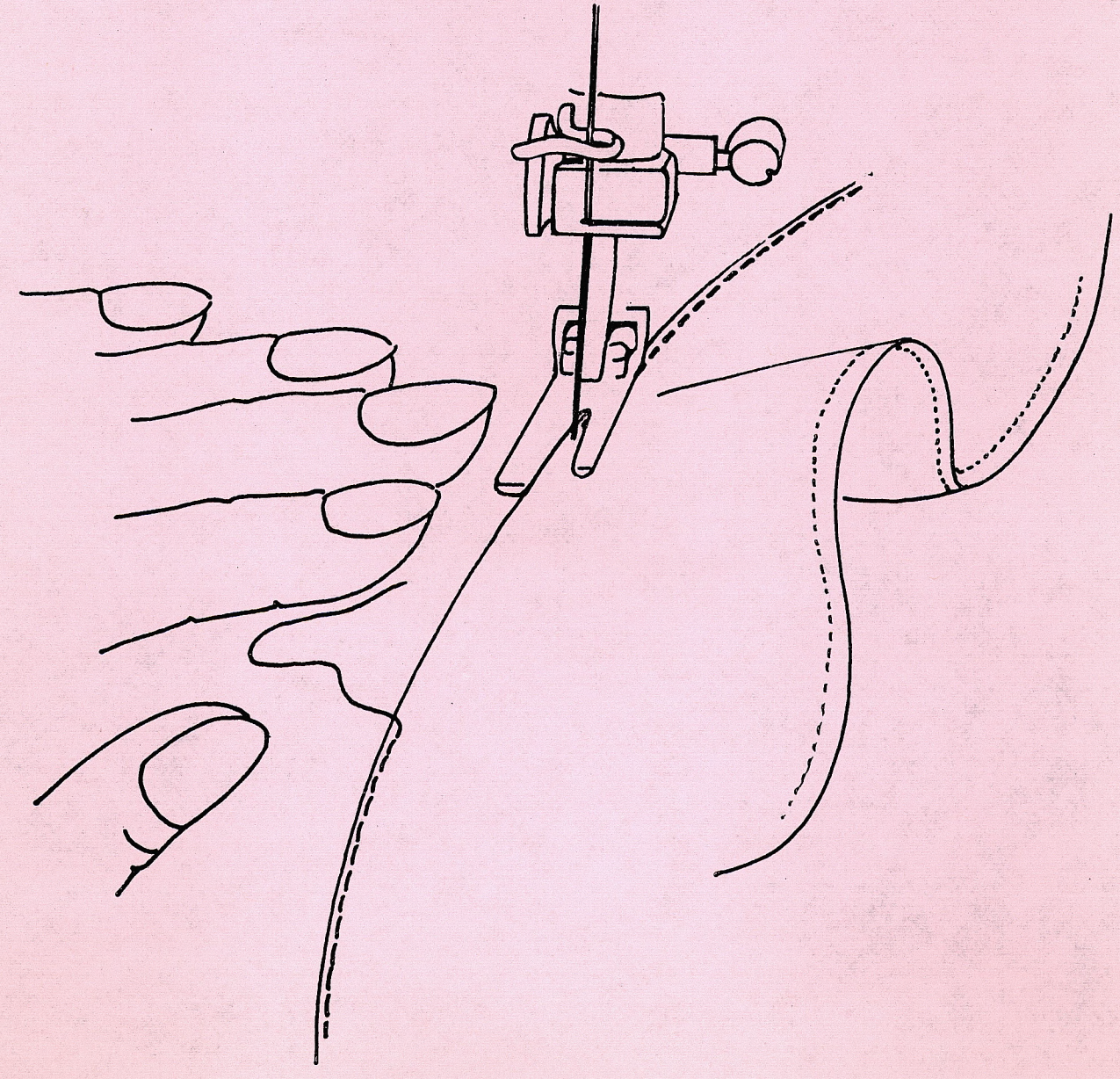
. Understitch facing to prevent it rolling to outside.

  Stitch through facing and seam allowances close to seamline.

. Turn facing to inside.

  Press seam on edge.

. Fasten facing to shoulder seams.



FOOD AND NUTRITION

Canada's Food Guide

Milk Powder
- How to Use
- How to Store
- Liquid Milk

Thin White Sauce (Soups)
- Cream of Vegetable Soup
- Cream of Tomato Soup

Medium White Sauce
- Creamed Vegetables, Meat and Fish

Cheese
- Cheese Sauce
- Macaroni and Cheese
- Cheese Meat Loaf

Milk Desserts
- Pudding Mix
- Cornstarch Pudding
- Chocolate Pudding

Milk As A Beverage
- How to make Cocoa

The Meat Group
- Meat
- Meat Loaf
- Canned Meat
- Meat Substitutes
  - Fish
  - Eggs - Egg Powder
  - Dried Peas and Beans
  - Peanut Butter

The Cereal Group

- Bannock (Enriched)
- Bread
- Oatmeal Porridge
- Cracked or Whole Wheat
- Rice

- Cornmeal
- Macaroni and Spaghetti
- Muffins
- Tea Biscuits
  - Variations

Fruit:

- Canned Fruit
  - Fruit Sauce for Bannock
- Dried Fruit
- Frozen Fruit
- Fresh Fruit
- Jello and Fruit

Vegetables:

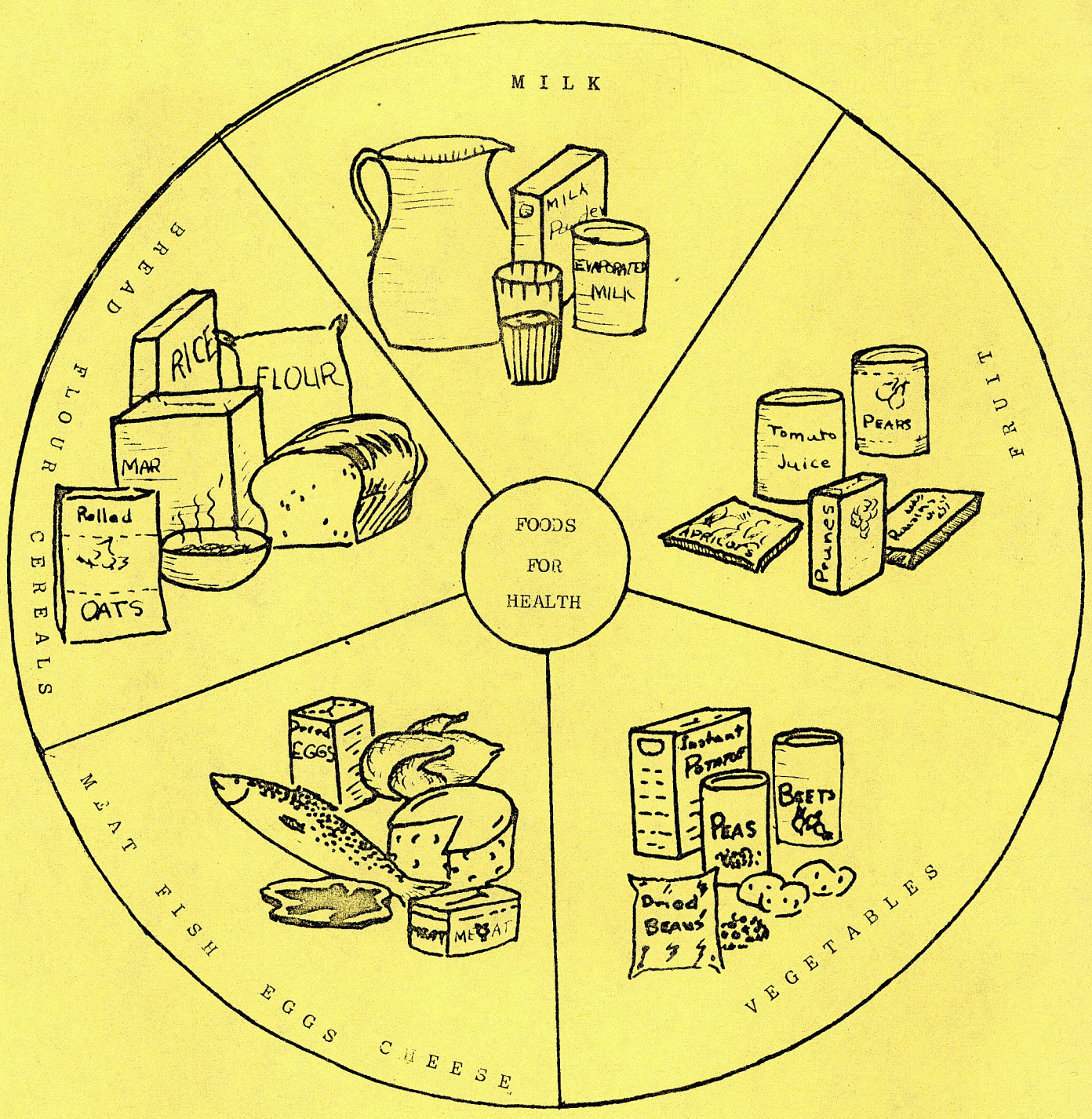
- Canned Vegetables
- Frozen Vegetables
- Dried Vegetables
- Fresh Vegetables

Water

How to Set a Table

The Food Dollar

CANADA'S FOOD GUIDE



Eat at least one food from

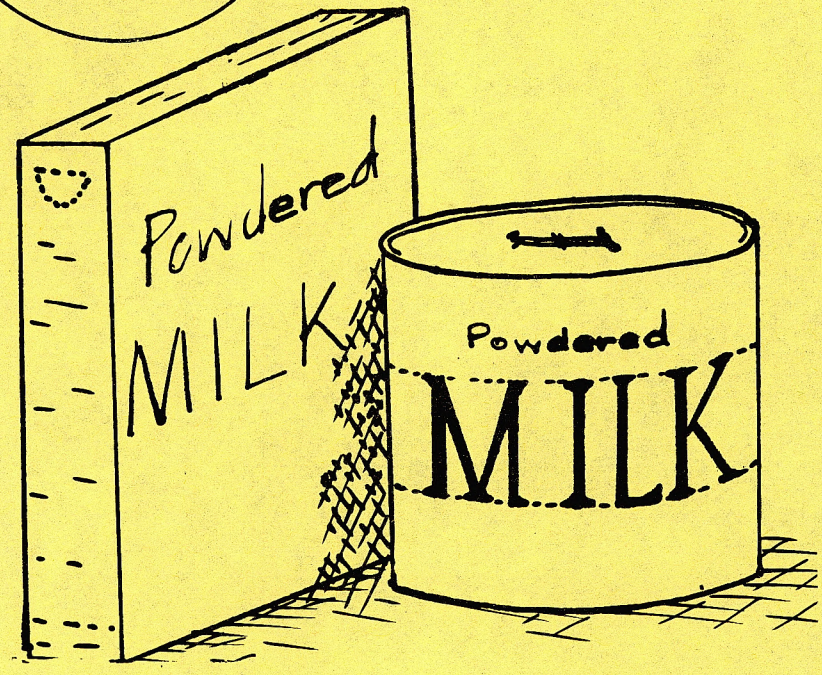
each group every day

MILK POWDER

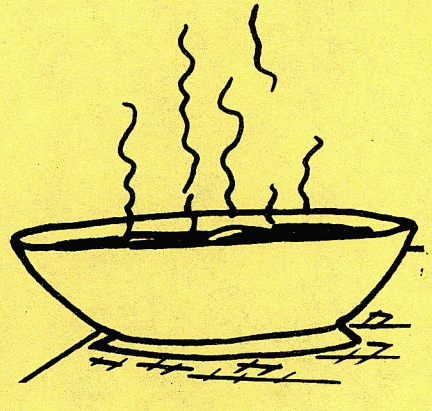
. costs little

. good for health

. many uses



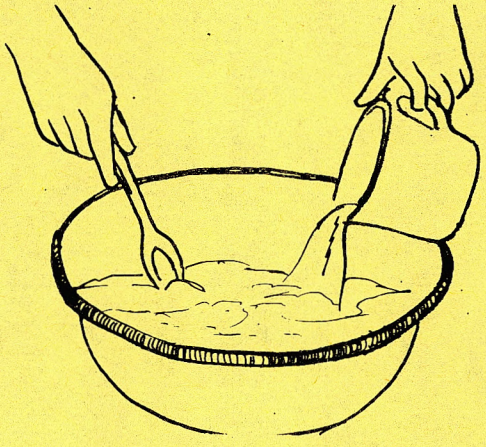
DRINKING



COOKING

with CANNED MILK
for tea or coffee

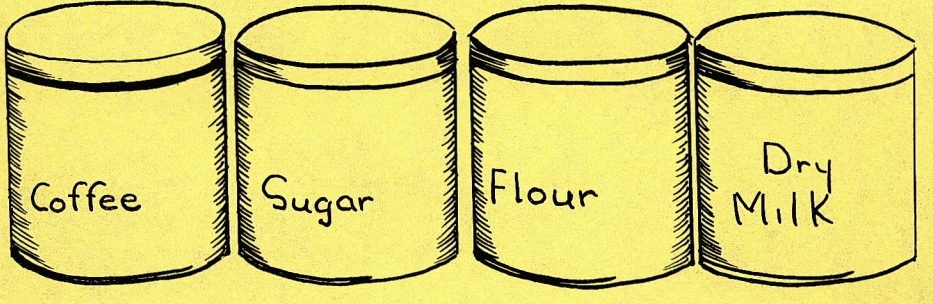
MILK FOR HEALTH



- Use milk powder as it comes.
- Sift milk powder with the flour, salt and sugar in a recipe.
- Add water instead of liquid milk in the recipe.

STORING MILK POWDER

- in a jar or can with a tight fitting lid.
- in kitchen beside flour, sugar, tea, coffee.
- away from heat.

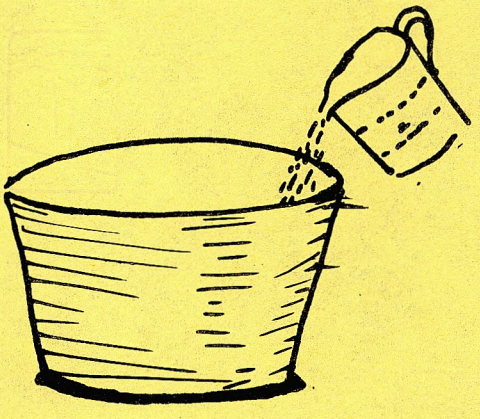


LIQUID MILK

One Way of Making Liquid Milk

- Put 4 cups warm water into a bowl.

- Add 1 cup powdered milk.



- Stir well with SPOON

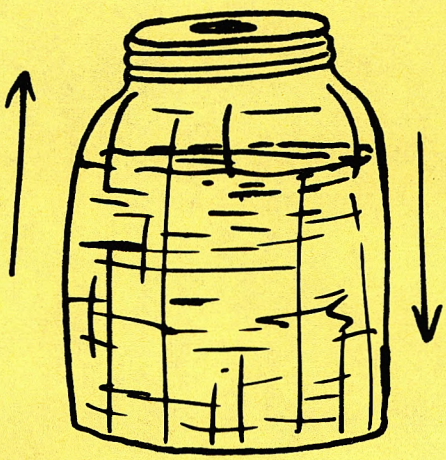
FORK

or EGG BEATER

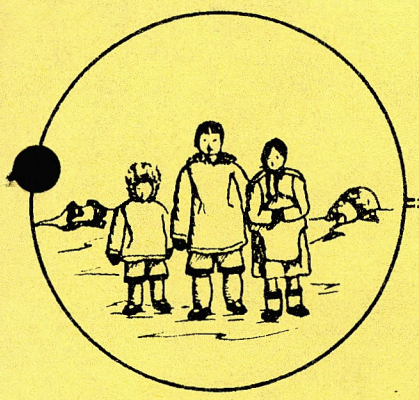
Another Way to Make Liquid Milk

- Put 4 cups warm water into a jar with a tight lid.
- Add 1 cup milk powder.

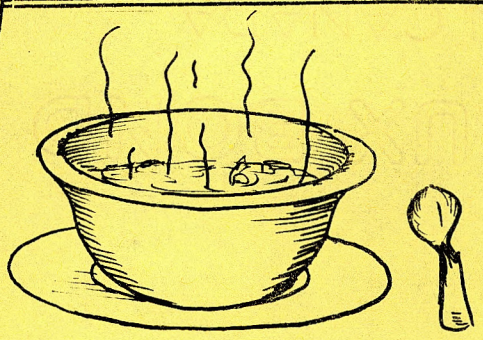
- Shake well.



KEEP LIQUID MILK IN A COOL PLACE



WHITE SAUCE

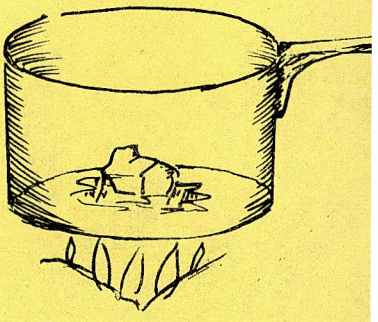


FOR SOUPS

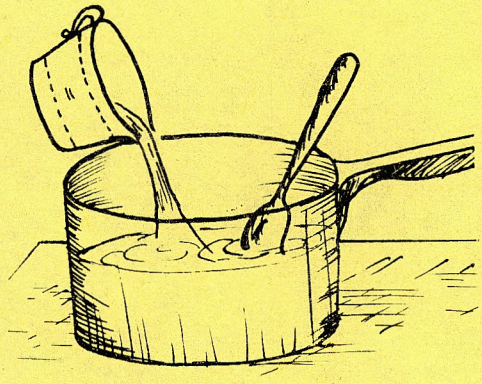
WHAT YOU NEED:

2 tbsp. fat (margene)
2 tbsp. flour
1 tsp. salt
2 c. liquid milk
(1/2 c. milk powder + 2 c. water)

WHAT YOU DO.



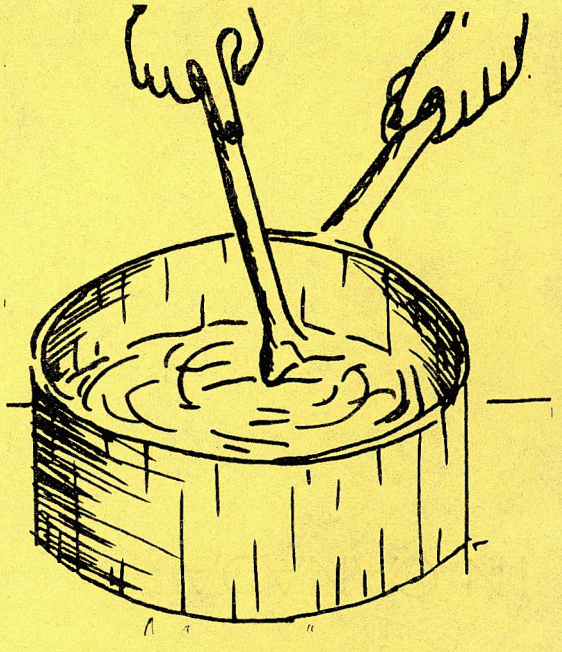
Make 2 c. liquid milk.
Melt 2 tbsp. fat in a saucepan.



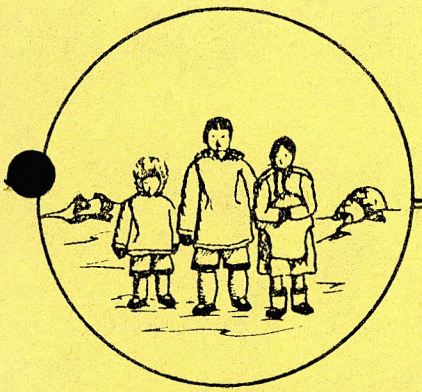
Remove from stove. Add the flour and salt. Stir till smooth.

Add a small amount of the milk. Stir till smooth.

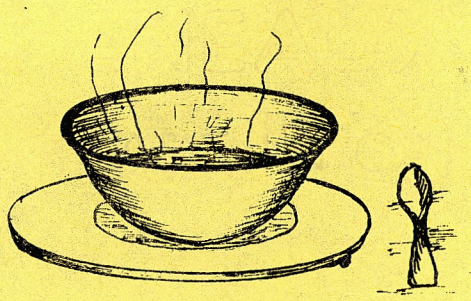
Add more milk. Stir till smooth.
Continue till all milk is in



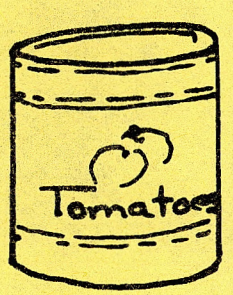
Put back on stove. Stir all the time until the sauce thickens and starts to boil.



CREAM OF TOMATO SOUP

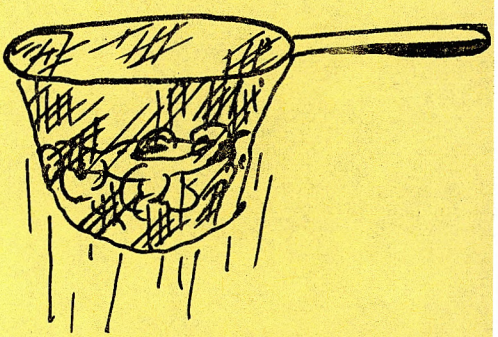


WHAT YOU NEED:



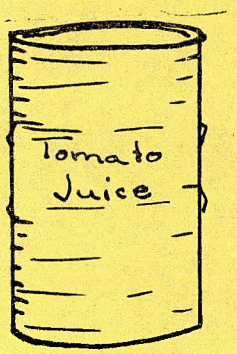
1 can tomato juice or canned tomatoes
1 c. white sauce (1/2 white sauce recipe for soup)

WHAT YOU DO:



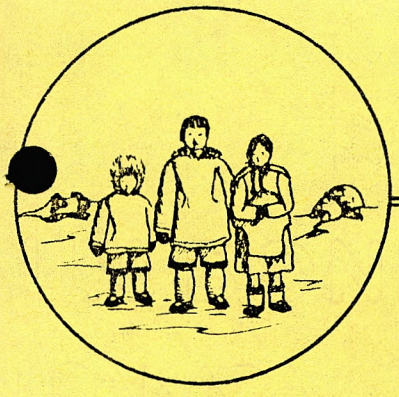
If using canned tomatoes, strain through a sieve. Measure liquid and add water to make 1 c. liquid.

Make the white sauce.



When sauce is thickened and hot, add tomato juice slowly stirring all the time.

Serve immediately.

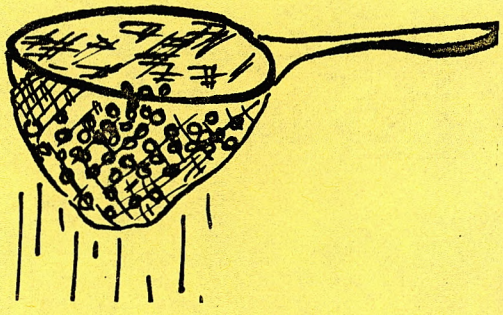


CREAM OF PEA SOUP

WHAT YOU NEED:

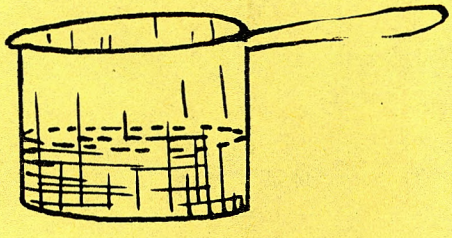
1 can peas
2 c. white sauce (for soup)

WHAT YOU DO:



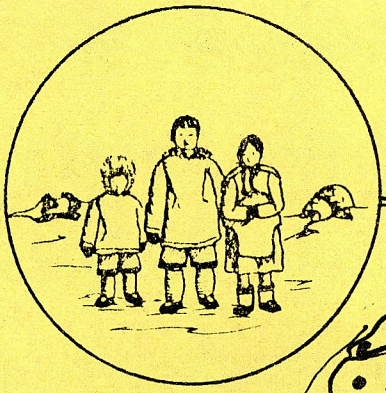
Strain peas and liquid through a sieve. Measure and add water to bring to 2 cups.

Make the white sauce using the strained peas as the liquid.

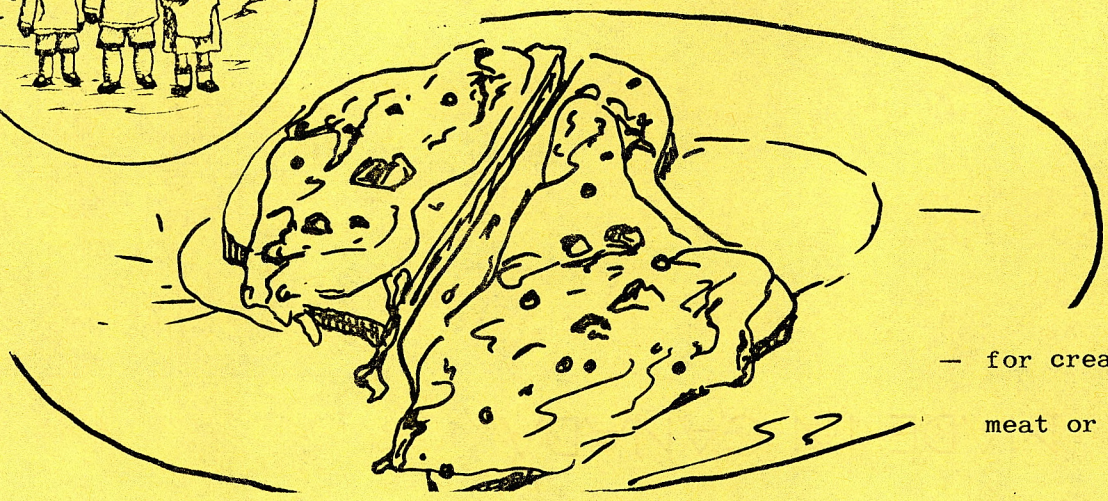


Serve when slightly thick and hot.

