**Phase IV,**
**Adult education program,**
**northern rental housing.**

Ottawa : [s.n., 1968]

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# Phase IV
# Adult Education Program
# Northern Rental Housing

Education Branch
Department of Indian Affairs and Northern Development
Ottawa, Canada

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How to Use an Interpreter

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## FOREWORD

The material in this book is designed for use by local leaders in the housing education program for Northern Rental Housing. Although developed specifically for use with the Eskimo and Indian peoples of the Northwest Territories, much of the material deals with basic aspects of home management, and would be helpful for housing education in other localities.

The book contains a number of illustrated sheets related to the problems encountered when adults of a different cultural background adjust to new housing and living conditions. Colour has been used to indicate the different sections for ease in identification.

Twelve package programs and six home visit packages, with an accompanying guide, have been planned around this material to assist the local leaders in the presentation of the material.

All materials are experimental and subject to revision.

D.W. Simpson,
Assistant Director,
Education Branch.

## OBJECTIVES AND GOALS OF THE PHASE IV 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 directors of the Housing Association Councils, in order to help them develop into organizations capable of assuming complete control of the rental housing.

To encourage the tenant to use the Housing Association Councils to let the government know about the houses.

To motivate Indian and Eskimo people renting a house from the government 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 houses
(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.

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Adult Education Program
Rental Housing Project

# FOOD FOR HEALTH

# FOOD FOR HEALTH


| | |
|---|---|
| FR.10.1/1.68 | Abbreviations |
| FR.11.3/3.68 | Measuring Ingredients |
| FR.12.1/1.68 | Canada's Food Guide |
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| FR.13.2/4.68 | How to Use |
| FR.13.3/4.68 | How to Store |
| FR.13.4/4.68 | Liquid Milk |
| FR.14.1/3.68 | Thin White Sauce (Soups) |
| FR.14.2/3.68 | Cream of Pea Soup |
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| FR.17.3/3.68 | Chocolate Pudding |
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| FR.19.3/4.68 | Canned Meat |
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| FR.20.1/1.68 | Fish |
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| | |
|---|---|
| FR.22.1/3.68 | Dry Beans |
| FR.22.2/3.68 | Cooking Dry Beans |
| FR.22.3/3.68 | Bean Soup |
| FR.23.1/3.68 | Split Peas |
| FR.23.2/3.68 | Cooking Split Peas |
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| FR.24.3/8.68 | Baked Lima Bean Casserole |
| FR.24.4/8.68 | Casserole of Ptarmigan |
| FR.24.5/8.68 | Rice and Tomato Casserole |
| FR.24.6/8.68 | Seal and Rice Casserole |
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| FR.35.5/6.68 | Stewed Prunes |

| | |
|---|---|
| FR.35.6/6.68 | Pineapple Nut Cookies |
| FR.36.1/2.68 | Jelly Powder |
| FR.36.2/2.68 | Jello with Fruit |
| FR.37.1/1.68 | Vegetables |
| FR.38.1/1.68 | Water |
| FR.39.1/1.68 | Table Setting |

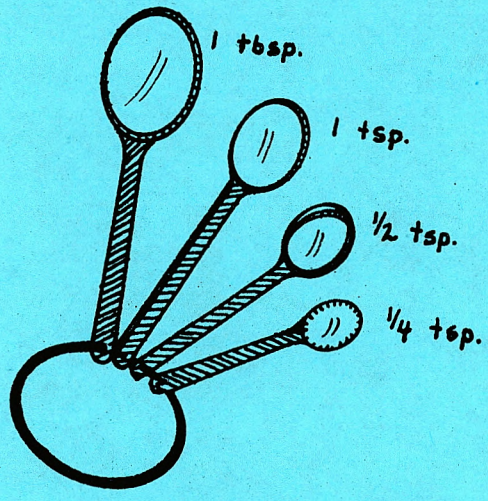
# ABBREVIATIONS

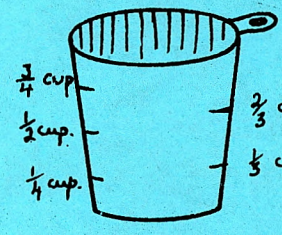
- To cook well, you should learn how to follow directions in a recipe and how to measure the ingredients.
- Measurements are abbreviated or written in short form.

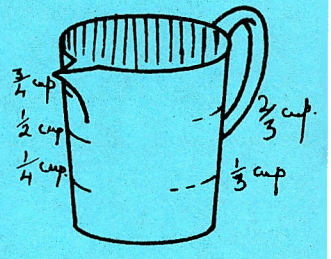
| | | |
|---|---|---|
| tsp. | — | teaspoon |
| tbsp. | — | tablespoon |
| c. | — | cup |
| f.g. | — | few grains (sprinkle) |
| min. | — | minute |
| hr. | — | hour |
| 350° | — | 350 degrees |

# MEASURING INGREDIENTS

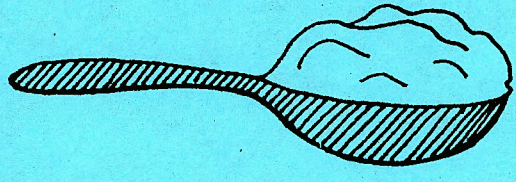
- Ingredients are measured in measuring spoons or measuring cups.

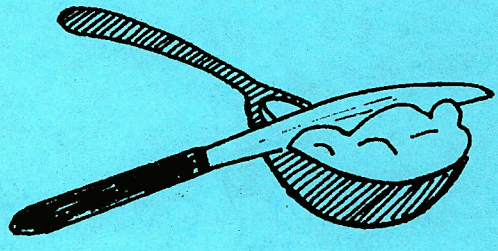


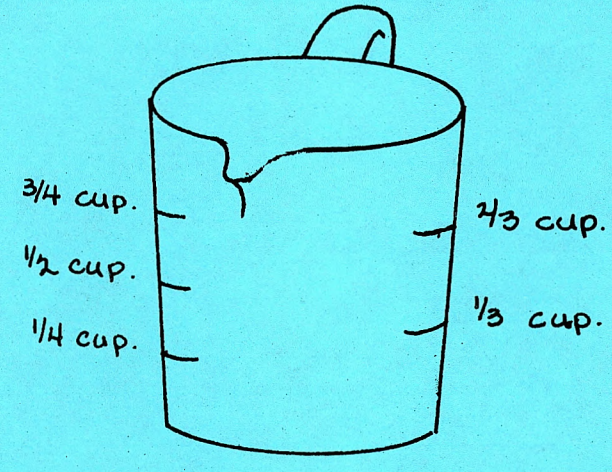

- To measure a teaspoon or tablespoon of a dry ingredient (sugar), take a heaping teaspoon or tablespoon and level it with the flat side of a knife.



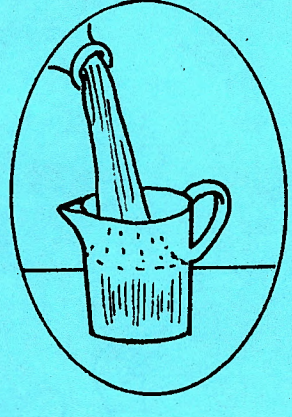


## MEASURING LIQUIDS

- Measuring cups for liquid ingredients (water) look like this:

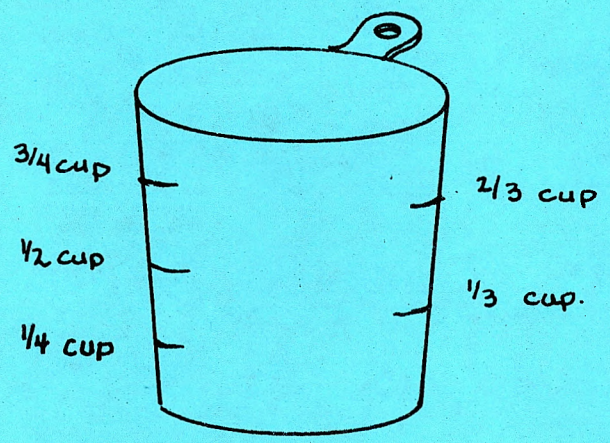



- To measure liquids, set the measuring cup on a table and pour in the amount until level with the marking on the cup. Be sure to have your eye on the same level as the marking.



# MEASURING DRY INGREDIENTS

- Measuring cups for dry ingredients (flour) look like this:

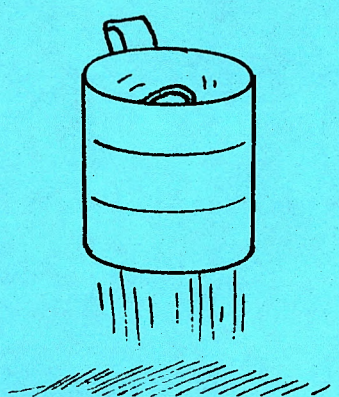


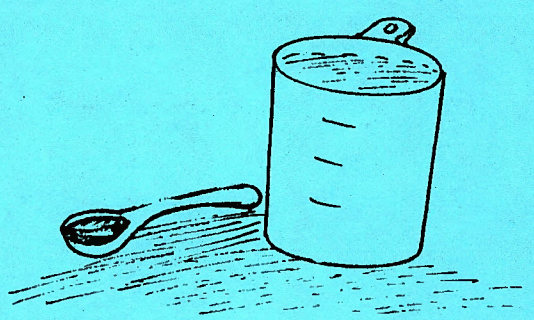

- Ingredients that pack down should be sifted once before measuring.

  Then spoon the ingredient into the measuring cup lightly until it reaches the required marking.

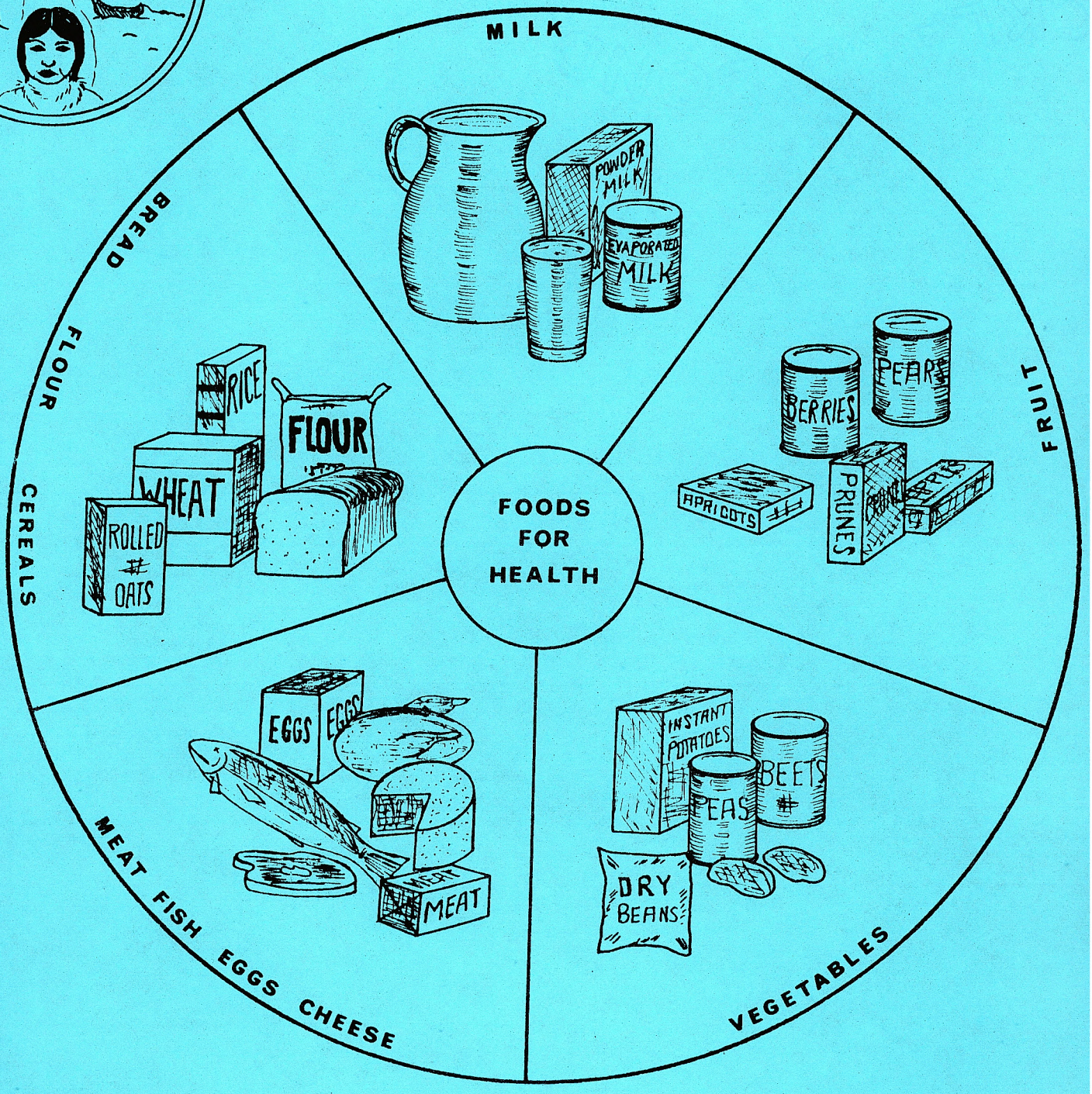
  Do not pack contents into the measuring cup.

  For ingredients such as sugar, shake cup gently to level the contents.





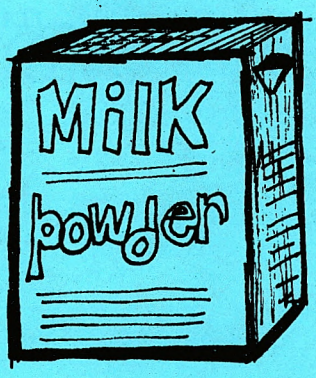
# CANADA'S FOOD GUIDE




EAT AT LEAST ONE FOOD FROM
EACH GROUP EVERY DAY.

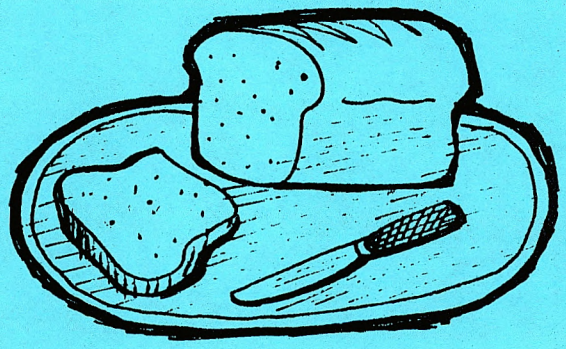
FR. 12. 1/1. 68

# MILK POWDER




- costs little
- good for health
- many uses

DRINKING
(liquid milk)

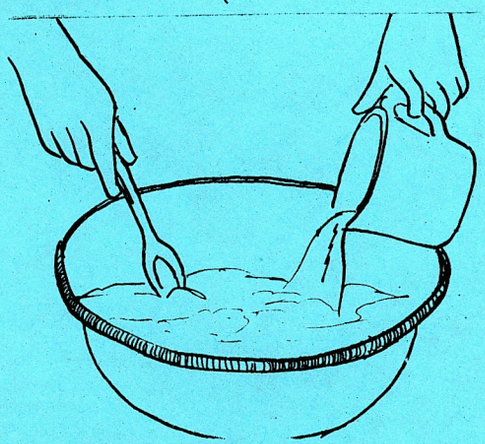


COOKING
(bread, muffins, biscuits)

LIQUID MILK with CANNED MILK
for tea or coffee

FR. 13. 1/4. 68

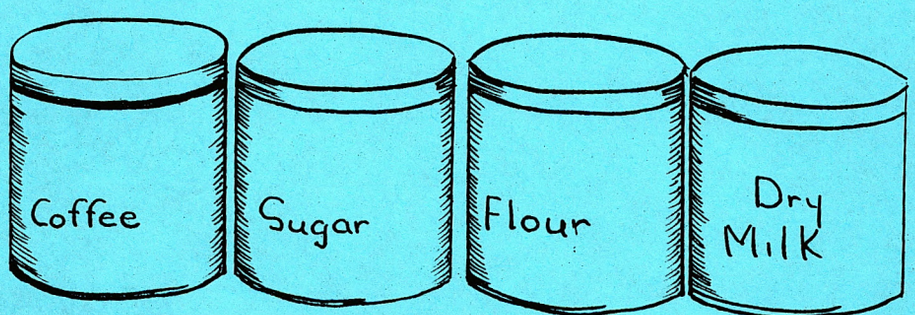
## MILK FOR HEALTH



- 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.

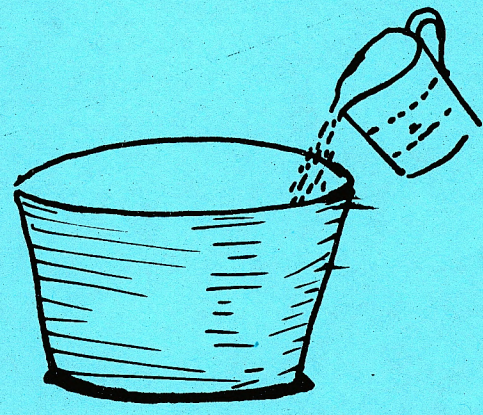


## LIQUID MILK

ONE WAY OF MAKING LIQUID MILK:

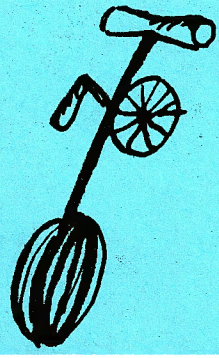
- Put 4 cups warm water into a bowl.

- Add 1 cup powdered milk.



- Stir well with SPOON,

FORK,

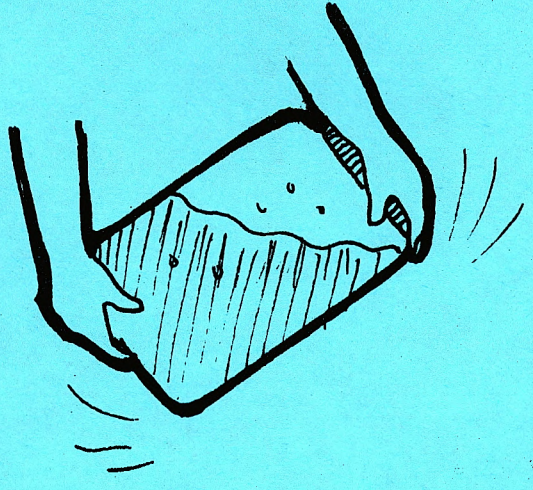


or EGG BEATER

## ANOTHER WAY TO MAKE LIQUID MILK:

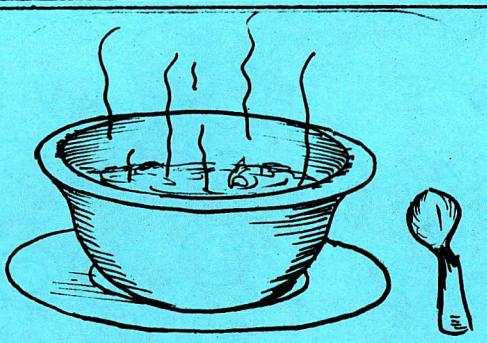
- Put 4 cups warm water into a jar with a tight lid.
- Add 1 cup milk powder.

- Shake well.



KEEP LIQUID MILK IN A COOL PLACE

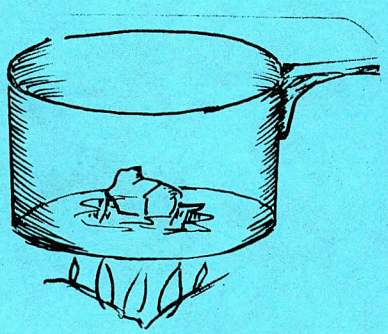
# THIN WHITE SAUCE (FOR SOUP)



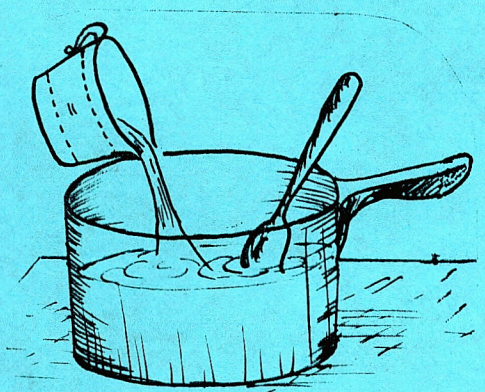
## WHAT YOU NEED

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

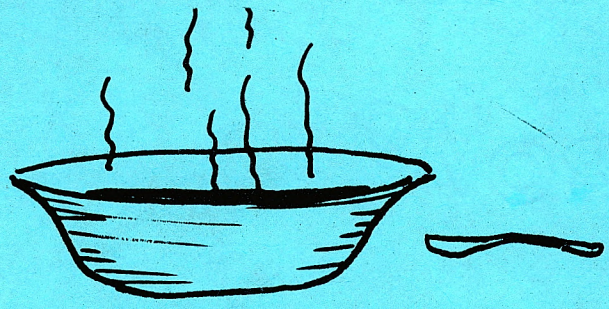
## WHAT YOU DO



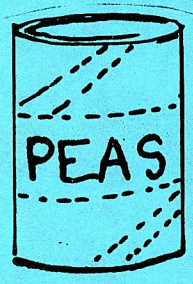
- Melt 2 tbsp. fat in a saucepan.
- Remove from stove and stir in the flour and salt.
- Add the liquid a little at a time stirring until smooth after each addition.
- Return to the stove. Stir continuously until the sauce thickens and starts to boil.
- Remove from stove or place over hot water (double boiler) to keep hot.



# CREAM OF PEA SOUP



## WHAT YOU NEED

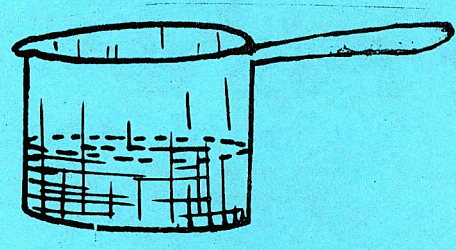



1 can peas
2 tbsp. fat (margene)
2 tbsp. flour
1 tsp. salt
liquid milk

Strain the peas and liquid through a sieve. Measure and add liquid milk to make 2 c. liquid.

Melt 2 tbsp. fat in a saucepan.

Remove from stove and stir in the flour and salt.



Add the liquid a little at a time stirring until smooth after each addition.

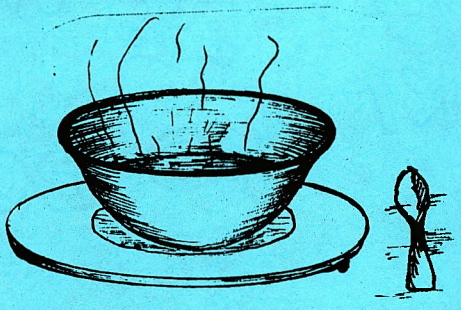
Return to the stove. Stir continuously until the soup thickens and starts to boil.

Remove from stove or place over hot water (double boiler) to keep hot.

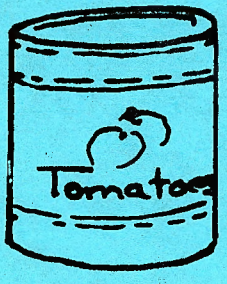
Note: Any canned vegetable may be used, e.g. potatoes, asparagus, corn.