Note: Any canned vegetable may be used.
e.g. potatoes, asparagus, corn.



WHITE SAUCE



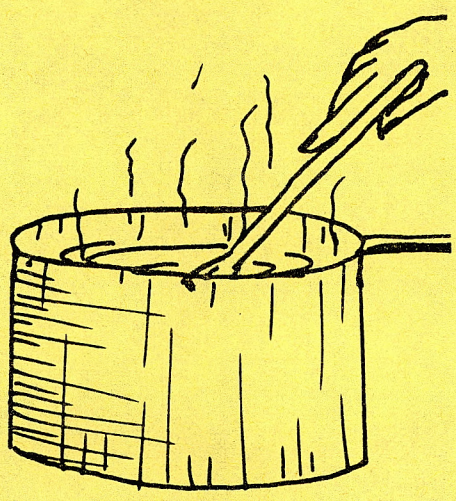
— for creamed vegetables,

meat or fish

WHAT YOU NEED

4 tbsp. fat (margene)
4 tbsp. flour
1 tsp. salt
2 c. liquid milk
(1/2 c. milk powder + 2 c. liquid)

WHAT YOU DO



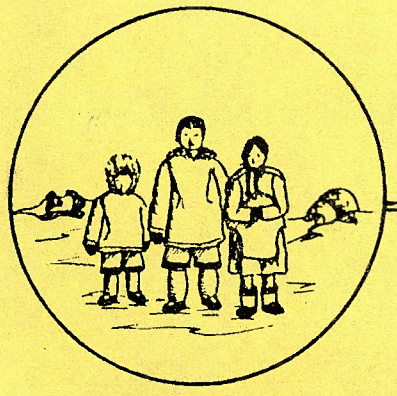
Drain liquid off canned vegetables. Measure liquid and add water to make 2 c. Use to make liquid milk.

Make in same way as for soups. Sauce will be thicker.

When hot and thickened, add vegetables or pieces of cooked meat or fish.

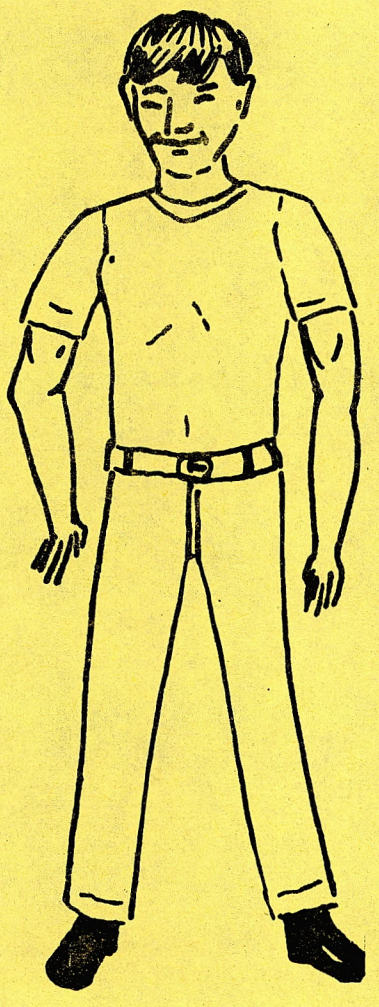
When hot, serve on toast or bannock.

THIS SAUCE IS THICK



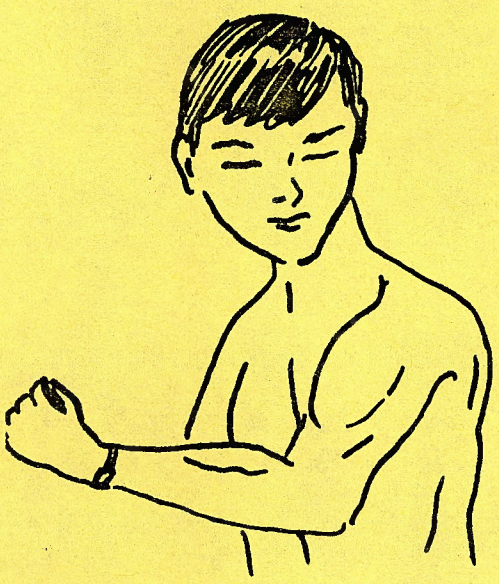
MILK AND CHEESE

• STRONG BONES

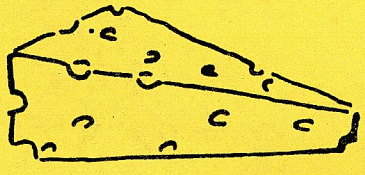


• GOOD TEETH

• MUSCLE



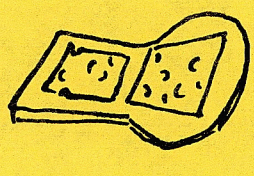
CHEESE

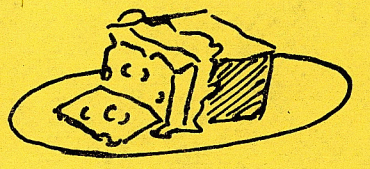


- a grow food - strong bones
  - strong teeth
  - good muscle
- can take the place of meat or fish
- tastes good raw or cooked
- a good buy

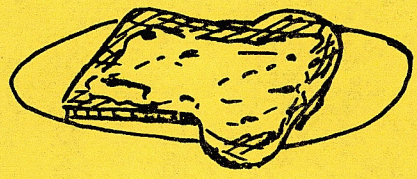
HOW TO USE:

- in sandwiches

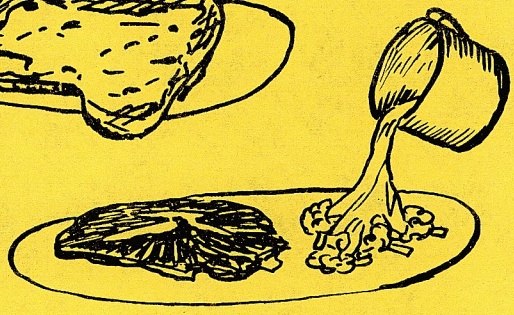




- on toast



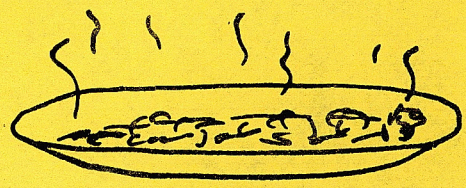
- with canned fruit and bread or bannock



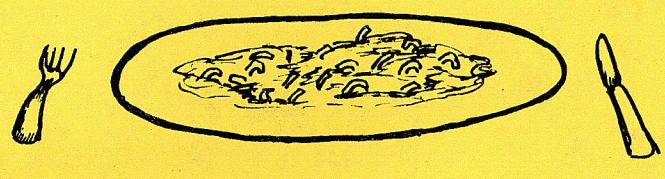
- in dishes as

Macaroni and Cheese

Cheese Meat Loaf



MACARONI AND CHEESE



WHAT YOU NEED:

1/4 c. fat
1/4 c. flour
1/2 tsp. salt
2 c. liquid milk
1/2 tsp. mustard
1 1/2 c. grated or cut-up cheese
3 c. cooked macaroni

WHAT YOU DO:

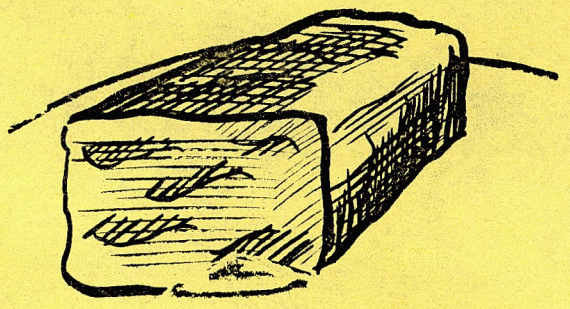
Cook 1 1/2 c. macaroni broken into pieces in 8 c. of boiling salted water (1 tsp. salt) till tender. Pour off water.

Make a milk sauce of the fat, flour, salt and liquid milk.

Add mustard and cheese. Stir over low heat until cheese melts.

Add cooked macaroni. Serves (6 persons).

CHEESE MEATLOAF



WHAT YOU NEED:

2 slices bread
1/3 c. liquid milk
1 tbsp. onion soup mix
2 tbsp. egg powder
1 tsp. salt
3/4 lb. chopped cooked meat
1/2 c. cheese broken into pieces

WHAT YOU DO:

Prepare liquid milk
Mix sifted egg powder with milk powder and onion mix.

Mix all together.

Pack into a greased pan.

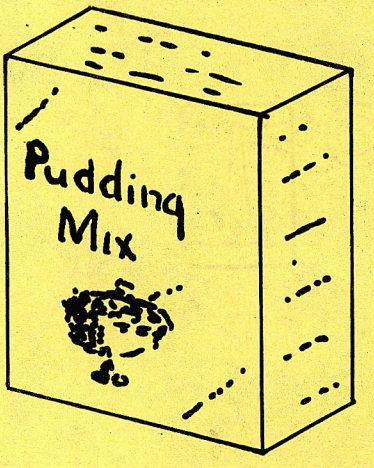
Bake at 375° F for 1 hour.

Serves 6.

GOOD SERVED WITH HOT CANNED TOMATO SOUP

MILK DESSERTS

PUDDING MIX



- quick and easy
- high cost
- some need no cooking
- high food value if made with milk
- comes in different flavours

WHAT YOU NEED:

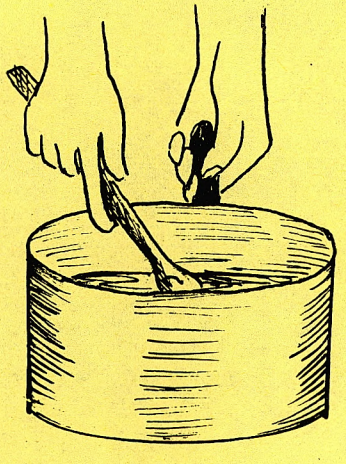
1 box pudding mix
1/2 c. milk powder
2 c. water

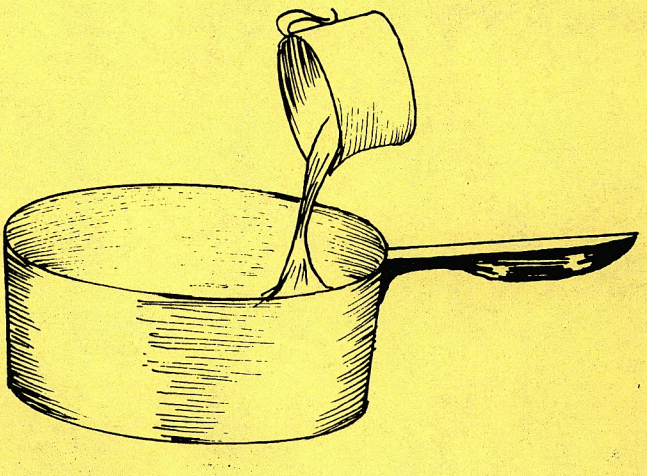
WHAT YOU DO:

Stir pudding mix and milk powder together.

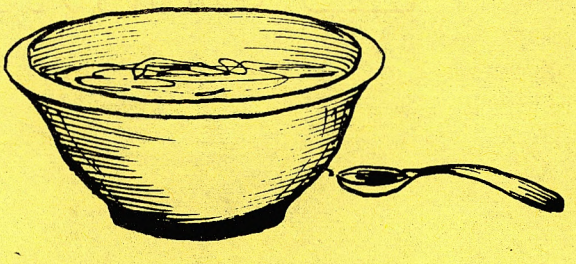
Stir in water a little at a time.

Stir and cook till thick over medium or low heat.





VANILLA CREAM PUDDING



WHAT YOU NEED:

2 tbsp. cornstarch
1/4 c. sugar
1/2 tsp. salt
1/2 c. milk powder
1 tbsp. egg powder
2 c. water
1 tbsp margene
1 tsp. vanilla

WHAT YOU DO:

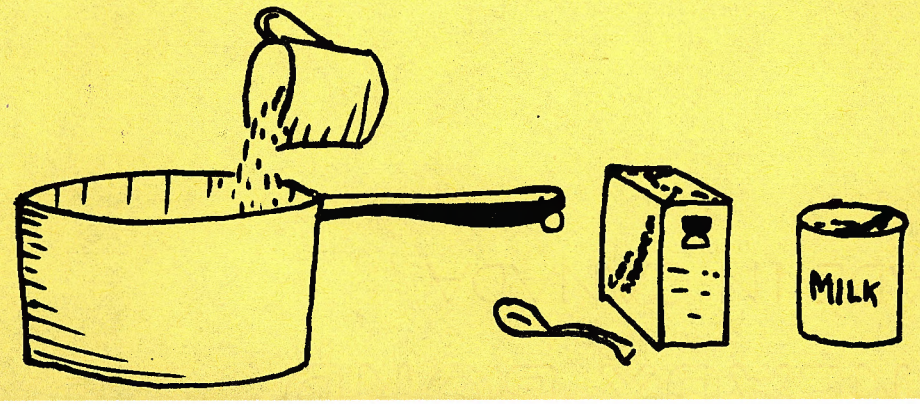
Mix cornstarch, sugar, salt, milk powder and egg powder in a saucepan.

Stir in water gradually mixing until smooth after each addition.

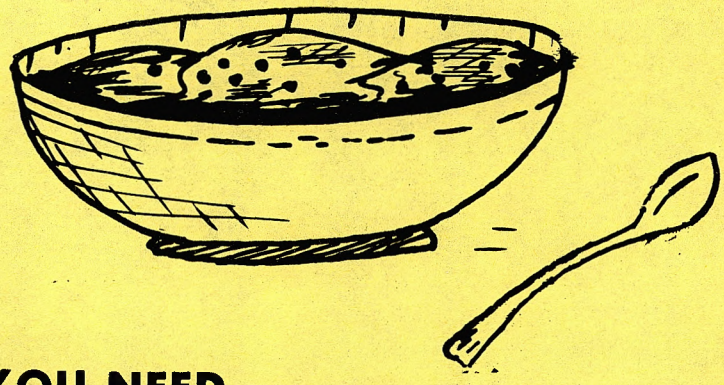
Stir and cook over low heat until thick (about 20 min.).

Remove. Stir in vanilla and margene.

Cool. (4 servings).



CHOCOLATE PUDDING



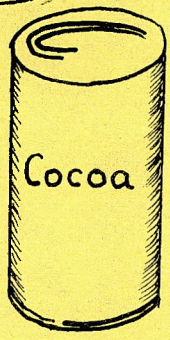
WHAT YOU NEED

2 c. liquid milk
3 tbsp. cornstarch
1/3 c. sugar
3 tbsp. cocoa
1/4 tsp. salt
1 tsp. vanilla

WHAT YOU DO

Mix cocoa with the sugar and make in same way as Vanilla Cream Pudding.

COCOA



WHAT YOU NEED:

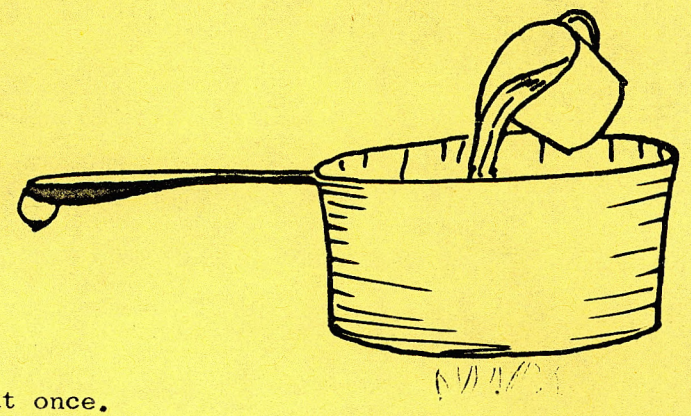
1/4 c. cocoa
3 tbsp. sugar
1/4 c. water

4 c. liquid milk
1/4 tsp. salt

WHAT YOU DO:

Mix cocoa, sugar and water in a pan
Cook several minutes stirring all
the time.

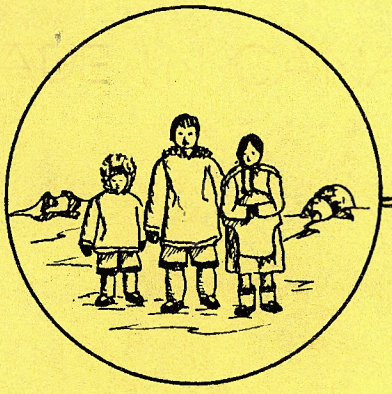
Add liquid milk slowly.



Add salt.

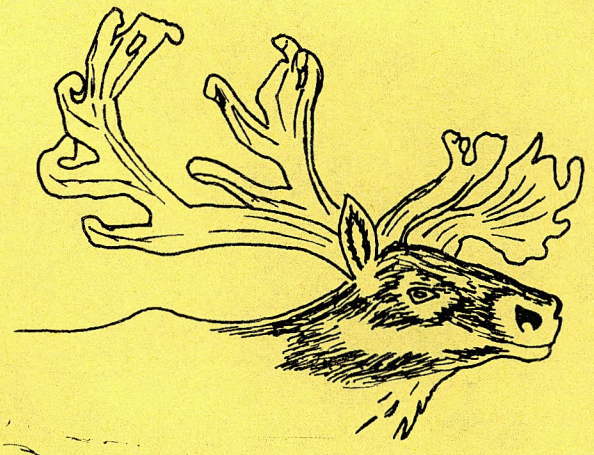
Heat thoroughly. Serve at once.

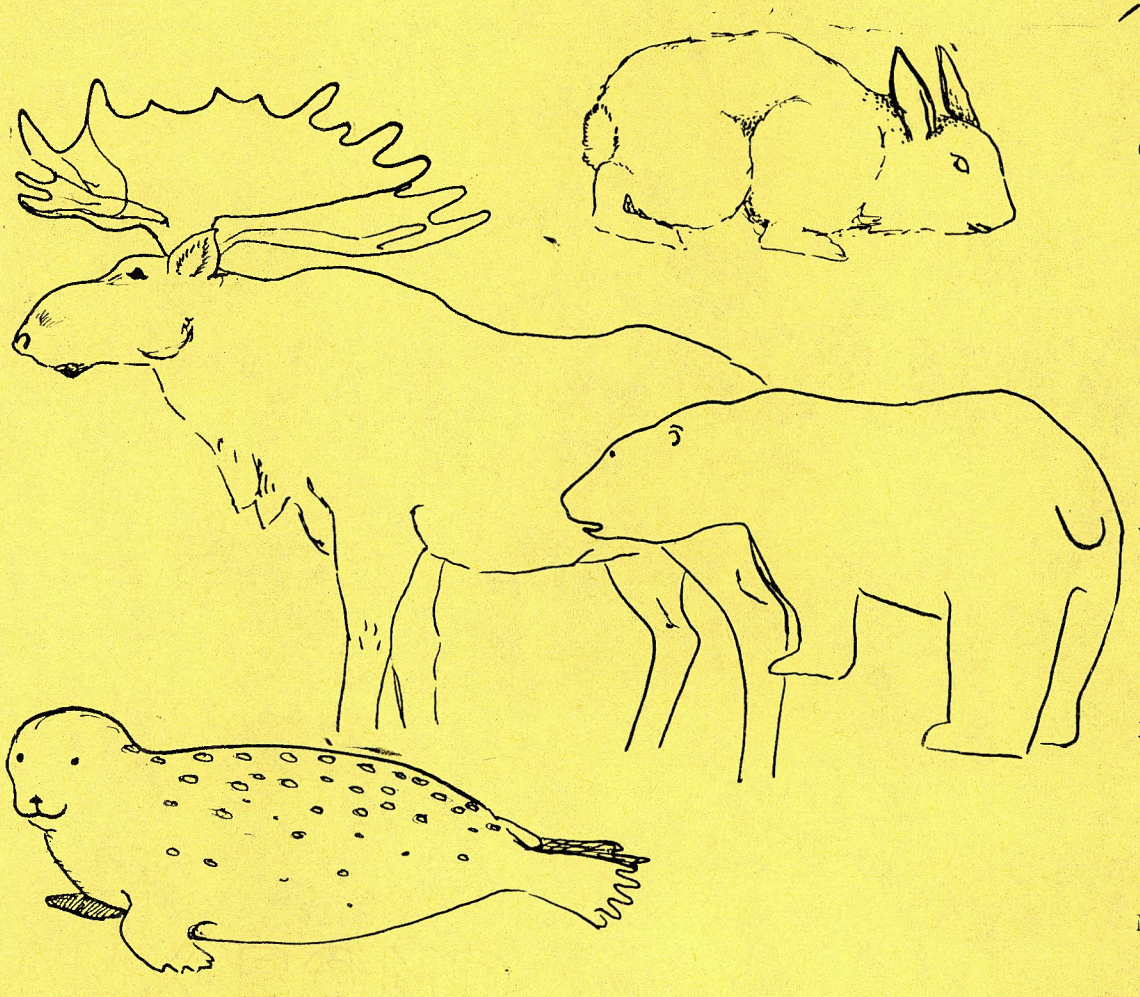
Makes 4 - 6 servings.



MEAT

- is good for you
- helps you grow
- builds muscle and blood





CARIBOU

SEAL

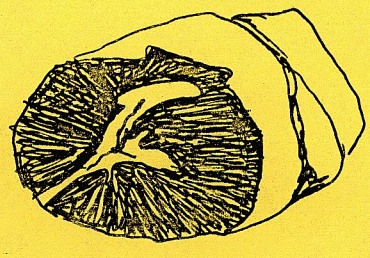
WHALE

RABBIT

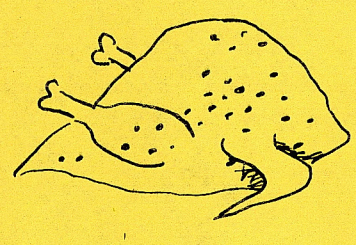
MOOSE

LIVER AND ALL ORGAN MEATS ARE GOOD FOR YOU

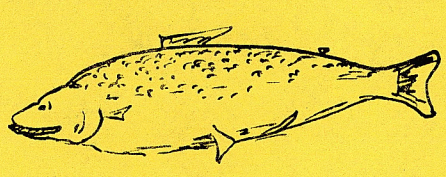
THE MEAT GROUP



MEAT



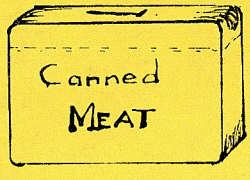
FOWL



FISH

EGGS

DRIED PEAS
AND BEANS

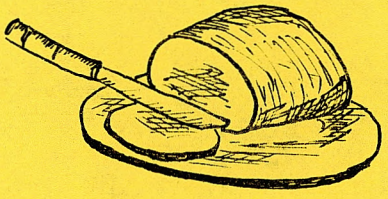


CANNED MEAT

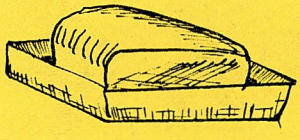
CANNED, CHOPPED MEAT

CANNED LUNCHEON MEAT

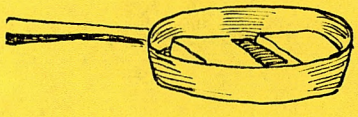
- EAT it right from the can.



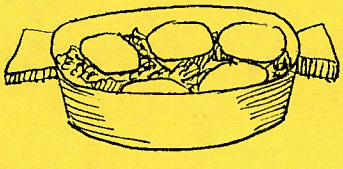
- Bake it with a little mustard and sugar on it.

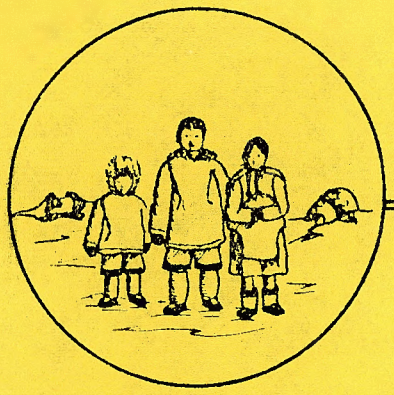


- Slice and fry it.



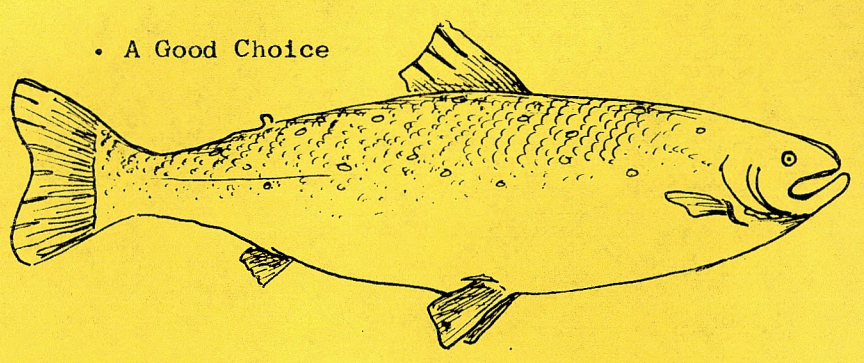
- Place slices on top of beans and bake.





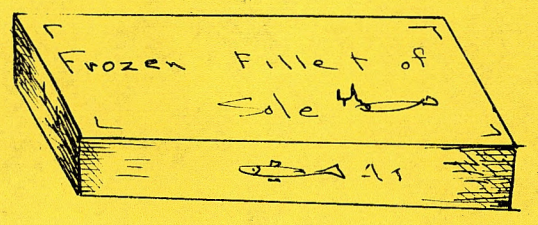
FISH

• A Good Choice



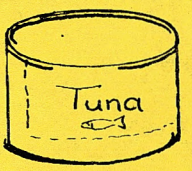
• F R E S H

• F R O Z E N

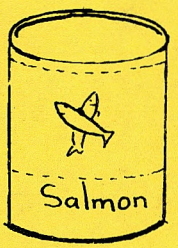


• C A N N E D

Tuna



Salmon



Sardines

Helps build muscle.

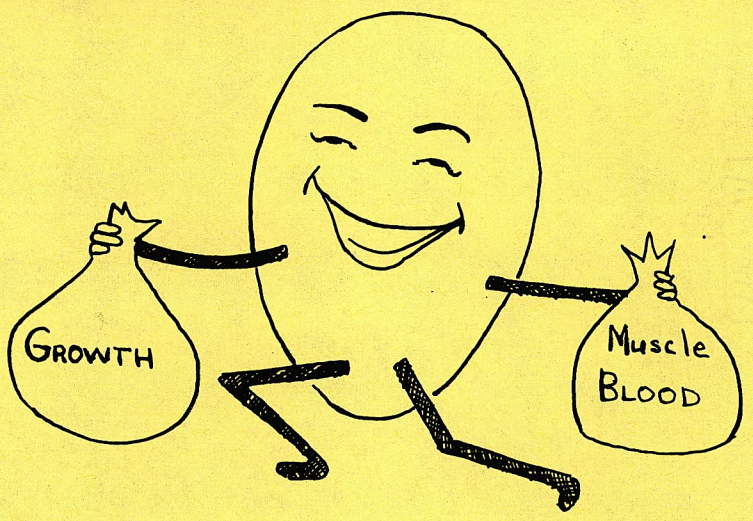
Good any day of the week.

Can be broiled, baked or fried.

EGGS

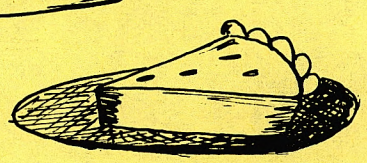
E G G S

- help us grow
- build good muscle and blood



Eat EGGS in season

Eat EGGS in Custard

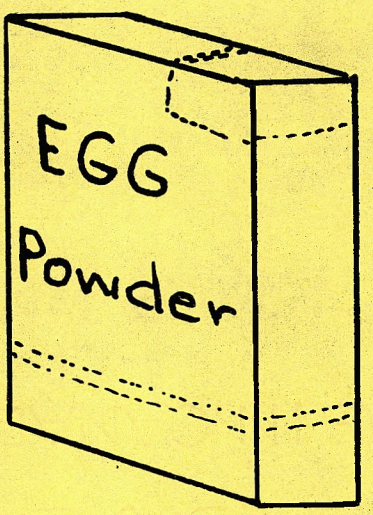


Use EGG POWDER in
muffins, bannock, meat loaf

1 tbsp. EGG POWDER mixed with 3 tbsp. WARM WATER is equal to 1 WHOLE EGG.

EGG POWDER

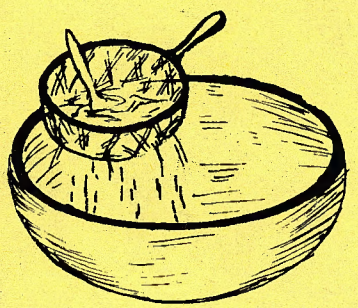
- is made from fresh eggs
- has high food value
- 1 tbsp. egg powder mixed with 3 tbsp. water is equal to 1 whole egg.

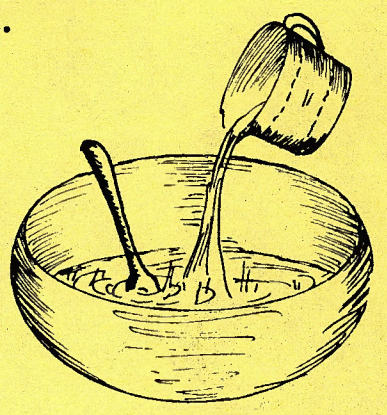


HOW TO MIX:

Sift egg powder.

Add warm water a little at a time, mixing until smooth after each addition.





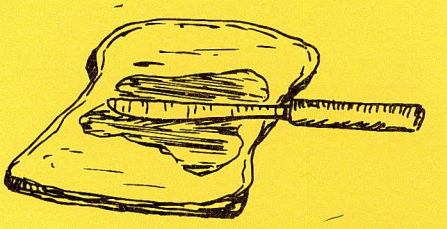
PEANUT BUTTER

PEANUT BUTTER IS

- Ready to eat
- Easy to use

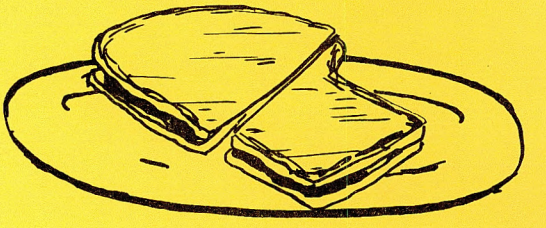
High in energy

Helps build muscle and blood



TRY

- Peanut butter on toast
- Peanut butter sandwiches
- Peanut butter cookies



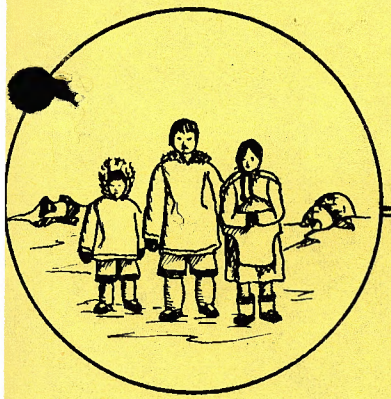
PEANUT BUTTER COOKIES

WHAT YOU NEED:

1/2 c. margene
1/2 c. white sugar
1/2 c. brown sugar
1/2 c. peanut butter
1 1/2 c. sifted flour
1 tsp. baking soda

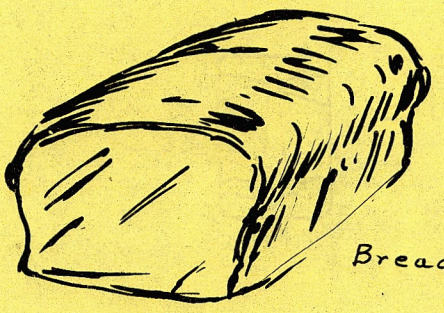
WHAT TO DO

- Put margene, white and brown sugar and peanut butter into a bowl. Beat till smooth.
- Sift flour and baking soda together twice to mix well.
- Gradually work flour mixture into peanut butter mixture. Mix well.
- Form dough into balls. Place on greased pan. Press down with a wet fork.
- Cook in a hot oven (400° F) for 10-12 minutes.



BREADS AND CEREALS

Muffins

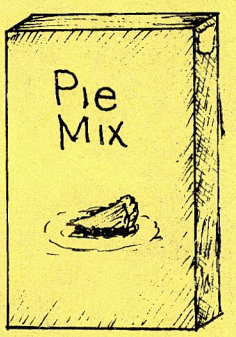


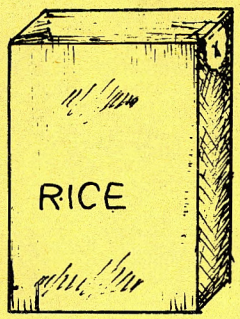
Bread

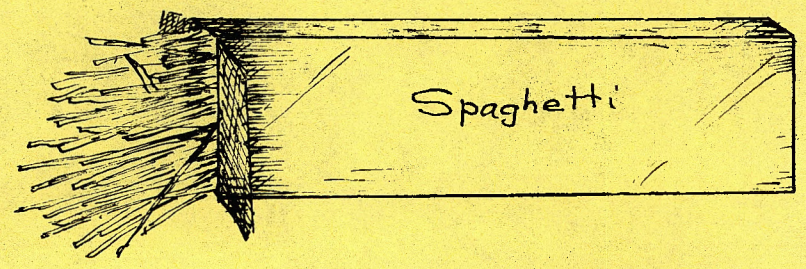
Cereal

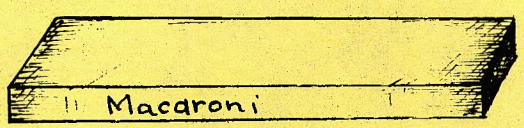
Lots of Food Value

for a Few Pennies

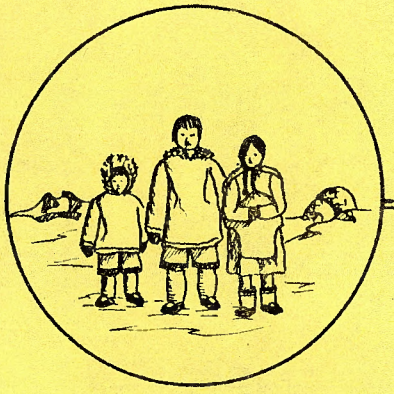






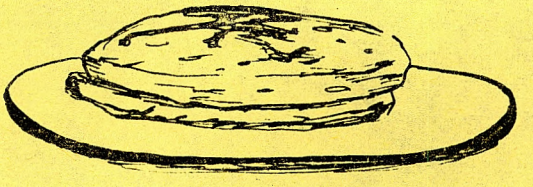


WHOLE GRAIN OR ENRICHED ARE BEST



BANNOCK

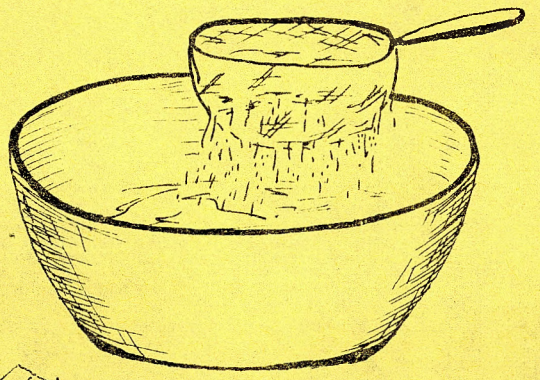
- enriched bannock has more food value



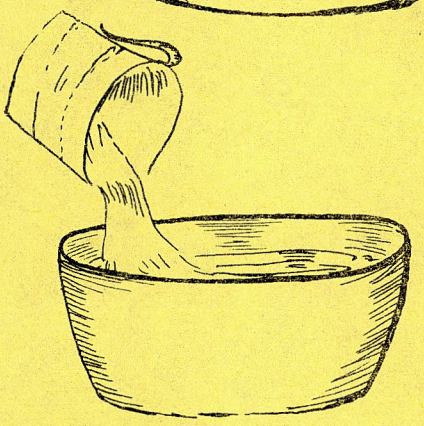
WHAT YOU NEED:

2 1/2 c. sifted flour
1/4 c. milk powder
1/2 tsp. salt
2 tsp. baking
3/4 c. water
1 tbsp. melted fat

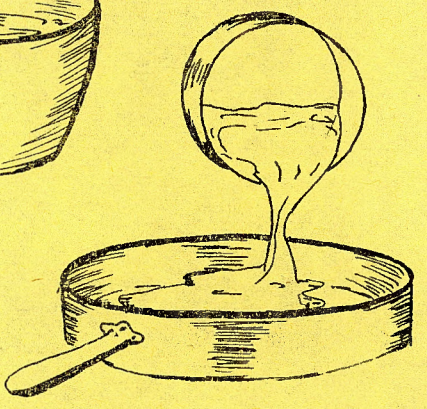
WHAT YOU DO:



- Sift flour, milk powder, egg powder and salt into a bowl. Stir.



- Add water and fat. Stir till all is mixed.

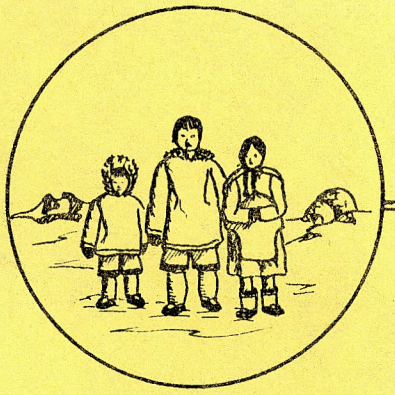


- Place in a greased frying pan.

- Cook until bottom is a golden brown. Turn over and cook other side.

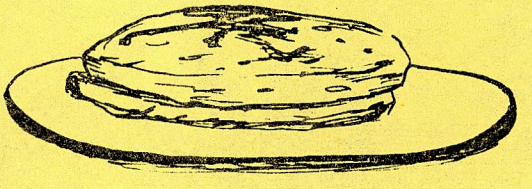
RAISINS MAY BE ADDED.

BANNOCK MAY BE DROPPED BY SPOONFULS ONTO A GREASED PAN AND BAKED IN A HOT OVEN (400° F) FOR 25 MIN.



BANNOCK

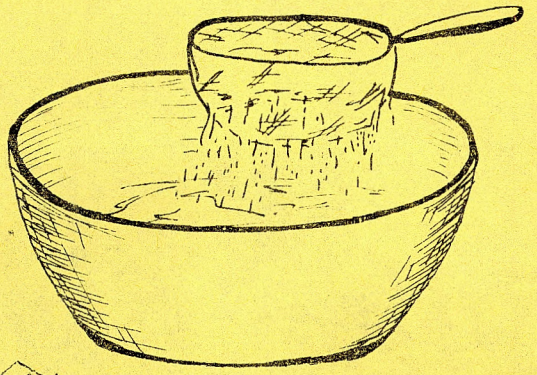
- enriched bannock has more food value



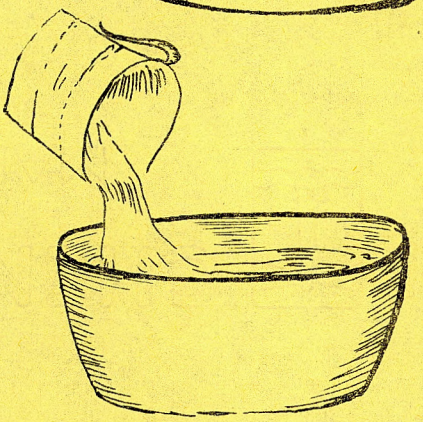
WHAT YOU NEED:

2 1/2 c. sifted flour
1/4 c. milk powder
1/2 tsp. salt
2 tsp. baking
3/4 c. water
1 tbsp. melted fat

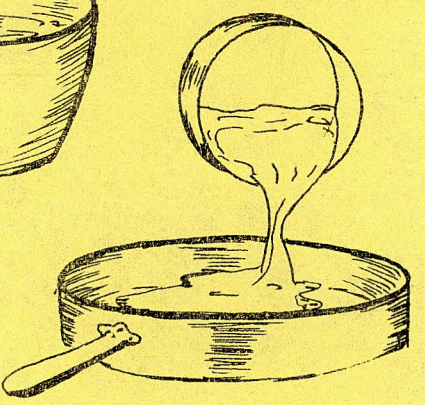
WHAT YOU DO:



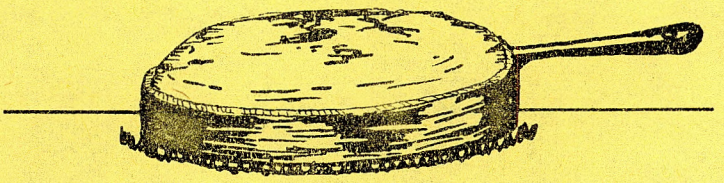
- Sift flour, milk powder, egg powder and salt into a bowl. Stir.



- Add water and fat. Stir till all is mixed.



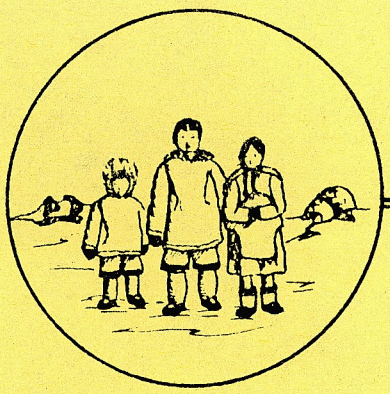
- Place in a greased frying pan.



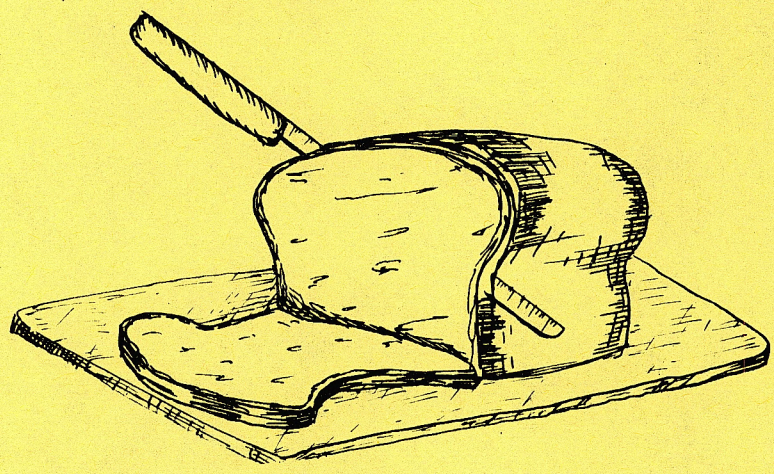
- Cook until bottom is a golden brown. Turn over and cook other side.

RAISINS MAY BE ADDED.

BANNOCK MAY BE DROPPED BY SPOONFULS ONTO A GREASED PAN AND BAKED IN A HOT OVEN (400° F) FOR 25 MIN.



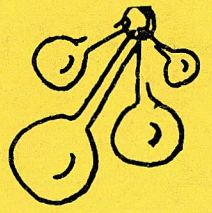
BREAD



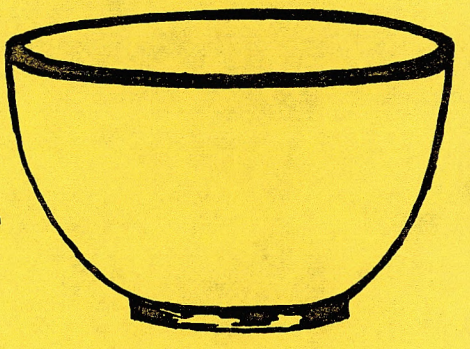
THE STAFF OF LIFE

WHAT YOU NEED:

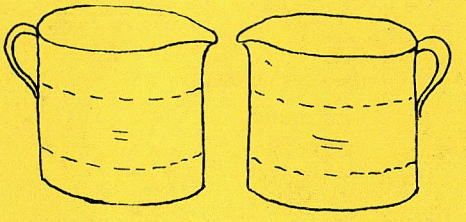
1 c. lukewarm water
2 tsp. sugar
2 pkgs. yeast



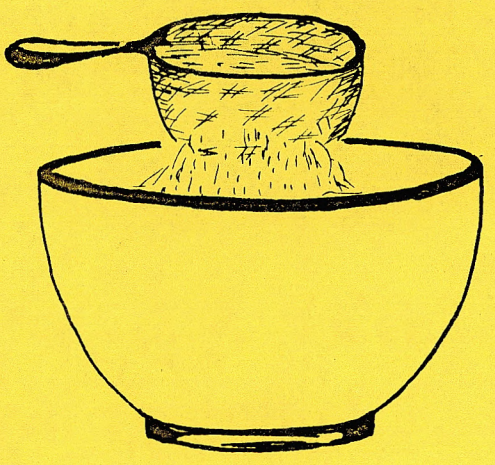
2 c. liquid milk
6 tbsp. sugar
1 tbsp. salt
4 tbsp. margene



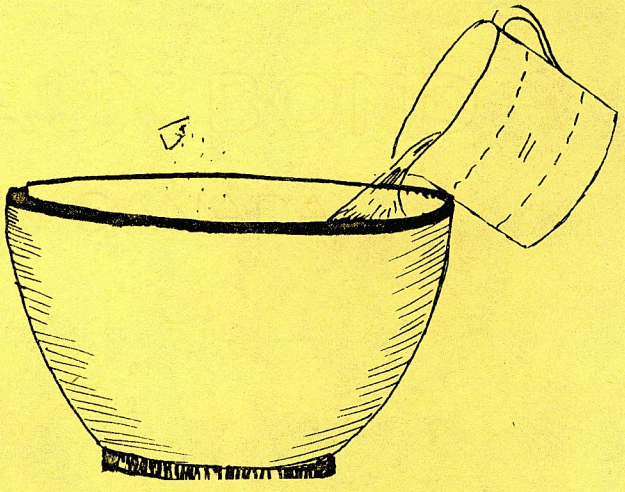
2 c. cold water



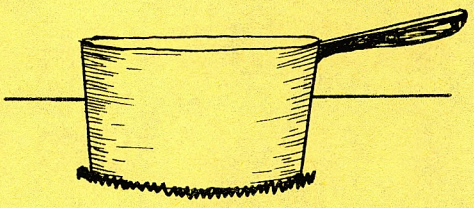
12 - 14 c. sifted
all-purpose flour



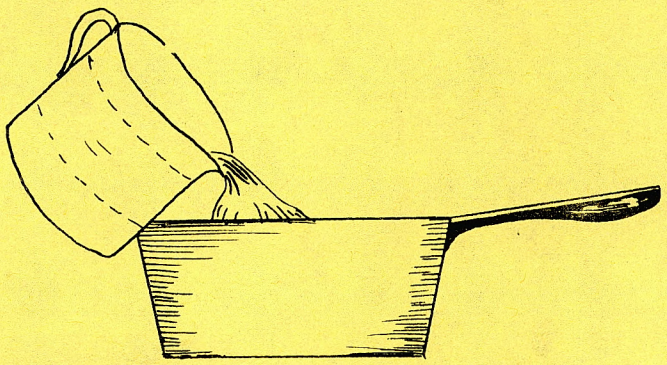
WHAT YOU DO:



- Put lukewarm water into a large bowl. Stir in sugar. Sprinkle yeast on top. Let stand 10 min. Stir well.

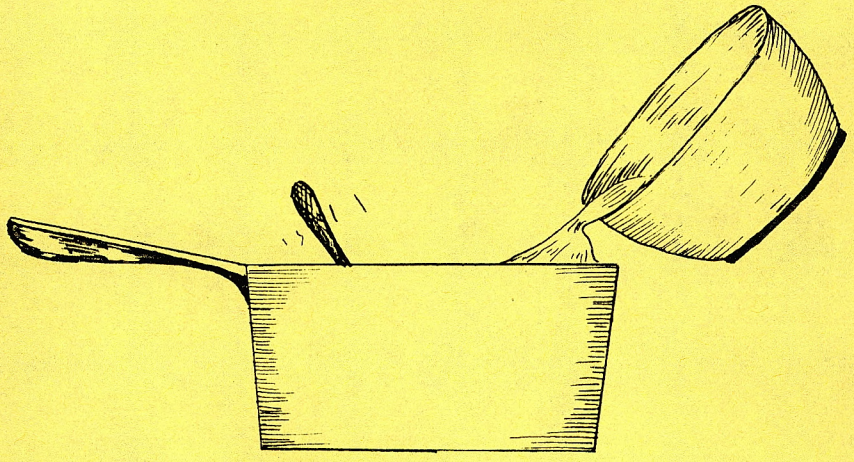


- Heat milk. Stir in sugar, salt and margene.

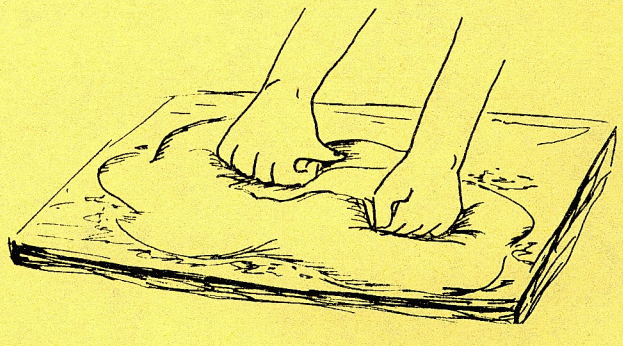


- Remove milk from stove. Add 2 c. cold water.

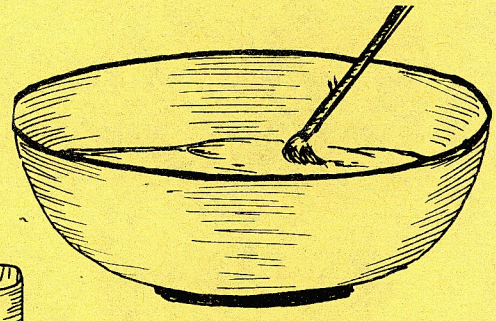
- Add the yeast mixture. Stir well.



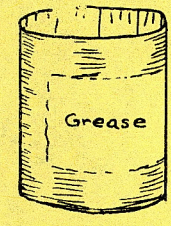
- Add the sifted flour a little at a time beating after each addition.