*Onion flakes added to potato soup adds to the flavour.

# CREAM OF TOMATO SOUP

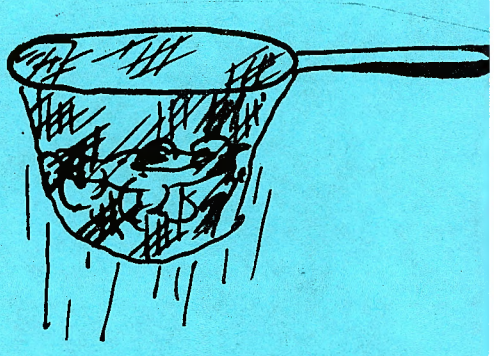


## WHAT YOU NEED




1 cup tomato juice or canned strained tomatoes
2 tbsp. fat (margene)
2 tbsp. flour
$\frac{1}{2}$ tsp. salt
1 c. liquid milk ($\frac{1}{4}$ c. milk powder and 1 c. water)

## WHAT YOU DO

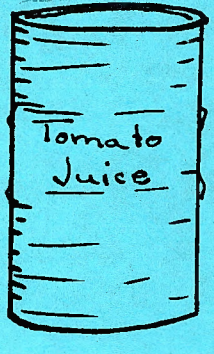


Measure strained tomato juice and add water to make 1 c. liquid if necessary. Put on stove in saucepan to heat.

Melt the fat in a saucepan.

Remove from stove and stir in the flour and salt.

Add the liquid milk a little at a time stirring until smooth after each addition.

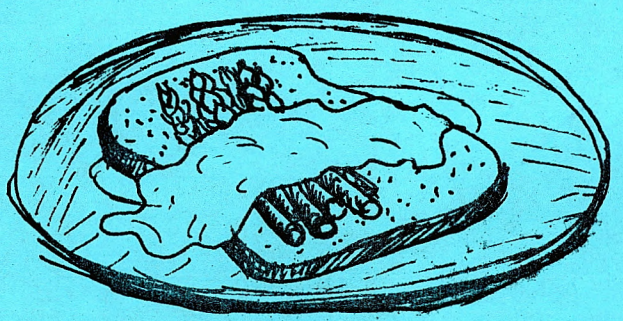



Return to the stove. Stir continuously until the sauce thickens and starts to boil.

Remove from stove. Add the hot tomato juice gradually stirring the sauce constantly.

Serve immediately.

# MEDIUM WHITE SAUCE



for creamed vegetables, meat or fish.

## WHAT YOU NEED

2 c. strained canned vegetables or diced meat or flaked fish.
2 tbsp. fat (margene)
2 tbsp. flour
½ tsp. salt
1 c. liquid (vegetable juice or liquid milk)

## WHAT YOU DO

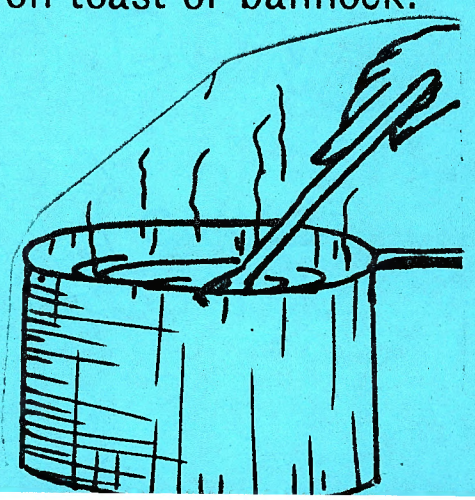
Melt the fat. Remove from the stove. Stir in the flour and salt.

Add liquid a little at a time stirring until smooth after each addition.

Return to stove and cook until thick, stirring all the time.

Add vegetables, meat or fish.

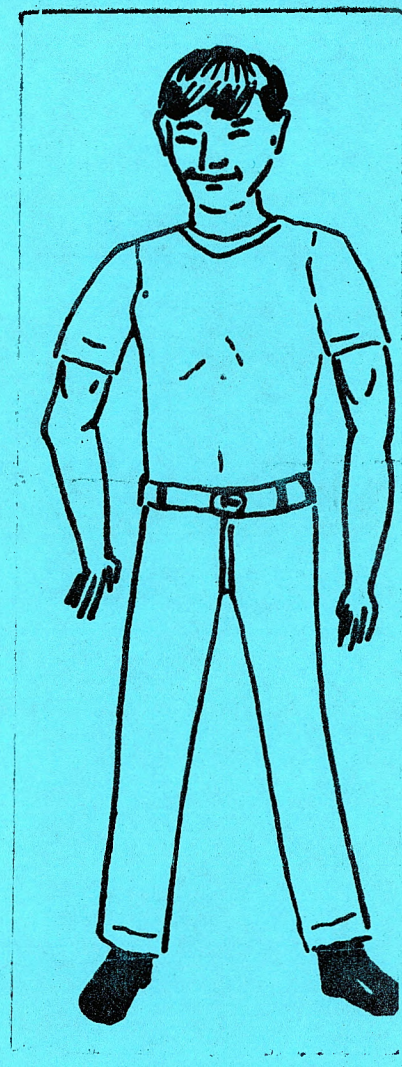
Serve on toast or bannock.



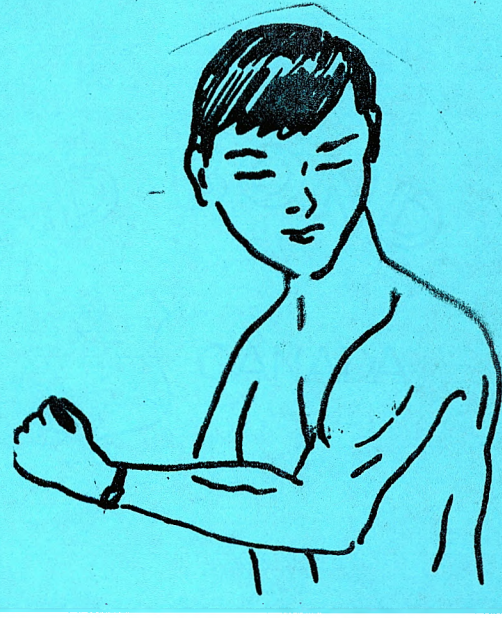
# MILK AND CHEESE

Milk and cheese build:

- STRONG BONES

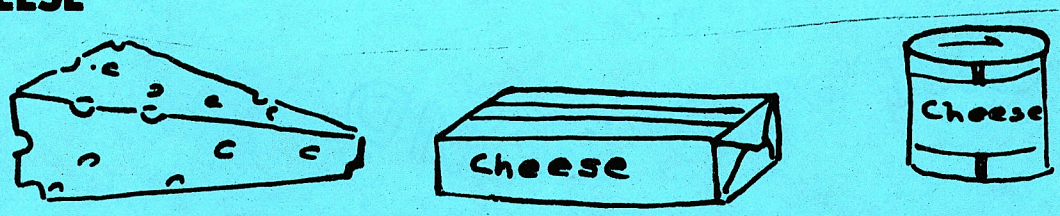


- MUSCLE



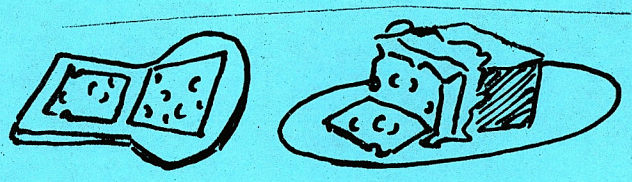
FR. 16. 1/5.68

## CHEESE

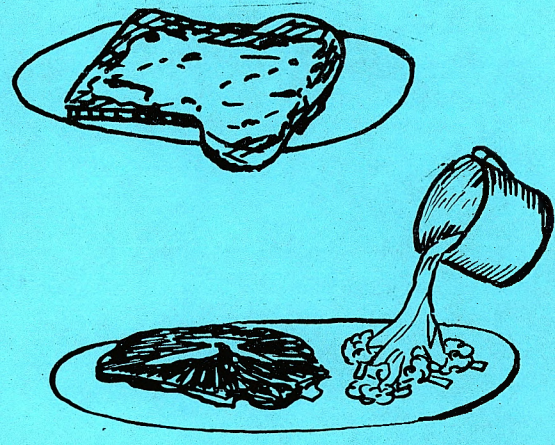



- a grow food—strong bones
  —strong teeth
  —good muscle
- can take the place of meat or fish
- tastes good raw or cooked
- a good buy

## HOW TO USE



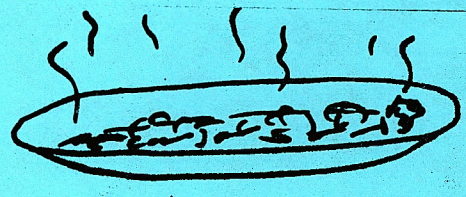
- in sandwiches
- on toast
- with canned fruit and bread or bannock



- in dishes such as

  Macaroni and Cheese

  Cheese Meat Loaf

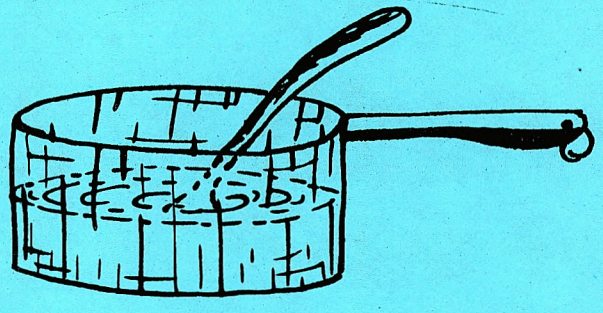


# CHEESE SAUCE

## WHAT YOU NEED

2 tbsp. fat
4 tbsp. flour
$\frac{1}{2}$ tsp. salt
2 c. liquid milk ($\frac{1}{2}$ c. milk powder and 2 c. water)
1 c. grated cheese

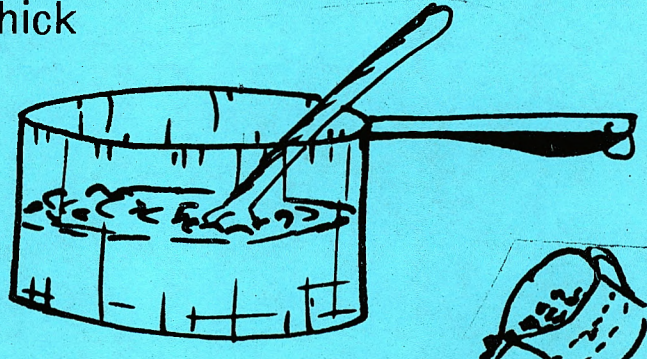
## WHAT YOU DO

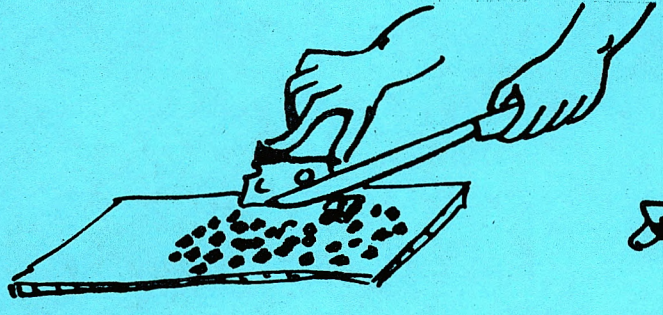


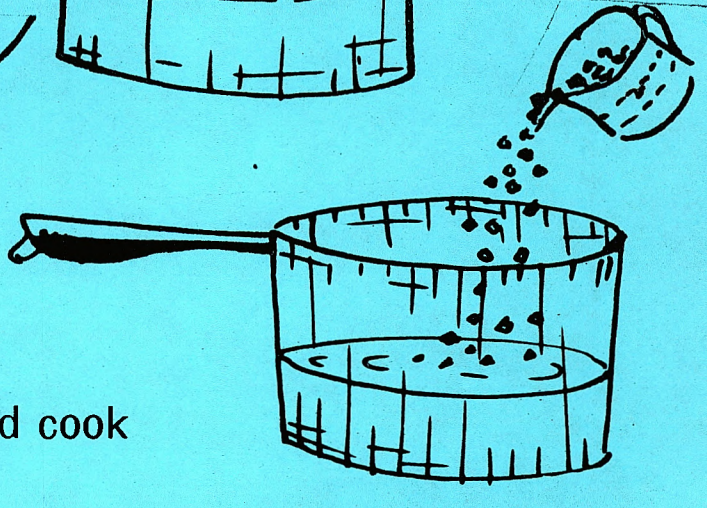
Melt the fat in a saucepan. Remove from stove and stir in the flour and salt.

Add the liquid milk a little at a time stirring until smooth after each addition.

Return to stove. Cook until thick stirring constantly.







Add grated cheese. Stir and cook until cheese is melted.

Remove from stove and serve on drained canned vegetables or over cooked macaroni.

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# MACARONI AND CHEESE

## WHAT YOU NEED

- $\frac{1}{4}$ c. fat
- $\frac{1}{4}$ c. flour
- $\frac{1}{2}$ tsp. salt
- 2 c. liquid milk ($\frac{1}{2}$ c. milk powder and 2 c. water)
- $\frac{1}{2}$ tsp. mustard
- $1\frac{1}{2}$ c. grated or cut-up cheese
- 3 c. cooked macaroni

## WHAT YOU DO

Melt the fat. Remove from heat. Stir in the flour and salt.

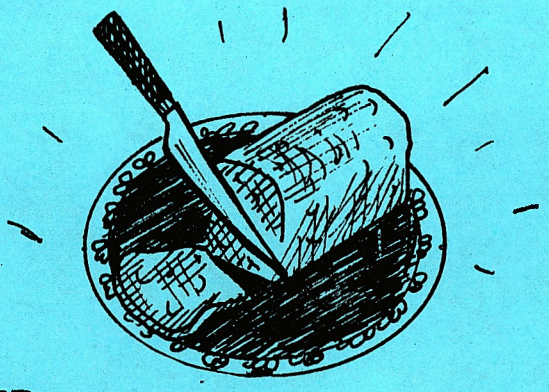
Add liquid milk gradually stirring until smooth after each addition.

Return to stove and cook, stirring constantly until thick.

Add the grated cheese and stir and cook only until the cheese is melted. Remove from stove and serve immediately.

A VARIATION—Pour the macaroni and cheese mixture into a greased casserole. Sprinkle with buttered crumbs and bake in a moderate oven until lightly browned. 350°F.

# CHEESE MEAT LOAF



## WHAT YOU NEED

- 2 slices bread
- $\frac{1}{3}$ c. liquid milk
- 1 tbsp. onion soup mix
- 2 tbsp. egg powder
- 1 tsp. salt
- $\frac{3}{4}$ lb. chopped cooked meat
- $\frac{1}{2}$ c. cheese broken into pieces

## WHAT YOU DO

Prepare liquid milk. Mix 1 tbsp. milk powder with $\frac{1}{3}$ c. water.

Mix 2 tbsp. sifted egg powder with 2 tbsp. warm water.

Mix all ingredients together.

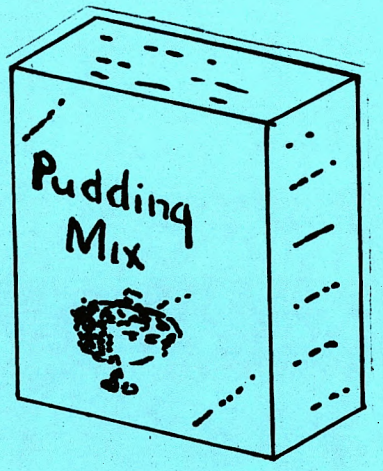
Pack into a greased pan.

Bake at 375° F for 1 hour.

Serves 6.

GOOD SERVED WITH HOT CANNED TOMATO SOUP

# MILK DESSERTS




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

## WHAT YOU NEED

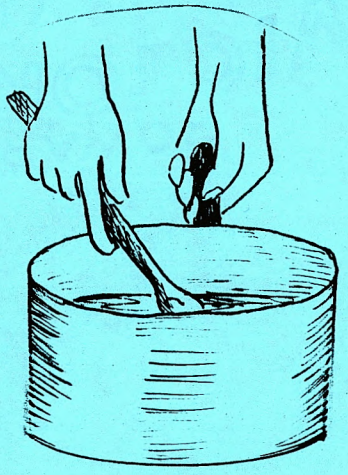
1 box pudding mix
$\frac{1}{2}$ c. milk powder
2 c. water

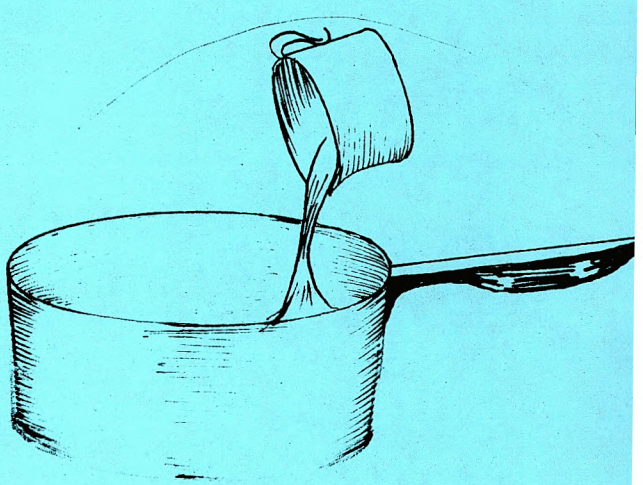
## WHAT YOU DO

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 tbsp. egg powder |
| $\frac{1}{4}$ c. sugar | 2 c. water |
| $\frac{1}{2}$ tsp. salt | 1 tbsp margene |
| $\frac{1}{2}$ c. milk powder | 1 tsp. vanilla |

## WHAT YOU DO

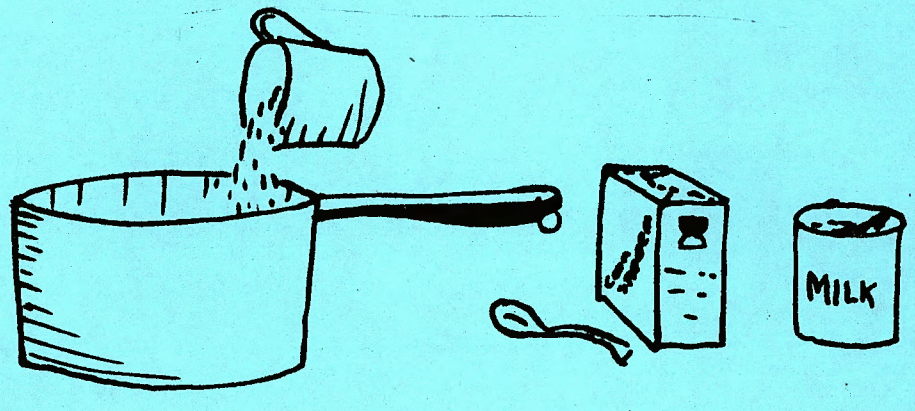
Mix cornstarch, sugar, salt, milk powder and egg powder in a saucepan.

Stir in water gradually mixing until smooth after each addition.

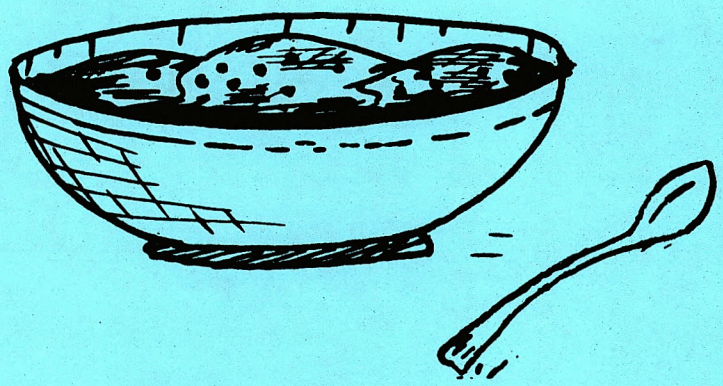
Stir and cook over low heat until thick (about 20 min.).

Remove. Stir in vanilla and margene.

Cool. (4 servings).



# CHOCOLATE PUDDING



## WHAT YOU NEED

- ½ c milk powder
- 3 tbsp. cornstarch
- ⅓ c sugar
- 1 tsp. vanilla
- 3 tbsp. cocoa
- ¼ tsp. salt
- 2 c water

## WHAT YOU DO

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

Add water gradually mixing until smooth after each addition.

Stir and cook over low heat until thick—about 20 minutes.

Remove from stove. Stir in vanilla. Let cool (4 servings).

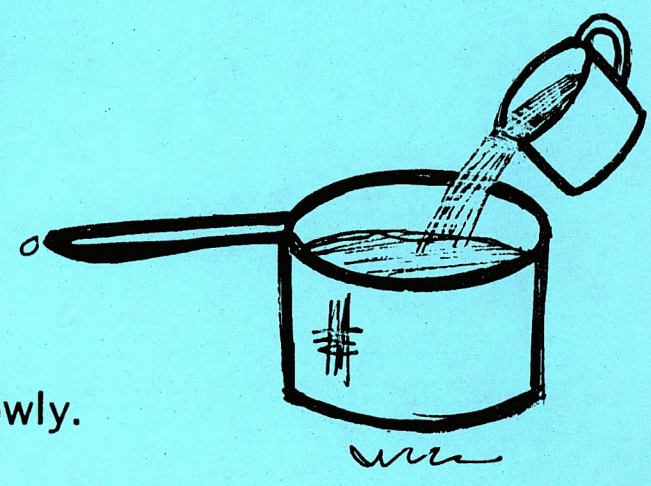
# HOT COCOA

## WHAT YOU NEED

- $\frac{1}{4}$ c. cocoa
- 3 tbsp. sugar
- $\frac{1}{4}$ c. water
- 4 c. liquid milk
- $\frac{1}{4}$ tsp. salt

## WHAT YOU DO

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



Add liquid milk slowly.

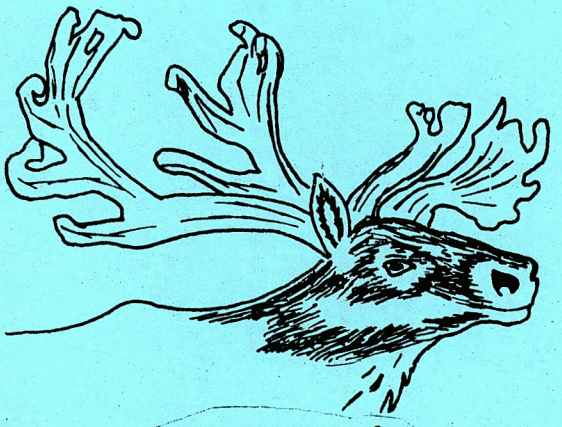
Add salt.

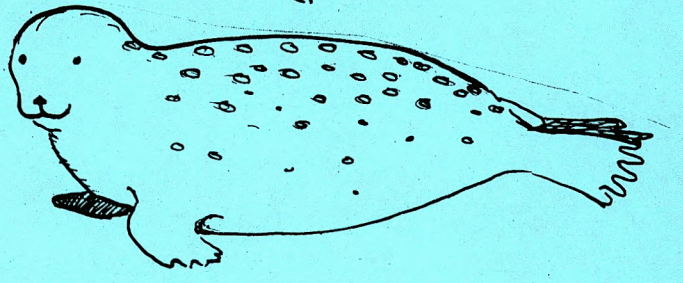
Heat thoroughly. Serve at once.