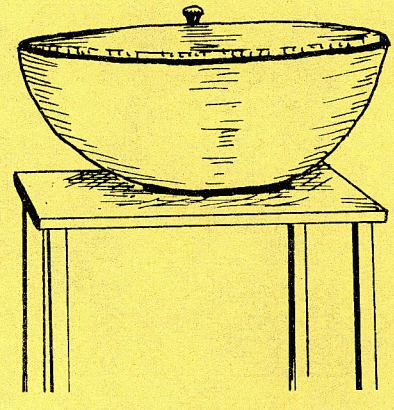
- When dough is thick enough to handle but still soft (about 12 c.) put onto a lightly floured board.



- Knead more flour into the dough, a little at a time, until smooth and elastic. Continue kneading dough for 5 min.



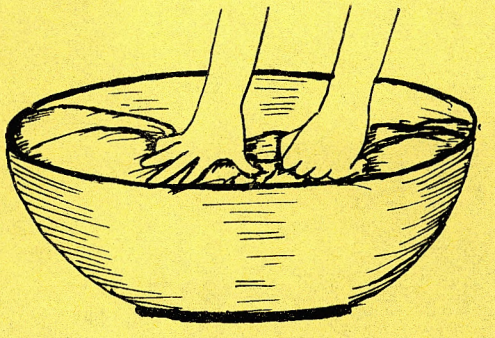
- Grease the large bowl. Put dough into bowl. Brush top of dough with melted fat.



- Cover bowl. Set in a warm place until dough doubles in size. (about 1 hour)

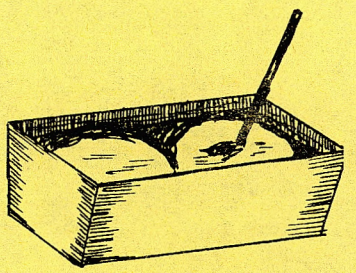
- Punch dough down.

- Fold sides over and turn over in bowl. Cover and let rise for 1 hour.



- Put dough on a lightly floured board. Divide into 6 equal pieces.

- Fold and shape into loaves. Put in greased bread pans.

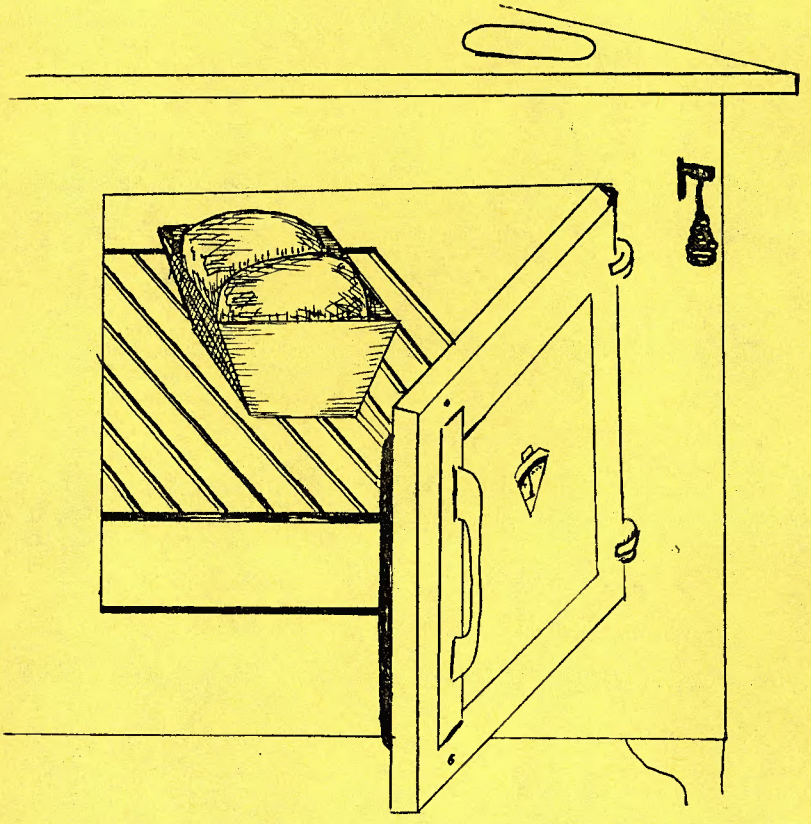


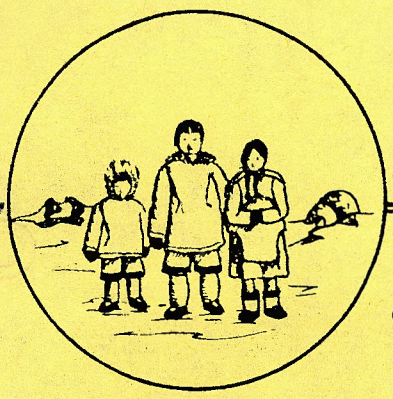
- Brush top lightly with melted fat.

- Cover, let rise in a warm place for 1 hour.

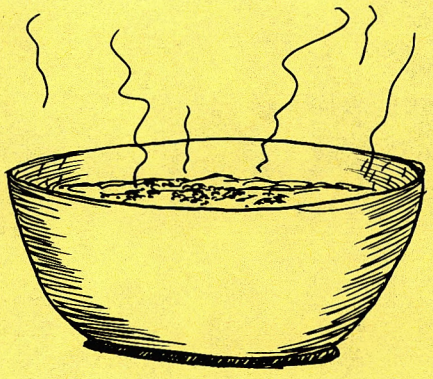
- Bake in a moderate oven (375°F) for 35-45 minutes. Loaves should sound hollow when rapped with knuckles.

- Turn out on rack to cool. Makes 6 loaves.





OATMEAL PORRIDGE

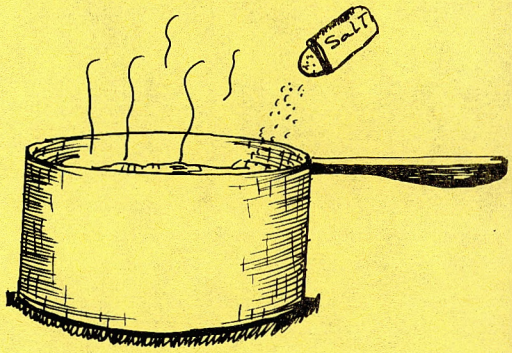


- low cost
- nutritious
- starts the day right

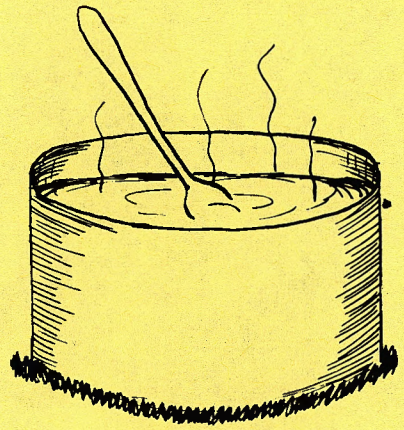
What you need:

1 tsp. salt
2 - 3 c. water
1 c. rolled oats

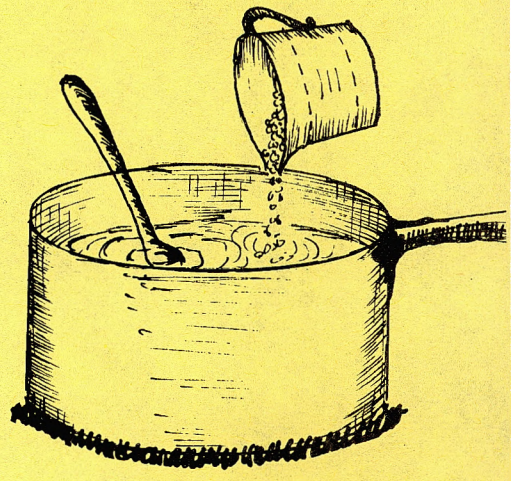
WHAT YOU DO:



- Bring water to a boil. Add salt.
- Add rolled oats slowly stirring constantly.

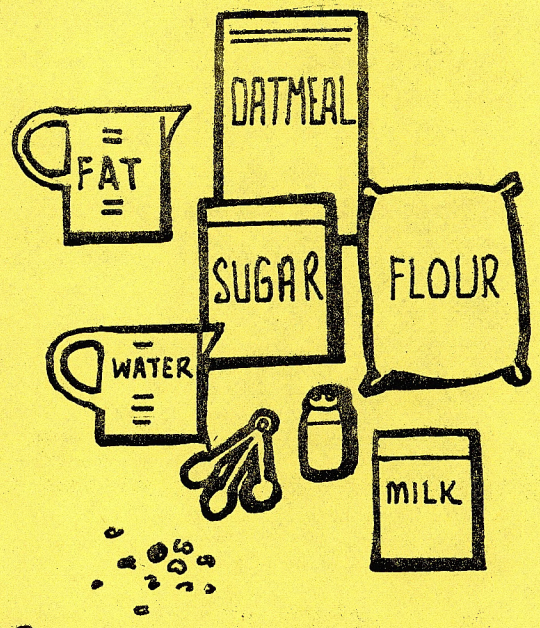


- Cook for 5 minutes on hot part of stove stirring constantly.
- Finish cooking on low heat.
- Serve with liquid milk and brown sugar.



OATMEAL COOKIES

WHAT YOU NEED:



1 cup fat

1 cup sugar

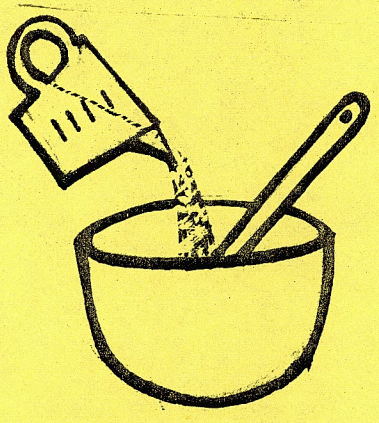
2 cups oatmeal

1 3/4 cups flour

3 tsp. salt

2 tbsp. milk powder

1/2 cup water



WHAT YOU DO:

. Mix fat and sugar together in a bowl.

Add all the ingredients and mix well.

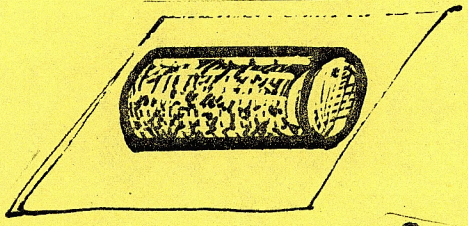
. Add water. Stir.

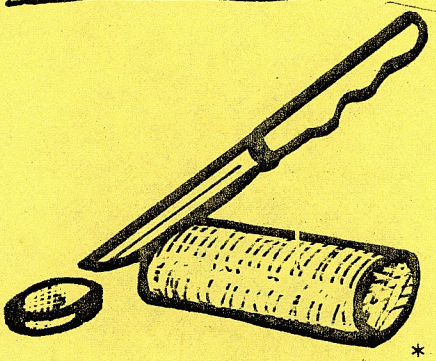
. Shape into a roll.

. Wrap in wax paper and keep in a cool place.

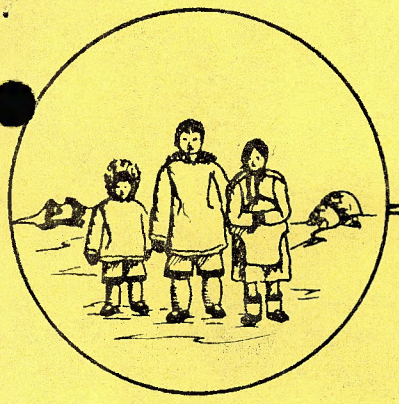
. Slice and bake in moderate oven.

. May also be cooked in a frying pan on top of the stove



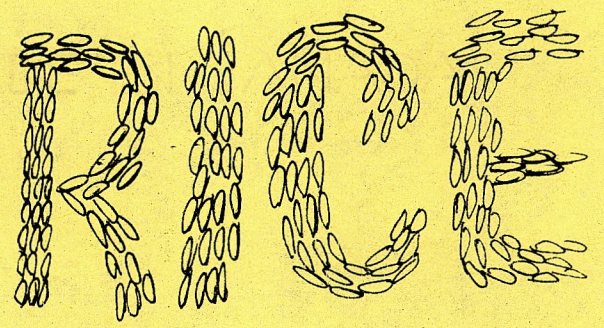


* Add 1/2 cup raisins for added food value



RICE

- Costs little
- There is no waste
- Always ready to use



Helps give you ENERGY

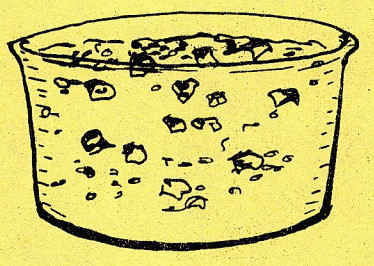
for work and play

DO NOT WASH PACKAGED RICE

USE RICE

- as a vegetable with meat

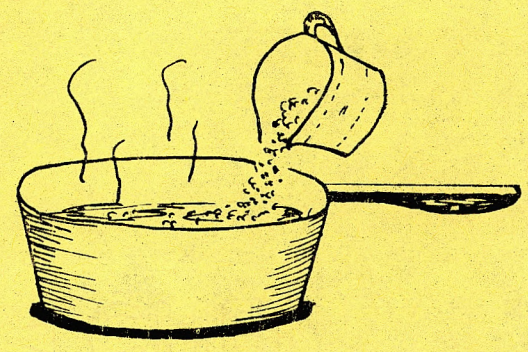
- to make dinner dishes



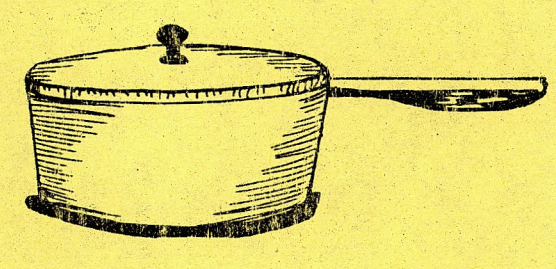
- for pudding desserts

COOKED RICE

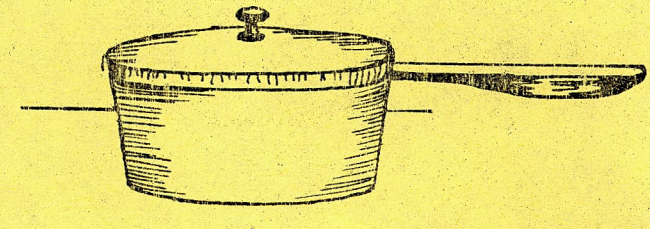
- Add 1 c. rice to 2 c. boiling salted water. (1/2 tsp. salt)



- Cover and cook for 20 minutes over low heat.



- Let stand on coolest part of stove for 10 min.



MAKES 3 CUPS COOKED RICE

RICE DINNER

1 can green beans (1 lb.)
2 tbsp. margene
1/2 c. flour
2 c. liquid milk
2 c. cut-up cheese
2 1/2 c. canned meat chopped up
3 c. cooked rice.

- Drain canned beans. Measure juice and use with water to make 2 c. liquid milk.

- Melt fat in frying pan over low heat. Stir in flour. Slowly stir in milk.

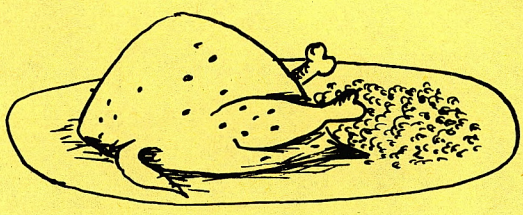
- Put over medium heat. Stir and cook until it boils.

- Add cheese, green beans and meat. Cook over low heat until cheese melts.

- Serve on cooked rice.

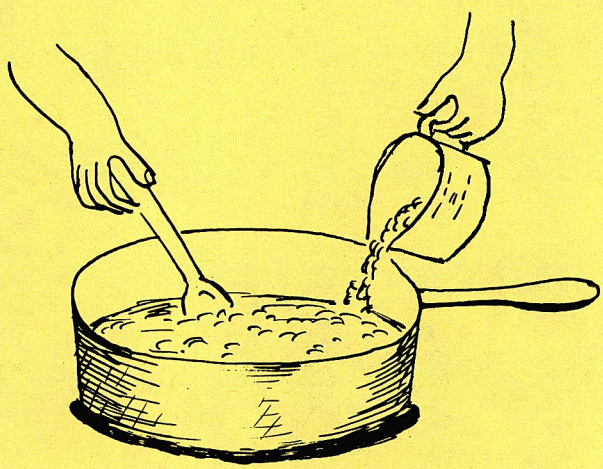
SERVES 6 PEOPLE

RICE WITH PTARMIGAN



onion flakes
1 tbsp. margene
1/2 tsp. salt
2 c. water or ptarmigan broth
1/2 c. uncooked rice
1 1/2 c. cut-up cooked ptarmigan
1/2 c. cut-up cheese

- Put first 4 ingredients into pan. Heat to boiling.



- Add rice slowly. Cover pan and let cook over low heat for 20 minutes.

- Move to coolest part of stove and let stand 10 min. more. Keep covered.

- Add ptarmigan. Reheat. Serve with cheese on top of each serving.

SERVES 4

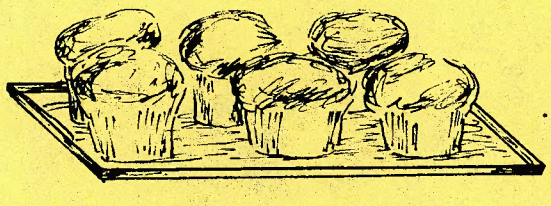
CORNMEAL

. an ENERGY food

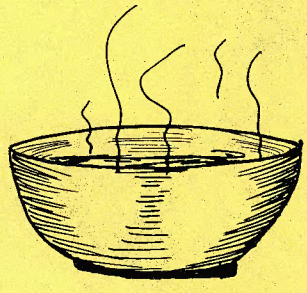
. has many uses

. costs little

HOT BREADS



HOT CEREAL



COOKIES

MUFFINS

- good for any meal
- gives us energy
- takes the place of bannock or bread

WHAT YOU NEED

2 c. flour (sifted)
4 tsp. baking powder
2 tsp. sugar
1/2 tsp. salt
2 tbsp. egg powder
1/4 c. milk powder
2 tbsp. melted fat
1 1/2 c. water

WHAT YOU DO

. Sift first 6 ingredients together in a bowl.

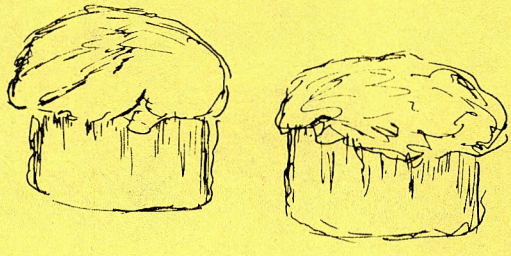
. Make a hollow in the centre.

. Pour in the melted fat and water.

. Stir just enough to mix.

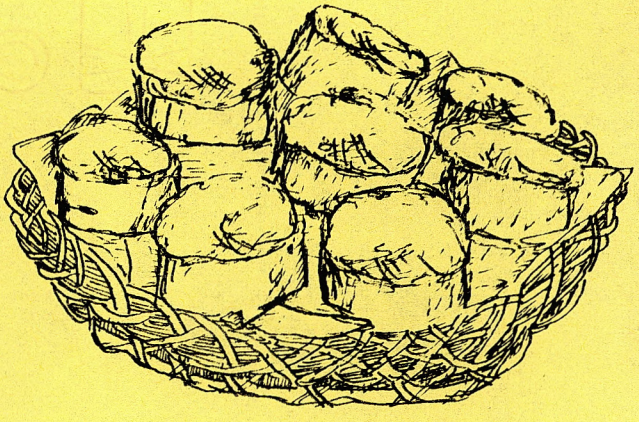
. Drop batter into greased muffin tins.

. Bake at 400° for 20 - 25 minutes.



RAISINS OR CHOPPED DATES ADD FOOD VALUE

TEA BISCUITS



- taste good
- have many variations
- gives us energy
- can take the place of bread

WHAT YOU NEED

2 c. flour
4 tsp. baking powder
1/2 tsp. salt
4 tbsp. fat
2/3 c. liquid milk

WHAT YOU DO

. Sift first 3 ingredients together in a bowl.

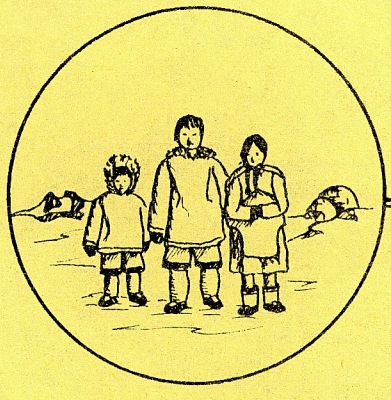
. Cut in the fat with a knife.

. Add the milk. Mix as little as possible.

. Toss out on a lightly floured board. Pat flat until about 1/2 inch thick.

. Cut with a floured biscuit cutter. Place on cookie sheet.

. Bake at 425° for 15 minutes.



VARIATIONS OF TEA BISCUITS

. use Tea Biscuit Recipe for these:

CHEESE BISCUITS

. Add 2/3 c. grated cheese to tea biscuit recipe.

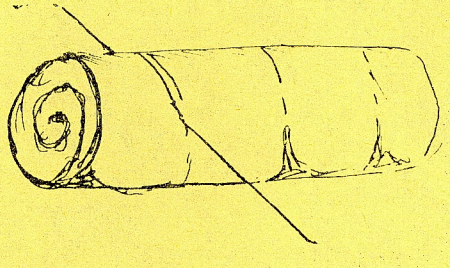
. A little grated cheese may also be sprinkled on top.

FRUIT BISCUITS

. Add raisins or chopped dates to tea biscuit recipe.

. Biscuits may be dropped from a spoon on to a greased pan.

BUTTERSCOTCH PINWHEELS



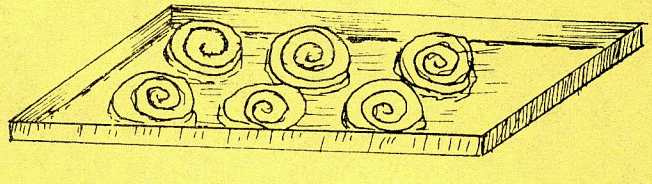
. Pat tea biscuit dough to 1/2 inch thick. Shape as a rectangle.

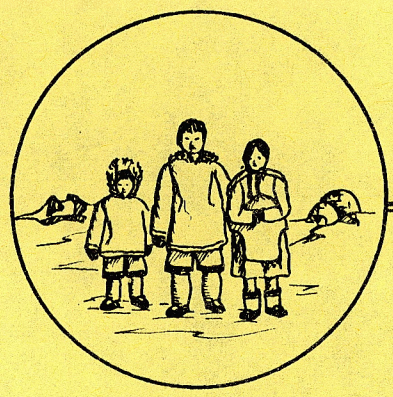
. Spread margene on top. Sprinkle brown sugar and cinnamon on top.

. Roll up and cut in 3/4 inch slices (use thread)

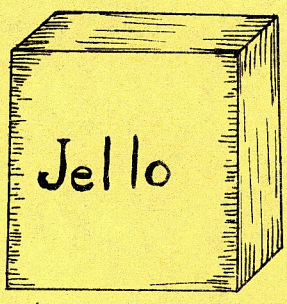
. Place on a greased cookie sheet with cut side up.

. Bake at 425° for 15 minutes.





JELLY POWDER



- adds variety
- adds colour to meals
- easy to digest

WHAT YOU NEED:

1 pkg. jelly powder

1 c. boiling water

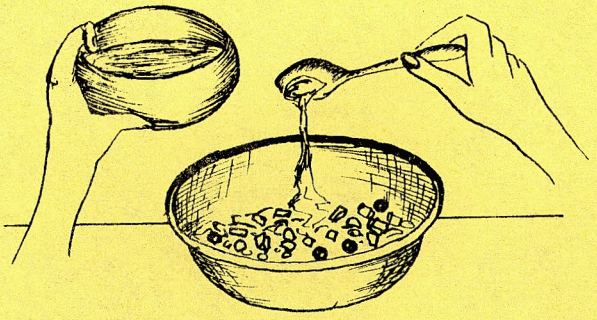
1 c. cold water

WHAT YOU DO:

- Add 1 c. boiling water to jelly powder in a bowl. Stir until powder is melted.
- Stir in 1 c. cold water.
- Let stand in a cool place until set.

COMES IN MANY FLAVOURS AND COLOURS

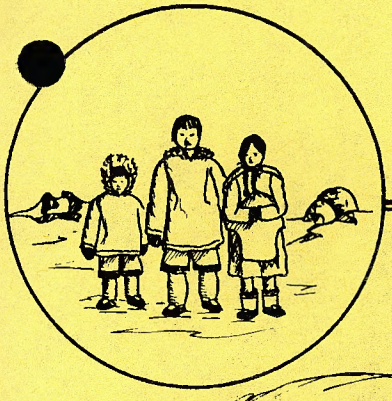
JELLY WITH FRUIT



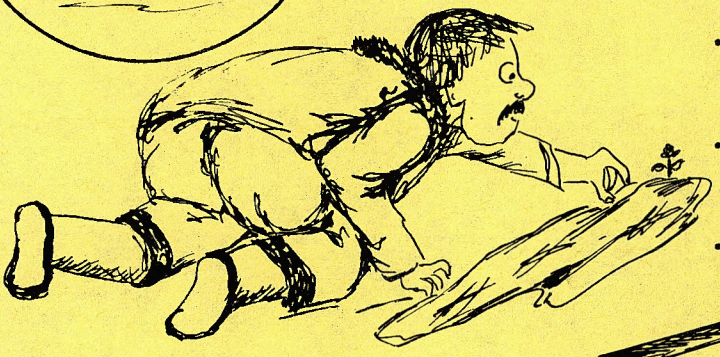
PROCEDURE:

- Mix a jelly powder using the fruit juice from a can of fruit as part of the cold water.
- Chill jelly until it begins to set.
- Stir canned fruit in.
- Chill till set.