Makes 4—6 servings.

# MEAT

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





RABBIT

CARIBOU

MOOSE

SEAL

WHALE

LIVER AND ALL ORGAN MEATS
SUCH AS HEART OR KIDNEY
ARE GOOD FOR YOU

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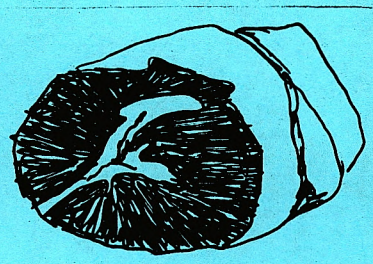
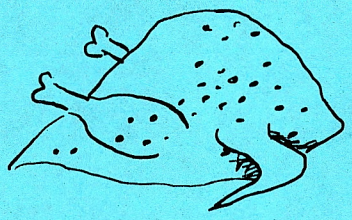
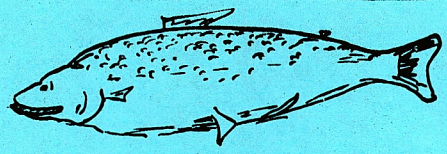
# THE MEAT GROUP

MEAT

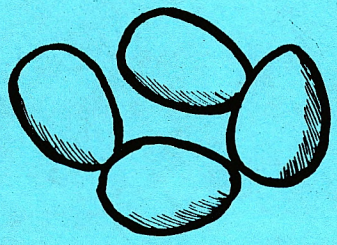




PTARMIGAN

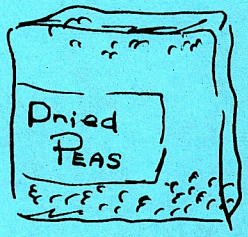


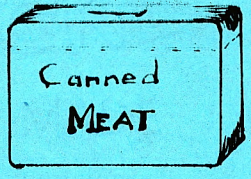
FISH



EGGS

DRIED PEAS
AND BEANS

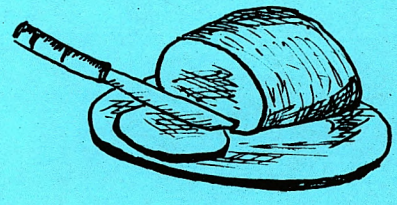


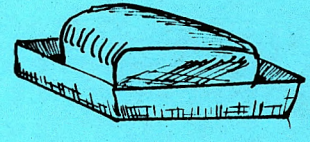

CANNED MEAT

## CANNED MEAT

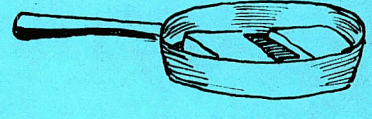
- Eat it right from the can.



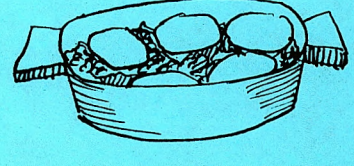
- Bake it with a little mustard and sugar.



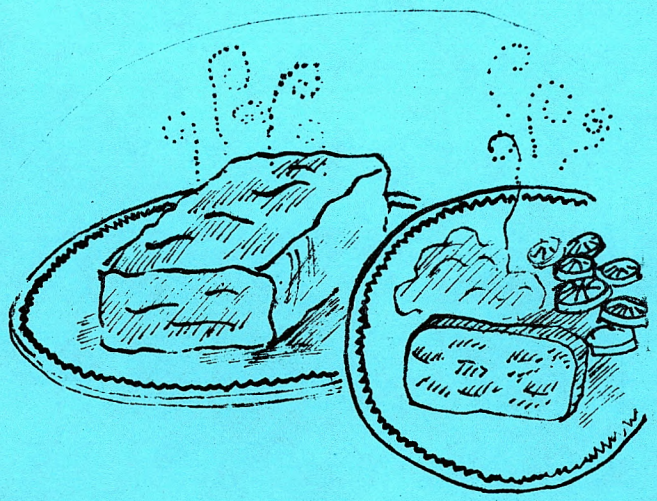
- Slice and fry it.



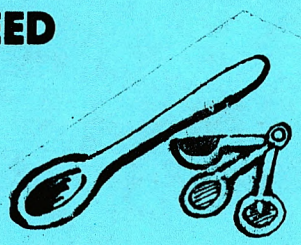
- Place slices on top of beans and bake.

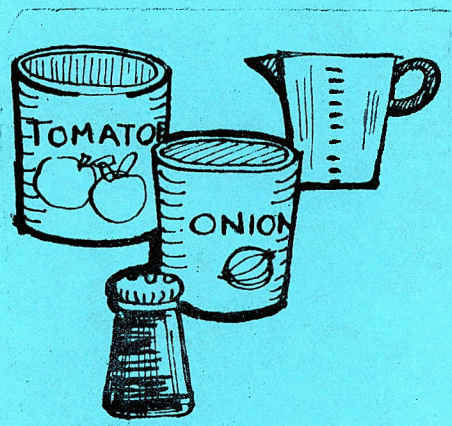


# MEAT LOAF



## WHAT YOU NEED

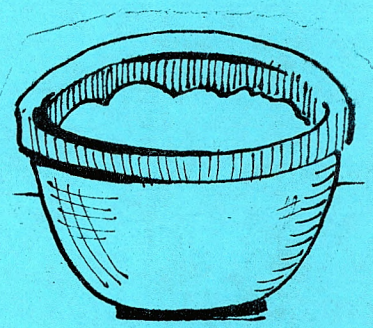





## WHAT YOU DO

- Mix together in a bowl:

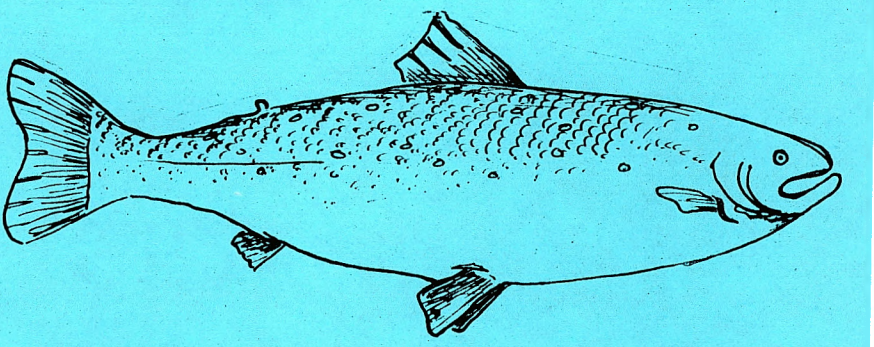
2 lbs. ground meat
½ c. milk powder
2 tsp. salt
1 tbsp. sifted egg powder mixed with
1 tbsp. warm water
1 c. tomato soup or canned tomatoes strained
1 c. dry oatmeal
1 tbsp. onion flakes



- Shape into a loaf and place in bakepan. Sprinkle 2 tbsp. water over top.
- Bake uncovered in a moderate oven (350° F.) for one hour.
- Slice and serve.

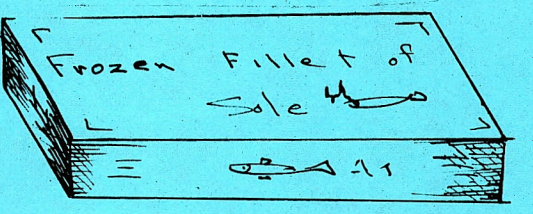
# FISH

## A GOOD CHOICE



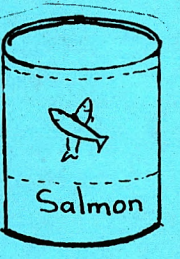
- FRESH

- FROZEN



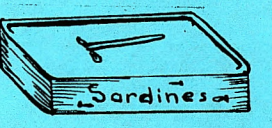

- CANNED

Tuna




Salmon

Sardines




Helps build muscle.

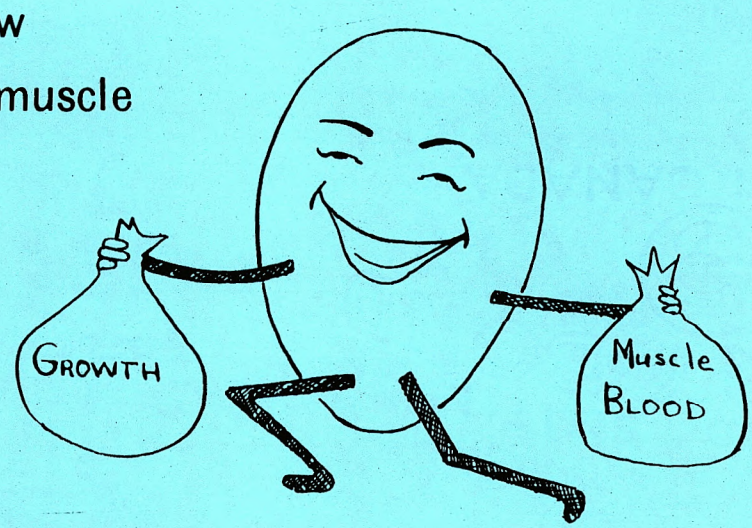
Good any day of the week.

Can be broiled, baked or fried.

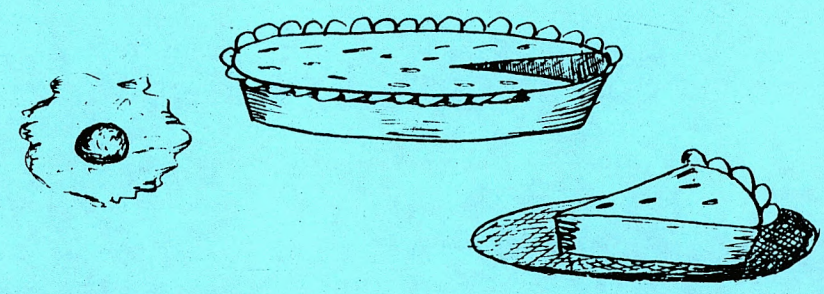
# EGGS

## EGGS

- help us grow
- build good muscle and blood.




- Eat eggs in some form



- Eat EGGS in Custard

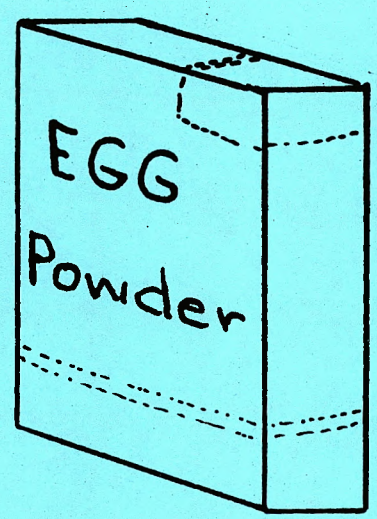
- Use EGG POWDER in muffins, bannock, meat loaf

NOTE: 1 tbsp. sifted egg powder mixed with
1 tbsp. warm water is equal to
1 whole egg

## EGG POWDER

- is made from fresh eggs
- has high food value

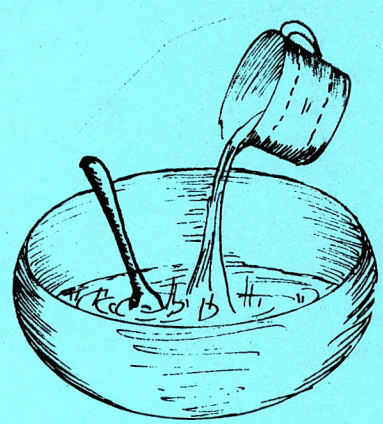
1 tbsp. sifted egg powder mixed with
1 tbsp. warm water is equal to
1 whole egg




## HOW TO MIX

Sift egg powder.

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

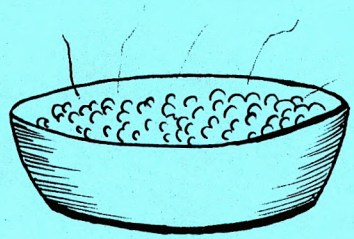


# DRY BEANS

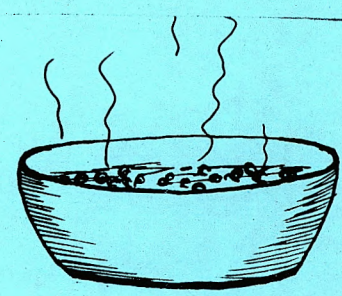
The best buy in the meat group.

- Gives us ENERGY
- Helps build MUSCLES and BLOOD

## USE COOKED BEANS



- alone, baked



- in soup

## COOKING DRY BEANS

2 c. dry beans
6 c. water
2 tsp. salt

Wash beans.

Put beans into 6 c. water. Boil for 2 minutes.

Remove from heat. Cover and let stand for 1 hour.

Add salt. Boil gently until tender ($1\frac{1}{2}-2$ hours).

Add more water if needed.

Makes 5 c. cooked beans.

## BEAN PATTIES

2 c. cooked dry beans
1 tbsp. sifted egg powder mixed with
1 tbsp. warm water
cracker crumbs
fat for frying

Mash beans. Mix egg into beans.

Shape into patties and roll in crumbs.

Fry in fat until brown on both sides.

Serves 4 people.

## BEAN SOUP

1 c. dry beans
6 c. water
1 tsp. salt
Meat bone
1 tbsp. onion flakes

Wash beans. Put beans in water and boil for 2 minutes.

Remove from heat. Cover and let stand for 1 hour.

Add salt and meat bone.

Cover and cook over low heat for 2 hours.

Add onion flakes. Cook till beans are soft (30 min.)

Remove bone.

Serve hot. Makes 4 servings.

## BAKED BEANS

2 c. dry beans
7 c. water
1½ tsp. salt
2 tbsp. onion flakes
¼ c. brown sugar
1 tsp. mustard
½ c. molasses

Wash beans. Put beans into water and boil for 2 minutes.

Cover and let stand for 1 hour over low heat.

Add salt and cook slowly for 1 hour.

Stir onion flakes, sugar, mustard and molasses into beans.

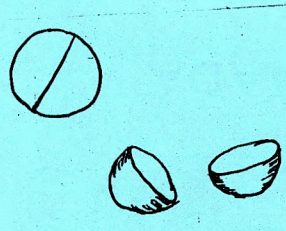
Add enough hot water to cover beans.

Cover pan and bake at 350°F for 1½ to 2 hours.

Serves 6 persons.

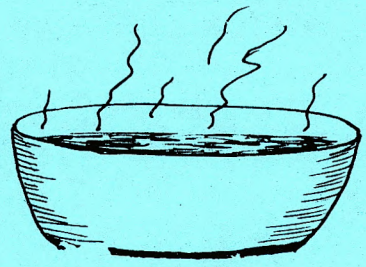
# DRY SPLIT PEAS

## SPLIT PEAS

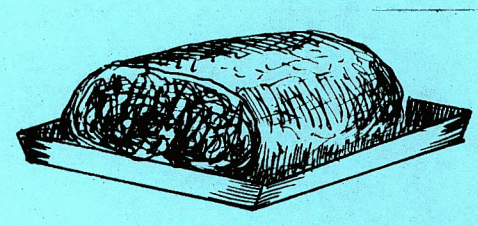


- give us energy
- help build muscle and blood

## USE COOKED SPLIT PEAS IN:



SOUP



MEAT LOAF

## COOKING DRY SPLIT PEAS

Add 1 c. dry split peas to 2 c. boiling water.

Boil for 2 minutes. Remove from heat.

Cover. Let soak for ½ hour.

Add ½ tsp. salt. Bring to a boil.

Cook slowly for 20 minutes or until tender.

Do not stir.

Makes about 2½ c. cooked peas.

## SPLIT PEA SOUP

Drain juice from 1 can carrots.

Measure juice and add water to bring quantity to 8 c.

Bring water and vegetable juice to a boil.

Add ½ c. dry split peas.

Boil for 2 minutes. Remove from heat.

Cover. Let soak ½ hour.

Add 1 tsp. salt, 1 tsp. celery salt and 1 tbsp. dried onion flakes. Bring to a boil.

Cook slowly for 20 minutes or until peas are tender.

Add 1 tbsp. margene and enough instant potato mix to thicken to consistency desired.

Add salt and pepper to taste.

## SPLIT PEAS WITH TOMATOES

2 tbsp. dried flaked onion
1 c. canned tomatoes
1 tsp. sugar
2½ c. cooked split peas
Pepper to taste

Mix ingredients together and heat.

Makes 6 servings.

## MEAT LOAF

1 can chopped meat (2 c.)
1 c. cooked split peas
1 tbsp. egg powder mixed with
1 tbsp. warm water
½ tsp. salt
sprinkle pepper

Grease loaf pan.

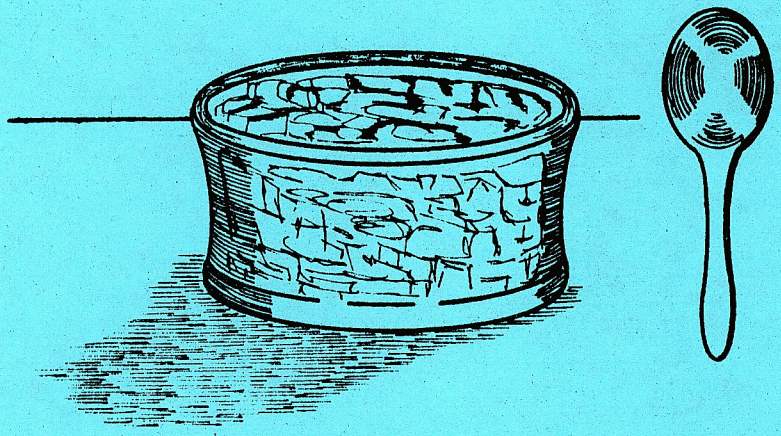
Mix ingredients well and pack into pan.

Sprinkle 2 tbsp. water over top.

Bake 40-50 minutes at 350° F.

Slice and serve hot with tomato sauce (canned tomato soup may be used for the sauce.)

# CASSEROLE DISHES



## A MEAL BY ITSELF

# CORN CHOWDER

2 tsp. butter
1 tbsp. finely chopped onion
4 cups cubed potatoes
4 cups boiling water
1 can cream style corn
3 cups liquid milk
½ cup cracker crumbs or stale bread crumbs
salt and pepper (to taste)

## WHAT YOU DO

- Melt the butter.
- Add chopped onion.
- Cook until light brown over low fire.
- Add potatoes and boiling water.
- Cook until tender.
- Add remaining ingredients.
- Serve very hot.

# BAKED LIMA BEAN CASSEROLE

3 cups dried lima beans
3 tbsp. light molasses
4 tbsp. corn syrup
4 tbsp. catsup
1 tsp. salt
½ tsp. dry mustard
6 slices bacon

## WHAT YOU DO

- Soak beans overnight in water (large amount of water).
- Drain.
- Cook in fresh water until tender.
  ** If canned beans are used, this is not necessary.
- Place beans in bean pot.
- Add molasses, corn syrup, catsup, salt and mustard.
- Add liquid from beans.
- Cut bacon in pieces and mix through beans.
- Cover. Bake at 350°—2 hours or until tender. Uncover to brown.

# CASSEROLE OF PTARMIGAN

2 ptarmigan
½ cup flour
1 tsp. salt
¼ tsp. pepper
¼ cup butter
1 tbsp. minced onion
1 tin cream of mushroom soup
1 cup water
½ tsp. marjoram
a little thyme

## WHAT YOU DO

- Skin and remove insides of ptarmigan. Clean thoroughly and pat dry.
- Cut into serving pieces (about 6 pieces).
- Put flour, salt and pepper in a paper bag. Add the ptarmigan pieces and shake until each piece is covered with the flour mixture.
- Melt the butter in a heavy fry pan and brown the ptarmigan pieces.
- Place the pieces of meat in a greased casserole dish.
- Fry the onions in the fry pan at low heat for 3 minutes, then add the mushroom soup, water, marjoram, thyme to the onions stirring constantly.
  * If mixture is too thick, add water.
- Cook the mixture until it has started to boil. Then pour the mixture over the ptarmigan pieces in the casserole dish.
- Bake in oven at 350° until ptarmigan is tender—about 1½ hours. This serves 4 people.

# RICE AND TOMATO CASSEROLE

¾ cup cooked rice
2 cups tomatoes
1 cup grated cheddar cheese
2 pieces (strips) bacon
1 cup bread crumbs
2 tsp. sugar
½ tsp. salt
⅛ tsp. pepper

## WHAT YOU DO

- Cut bacon into pieces.
  Mix rice, tomatoes and bacon.
- Add sugar, salt and pepper in a large casserole dish.
- Cover mixture with the grated cheese.
- Put bread crumbs on the top.
- Bake in oven at 350° for 35 minutes.
  This will serve four people.

# SEAL AND RICE CASSEROLE

3 cups cooked rice
4 tbsps. melted butter
salt and pepper to taste
2 tbsps. flour
½ tsp. salt
1 cup milk
1 cup cooked seal meat (cut into pieces)
1 tbsp. minced onions
a little curry
1 egg, slightly beaten
½ tsp. Worcestershire Sauce

## WHAT YOU DO

- Grease large casserole dish.
- Combine cooked rice with 2 tablespoons melted butter in a saucepan.
- Add the flour and salt and stir until smooth.
- Add the milk (a little at a time) and stir constantly until the sauce is thick.
- Add seal meat, onions, curry, egg and Worcestershire Sauce to the white sauce.
- Place in the casserole dish and put in oven. Bake for 40 minutes—350°. This serves six people.

Note: 1 egg is equal to 1 tablespoon sifted egg powder mixed with 1 tablespoon warm water.

## BIG TUNA ROLL

2 cups flour
½ tsp. salt
4 tsp. baking powder
¼ cup shortening
1 beaten egg
½ cup milk
1 cup tuna
¼ cup milk
2 tsp. chopped onion
¼ cup chopped sweet pickle
½ tsp. salt.

## WHAT YOU DO

- Sift flour, salt, baking powder together.
- Cut in shortening until mixture resembles big crumbs.
- Add egg and milk.
- Mix.
- Roll mixture on lightly floured surface until it is ¼" thick.
- Add remaining ingredients, tuna, milk, pickle, salt.
- Spread over rolled mixture.
- Bake on greased cookie sheet—425° for 30 minutes.

Note: 1 egg is equal to 1 tablespoon sifted egg powder mixed with 1 tablespoon warm water.

# TUNA CASSEROLE

1 can cream of mushroom soup
¾ cup milk
2 tsp. minced onions
½ tsp. salt
⅛ tsp. pepper
2 tbsp. lemon juice
1 (7 oz.) can tuna
3 cups coarsely crushed potato chips

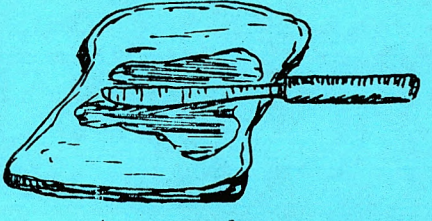
## WHAT YOU DO

- Combine soup, milk, onion. Heat to boiling, stirring constantly.
- Add salt, pepper, lemon juice.
- Place layer of tuna and then a layer of potato chips in baking dish. Repeat.
- Pour mushroom soup over the mixture.
- Sprinkle potato chips on the top.
- Bake 350° for 25 minutes. This serves from 5 to 6 people.

# PEANUT BUTTER

- Ready to eat
- Easy to use

- High in energy
- Helps build muscle and blood



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

# PEANUT BUTTER COOKIES

½ c. margene
½ c. white sugar
½ c. brown sugar
½ c. peanut butter
1½ c. sifted flour

1 tsp. baking soda
1 tbsp. sifted egg powder mixed with
1 tbsp.warm water

## WHAT YOU DO

- Put margene, white and brown sugar, peanut butter and egg mixture into a bowl. Beat until 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.

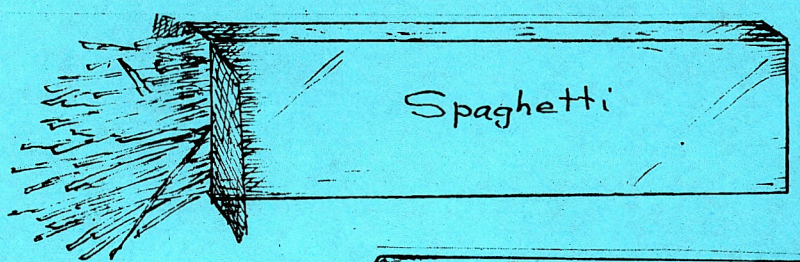
# BREADS AND CEREALS

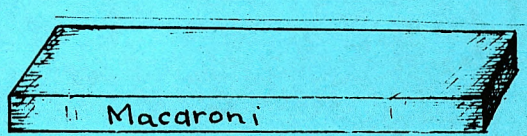
Muffins

Bread

Cereal

- Lots of Food Value for a Few Pennies

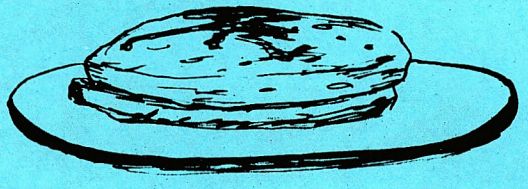



WHOLE GRAIN OR ENRICHED
ARE BEST

# BANNOCK

- enriched bannock has more food value

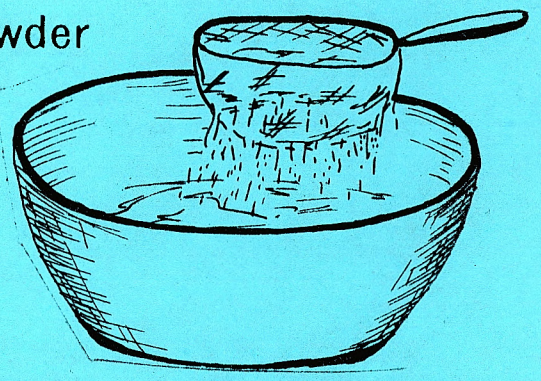


## WHAT YOU NEED

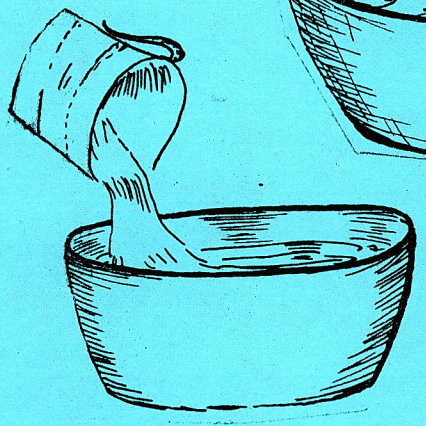
$2\frac{1}{2}$ c. sifted flour
$\frac{1}{4}$ c. milk powder
$\frac{1}{2}$ tsp. salt
2 tsp. baking powder
$\frac{3}{4}$ c. water
1 tbsp. melted fat
1 tbsp. sifted egg powder mixed with
1 tbsp. warm water

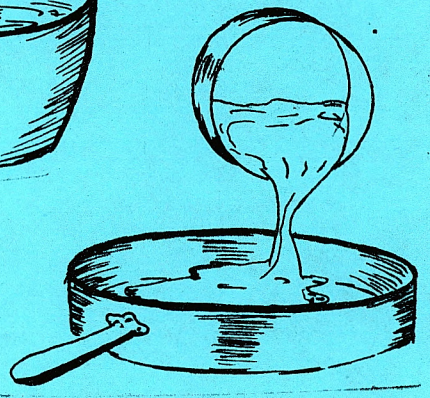
## WHAT YOU DO

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



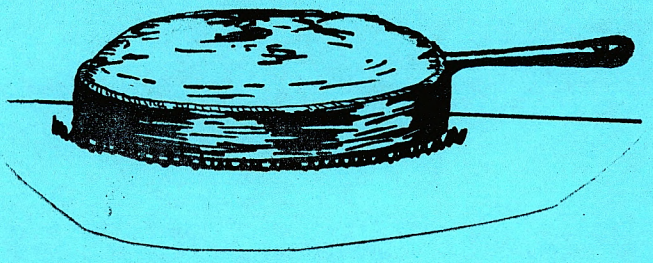
- Add water and fat. Stir till all is mixed.





- Place in a greased frying pan.

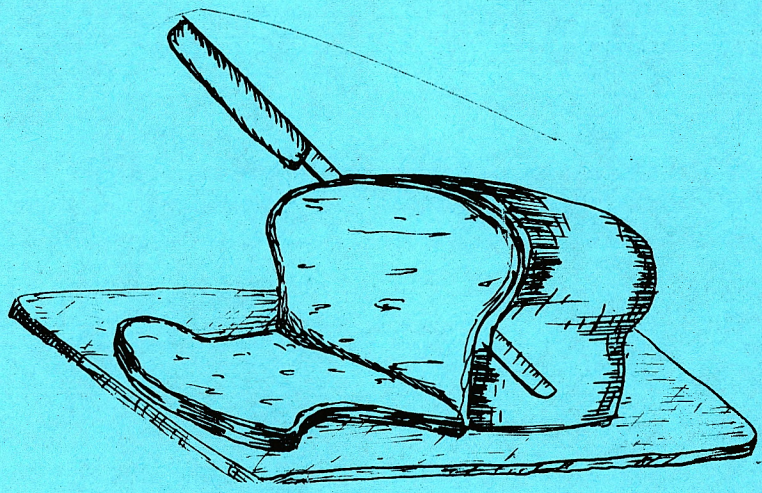
- Cook until bottom is a golden brown. Turn over and cook other side.



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.

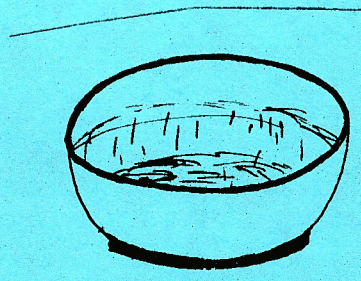
# BREAD



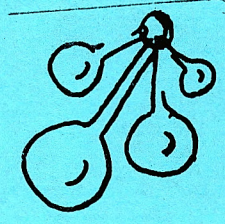
THE STAFF OF LIFE

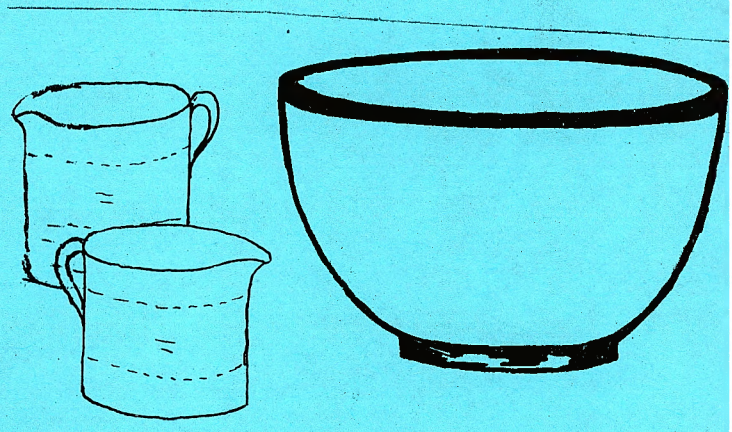
FR. 28. 1/6. 6

## WHAT YOU NEED

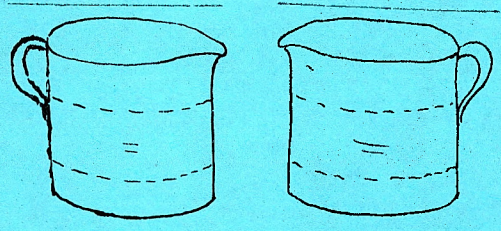


1 c. lukewarm water
2 tsp. sugar
2 pkgs. yeast



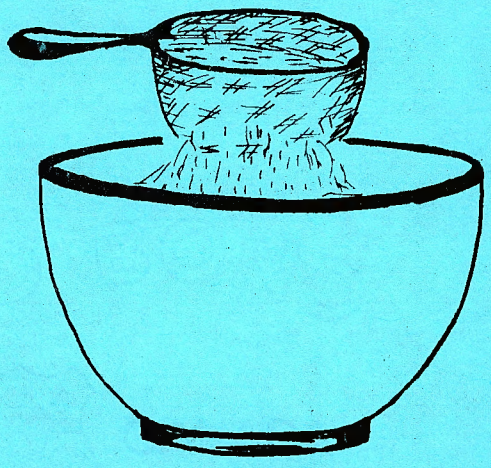


2 c. liquid milk
6 tbsp. sugar
1 tbsp. salt
4 tbsp. margene



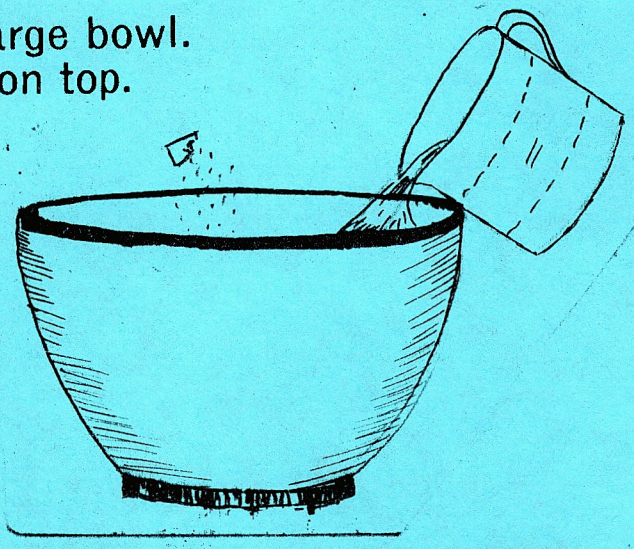
2 c. cold water

12-14 c. sifted all-purpose flour

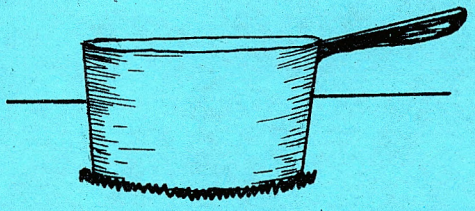


## WHAT YOU DO

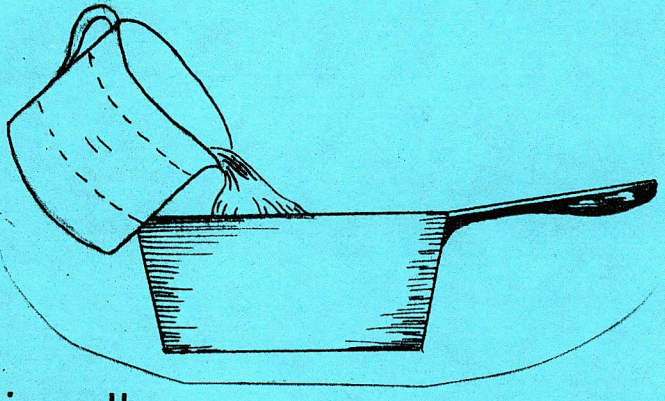
- Put lukewarm water into a large bowl. Stir in sugar. Sprinkle yeast on top. Let stand 10 min. Stir well.



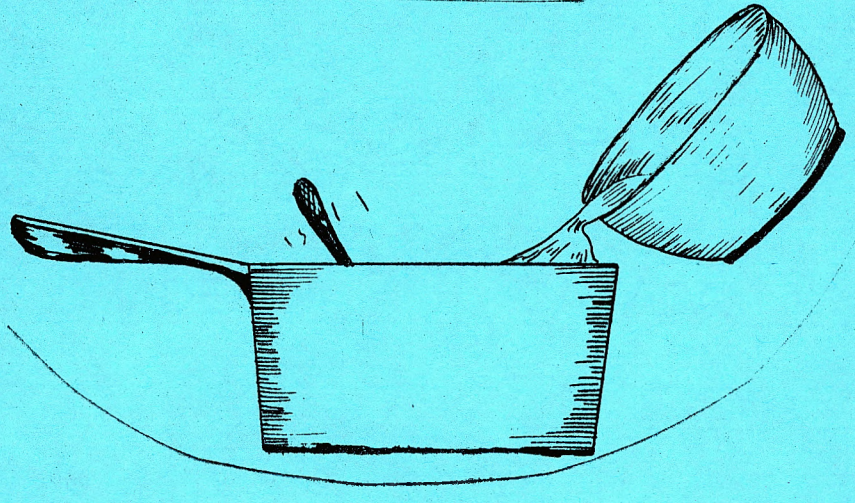
- Heat milk. Stir in sugar, salt and margene.



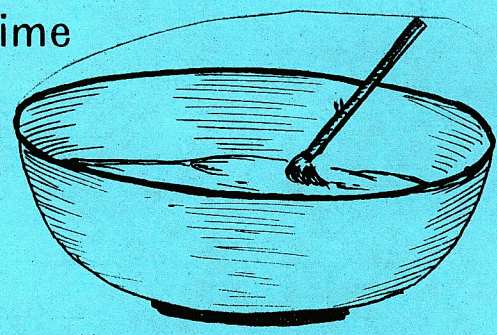
- Remove milk from stove. Add 2 c. cold water.



- Add the yeast mixture. Stir well.

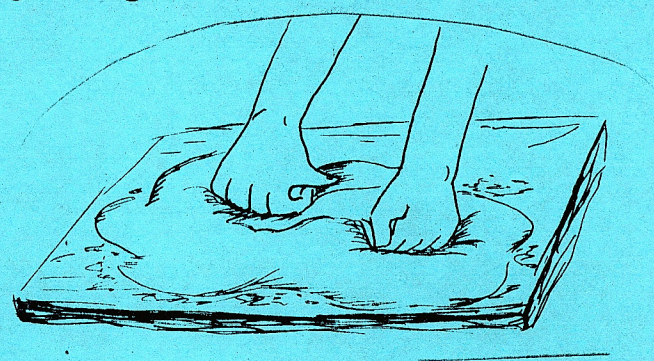


- Add the sifted flour a little at a time beating after each addition.



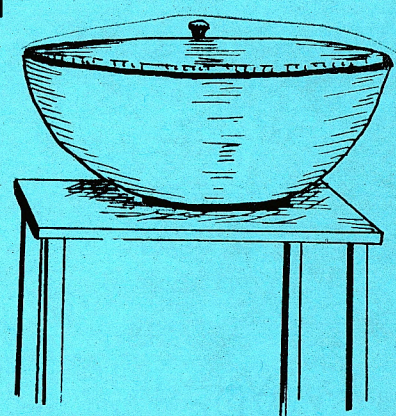
- When dough is thick enough to handle but still soft (about 12 c.) put onto a lightly floured board.

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

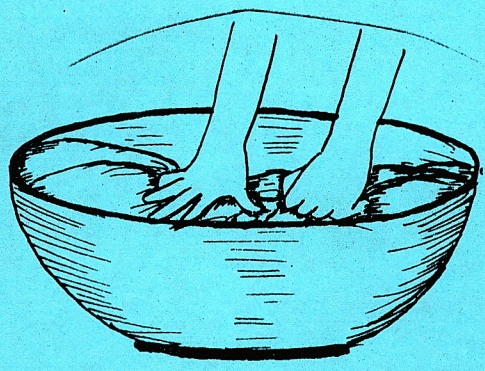


- Grease the large bowl. Put dough into bowl. Brush top of dough with melted fat.

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



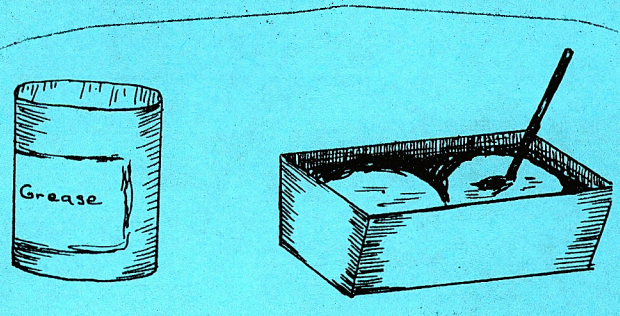
- Punch dough down.



- 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.

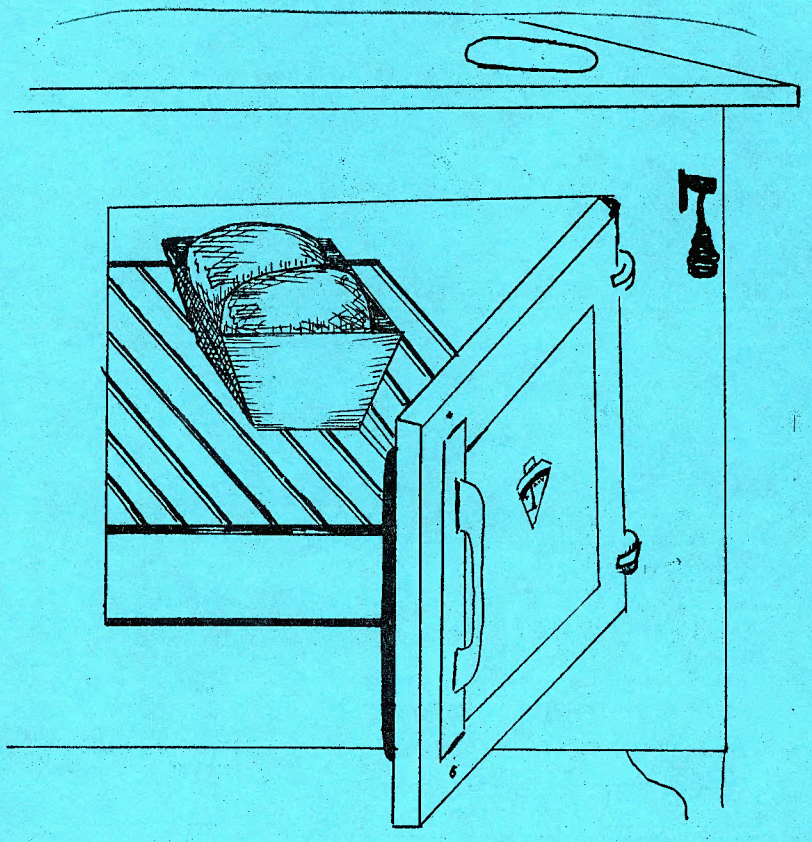



- Brush top lightly with melted fat.

- 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.

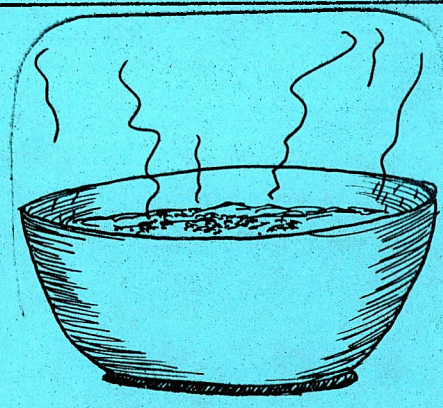
- Turn out on rack to cool. Makes 6 loaves.



PR. 28. 5/6. 68

# OATMEAL PORRIDGE

- low cost
- nutritious
- starts the day right

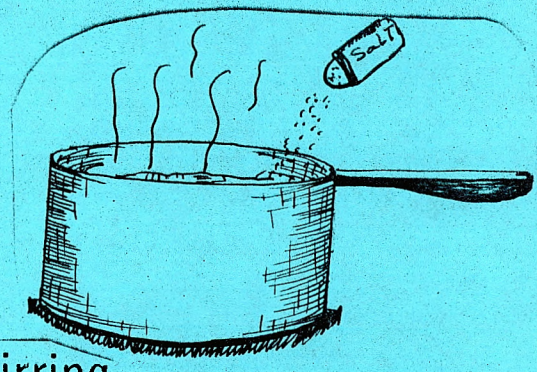


## WHAT YOU NEED

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

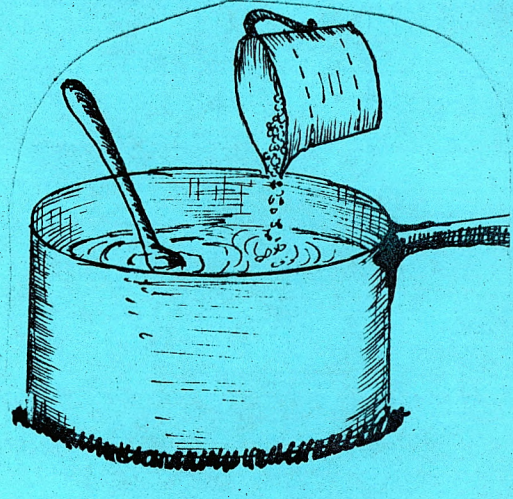
## WHAT YOU DO

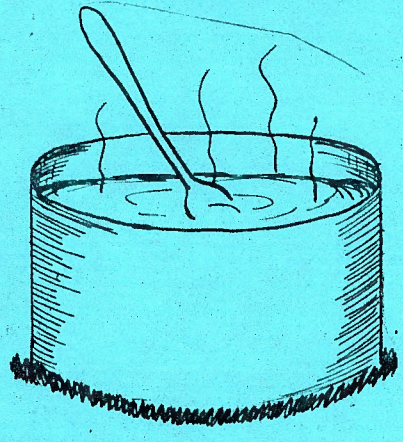
- Bring water to a boil. Add salt.




- Add rolled oats slowly stirring constantly.

- Cook for 5 minutes on hot part of stove stirring constantly.





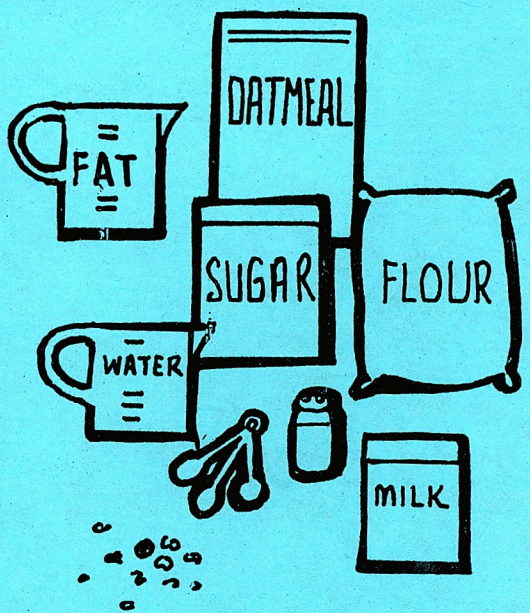
- Finish cooking on low heat.

- Serve with liquid milk and brown sugar.