DELICIOUS WITH HOT CHEESE BISCUITS

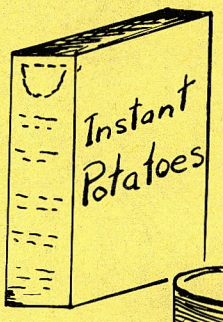


VEGETABLES

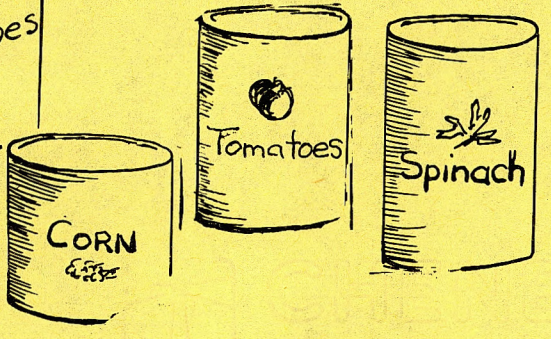


- help keep you healthy
- help prevent constipation
- supply iron for good blood

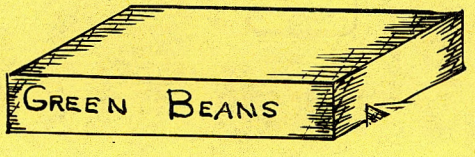
DRIED VEGETABLES



CANNED VEGETABLES



FROZEN VEGETABLES



FRESH VEGETABLES

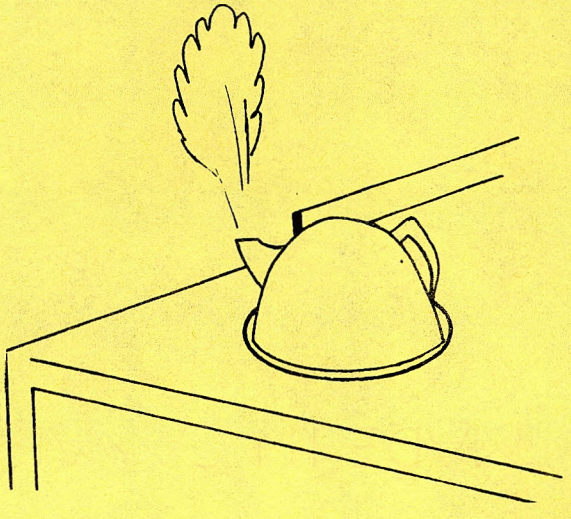
OVER COOKING DESTROYS THE FOOD VALUE

WATER

- essential for health
- ask if the water is safe to drink
- be safe and use boiled water for making liquid milk for drinking

SAFE WATER

- TEA
- COFFEE
- SOUP
- LIQUID MILK if made with boiled water



BOIL WATER FOR DRINKING TO KILL DISEASE GERMS

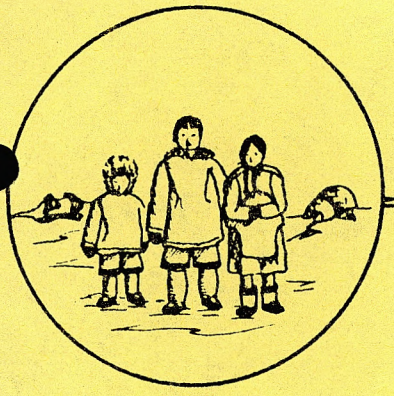
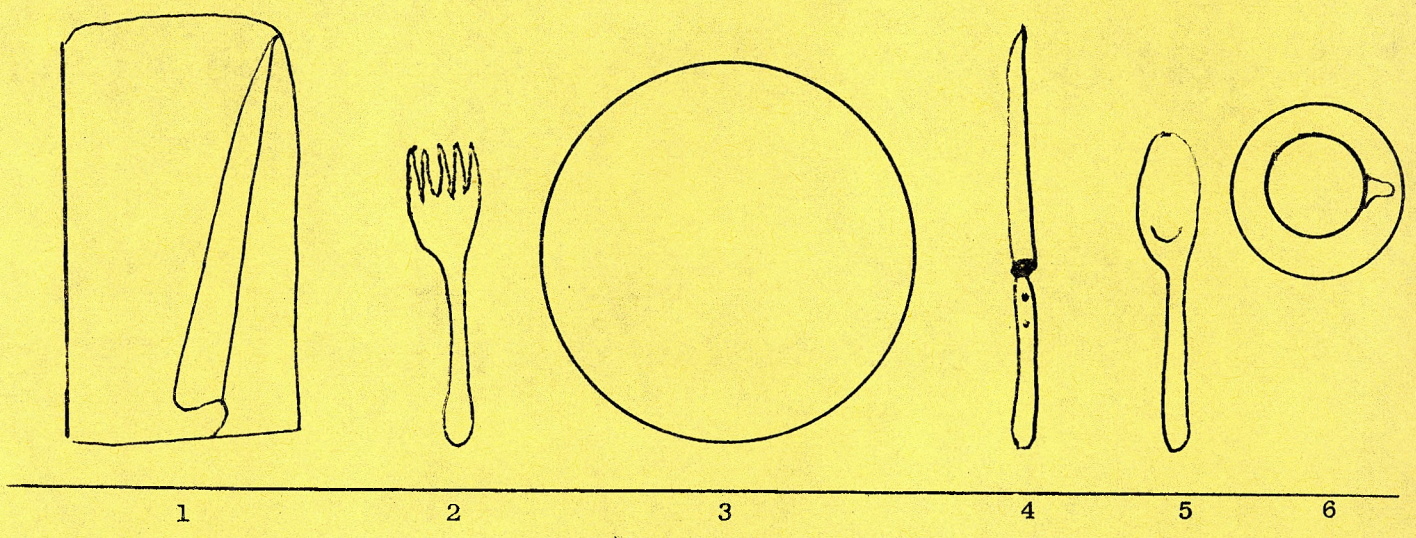


TABLE SETTING



1. Serviette (napkin)
2. Fork
3. Plate
4. Knife
5. Spoon
6. Cup and saucer

SAFETY

The Fire Extinguisher
- How To Use
- What To Do After Using

The Danger of Fire (flip chart)

- How Fires Start
- How to Prevent Fires

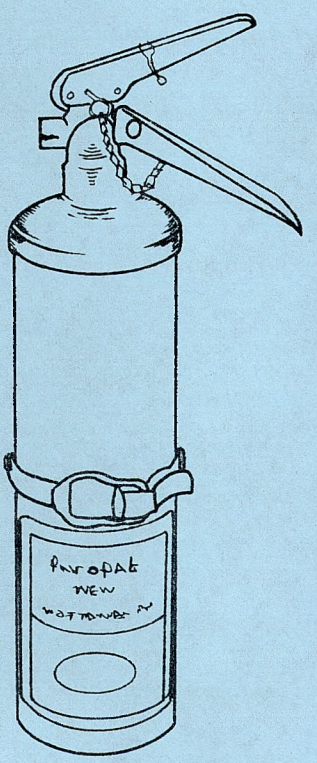
Accidents (flip chart)

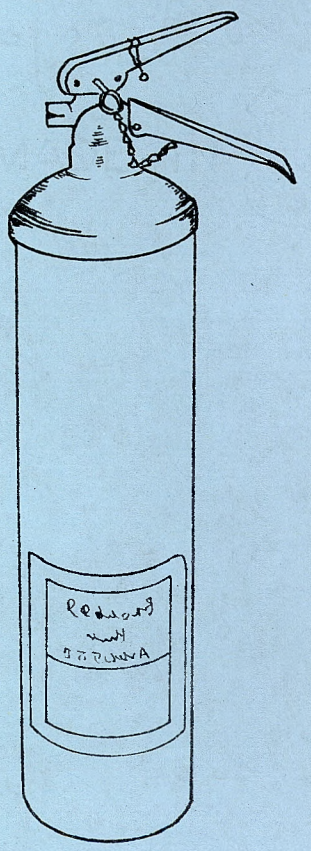
- Scalds
- Falls
- Cuts
- Shooting Accidents
- Burns
- Poisoning - Cleaning Substances
- Medicines
- Choking
- Vicious Dogs
- Sharp Objects
- Electrical Outlets

The two flip charts are supplementary to the Phase II housing booklet.

FIRE EXTINGUISHERS

THIS EXTINGUISHER MUST BE RECHARGED
AFTER USING.
TAKE IT TO THE HOUSING ASSOCIATION.





ᐅᓇ ᑲᑎᑭᑦ

ᐃ ᓗᓕᒫᐅᑲᓂᕆᔨᒃ

ᐊᑐᐊᓂᕐ

ᐃ ᓗᓕᕆᔨ ᔨᓄ

ᐊᔪᓗᑌ

ACCIDENTS

Adult Education
Northern Administration Branch
Department of
Indian Affairs and Northern Development
Ottawa 1967