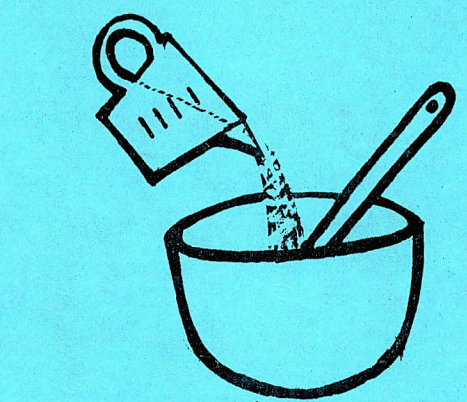
# OATMEAL COOKIES

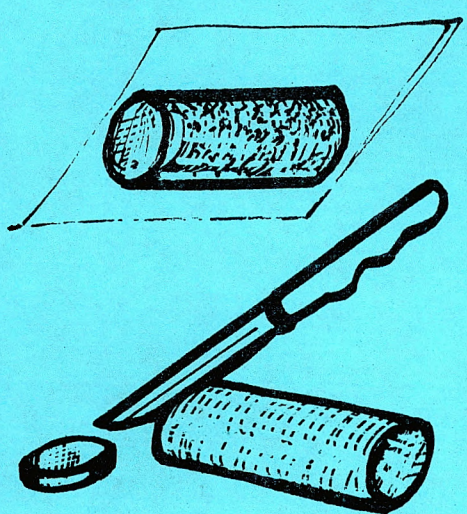
## WHAT YOU NEED

1 c. fat (margene)
1 cup sugar
2 cups oatmeal
1 $\frac{3}{4}$ cups flour
3 tsp. salt
2 tbsp. milk powder
$\frac{1}{2}$ cup water




## WHAT YOU DO





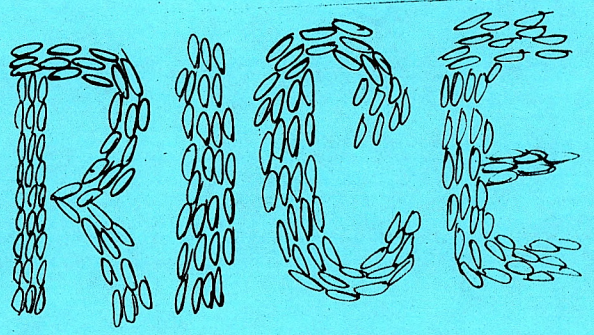
- Mix fat and sugar together in a bowl.
- Add all the dry ingredients and mix well.
- Add water. Stir.
- Shape into a roll.
- Wrap in wax paper and keep in a cool place.
- Slice and bake at 350°F for 15-20 minutes.
- May also be cooked in a frying pan on top of the stove.

* Add $\frac{1}{2}$ cup raisins for added food value.

FR.30. 1/1.68

# RICE

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



Helps give you ENERGY
for work and play

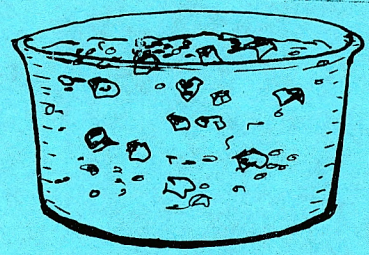
DO NOT WASH PACKAGED RICE

FR. 31. 1/6.68

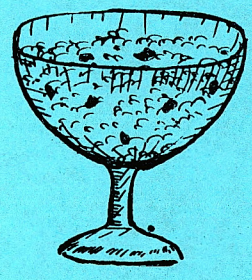
**USE RICE:**

- as a vegetable with meat

- to make dinner dishes

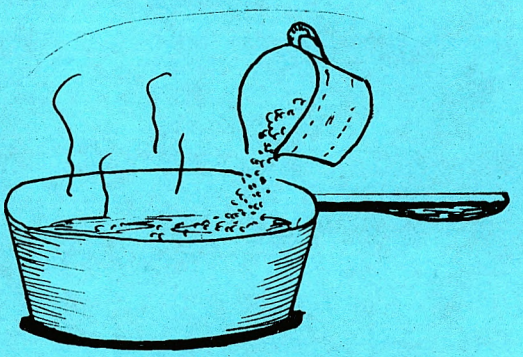


- for pudding desserts



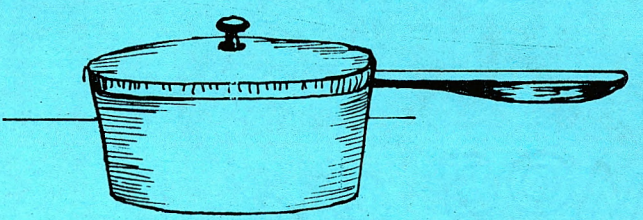
## COOKED RICE

- Add 1 c. rice to 2 c. boiling salted water ($\frac{1}{2}$ 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

## MINUTE RICE

- Bring 1½ c. water and ½ tsp. salt to a boil.
- Stir in contents of package. Cover saucepan and remove from heat.
- Let stand 5 minutes. Fluff with a fork.
- Makes 4 servings.

NOTE: MINUTE RICE DOUBLES IN VOLUME. USE EQUAL AMOUNTS OF RICE AND WATER.

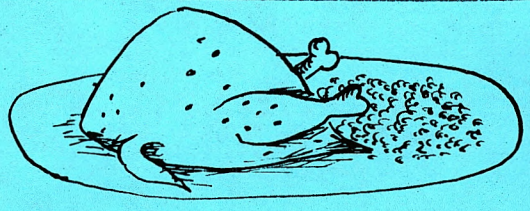
# RICE DINNER

1 can green beans (1 lb.)
2 tbsp. margene
½ c. flour
2 c. liquid milk
2 c. cut-up cheese
2½ c. canned meat chopped up
3 c. cooked rice.

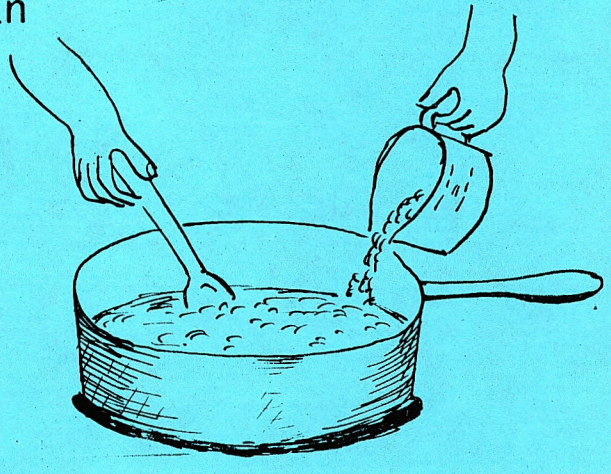
- Drain canned beans. Measure juice and use with water to make 2 c. liquid milk.
- Melt fat in frying pan over low heat. Stir in flour. Slowly stir in milk.
- Put over medium heat. Stir and cook until it boils.
- Add cheese, green beans and meat. Cook over low heat until cheese melts.
- Serve on cooked rice.

SERVES 6 PEOPLE

# RICE WITH PTARMIGAN



onion flakes
1 tbsp. margene
½ tsp. salt
2 c. water or ptarmigan broth
½ c. uncooked rice
1½ c. cut-up cooked ptarmigan
½ c. cut-up cheese



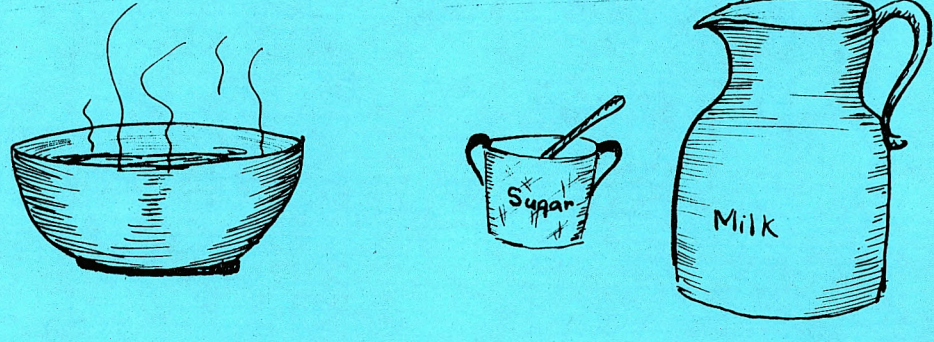
- Put first 4 ingredients into pan. Heat to boiling.
- Add rice slowly. Cover pan and let cook over low heat for 20 minutes.
- Move to coolest part of stove and let stand 10 min. more. Keep covered.
- Add ptarmigan. Reheat. Serve with cheese on top of each serving.

SERVES 4

# CORNMEAL

- an ENERGY food
- has many uses
- costs little

MUFFINS




HOT CEREAL

COOKIES

# MUFFINS

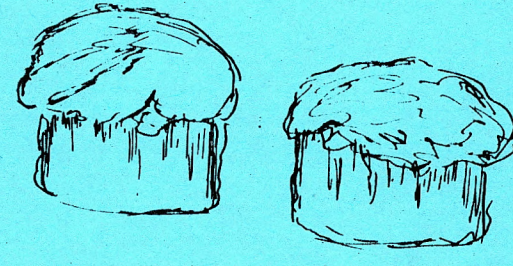
- good for any meal
- gives us energy
- takes the place of bannock or bread

## WHAT YOU NEED

2 c. flour (sifted)
4 tsp. baking powder
2 tbsp. sugar
$\frac{1}{2}$ tsp. salt
$\frac{1}{4}$ c. milk powder
2 tbsp. sifted egg powder mixed with 2 tbsp. warm water
2 tbsp. fat
$1\frac{1}{2}$ c. water

## WHAT YOU DO

- Sift first 5 ingredients together in a bowl.
- Make a hollow in the centre.
- Pour in the melted fat, egg mixture and water.
- Stir just enough to mix.
- Drop batter into greased muffin tins.
- Bake at 400° for 20-25 minutes.



# TEA BISCUITS

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

## WHAT YOU NEED

2 c. flour
4 tsp. baking powder
$\frac{1}{2}$ tsp. salt
3 tbsp. milk powder
4 tbsp. fat (margene)
$\frac{2}{3}$ c. water

## WHAT YOU DO

- Sift flour, baking powder, salt, milk powder together into a bowl.
- Cut in the fat with a knife.
- Add the water. Mix as little as possible.
- Toss out on a lightly floured board. Pat flat until about $\frac{1}{2}$ 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:

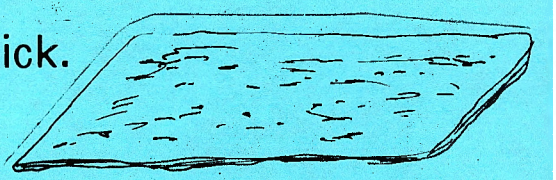
## CHEESE BISCUITS

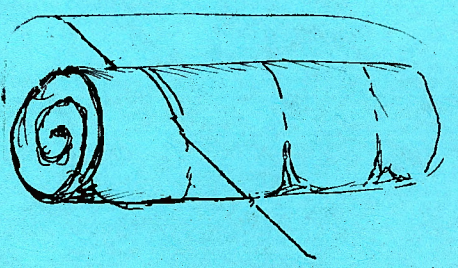
- Add $\frac{2}{3}$ c. grated cheese to tea biscuit recipe.
- A little grated cheese may be sprinkled on top.

## FRUIT BISCUITS

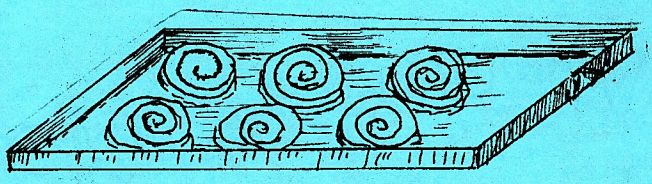
- Add raisins or chopped dates to tea biscuit recipe.
- Biscuits may be dropped from a spoon on to a greased pan.

## BUTTERSCOTCH PINWHEELS





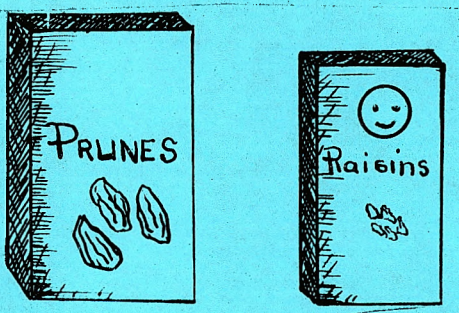
- Pat tea biscuit dough to $\frac{1}{2}$ inch thick. Shape as a rectangle.
- Spread margene on top. Sprinkle brown sugar and cinnamon on top.
- Roll up and cut in $\frac{3}{4}$ inch slices. (use thread)
- Place on a greased cookie sheet with cut side up.
- Bake at 425° for 15 minutes.



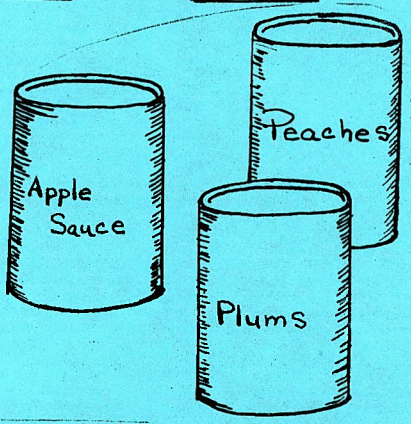
# FRUITS

- helps keep you healthy
- helps prevent constipation
- supplies iron for good blood

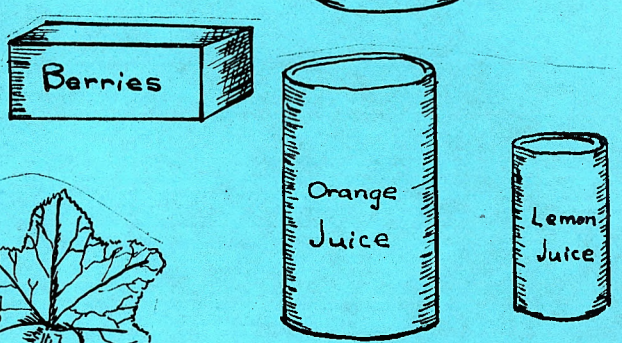
## DRIED FRUIT



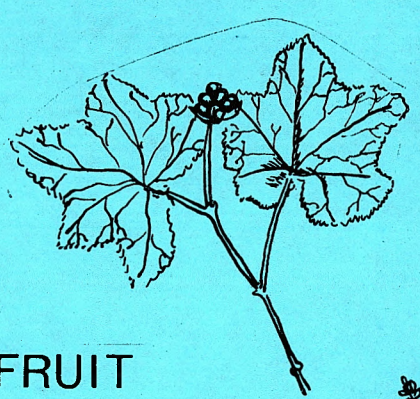

## CANNED FRUIT




## FROZEN FRUIT & FRUIT JUICE




## FRESH FRUIT



## BERRIES

EAT SOME FRUIT EVERY DAY FR. 35. 1/6.68

## DRIED FRUITS

- good uncooked or cooked
- add to porridge or bannock

## CANNED FRUITS

- eat as they come
- use in jello
- use in a sauce

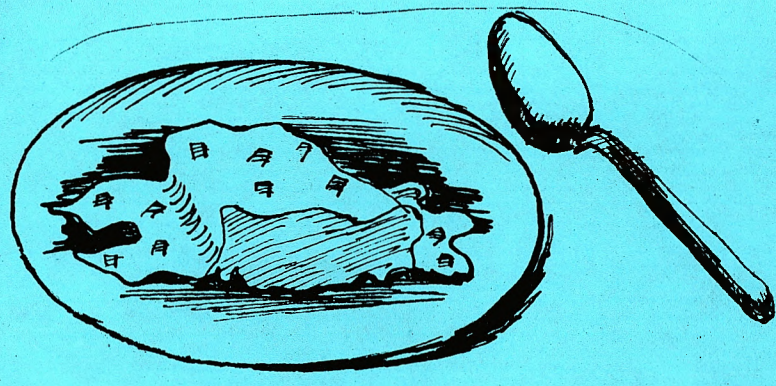
## FROZEN FRUIT JUICE

- mix 1 can frozen fruit juice with 3 cans water

## FRESH FRUIT

- wash and eat raw
- can some for future use.

## FRUIT SAUCE



## WHAT YOU NEED

1 can fruit
3 tbsp. sugar
3 tbsp. flour
1 tbsp. fat (margene)

## WHAT YOU DO

- Drain juice off fruit.
- Heat juice to boiling.
- Remove from heat.
  Stir in the sugar and flour
  mixed together.
- Return to low heat.
  Cook till thick stirring constantly.
- Add margene and fruit to sauce.
  Cook over low heat 10 minutes longer.
- 1 tbsp. lemon juice can be added if
  desired.

GOOD SERVED ON BANNOCK

FR. 35. 3/6.68

# PINEAPPLE UPSIDE DOWN CAKE

¼ cup butter
¾ cup sugar
1 egg
½ cup liquid milk
½ tsp. vanilla
1¼ cup cake flour
¼ tsp. salt
1¼ tsp. baking powder
1 cup crushed pineapple

Mixture No. 1

- In a dish stir butter and sugar together. Add egg, vanilla and sifted flour. Stir mixture as milk is added.

Mixture No. 2

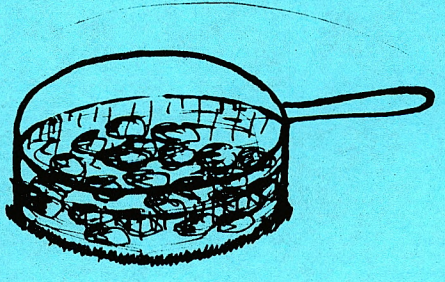
- In another dish melt 4 tablespoons of butter. Add ½ cup brown sugar and 1 cup crushed pineapple. Stir. Place this mixture in bottom of greased baking pan.
- Add mixture No. 1 to the baking pan. Bake 40 minutes at 350°.

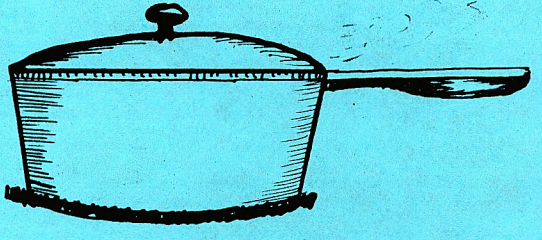
When cake has cooled, place it upside down on dish and remove from cake pan. Vanilla or lemon sauce may be added.

Note: 1 egg is equal to 1 tablespoon sifted egg powder mixed with 1 tablespoon warm water.

## STEWED PRUNES

- Put prunes in a cooking pot and cover with water.
- Cover pan. Cook fruit slowly until tender.
- Remove from heat. Add a little lemon juice if desired.
- Let cool. Serve.





COOK DRIED APRICOTS AND DRIED APPLES IN THE SAME WAY.

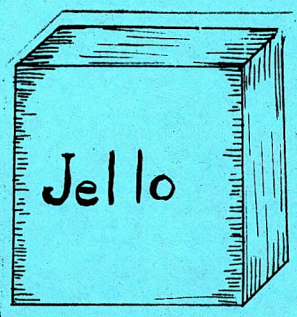
# PINEAPPLE NUT COOKIES

- $\frac{1}{3}$ cup butter
- $\frac{1}{2}$ cup sugar
- 1 egg
- $\frac{1}{2}$ cup crushed pineapple
- $\frac{1}{2}$ cup chopped nuts
- $1\frac{1}{4}$ cup flour
- $\frac{1}{4}$ tsp. soda
- $\frac{1}{4}$ tsp. salt

- Beat egg.
- Combine butter, sugar and beaten egg.
- Drain pineapple. Add drained pineapple and nuts to the mixture.
- Add flour, soda and salt.
- Using a spoon, place cookie "drops" on cookie pans.
- Bake at 375° from 10 to 15 minutes.
- This makes about 36 cookies.

* Other drained canned fruits may be used. Dried fruits, such as raisins, dates, apricots or cherries may also be used.

# JELLY POWDER




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

## WHAT YOU NEED

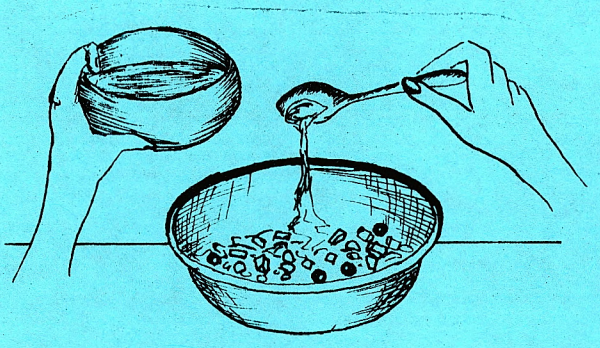
1 pkg. jelly powder any flavour
1 c. boiling water
1 c. cold water

## 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

# JELLO WITH FRUIT

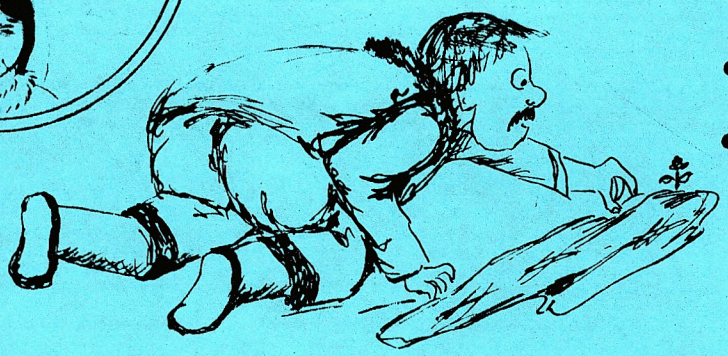


## PROCEDURE:

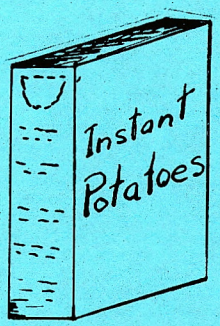
- Mix a jelly powder using the fruit juice from a can of fruit as part of the cold water.
- chill jelly until it begins to set.
- Stir canned fruit in.
- Chill till set.

DELICIOUS WITH HOT CHEESE BISCUITS

# VEGETABLES

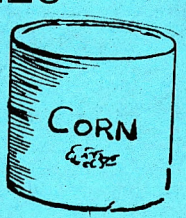


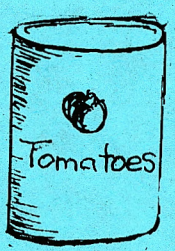
- help keep you healthy
- help prevent constipation
- supply iron for good blood

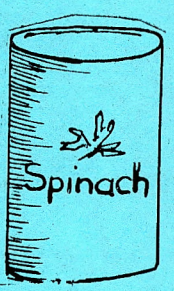



DRIED VEGETABLES

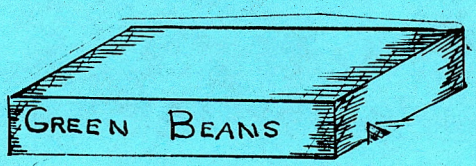
CANNED VEGETABLES




FROZEN VEGETABLES




FRESH VEGETABLES

OVER COOKING DESTROYS THE FOOD VALUE

# WATER

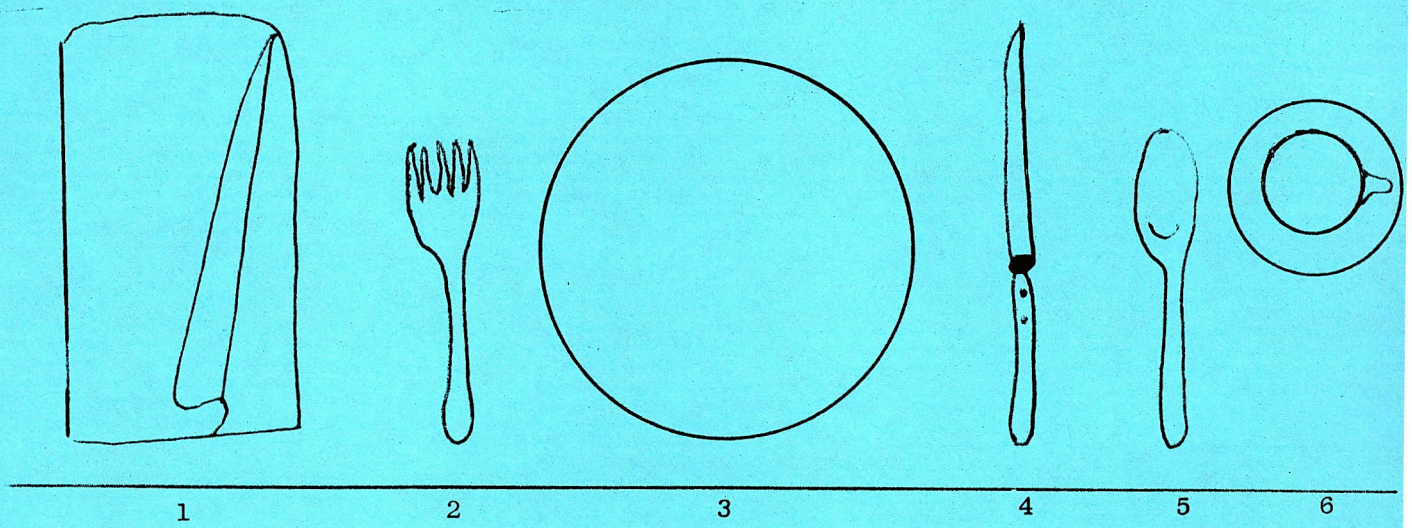
- essential for health
- ask if the water is safe to drink
- be safe and use boiled water for making liquid milk for drinking

## SAFE WATER IN:

- 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

Adult Education Program
Rental Housing Project

# HOME MANAGEMENT

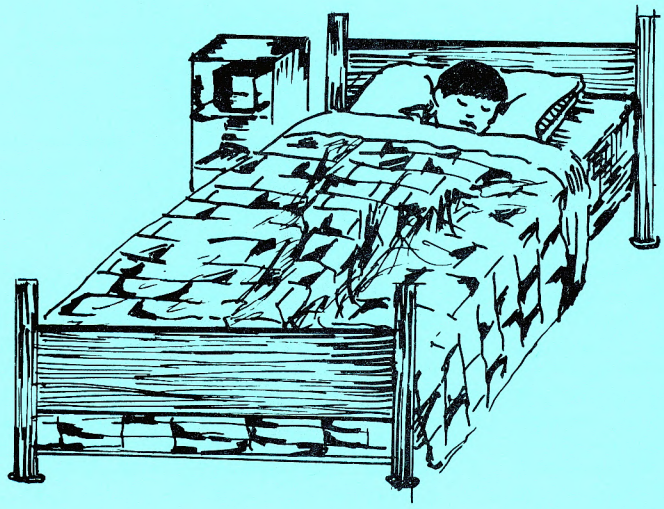
Experimental

# HOME MANAGEMENT

| | |
|---|---|
| HM.10.4/4.68 | Care of Beds |
| HM.11.5/5.68 | Care of Linoleum Floors |
| HM.12.4/4.68 | A Clean Bathroom |
| HM.13.6/6.68 | Clean Clothes Closets |
| HM.14.8/8.68 | Clean Dishes |
| HM.15.4/4.68 | A Clean House is Important |
| HM.16.8/8.68 | A Clean Refrigerator |
| HM.17.5/5.68 | An Electric Stove |
| HM.18.4/4.68 | Clean Walls, Ceilings and Woodwork |
| HM.19. / .68 | How to Plan Your Cleaning |
| HM.20.5/5.68 | Many Hands Make Light Work |
| HM.21.4/4.68 | Stain Removal |
| HM.22.6/6.68 | Washing Clothes and Household Linens |
| HM.23.4/4.68 | What to Use to Clean Your House |
| HM.24.7/7.68 | When to Do House-cleaning Jobs |

# CARE OF THE BED

- Beds are more comfortable if made every day.
- Keep beds clean by changing the sheets regularly.
- Mattresses will wear better if turned often.

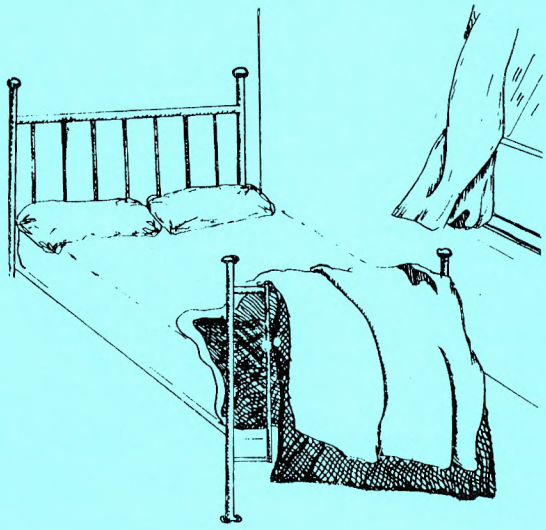


SLEEP HELPS KEEP YOU HEALTHY

H.M. 10.1/4.68

## DAILY CARE

- Throw back the covers when you get up.
- Leave bed unmade until after breakfast.



MAKE THE BED

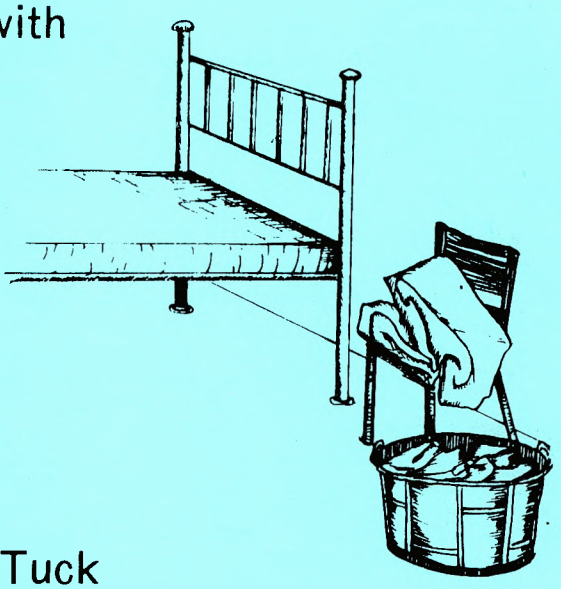
- Smooth the bottom sheet.
- Pull up top covers smoothly.
- Fluff up pillow.
- Put on bedspread or quilt.

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

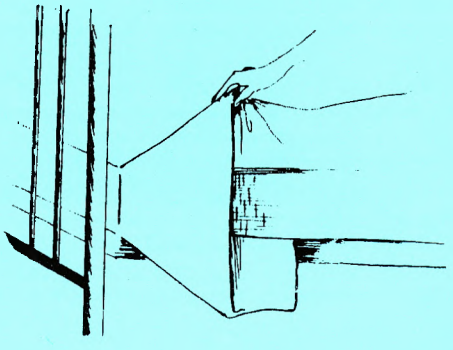
H.M. 10.2/4.68

## SPECIAL CARE

- Remove all bedding.
- Put sheets and pillow cases with laundry for washing.
- Air blankets and quilts.



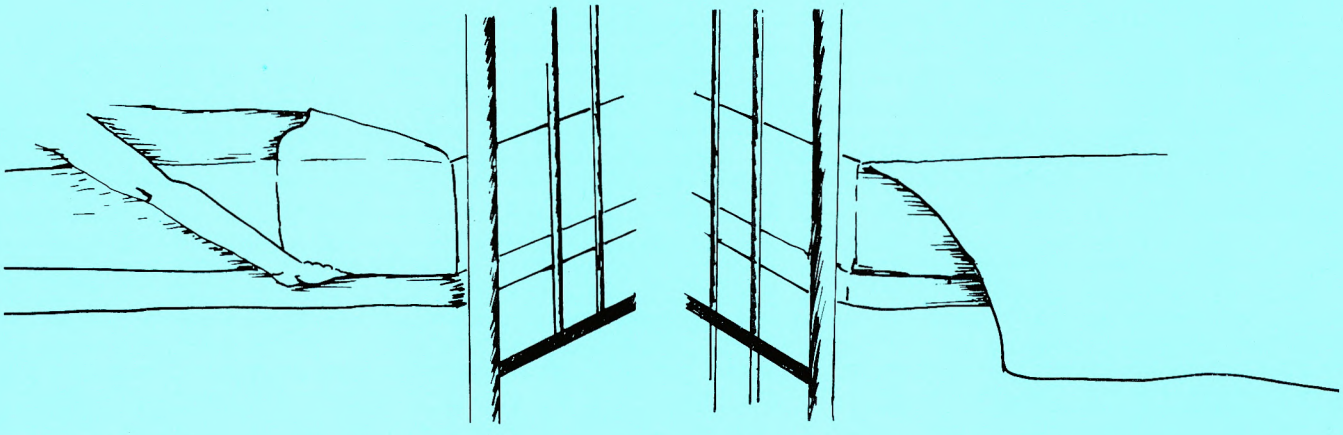
- Turn mattress.
- Put on a clean bottom sheet. Tuck sheet under mattress at top and bottom. Learn to make mitred corners.



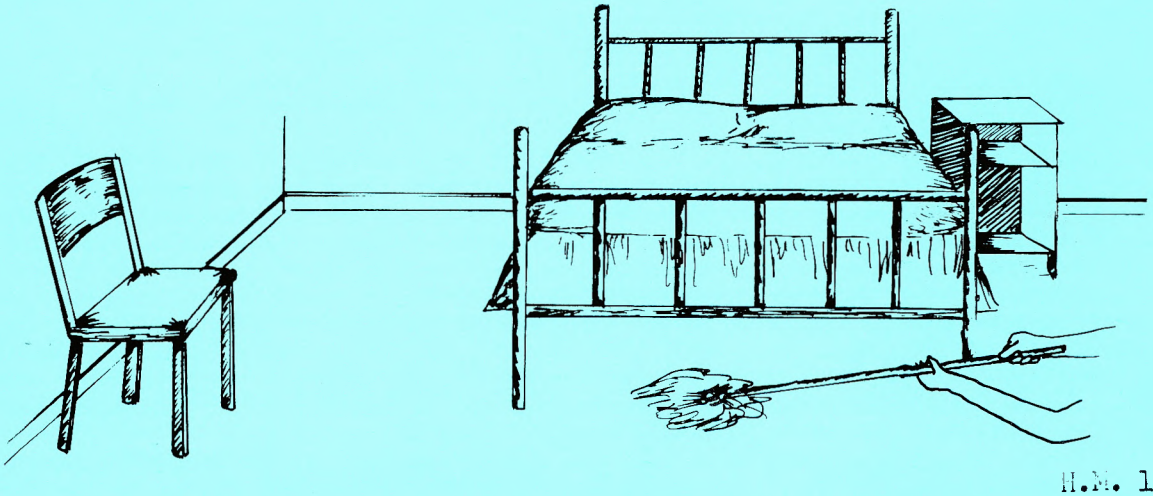
PROTECT MATTRESS FROM SOIL BY COVERING WITH A MATTRESS COVER

## SPECIAL CARE OF THE BED

- Place clean top sheet to head of bed.
- Put each blanket on, one at a time, leaving 6 inches at top of bed.
- Fold top sheet down over cover.
- Make half a mitred corner at foot of bed.
- Do the same at other side of foot of bed.
- Add pillow(s) in clean pillowcase(s).
- Put on bedspread or pretty quilt.

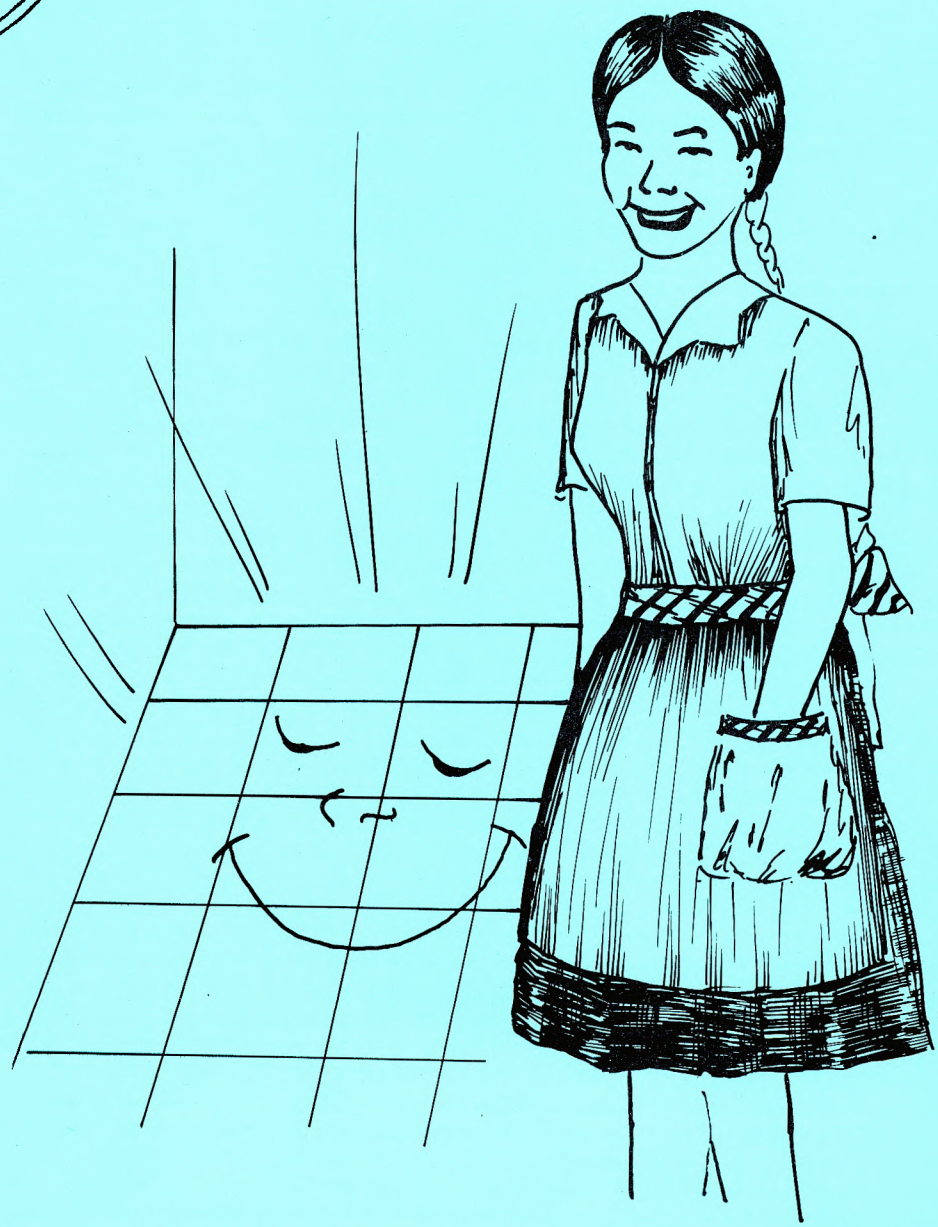


NOW IS A GOOD TIME TO CLEAN
THE FLOOR AND TIDY THE ROOM



H.M. 10.4/4.63

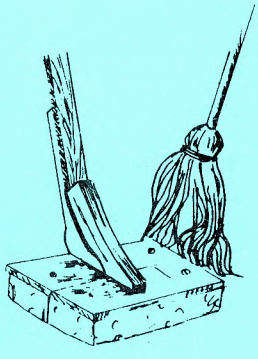
# CARE OF LINOLEUM FLOORS

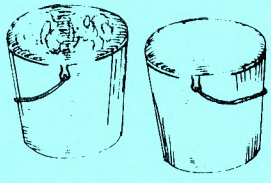


KEEP THEM CLEAN AND SHINING

H.M. 11.1/5.68

## 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 and energy.
- Makes them last longer.

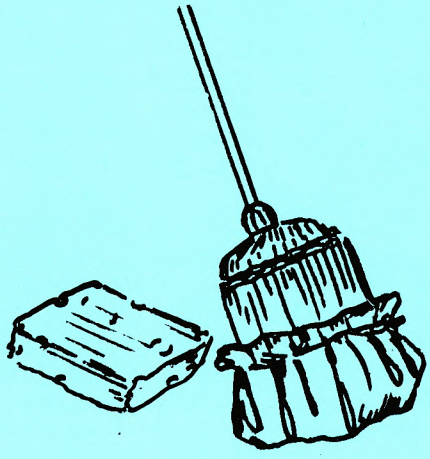
Always dust floor off to remove surface dirt before washing.

## DAILY CARE

- Saves time and energy.
- makes them wear better.

## YOU WILL NEED:

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



## WHAT TO DO

Wash before too dirty.

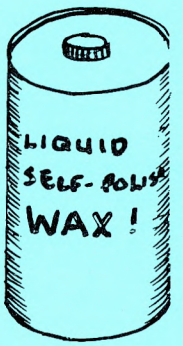
- saves time
- saves energy
- helps keep its new appearance longer.

ALWAYS dust floor off to remove surface dirt before washing.

# WAXING LINOLEUM FLOORS

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

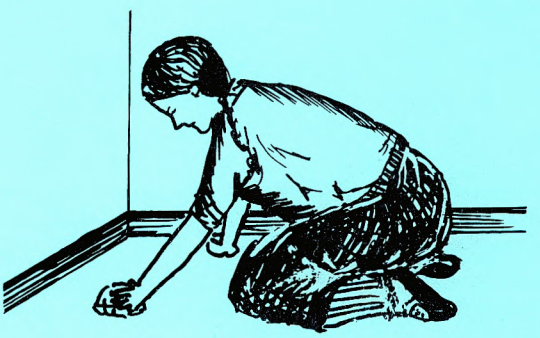
## WHAT YOU NEED




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

## WHAT YOU DO

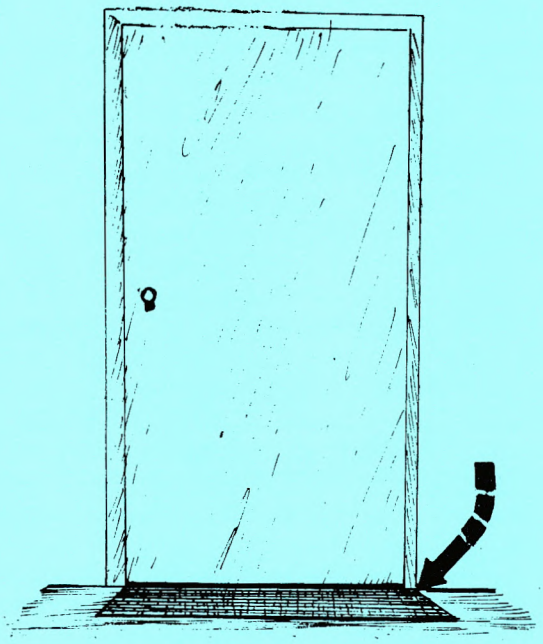
- Apply a thin coat of liquid wax to floor surface.
- Let dry before walking on it. (about 30 minutes)
- Rinse cloth or sponge. Put materials away.



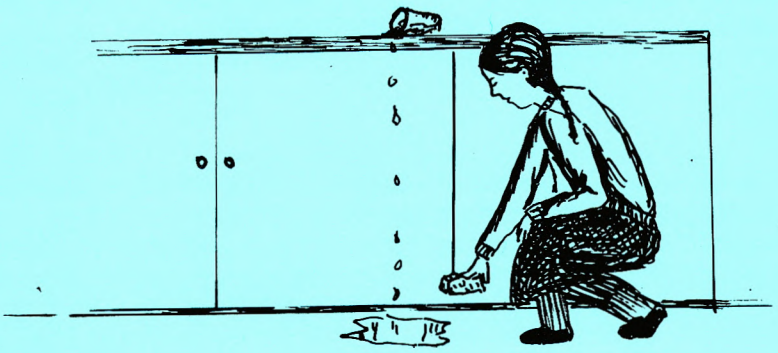
H.M. 11.4/5.68

## TO PREVENT SLIPPING

- Keep a mat at all outside doors.

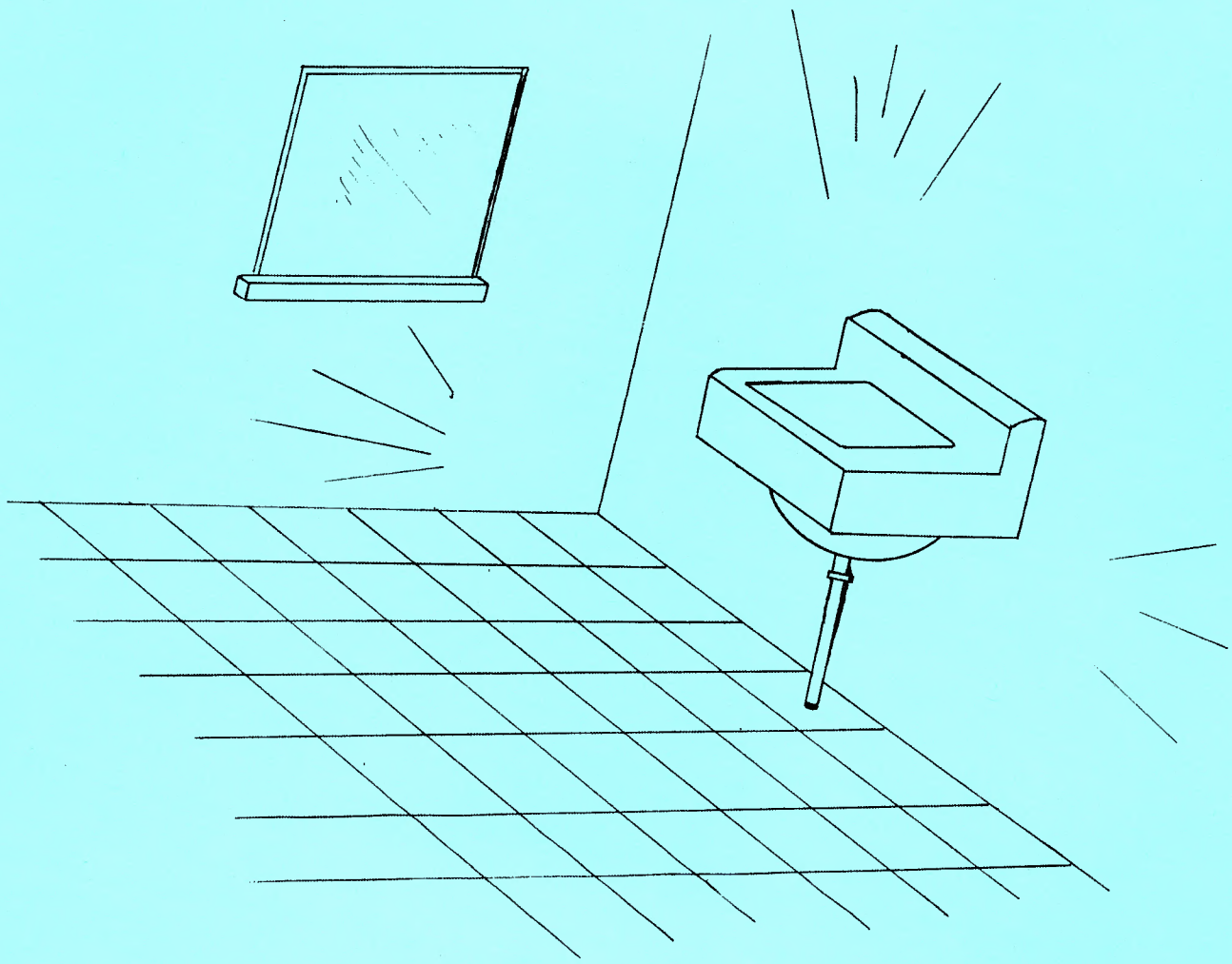


- Wipe up spills and drips.