THIS

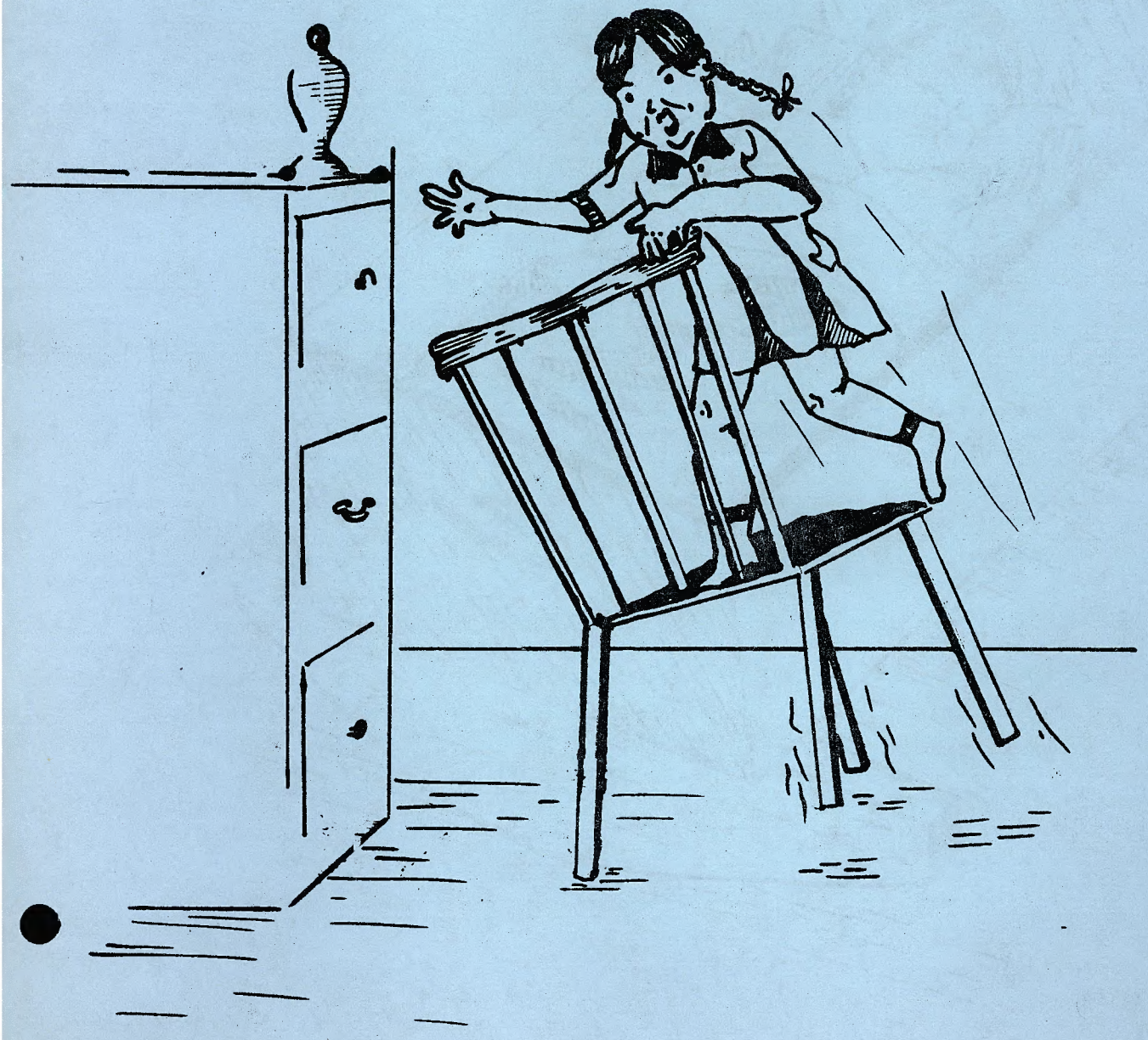
NOT THIS

THIS

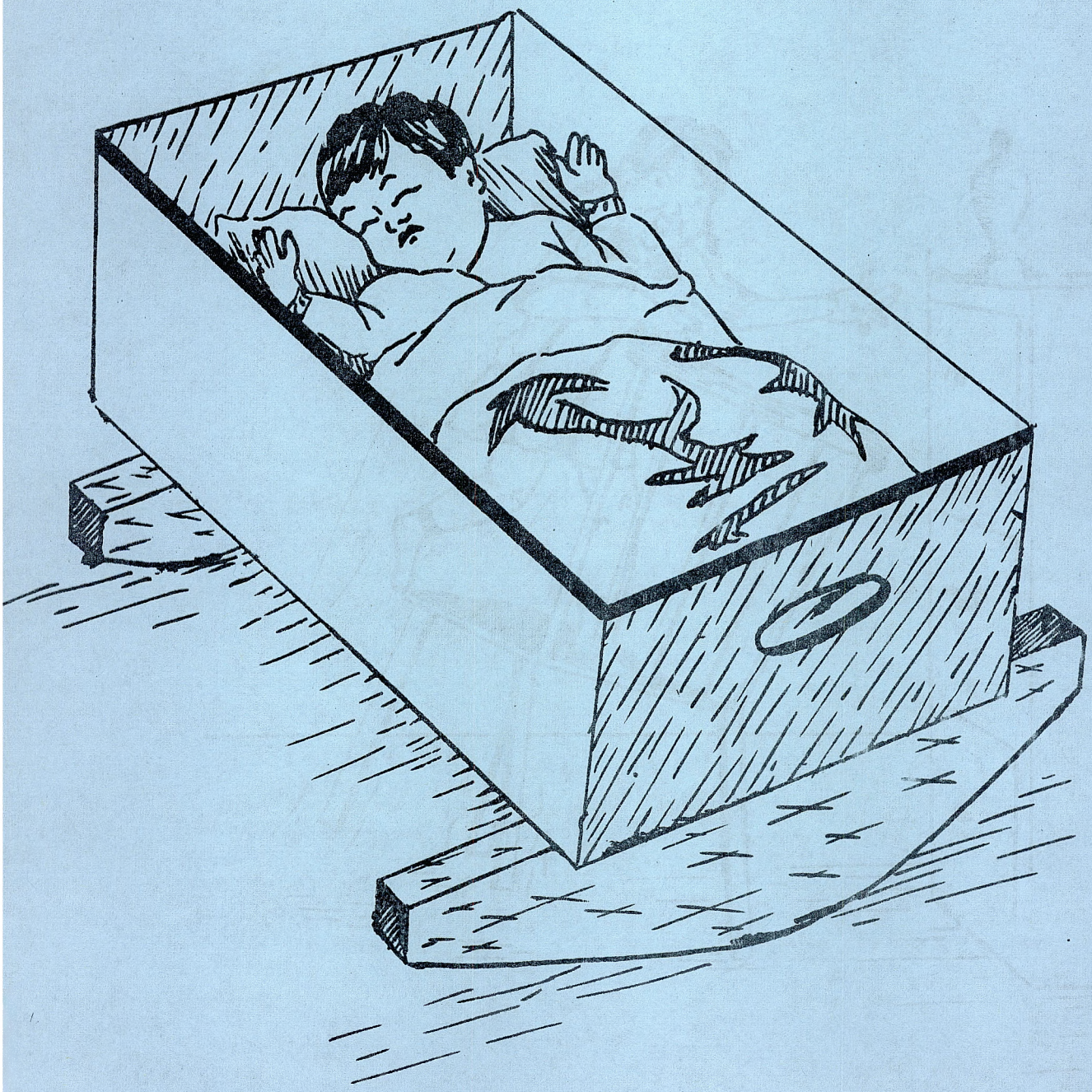
NOT THIS

THIS

NOT THIS



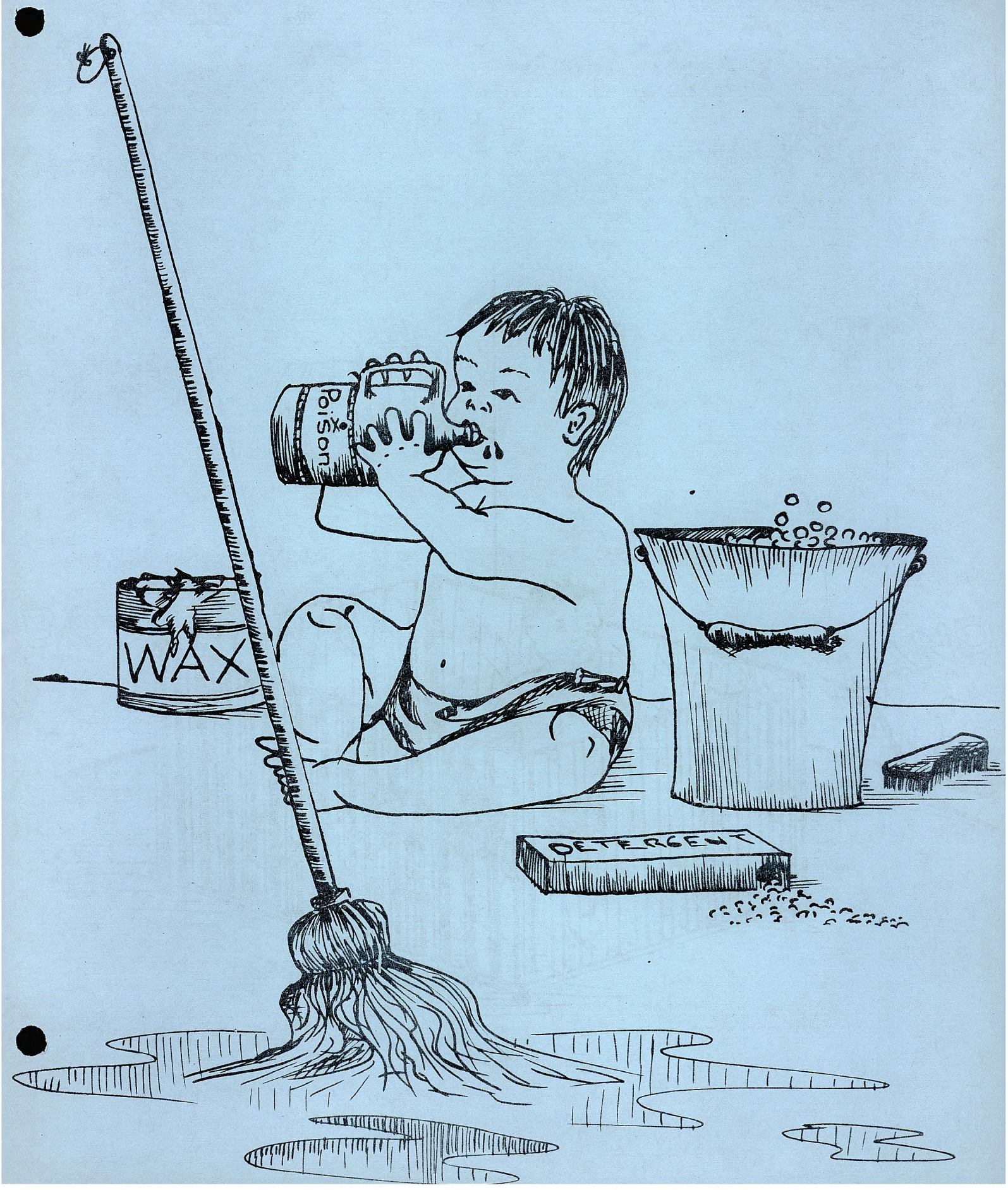
THIS



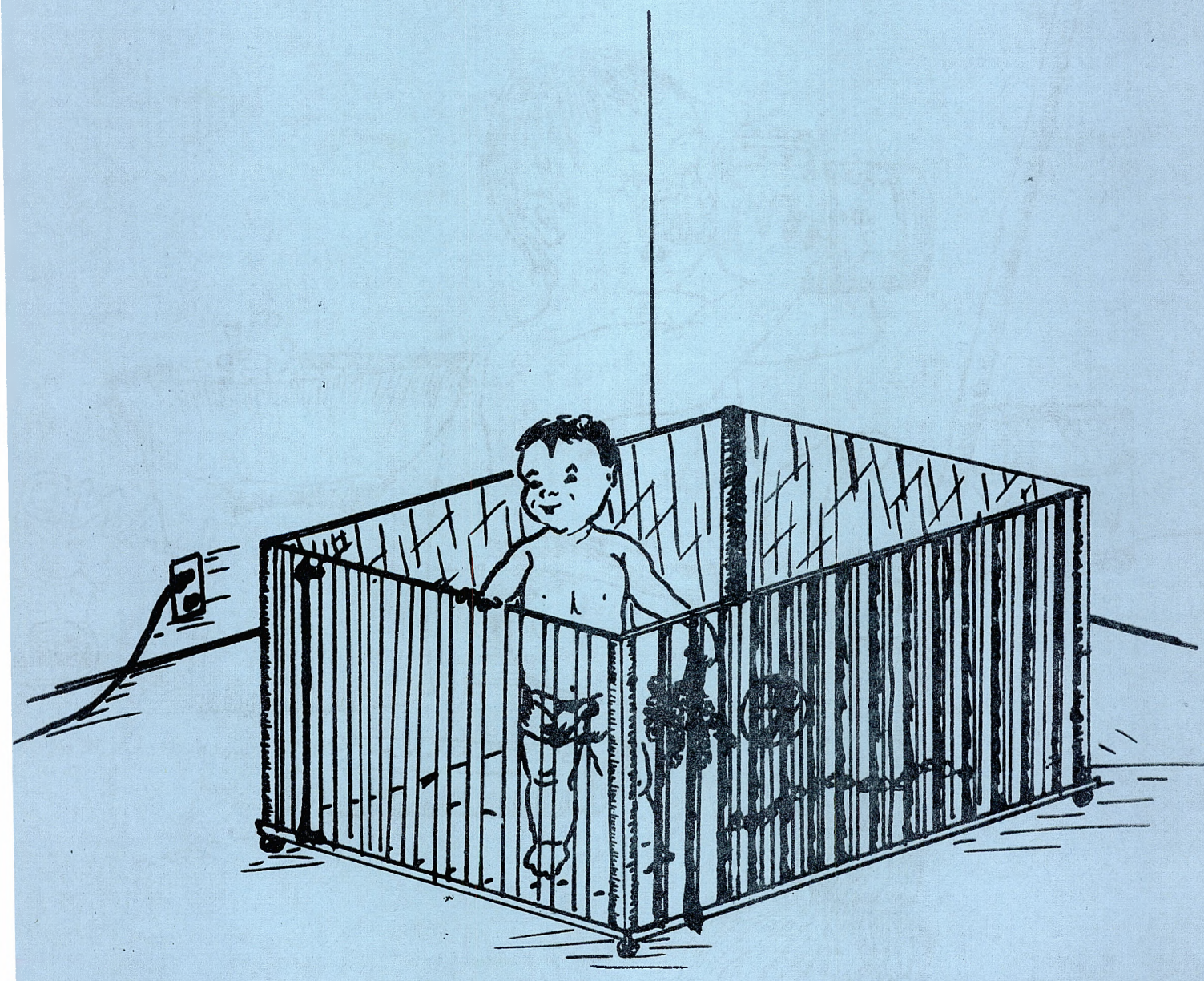
NOT THIS

THIS

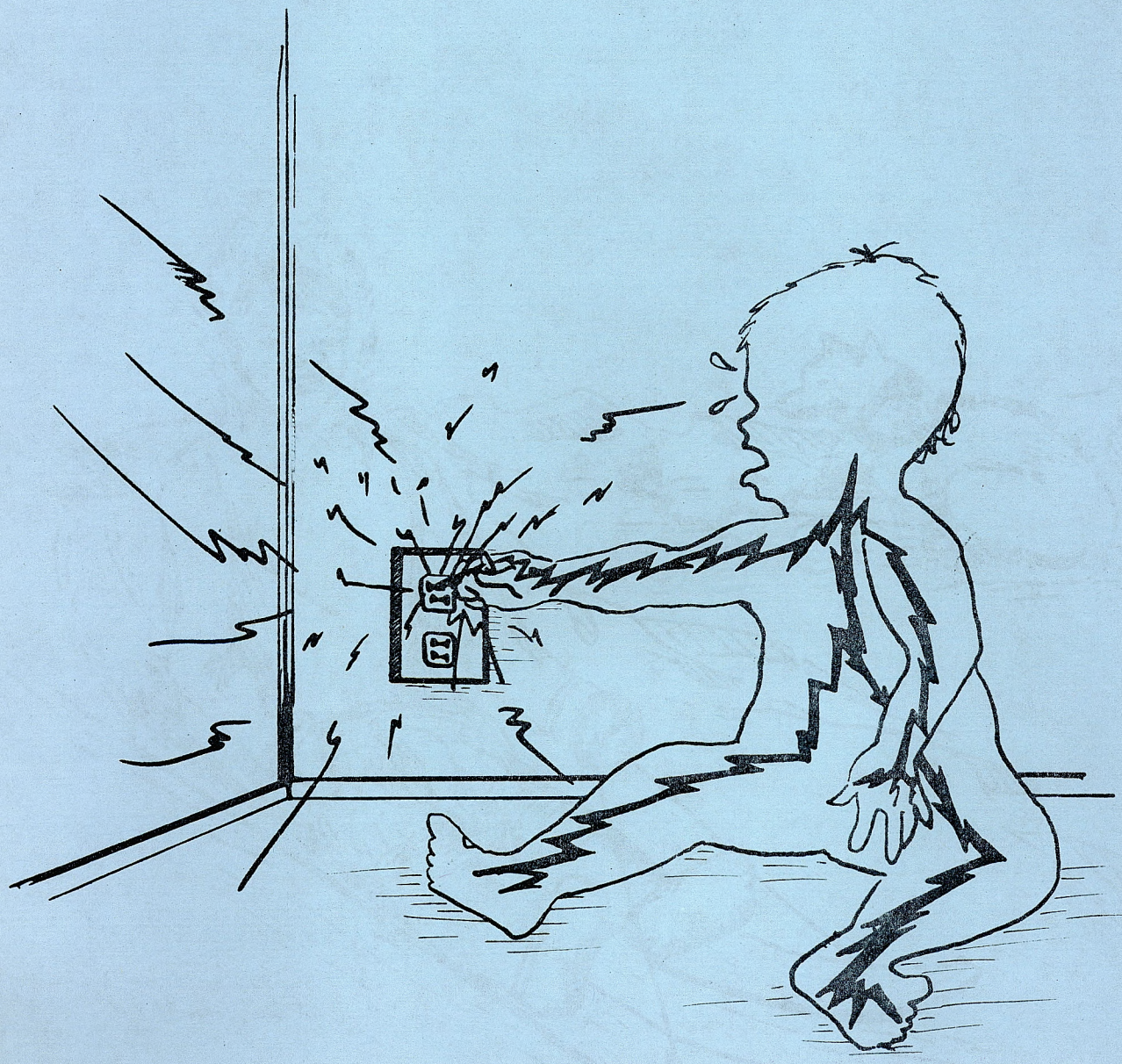
NOT THIS



THIS



NOT THIS

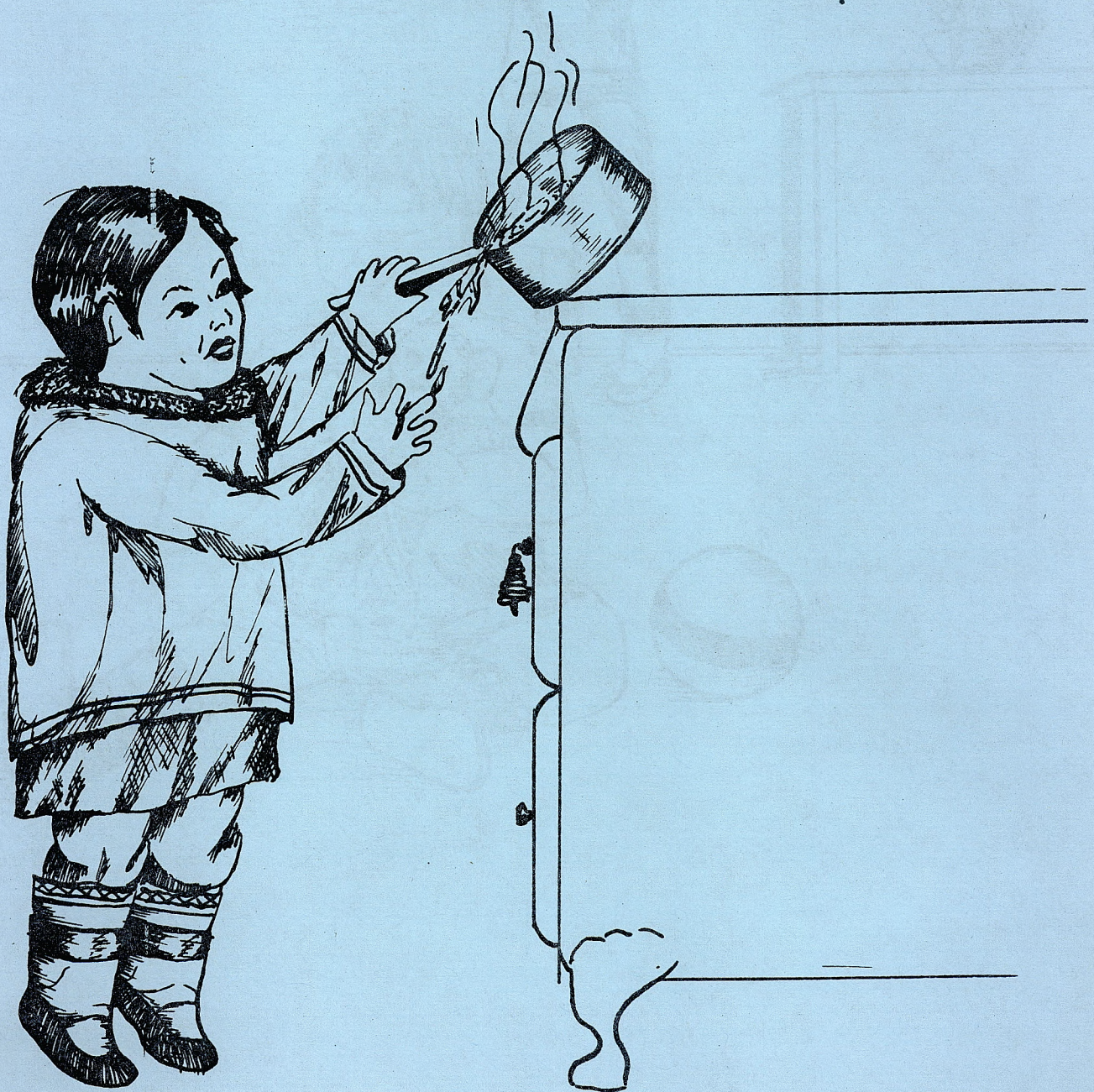


THIS

NOT THIS

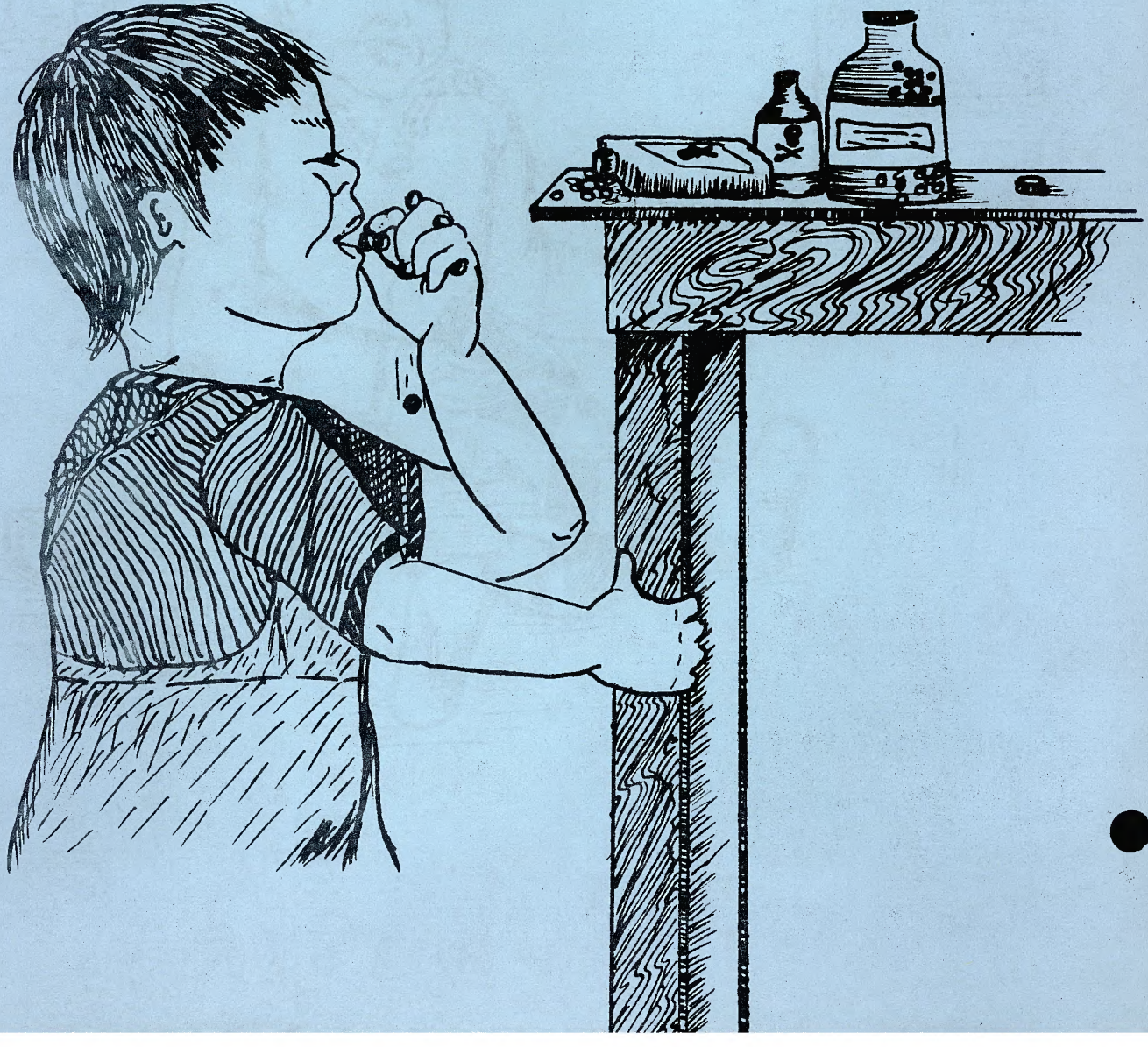
THIS

NOT THIS



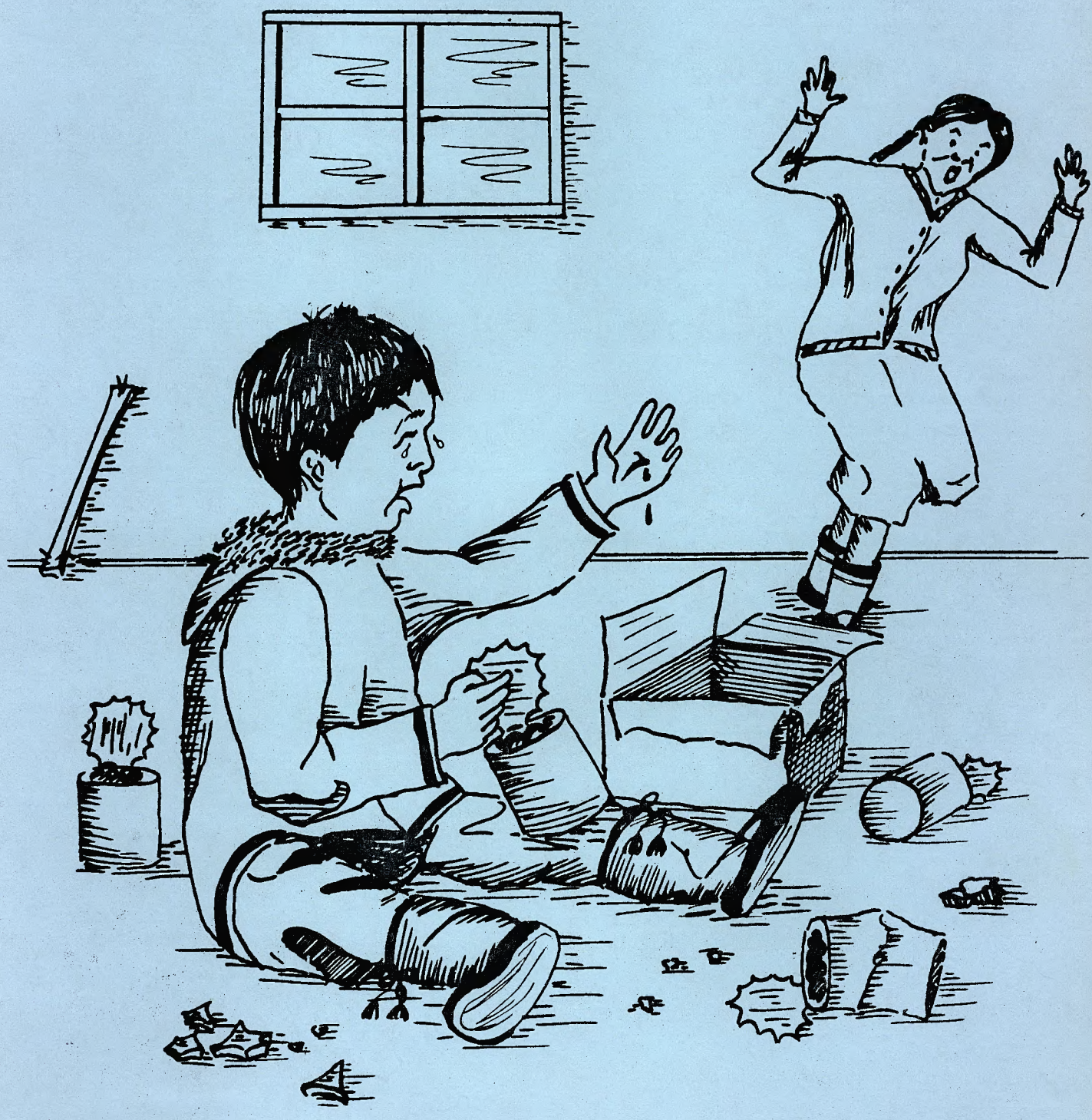
THIS

NOT THIS



THIS

NOT THIS



THE HOUSING ASSOCIATION

The Rental Housing Tenants

The Housing Association Council

- what it is
- what it does

The Tenant Should Know How To Use the Housing Association Council

- what to do - if the roof leaks
- if the house needs painting
- if the bedrooms are cold
- if the house is hot in summer
- if the quota for fuel oil is set too low
- if ice builds up at the base of outside doors
- flies in the summer
- after the fire extinguisher has been used

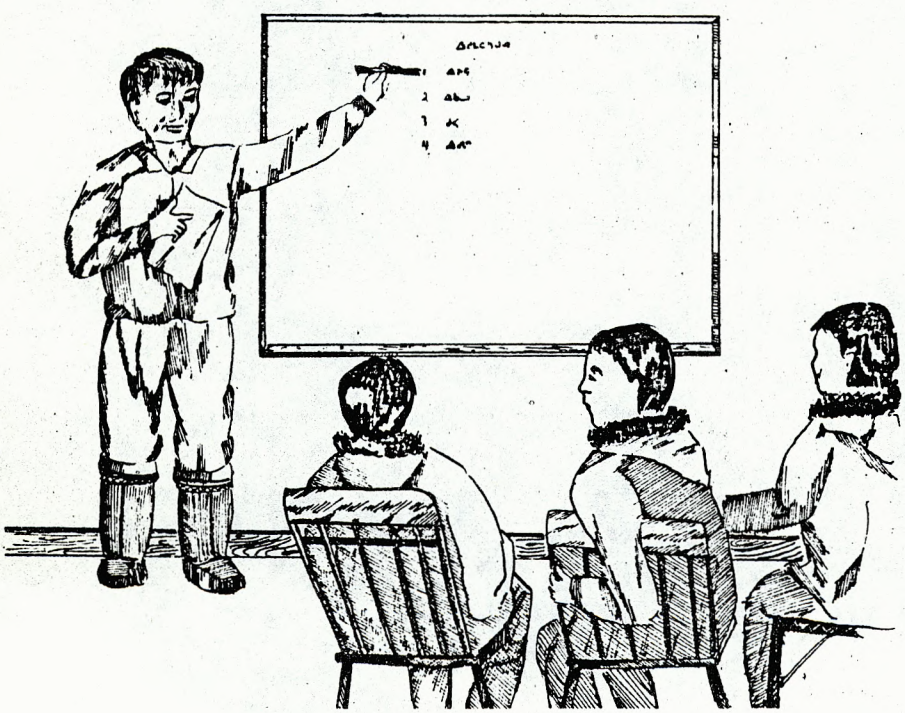
Tenant Responsibilities

Aid for the Housing Association Council

The Housing Educator - Phase I
Phase II
Phase III

RENTAL HOUSING TENANTS

. are Eskimo people living in a settlement who say they want to rent a house from the government.



may elect a number of leaders called ~~delegates~~ members to a Housing Association Council at an annual meeting.

. WILL RECEIVE A RENTAL HOUSE ACCORDING TO THE FAMILY'S NEED AND AVAILABILITY OF THE HOUSES.

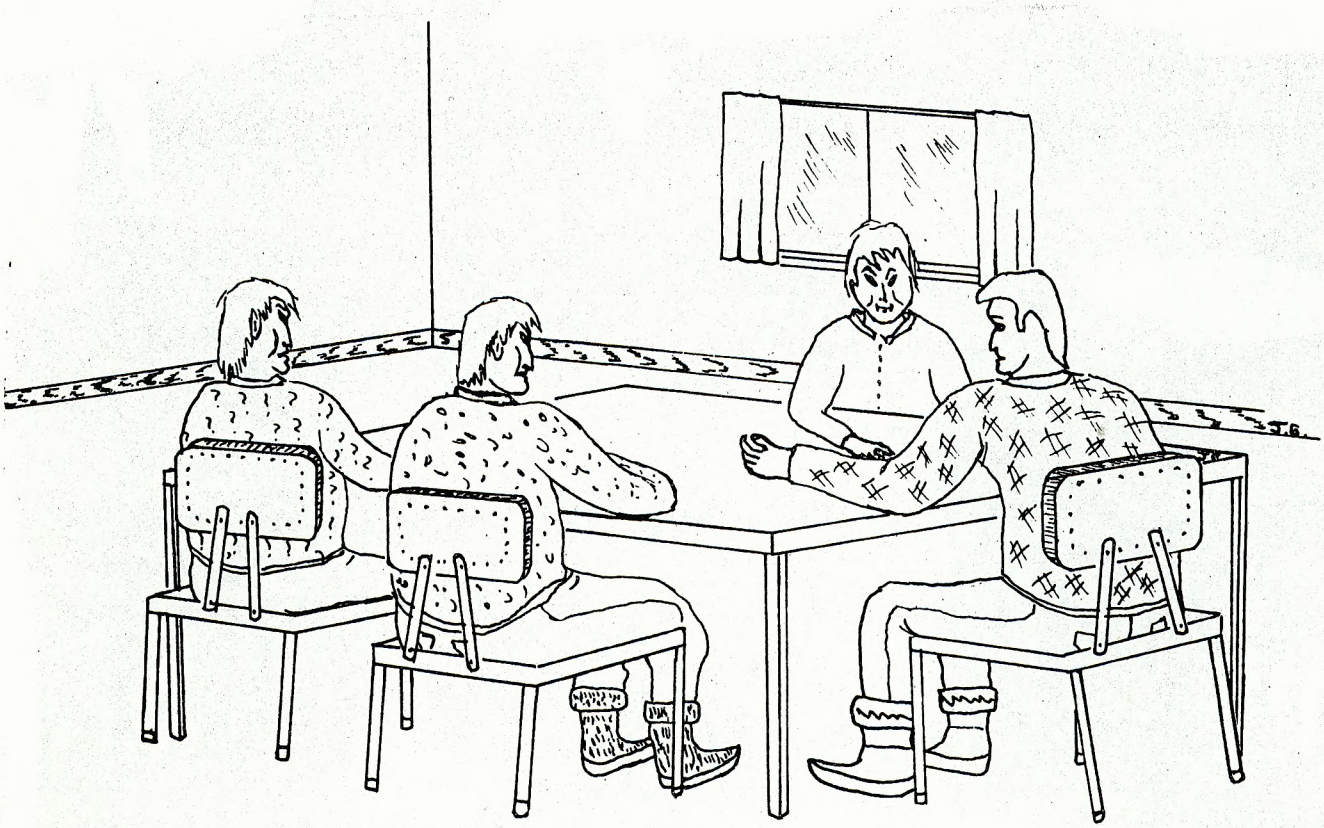
. WILL PAY RENT SCALED TO THE INCOME OF THE FAMILY.

THE HOUSING ASSOCIATION COUNCIL

WHAT IT IS

- a small group of Eskimo rental housing tenants elected at an annual meeting by the rental housing tenants.

- there will be one Housing Association Council member for every ten rental houses in the settlement with a minimum of three members and a maximum of nine members.



THE HOUSING ASSOCIATION COUNCIL

Eskimo Rental Housing — Experimental Edition

WHAT IT DOES

- looks after all things pertaining to the rental houses.
- arranges for water and fuel oil to be delivered to the houses.
- arranges for regular garbage and sewage pick-up.
- arranges for carpenters, electricians and others to do big repairs.
- helps with the collection of rent.
- checks on the condition of the houses.
- tells the Department what the tenants say is wrong with the houses.
- makes suggestions for improvements to the rental houses.
- arranges for exterior painting of the houses.

USING THE HOUSING ASSOCIATION COUNCIL

- The tenant should tell the Housing Association Council

  - if the roof leaks
  - if there are oil leaks from the stove or heater
  - if equipment is defective
    e.g. broken stove damper
  - if there is excessive sooting of stove or heater
  - if the stove or heater are not working properly
  - if the linoleum flooring starts to curl at the edges
  - if wall cracks appear
  - if the water tank or drain pipes spring a leak

- The tenant should use the Housing Association Council to suggest improvements to the houses such as:

  - screen doors for ventilation during the summer
  - one window screened to allow for cross ventilation in summer
  - suggested ways of improving the ventilation within the house
  - building of an ice porch for extra protection during the winter

TENANT RESPONSIBILITIES

Rental Housing Tenants are expected to keep the house CLEAN and do MINOR REPAIRS such as:

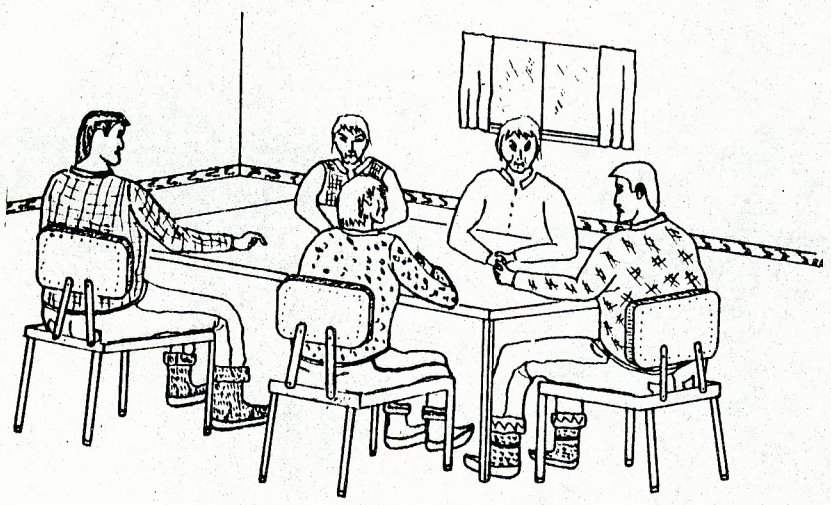
- painting the interior
- repairs to door catches
- replace broken steps
- replace broken windows
- replace burnt-out light bulbs

OTHER THINGS such as:

- staying within the quotas set for water, fuel oil and electricity
- having garbage and sewage ready for pick-up
- protecting the linoleum floors and kitchen counter top from cuts
- replacing furnishings provided with the house
- keeping outer door frames free of ice and snow

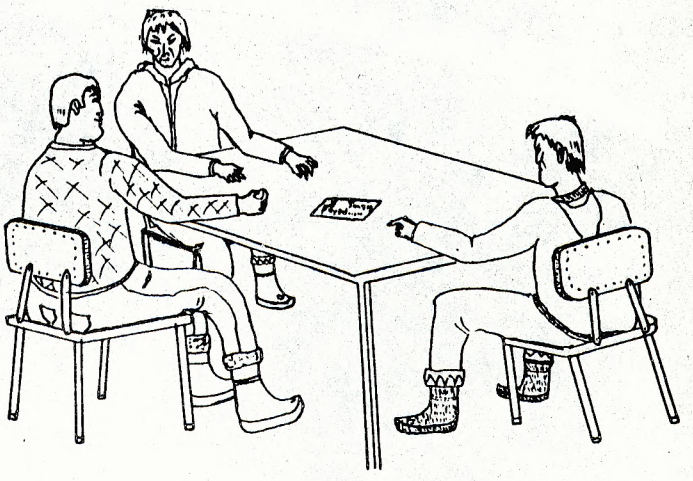
AID FOR THE HOUSING ASSOCIATION COUNCIL

- AREA ADMINISTRATOR will help the Housing Association Council with the rental program.



- The REGIONAL HOUSING CO-ORDINATOR will visit the settlement to assist the Area Administrator and the Housing Association Council with the rental program.

- A SERVICE CONTRACT. The Department will give the Housing Association Council money to pay for servicing and major repairs to the rental houses, and for administration and collection of rents etc.



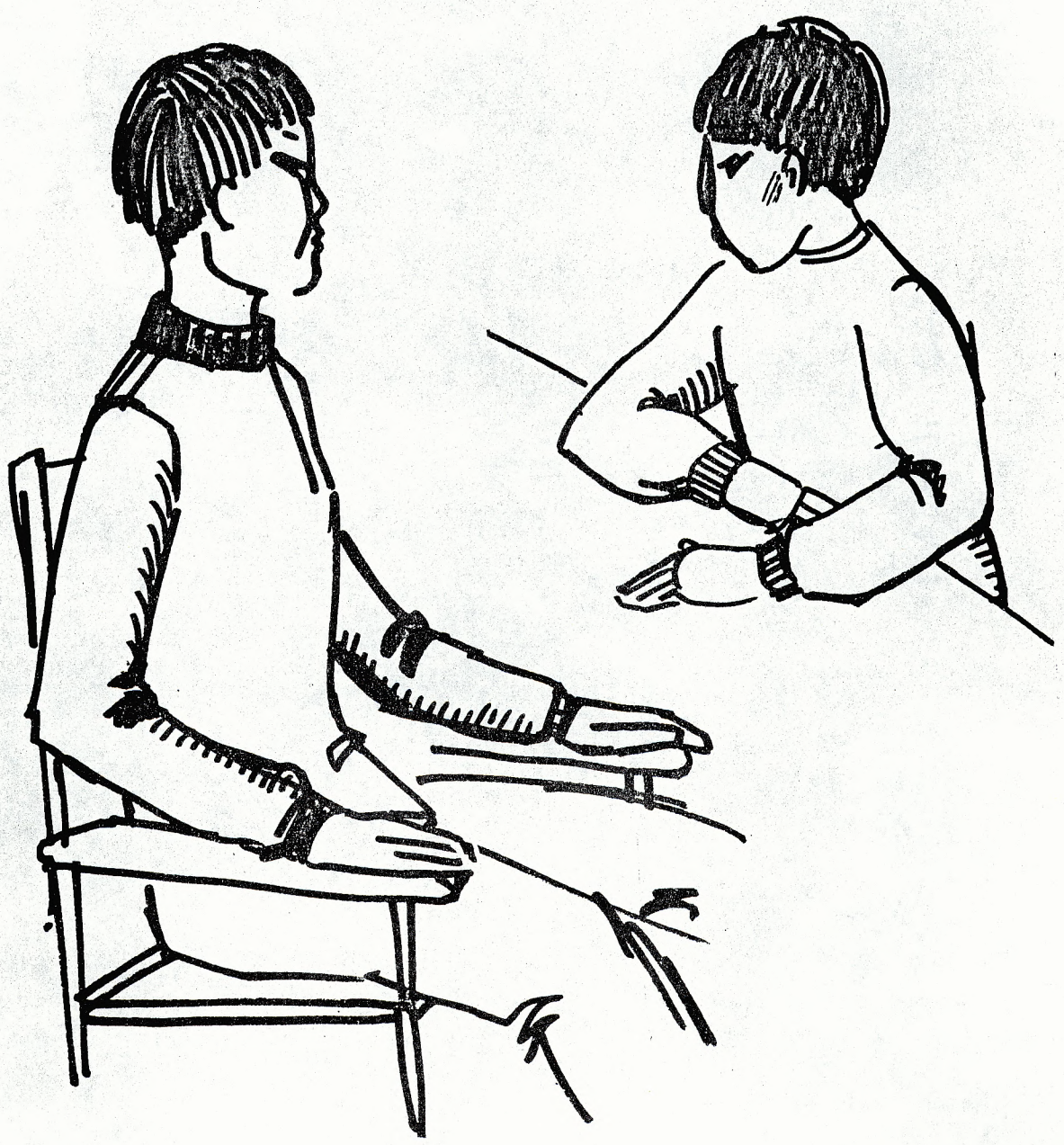
- A HOUSING EDUCATION PROGRAM. Housing Educators will meet and talk with the Housing Association Council and the rental housing tenants about all things concerning the rental housing program.

WHAT TO DO

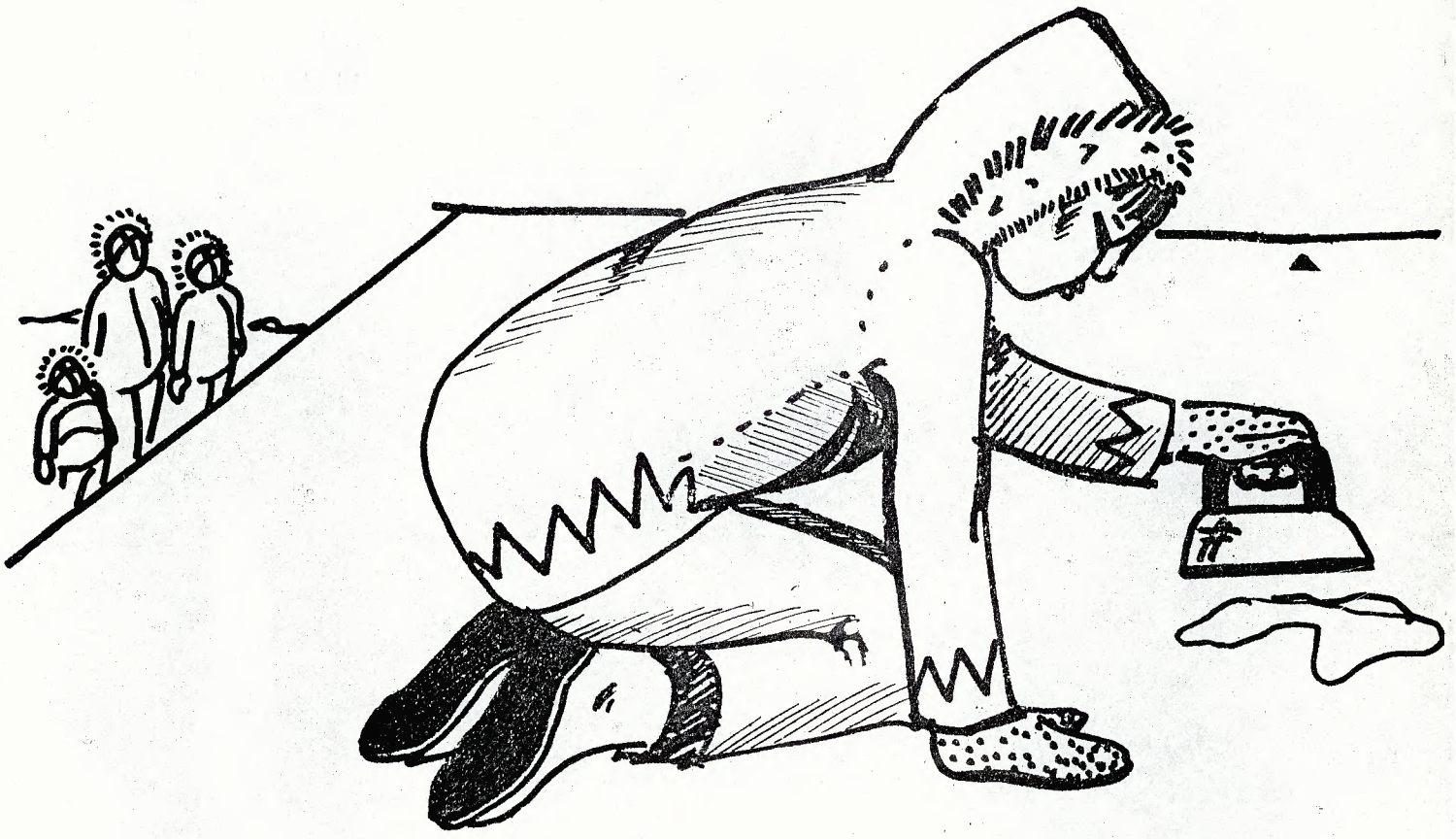
IF THE ROOF LEAKS

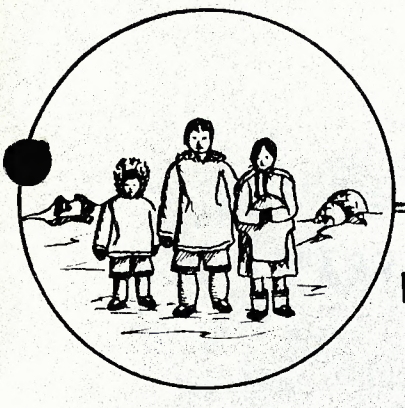
TELL A HOUSING ASSOCIATION

COUNCIL ~~DELEGATE~~ MEMBER



THE HOUSING ASSOCIATION COUNCIL
WILL HAVE THE ROOF REPAIRED





WHAT TO DO

IF THE INTERIOR WALLS NEED PAINTING.

THE TENANT MAY GET PAINT

FROM THE HOUSING ASSOCIATION COUNCIL

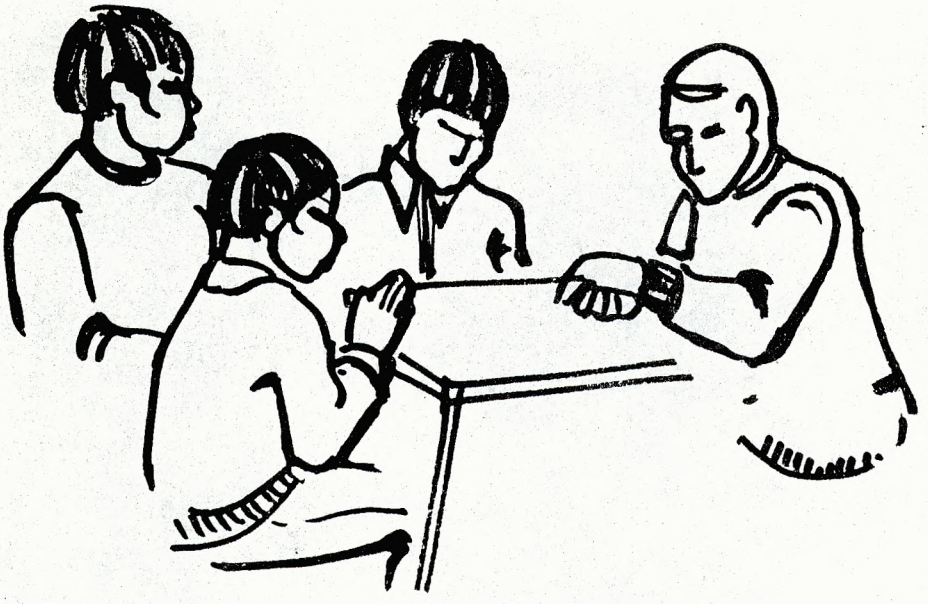
SANDPAPERING WALLS MAKES THEM SMOOTH

TENANTS CAN DO INTERIOR PAINTING

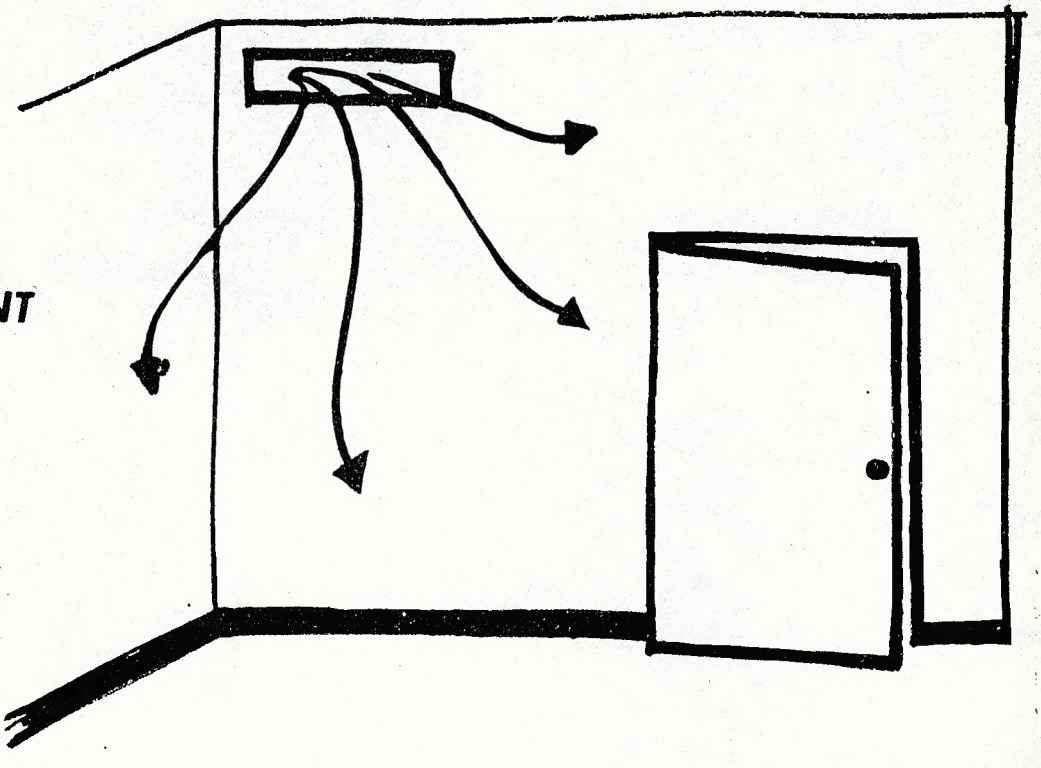
WHAT TO DO

IF THE BEDROOMS ARE TOO COLD

TELL THE HOUSING ASSOCIATION COUNCIL



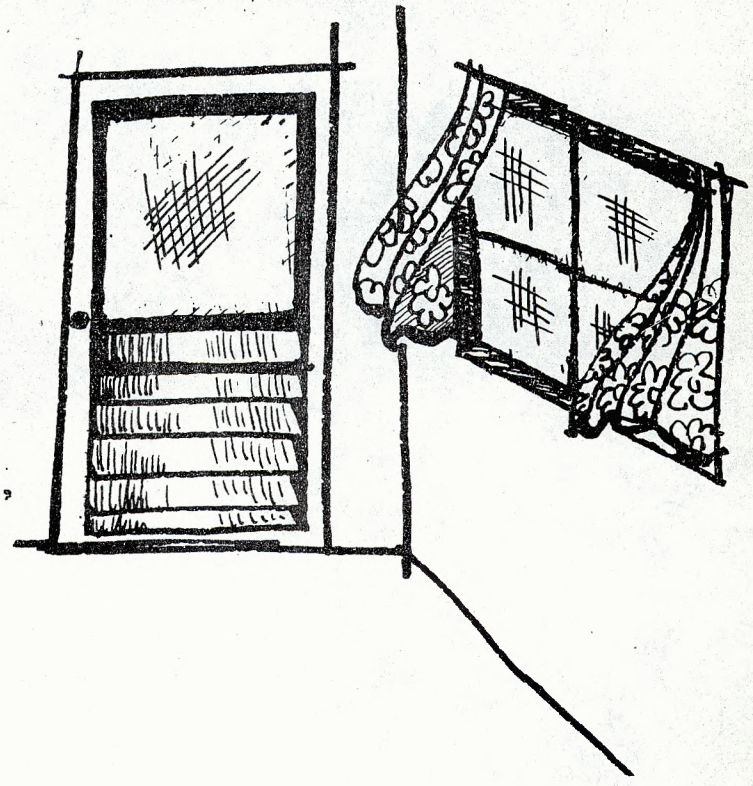
THE HOUSING ASSOCIATION COUNCIL WILL HAVE SOMEONE SHOW THE TENANT HOW TO MAKE AN AIR VENT



WHAT TO DO

HOUSE TOO HOT IN SUMMER?

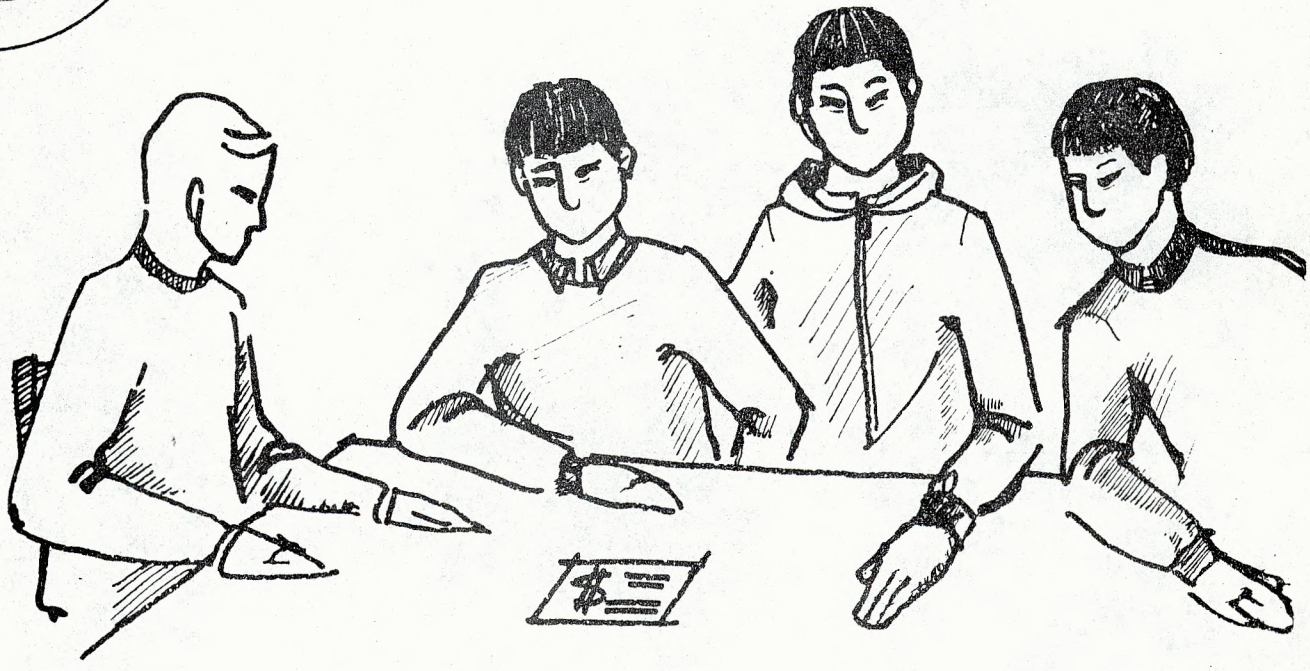
TELL A HOUSING ASSOCIATION COUNCIL ~~DELEGATE~~ MEMBER



THE HOUSING ASSOCIATION COUNCIL MAY ARRANGE TO HAVE SCREEN DOORS AND WINDOWS MADE FOR THE RENTAL HOUSES

WHAT TO DO

IF MANY TENANTS HAVE TO USE EXTRA OIL

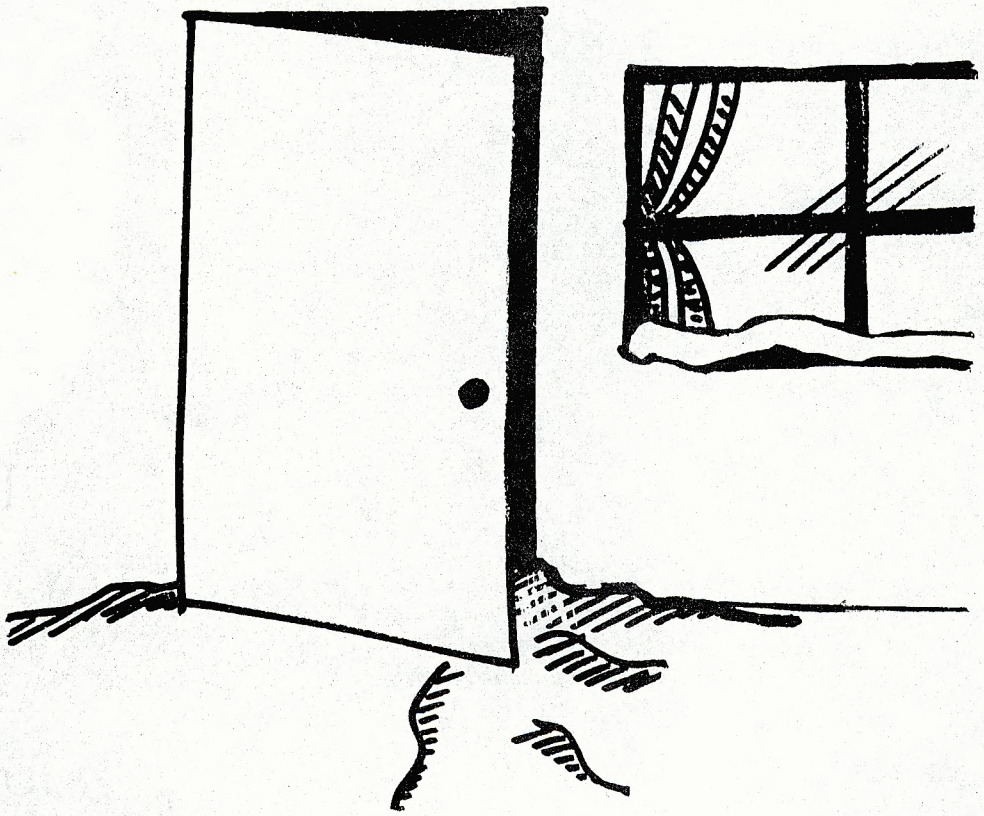


IT COSTS THE TENANT MORE MONEY EACH MONTH

THE HOUSING ASSOCIATION COUNCIL MAY DECIDE TO RAISE THE QUOTA

WHAT TO DO

IF ICE AND SNOW BUILD UP AT BASE OF OUTSIDE DOOR

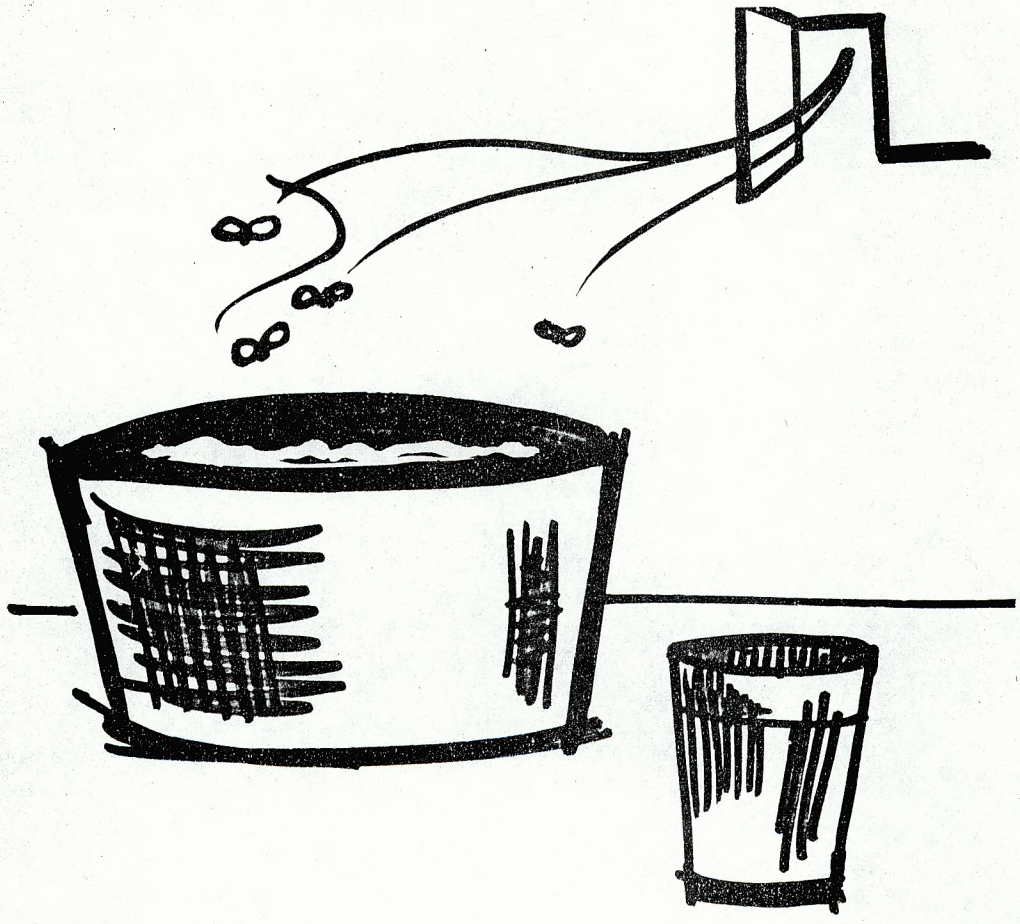


THIS IS SOMETHING THE TENANT CAN PREVENT HAPPENING

THE TENANT CAN KEEP SNOW AND ICE SHOVELLED AWAY FROM AROUND OUTSIDE DOORS WITH A SHOVEL

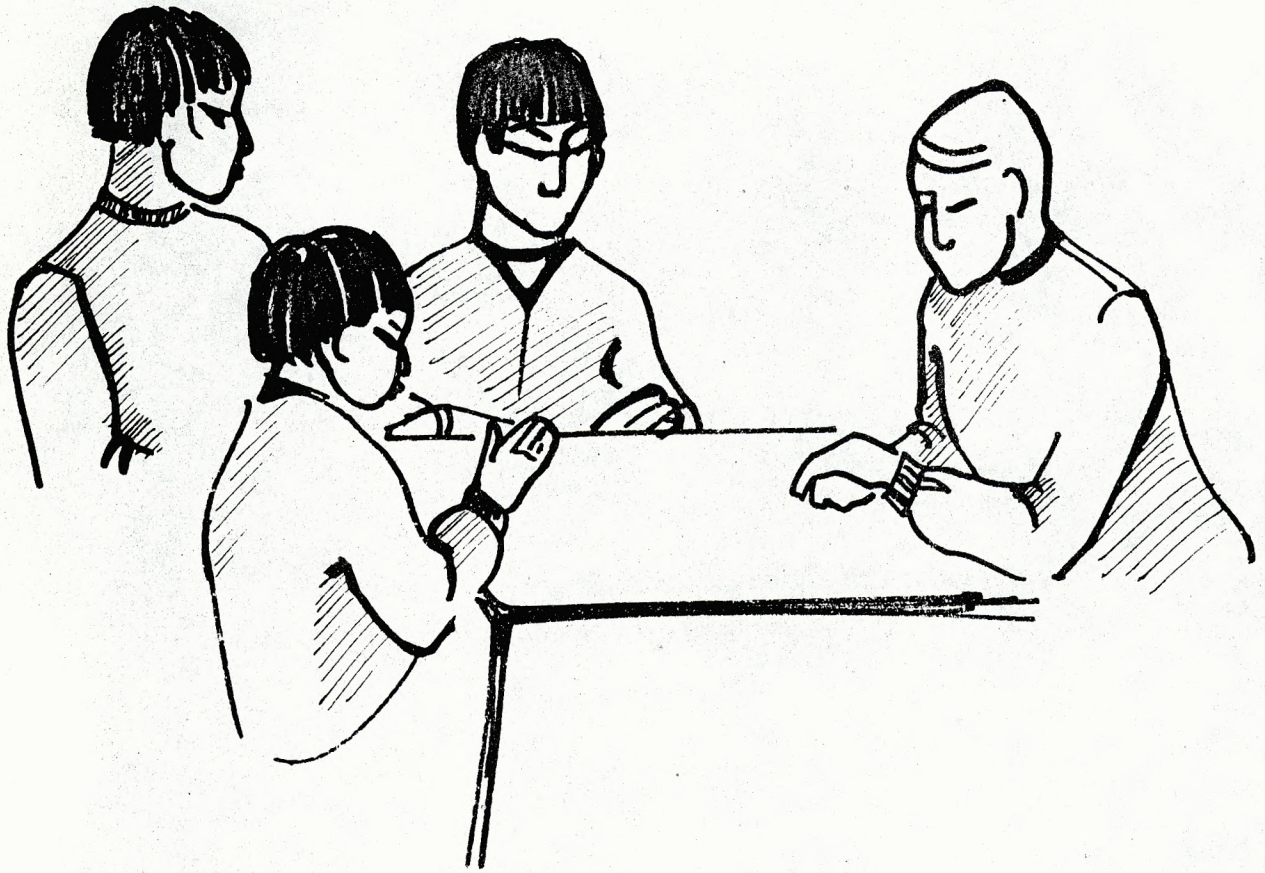
WHAT TO DO

FLIES IN THE SUMMER?