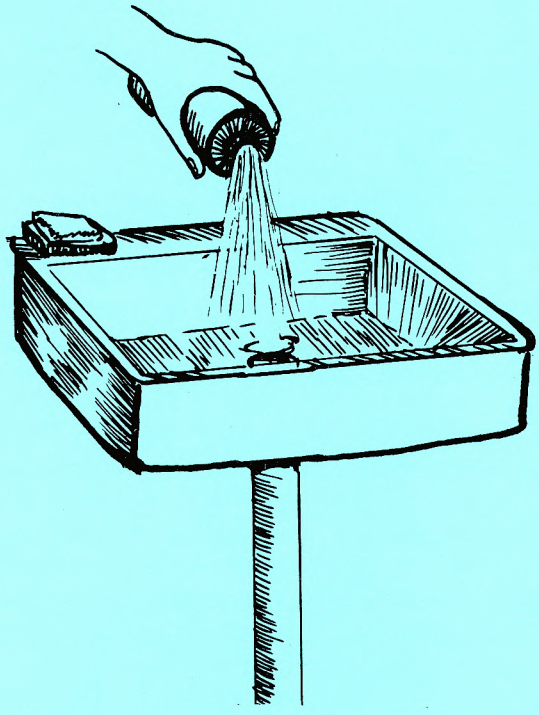
H.M. 11.5/5.68

# A CLEAN BATHROOM



H.M. 12. 1/4.68

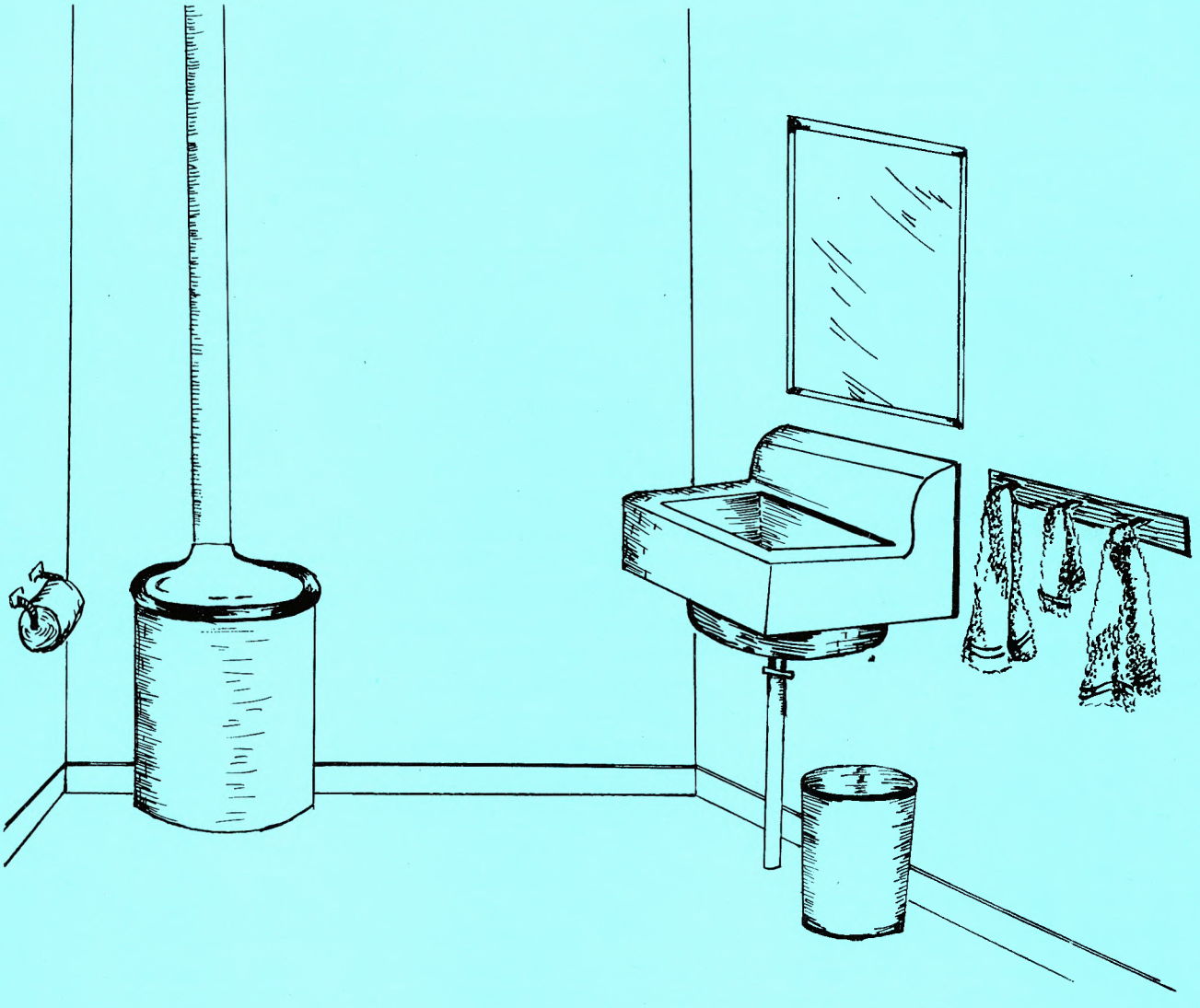
# TO CLEAN THE WASH BASIN



- 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 pipe under wash basin is open.

H.M. 12. 2/4.68

# TO CLEAN THE TOILET

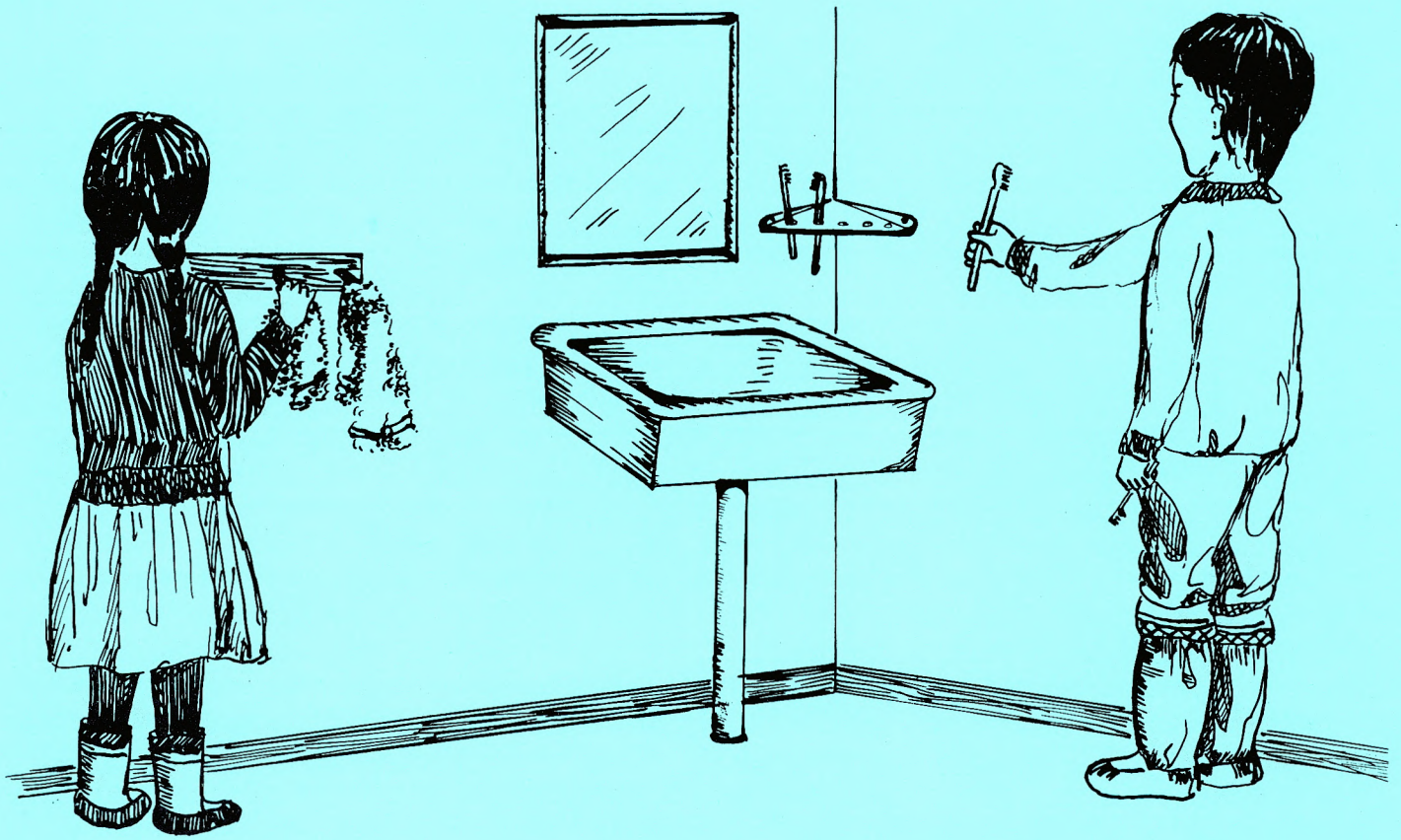


- Put plastic liner in toilet bucket.
- Fold liner over rim of toilet bucket.
- Remove liner when it is about 2/3 full. Tie a knot to close the top and remove to pick-up stand.
- With a sponge or cloth and warm soapy water, wipe soiled areas in and around the toilet.
- Put in a clean plastic liner.

H.M. 12. 3/4.68

# CLEAN CLOTHES CLOSETS

# EVERYONE CAN HELP



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

H.M. 12. 4/4.68

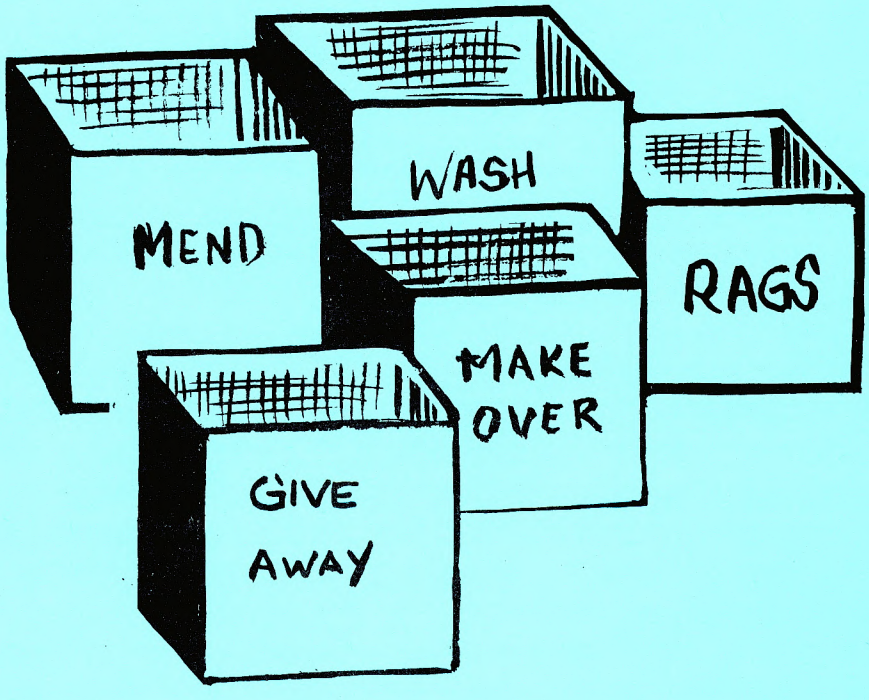
- Wipe the walls with a clean dust cloth from top to bottom.
- Wash shelves and rods.
- Wipe the floor with a damp clean sponge.

## WHAT YOU NEED

- Dust cloth
- Pail of warm sudsy water
- Sponge

## WHAT YOU DO

- Remove the clothes from the closet.
- Sort into piles:
  - —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.




GIVE AWAY CLOTHES YOU NEVER USE.

CLOTHES WRINKLE IN A CROWDED CLOSET.

H.M. 13.4/6.68

## CLEAN CLOTHES CLOSETS

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

PUT PARKAS AND DRESSES ON
COAT HANGERS.

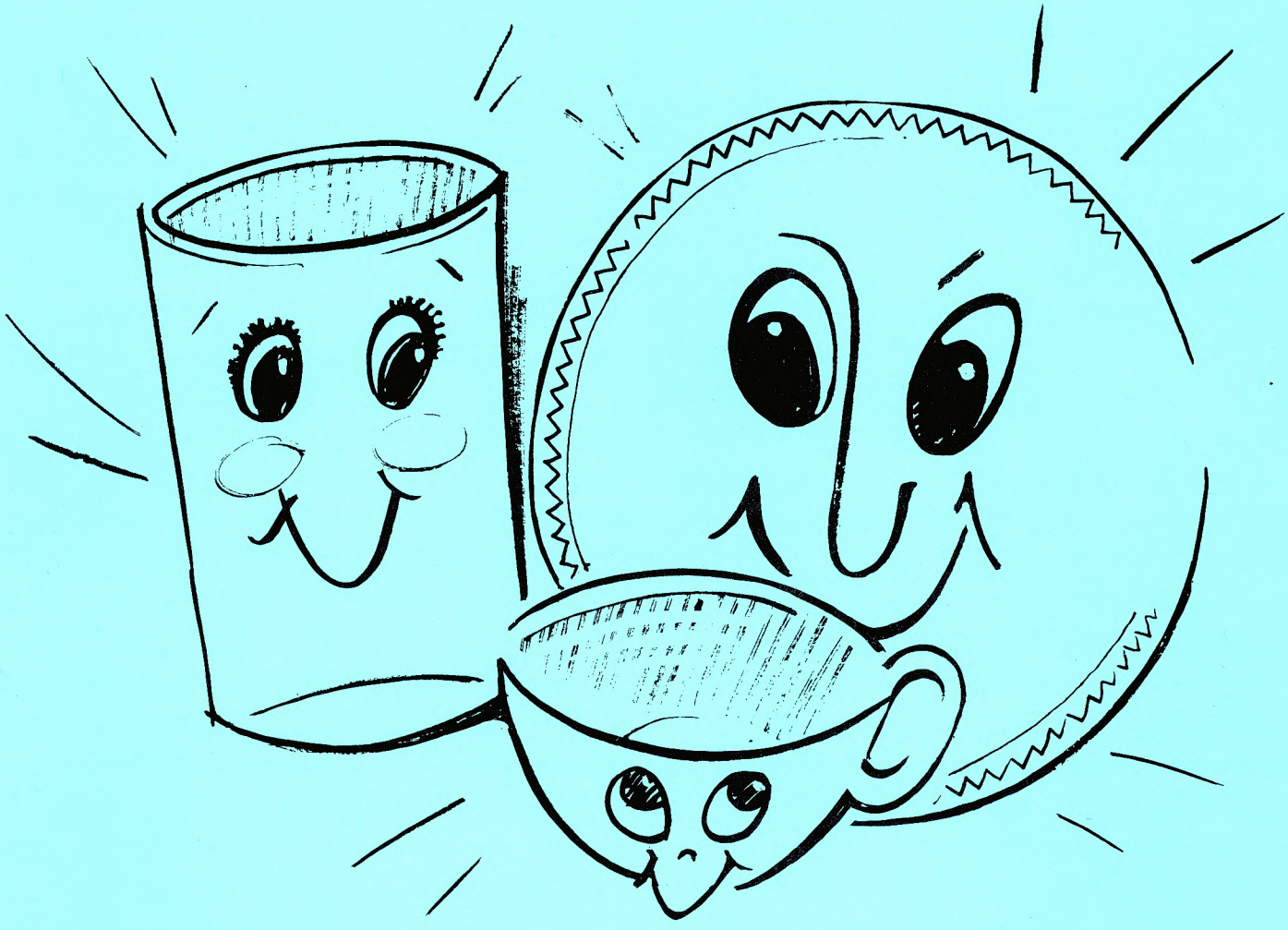
H.M. 13.5/6.68

## RETURN CLOTHES TO THE CLOSET

- 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.

H.M. 13.6/6.68

# CLEAN DISHES

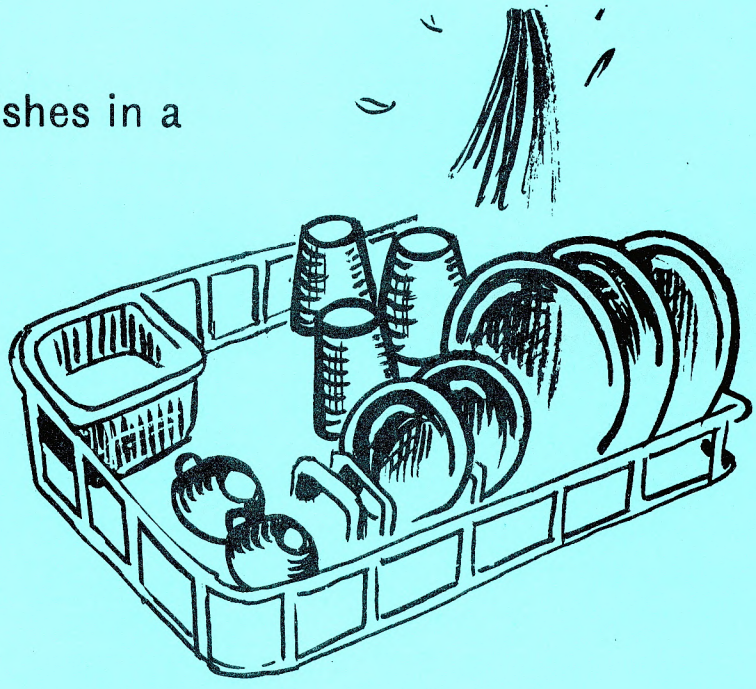


HELP KEEP PEOPLE HEALTHY

H.M. 14.1/8.68

## RINSING DISHES

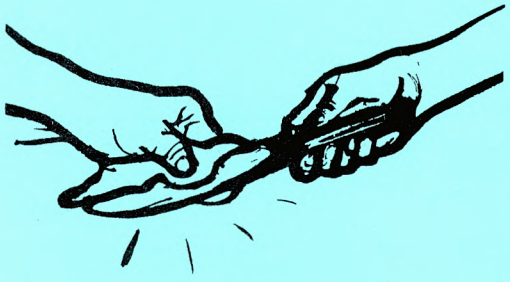
1. Pour hot water over dishes in a drainrack.



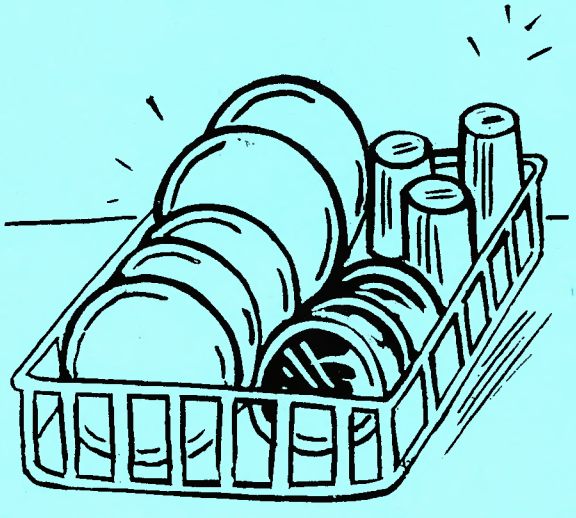
2. Dip dishes into hot rinse water and let drain in a drainrack.

## ONE WAY OF WASHING DISHES (cont'd)

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

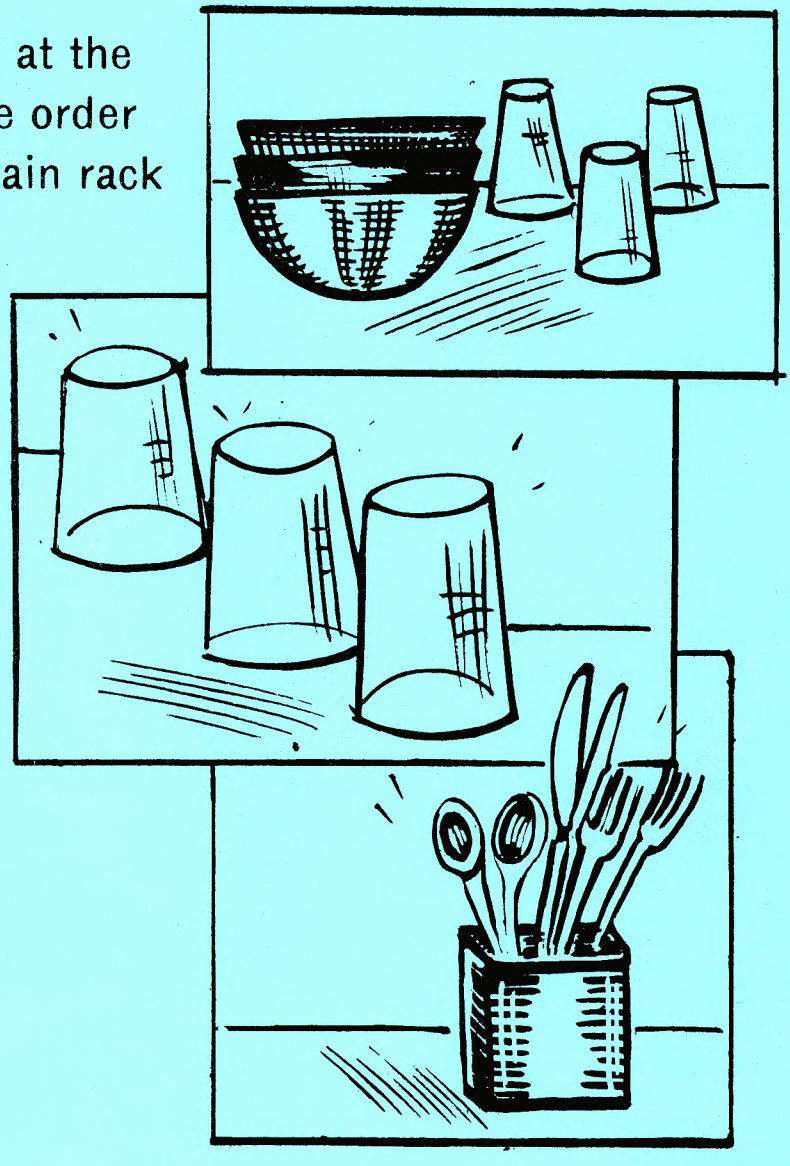


- Wash dishes. Place dishes that are alike into dishwater all at one time. Wash one at a time and put in drain rack to dry.