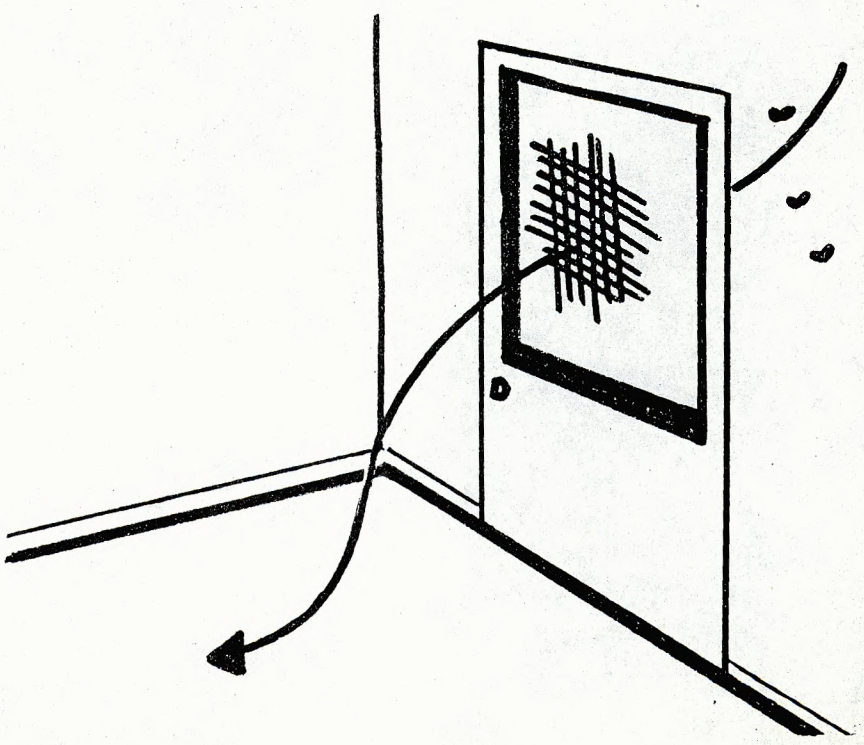


TELL A HOUSING ASSOCIATION COUNCIL ~~DELEGATE~~ member

THE HOUSING ASSOCIATION COUNCIL
MEETS AND MAKES A DECISION



SCREEN DOORS FOR
ALL RENTAL HOUSES



OBJECTIVES AND GOALS OF THE PHASE II EDUCATION PROGRAM

To encourage the tenant to develop initiative and self-reliance in dealing with problems pertaining to the rental house and the new pattern of living.

To provide educational assistance to the Housing Association if requested and if practicable in order to aid the Association in its development.

To encourage the tenant to use the Housing Association as effectively as possible.

To motivate the Eskimo rental housing tenant to assume the rights and responsibilities of a tenant.

To develop acceptance of the house as a means of

(a) making life more enjoyable
(b) providing a more healthful environment for the family
(c) providing an environment more conducive to study for school-age children
(d) expressing their individuality and creativity
(e) understanding subsidization.

To develop certain skills and attitudes that will result in

(a) greater safety in the house
(b) using the house to its full potential
(c) an awareness of the need for developing habits of cleanliness and sanitation.

To foster belief in the importance of maintaining and developing their cultural identity

(a) in the community
(b) as a Canadian.

EMPATHY

It's feeling someone else's pain; it's thinking his thoughts; it's wearing his skin. More of it is needed in today's world.

Two centuries ago or so John Woolman walked barefoot from Baltimore, Md., to Philadelphia, Pa. He did it in order to receive in his own body the impact of the torture that Negro slaves suffered when they were compelled to walk barefoot over long distances. It gave him a better understanding of slavery.

He had empathy.

Empathy and sympathy are brothers who look alike, yet are different. When we have sympathy for another, we feel compassion because of his misfortune. He has a toothache, and we are sorry he has to endure that pain. When we have empathy, we go further and feel the ache as though it were in our own tooth.

Empathy is that trait that led the Sioux Indian to pray: "Oh, Great Spirit, help me never to judge another until I have walked two weeks in his moccasins." It is the bitter cold that cuts into our flesh in mid-Winter because our neighbor has no overcoat. It is the president of a bus company riding busses to get the feel of the service his corporation is rendering, so he can better adapt it to the needs of the public. It is seminary students putting on worn-out clothes, living in the skid row of a large city, as bums, on 75 cents a day, sleeping on park benches or under bridges or in bug-infested flophouses, in order to know from experience what the life of a down-and-outer is like. It is the thoughtfulness of a woman whose illness has put her into the hospital for a long stay, and who writes friendly notes to other new patients to help them overcome the loneliness which she had felt and they must feel.

He walked from Baltimore to Philadelphia, and he suffered as the slaves had suffered.

Charles Lamb, the English writer, said about another person, "I hate that man." The one to whom he spoke replied, "Why, I didn't think you knew him." "I don't know him," said Lamb. "If I did, I couldn't hate him." Our dislike for another is softened and our appraisal of him comes closer to the truth and fact when we understand how he got that way.

The practice of empathy would revise some of our opinions about others. It would reduce the element of emotion in many a situation of tension. It would help some folks who are disturbed about "the young people" to think more realistically about them. A young woman who applied to a family for work as a governess caring for their children was asked about her qualifications for such work, and she said, "I was a child once myself."

One wonders if some critics of young people were ever juveniles themselves. If in our imagination we face the world from teen-agers' points of view, if we are the target of the enticements to foolish conduct that assail them, if we sense their hunger for recognition and approval, we would be more inclined to show them a friendly interest and concern. We would marvel that they are as strong and sensible as they are. Empathy would inspire more support for character building agencies, more support for junior league baseball teams, more willingness on the part of some men to be Scoutmasters. And the so-called "wildness" of a very small percentage of our youth would be seen less as rebellion and more as an appeal for help.

Empathy would give us a better insight into the economic and political problems of other countries. For example, it would help us to view in a different light the appeal that communist propaganda makes to an underprivileged country's people whose day's work buys a third, or a tenth, as much food and clothing as does a day's work in the U.S.A., for instance.

Empathy would help in our thinking about race relations. What would life be like for whites, for example, if compelled to go about in black skins?

Empathy would make the truth about others more evident. It would incline us to be more fair in our differences with others; it would build goodwill and better friendship; it would be beneficial to all concerned. We would profit more and serve better if we practiced empathy.

July, 1967
The Rotarian

ROCKLAND B©MB
MADE IN CANADA

MOTIVATIONAL CONTROL OF LEARNING

Learning and motivation are inseparable. Any arrangement designed to encourage learning must provide for motivation as well.

Motivating learning:

(a) through controlling the behaviour of the learner
(b) through the learner setting his own goals

Controlling the Behaviour of a Learner

Choice of goals is important. Satisfaction comes from making progress, from doing a good job, from working along with others or from living up to expectations.

Success or failure depends upon the difficulty of the task. The level of aspiration should involve something or some goal within reach through sustained effort. Satisfaction comes when the goal is reached. The level of aspiration is determined by past successes or failures. Repeated failure lowers the level of aspiration; repeated success will raise it.

In developing interests, persons tend to select those in which they can be successful.

Two types of motivation may be used:

(a) Intrinsic where the goal set is a natural or inevitable one.
e.g. A man or woman who learns how to write in order to communicate with a son or daughter attending school will derive satisfaction from being able to do this.

(b) Extrinsic where the goal is arbitrarily or artificially set.
e.g. A man or woman who learns how to write in order to pass an examination to get a certificate.

Reward and punishment may be involved. Psychological experiments suggest that punishment is less effective than reward.

One of the greatest problems in education are those people who appear satisfied with poor or mediocre performance. The goal of improvement is open to all; leading the class only to a few.

Success raises self-esteem so that problems are attacked with confidence and tasks become more attractive.

To encourage a "will to do" consider these things:

Provide several designs. There is a better chance of meeting each person's needs and desires.

Display interesting projects. It is important that they are within the capacity of the person.

Give the person an opportunity to select whenever possible.

Ascertain interests and try to further these interests.

Sell the proposed project skillfully. Discuss how it is used and what they will learn when making it. From a psychological point of view, the important factor is the amount of enthusiasm that is aroused.

HOW TO USE AN INTERPRETER

Nowadays many Canadians have to use interpreters either in the far North, or for supervising Overseas Aid programs, or for countless other purposes. In the developed countries the people you deal with will normally speak English, but as you go farther afield there is an increasing likelihood of needing an interpreter. If you are one of these people, a few basic rules will help you make yourself understood, and at the same time avoid costly mistakes.

Rule 1 - Get to know your interpreter. Discover the range and capability of his/her mind. Does he/she have a condescending attitude toward the less educated?
Does he/she pretend to be superior, which will seem as though it came from you?
Does he/she understand what you are doing and how it can affect the people you are working with?

Go through the whole program with your interpreter and make him/her enthusiastic. Develop the interpreter as your friend, ally and assistant. Let him get to know you and the kind of things you are likely to say. Keep in mind that your interpreter will be loathe to admit that his language is short of words and incapable of conveying subtle or complicated meaning.

Rule 2 - Take time to learn the common greeting terms. Among underdeveloped people the greetings are often quite formal and stylized. Learn and use them everytime you meet someone or go into someone's home.

Rule 3 - Find out what the obvious pitfalls are. If it's traditionally a woman's job to do something, there's no use trying to interest the men.
Try to discover what your overall attitude should be. Sometimes you can kill an idea by being too enthusiastic.
Watch that North American characteristic of friendly informality. The people may regard it with suspicion or even as bad manners.

Rule 4 - When you call a meeting, greet them in their language first, then proceed in English.
Be careful to act dignified. People who have few possessions and small accomplishments are the easiest to offend.

Rule 5 - Say one sentence at a time, each containing a single thought. e.g."I have come to talk to you about the new rental houses which will arrive here in October." At the words "which will arrive here" start to drop your voice as an indication to your interpreter to be ready to speak. In this way continuity can be retained without awkward pauses developing. This may sound difficult but it is really quite simple once the interpreter understands the pattern.

Rule 6 - Use direct simple language.

Rule 7 - When you have finished speaking, thank the chairman and the people for listening, then ask if they have any questions.
Be patient during questions; the people may consider it improper to ask questions that are direct and to the point, or their questions may be designed to test your patience and sincerity.

Phase II
Adult Education Program
Eskimo Rental Housing

BRIEF LIST OF ESKIMO GREETINGS

AND

SIMPLE PHRASES IN FREQUENT USE

1.	Hello	-	There is no equivalent - most Eskimos use the English word to white people
2.	My name is (Elizabeth	-	Elizabeth Uvunga
3.	Yes	-	Ee
4.	No	-	Akga
5.	Goodbye	-	Tagvauvutit (or Tagvauvusi to several people)
6.	What is your name?	-	Keenauveet?
7.	May I come in?	-	Issigonak punga?
8.	Please come in	-	Issidlauvit (issiluuritshi)
9.	I am glad to see you	-	Takkulinakit Alianai
10.	If I can be of any help to you, please tell me	- -	Kishutvinagmut Ikayugonakkuma, Okaukilaurit
11.	I am cold	-	Ikki: or Keolinkpunga
12.	Tea?	-	Teamik? Teatuyomaveet?
13.	Can I help you?	-	Ikayuyonakpagit?
14.	May I help you?	-	Ikayulauglanga?
15.	Your baby?	-	Nutarainuna?
16.	Your Mother?	-	Ananairuna?

...2

17.	Your Father?		-	Atatainuna?
18.	Your Sister	Girls older	-	Angayupeuna?
		Girls younger	-	Nukakpeuna?
	Your Sister	Be Boys	-	Nayakpiuna?
19.	Your Brother	Boys older	-	Angayupiuna:
		Poys younger	-	Nukakpiuna?
	Your Brother	Girls	-	Anikulupiuna?
20.	Welcome		-	Tuyungniarit! (many -- niaritsi)
21.	Are you will?		-	Kanoitpeet?
22.	Is something wrong?		-	Ayungnaktok hak pa?
23.	What has happened?		-	Shuvago?
24.	Very good.		-	Pivyuk.
25.	Thank you.		-	Kuyanamik.
26.	I will be at home in the morning.		-	Udlukut anilkaniak punga
27.	Iwill be at home in the afternoon.		-	Udlukut anilka niak punga.
28.	I will be at home after supper.		-	Unu anilkaniak punga.

..3

29. One o'clock - Wongukpuk or Atausinyukpuk

Half past one - Wongokpok abvalv

(For other numerals use 2, 3, 4, etc., as English, followed by gokpok don't worry about quarter hours!)

30. Do you understand? - Tukisiveet?

31. I don't understand - Tukisingilanga

32. Make a drawing: - Adjingwaliokutinai:

33. Too hot. - Onaluakpok

34. Too cold - Keoluaktuk

35. Too fast - Tuaviluaktuk

36. Too slow - Shukailvaktuk

37. Very beautiful - Pitsiak

38. Do you like it? - Piyugiviuk?

39. Did you make that? - Shanalauk pivk?

40. You teach me. - Illisayau vinga.

41. I make many mistakes. - Tamma sarait punga.

42. I am nervous. - Jlirashuk punga.

43. Good luck. - ?

44.	Happy?	-	Kuviashukpeet?	(one)
45.	Sad?	-	Kuviashungilutreet?	(one)
46	Please have patience with me.	-	Not really used.	
47.	You are doing very well.	-	Tuimatsiak.	
48.	Am I interpreting anything?	-	?	
49.	I will draw it for you.	-	Tiriganiak punga.	

How To Give A Demonstration

The whole subject of lecture-demonstration techniques is a challenging one, especially because of the increasing popularity of such presentations, their use on television and their value as a quick method of showing by doing.

To hold attention the demonstration must be interesting, smoothly presented and somewhat dramatic.

Two factors are especially important:

1. Adequate planning based on the selection of facts.
2. Knowledge of the subject with logical organization of material.

Before the Demonstration

A. Plan the subject or theme of the demonstration - -

1. Consider type of audience and plan to suit age group, income level, interests, etc.

2. Choose a theme that will carry out the purpose of the demonstration, e.g. to promote nutrition, how to use a piece of equipment, how to accessorize a room, etc.

3. Make the subject timely and interesting. Choose a clever title as it provokes interest, e.g. "Inner Secrets" (girdles), "A Good Closing" (how to put in a zipper), "Soup's On", etc.

B. Plan the introduction carefully. It should - -

1. Get attention - - humourous, timely, dramatic, etc.

2. Get audience favourably disposed to the speaker.

3. Unfold major purpose of the demonstration.

4. May include a finished product or standards to be achieved.

C. Prepare direction sheets or recipes that will develop the theme. These can be given to the audience for their reference during the demonstration.

D. Plan the setting and equipment - -

1. Arrange the "stage" so that the audience gets the best possible view of the action.

2. If possible, have a mirror suspended at an angle over

the work area so the group have a close-up of the demonstrated techniques.

3. Use the best available equipment and arrange conveniently with the supplies in order of use.

E. Plan your appearance - -

1. A crisp, attractive white uniform with white polished shoes are highly approved for food demonstration work. However, a trim tailored cotton dress in a pastel hue may be more flattering to the individual and lends an informal air.

2. Good grooming, a conservative ensemble, and erect posture give an appearance of ease and poise.

F. Make a work plan - -

1. Make a plan for the work to be done during the demonstration.

2. Make a list of all supplies and equipment needed.

3. Consider discussion points to use during the demonstration.

4. Consider any examples to be shown during the demonstration.

During the Demonstration

No matter what the specific purpose is, always stress tested information, sound principles and techniques, exact measurements, facts, importance of good management practices, how to achieve top quality, and practical short-cuts and variations.

Aim to keep the logical order of the demonstration but be prepared to make some quick switches in the plan if necessary.

Speak clearly and in a pleasant tone. If you know your subject well, you will be able to achieve the effect of informal conversation.

Look at the audience as much as possible. Be friendly.

Summarize the major points at the end. Visual aids may be helpful - - blackboard, posters, etc. Display the finished product attractively. Ask for questions or comments.

After the Demonstration

Your own analysis is important and will help you for the next time.

1. Did you enjoy giving the demonstration?
2. Did you work neatly?, quietly?, easily?
3. Were talk and action synchronized?
4. Did the product meet the expected standard?
5. Was the audience responsive?
6. Where can improvements be made?

The Person Who Gives A Successful Demonstration Should Check the Following:

1. Follow the process through in a logical, orderly manner, explaining each operation step by step as the demonstration proceeds.
2. Use simple terminology.
3. Have all tools and materials you need at hand.
4. Proceed slowly enough so that all may comprehend.
5. Encourage ideas and questions from the group.
6. Make it short and to the point.
7. Speak clearly and distinctly.
8. Know your subject but don't pretend to know it all.
9. Stand so group can see all the operation.
10. Take nothing for granted; cover every detail.
11. Look directly at and talk to members of the group.
12. Use good English.
13. Use same materials and tools the group will use.
14. Name and point out different parts of tools used.
15. Actually do and complete a process rather than telling how it is done.
16. Point out how not to do things.
17. Exhibit a reasonable measure of self-confidence.

18. Work and talk at the same time.

19. Quit when through.

Partial Bibliography

Philips Appliances Limited, 116 Vanderhoof Avenue, Toronto 17, Ontario.

Richardson, Lou and Callahan, Genevieve, How to Write for Homemakers, Iowa State College Press, Press Building, Ames, Iowa, 1962, (Chapter 9 - Demonstrations, pp. 117 - 124).

Sunbeam Corporation (Canada) Ltd., 220 Islington Avenue South, Toronto 18, Ontario.

SUGGESTIONS FOR THE USE OF PAMPHLETS AND POSTERS

From time to time, new pamphlets and posters and other informational material are distributed to staff involved in health promotional programmes.

We are taking this opportunity of discussing some of the uses of pamphlets and posters just as a reminder.

One problem faced by all those involved in health education is how to present most effectively the information they feel is needed. It is a well accepted fact that education is more than just exposing a learner to information; somehow the recipient must be involved in the process and must feel the need for the information being offered.

It is well to remember that we learn:

-- some from what we hear,

-- more from what we see and hear,

-- most from what we do.

In the light of the above lines we might say that it is important to remember that pamphlets and posters are visual aids, to be used as a supplement or a tool in a larger planned programme. This informational material can expand the theme, emphasize a point, and be something to take home to refer to later, or, if in poster form, can be seen as a reminder from time to time.

Pamphlets or Leaflets:

Probably no other medium known is more widely used or misused than a pamphlet or a leaflet. It seems that every time the urge to inform pops up, up pops the idea of a pamphlet too. Pamphlets can be effective. Basically there are three types:

1) Educational -- these teach something;
2) Agitative -- this type poses a problem;
3) Promotional -- presents facts and figures or explanation of a programme.

A good pamphlet never combines the three.

Selection and Distribution:

Select a pamphlet that does the job you want it to do, simply. As important as the selection is the distribution. One common mistake is to make too much literature available. It is well to have a variety of pamphlets covering pertinent subjects available in a common waiting room, but material for special programmes should be kept to one or two simple pamphlets on the subject being pursued.

A good rule for all to follow is to take or present the literature to the people concerned. The doctors and nurses when counselling patients or giving an explanation to parents could use an appropriate pamphlet as a visual aid; the value of this being that the pamphlet could be taken along as a reminder or guide. It may be that only a portion of this pamphlet is pertinent to the subject and this could be read or marked for the person receiving the counselling. The nurse in the hospital may use the pamphlet or leaflet when counselling patients on the ward, or during their educational programme. This might stimulate patients to read other pamphlets related to health subjects made available on the wards. The field nurses might find some material of use as a counselling medium during their home visits, during formal or informal classes, or in the school health programme when counselling students. The material could also be offered as a source of informational material to teachers to be used in their own educational programmes in the classrooms. The teacher may wish to obtain copies of suitable literature for each pupil's use during a health education lesson. The students may even be encouraged to take the pamphlets home for reference material for their parents. The teacher or nurse could suggest that the pupils discuss the information with their parents.

Posters:

What can posters do for us? Well, they can do several things.

1) Attract and instruct;
2) They can reach people who cannot read and don't listen;
3) They have a dramatic impact if they are colorful or have interesting pictures;
4) They not only give information, but they can help to change or reinforce attitudes.

How can these posters be used? They can be put up in the health centre or in the clinic room or they can be offered to the teacher for use in the schoolroom. An important point in the use of posters is that they should never be left up for so long that they become part of the wall. Nor should they be used as a decoration for clinics or classrooms. If any topic is being emphasized, e.g., nutrition (perhaps a rat experiment is in progress in the school), posters on Canada's Food Guide could be put up in the clinic room, stores and classrooms. These could be referred to by the nurse and teacher and interest kept alive. One poster appearing in several places almost at the same time gives an emphasis to any programme.

It is sometimes a good idea to combine both a pamphlet and a poster for emphasis. These might be used in connection with a filmstrip or flim on the same topic. For example, if a film or filmstrip on nutrition is being shown, the poster on CANADA'S FOOD GUIDE and/or WHEN BABY GETS BIG could be displayed in the same room. At the end, or during the programme, a small leaflet on CANADA'S FOOD GUIDE or WHEN BABY GETS BIG or the pamphlet GOOD FOOD-GOOD HEALTH on budgeting, could be given out and discussed or made available to all those who are interested. This means the small leaflet could be taken home and will be a reminder of some of the knowledge to which they have been exposed during the programme.

Bulletin Boards:

Another way of using posters and pamphlets is to combine them into a display on a bulletin board. For example, again keeping to the topic of nutrition, Canada's Food Guide or When Baby Gets Big could be placed in the centre part of the bulletin board with pamphlets, sometime five or six of the same pamphlet, arranged in an attractive order on either side of the poster. If you have a display rack for material near the bulletin board, pamphlets on nutrition could be left and people encouraged to take a copy home with them. Here are a few guideposts to a good bulletin board:

-- it should have a single message;

-- the message should be brief;

-- it should be illustrated;

-- it should have personal interest;

-- it should be colourful.

Even if you don't think you are creative, the more you try the more ideas will come -- not only in creating bulletin board displays, but in the ways and means of using pamphlets and posters to good advantage.