# ONE WAY OF WASHING DISHES

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

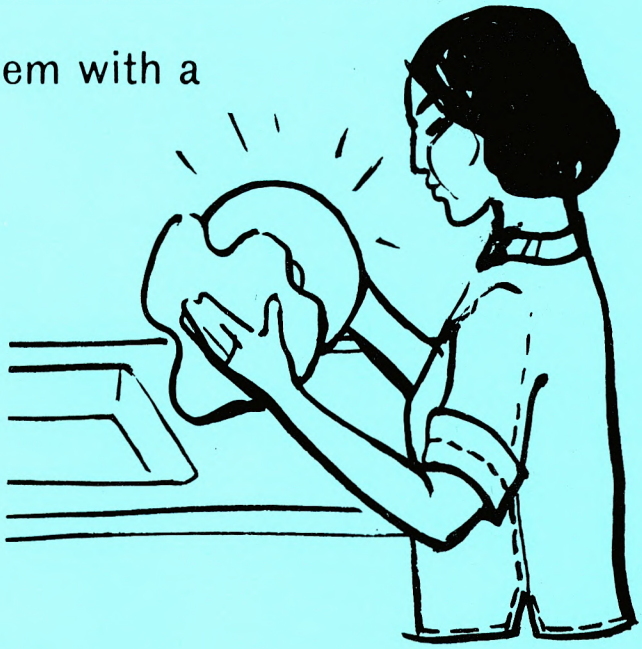


- Wash glasses, rinse, turn upside down to drain.

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

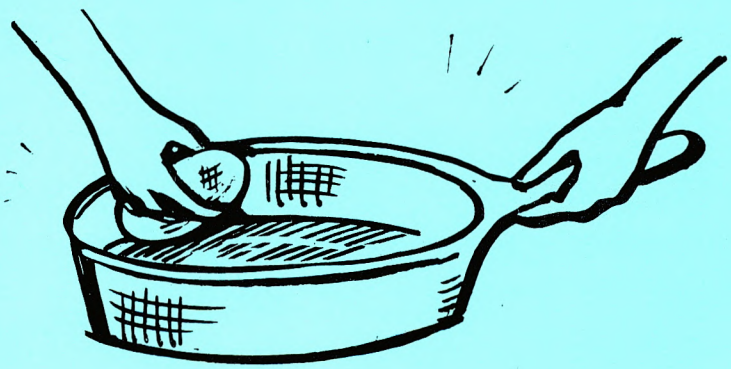
H.M. 14.6/8.68

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

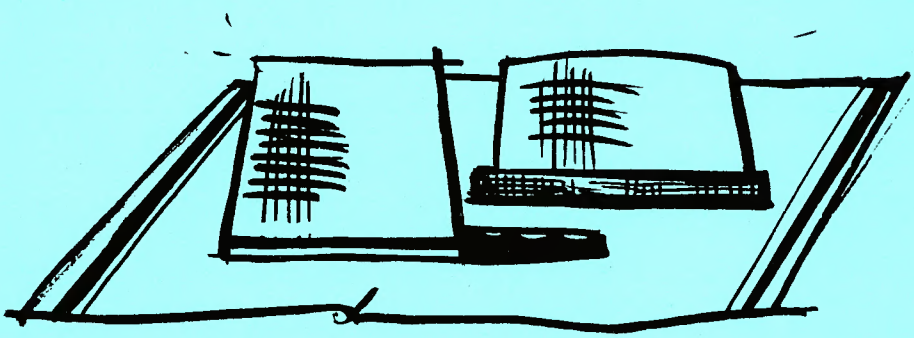


- Put dishes away on shelves or in drawers.

- Wash cook pots. Use scouring powder or scouring pads to remove food that sticks to cooking pots or pans.



- Rinse and air-dry pans.



H.M. 14.5/8.63

## GETTING READY TO WASH

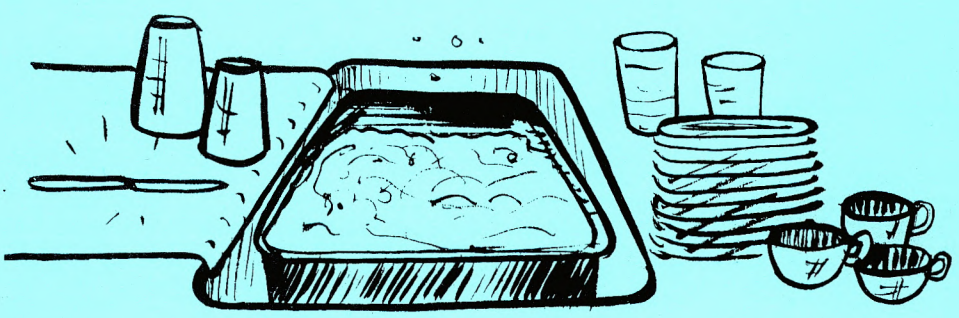
- Cover and put away left-over food.

- Left-over food from each person's plate should be put into the garbage.

- Wipe greasy pans with paper and put paper in garbage. Pour grease into a cup and let it harden.

- Soak pots and pans with grease or sugar foods in hot water. Soak all other pots and pans in cold water.

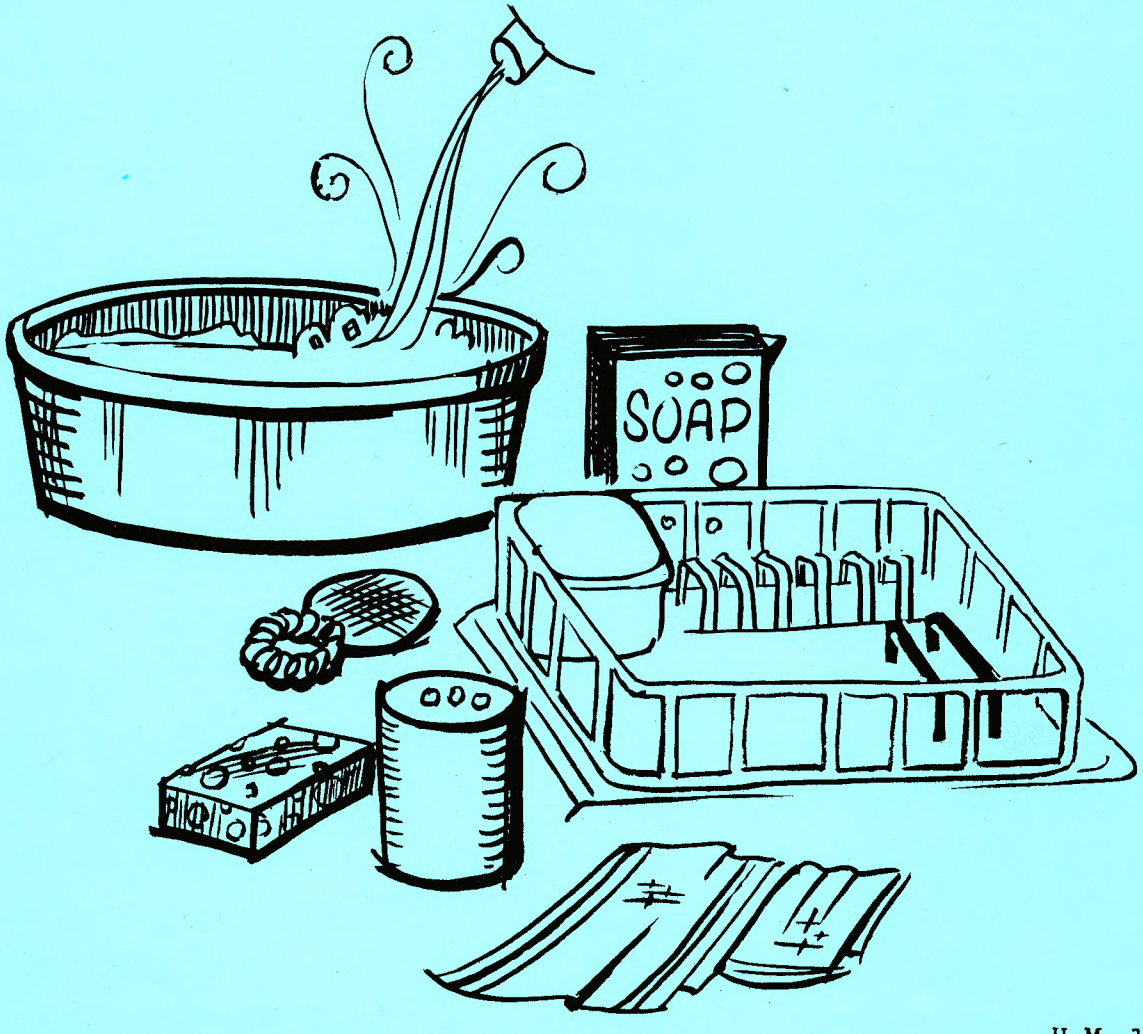
- Put hot water in dishpan. Add detergent.



## YOU WILL NEED

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

(Tea towels)




H.M. 14.3/8.68

## 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.

## CLEANING UP

- Wash counter top and table top. Wipe dry.

- Wipe off top of stove.

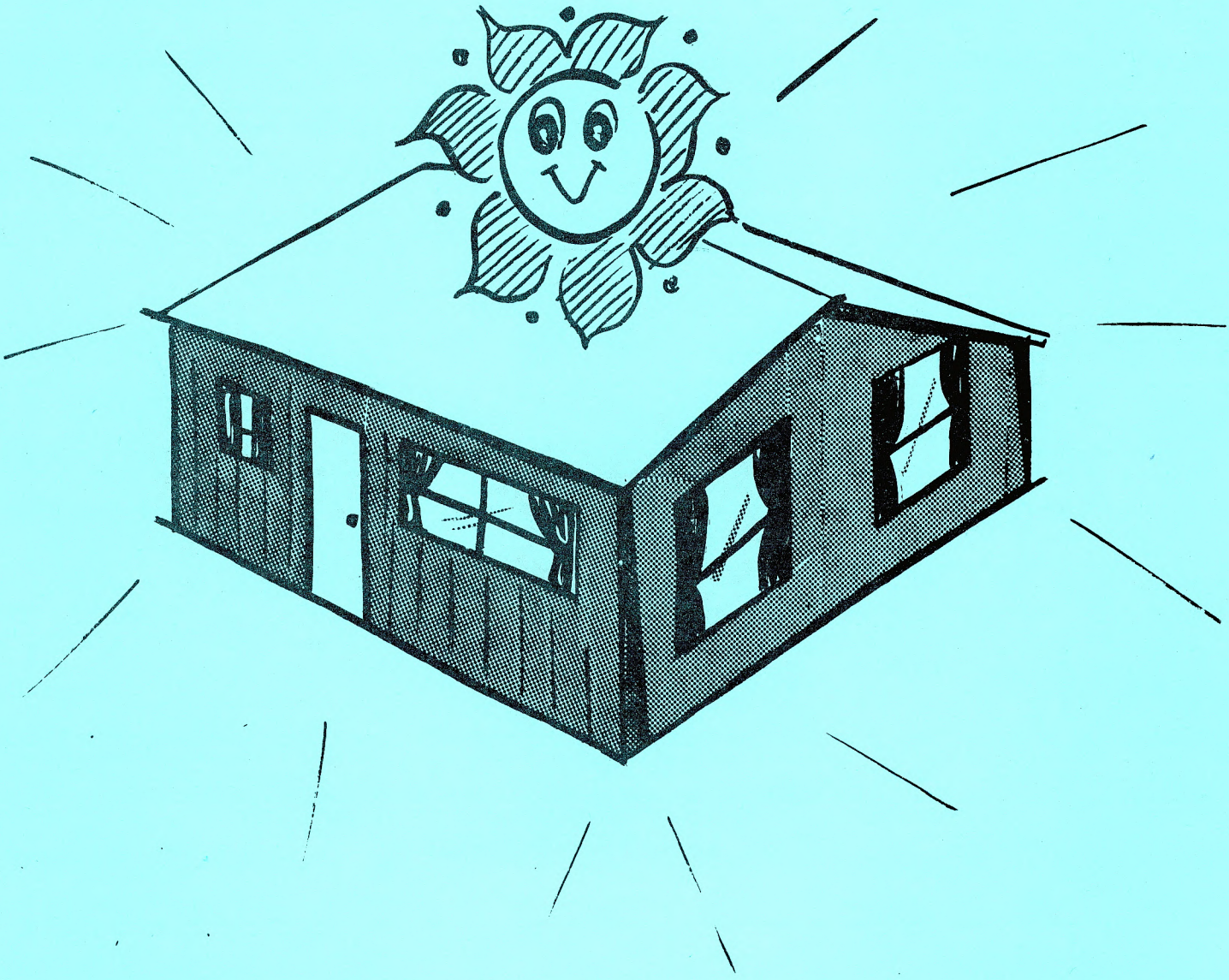
- Empty water in dishpan through sink strainer, to catch food particles. Empty food particles into garbage. Wipe out strainer with sponge.

- Wipe sink dry. Put strainer back in sink.

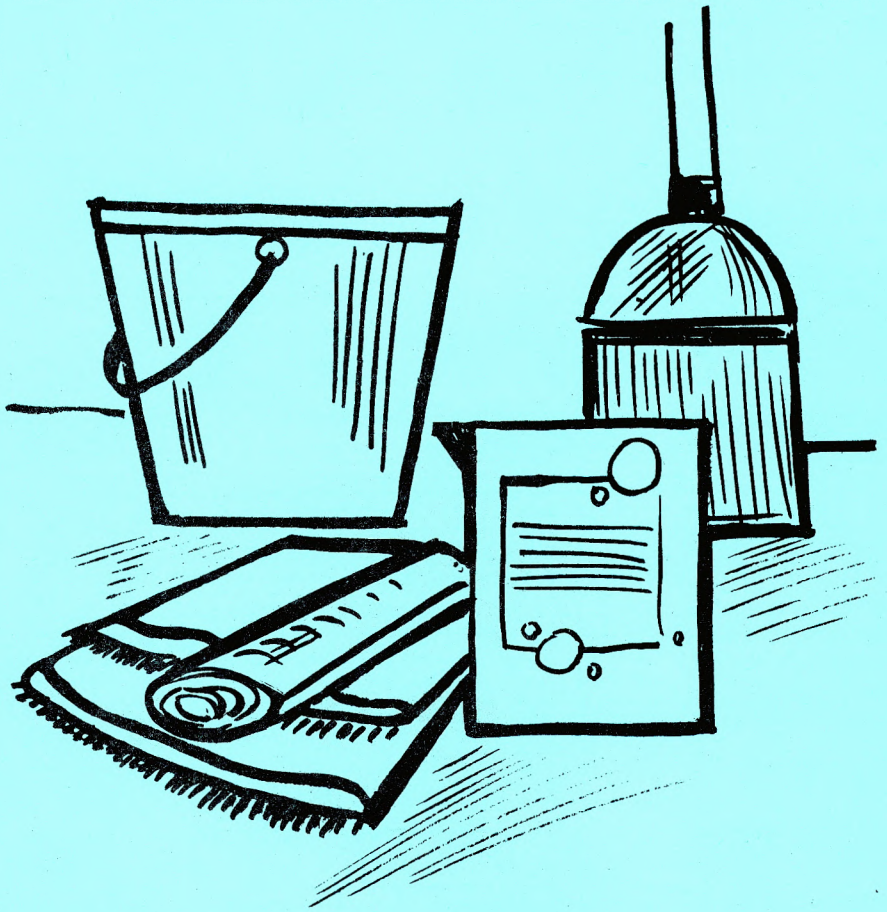
- Mop kitchen and living room floor to collect food particles.

- Empty garbage can at least once a day.

# A CLEAN HOUSE IS IMPORTANT



H.M. 15.1/4.68



## 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

- Add detergent to warm water to get suds.
- Fasten a clean cloth around the broom.

H.M. 15.2/4.68

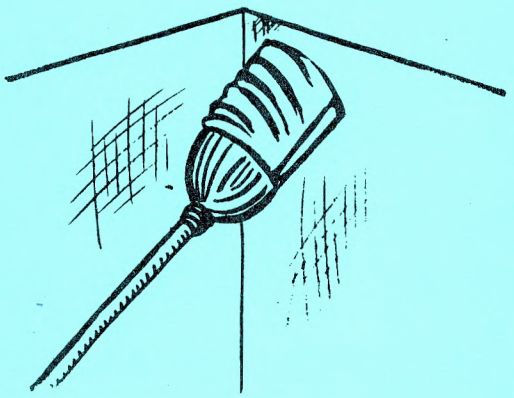
## WHAT YOU DO

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

  Clean ceiling first.

  Clean walls from top to bottom.

  You should shake the dirt off the cloth frequently.



- If walls need washing, wipe with a damp sponge, wrung out of hot soapy water.

  Start at the bottom and work toward the top. Water running down on dirty walls will cause streaking.

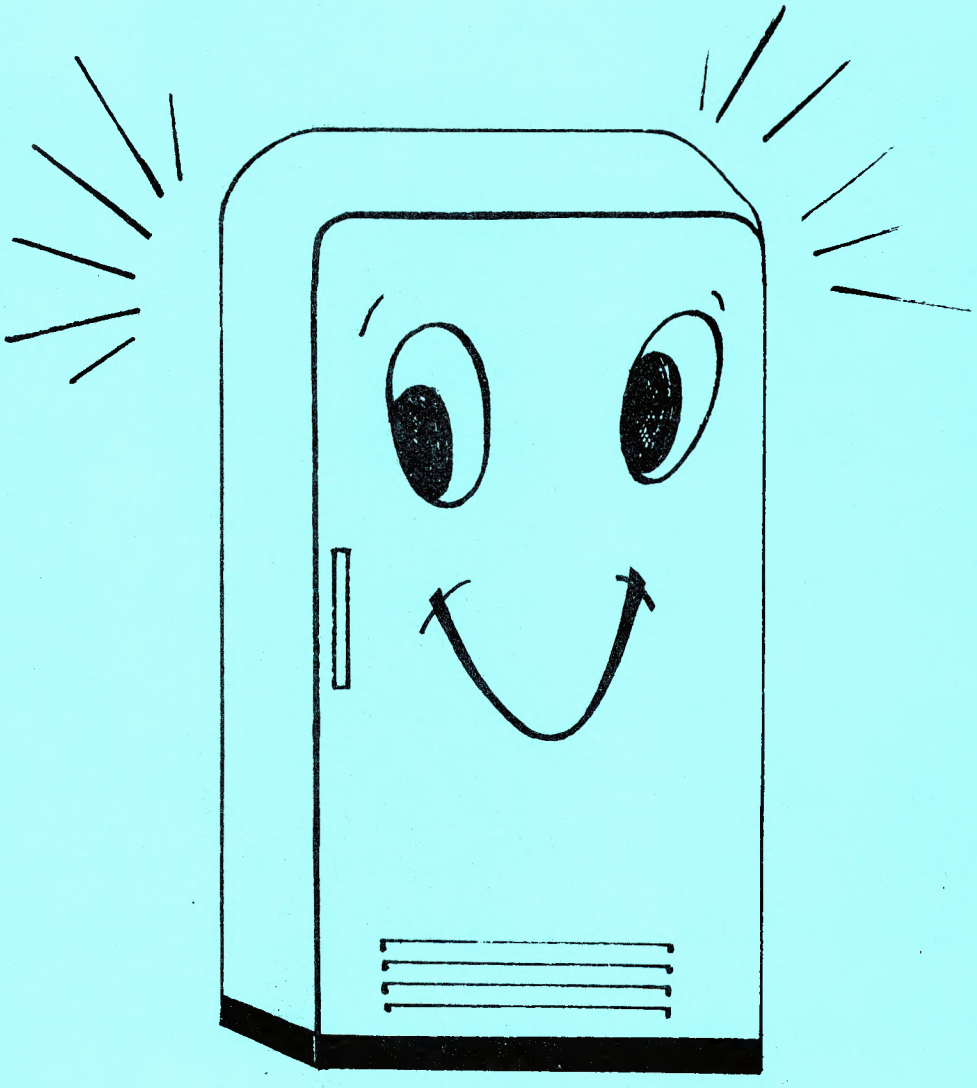
  Wash a small part at a time, overlapping each section.

  Change water when dirty.

- Wash the doors and window frames.

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

# A CLEAN REFRIGERATOR

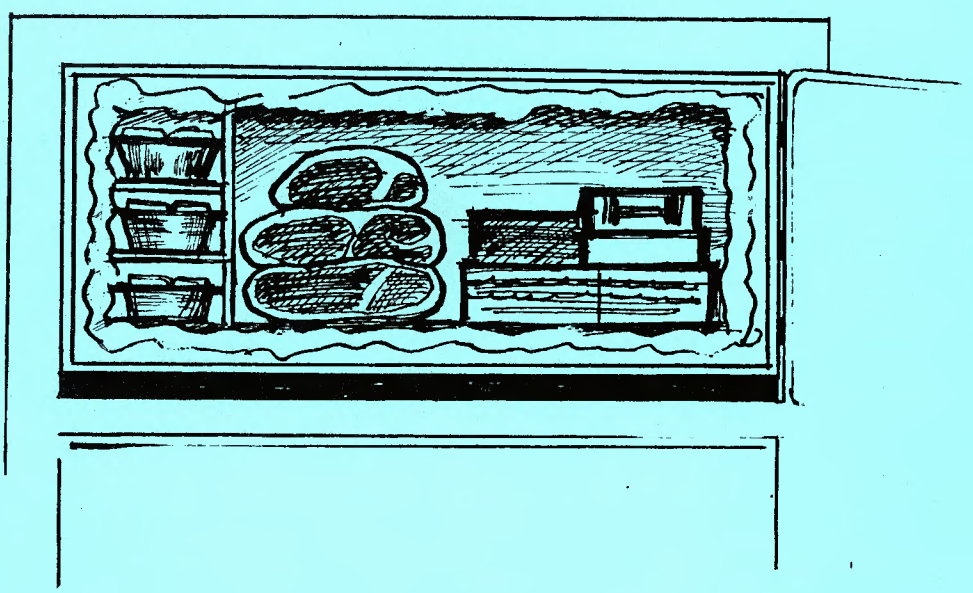


H.M. 16.1/8.68

- 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

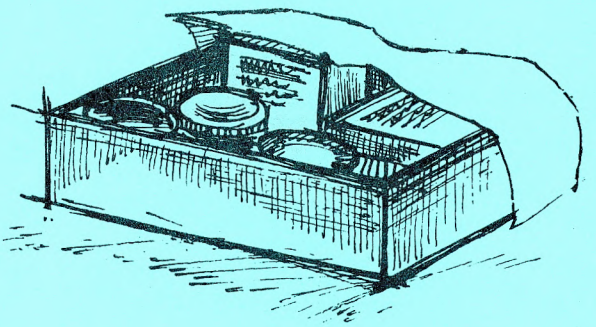
- Keep food covered.
- Keep water or milk pitcher covered.
- Open the door only when necessary.



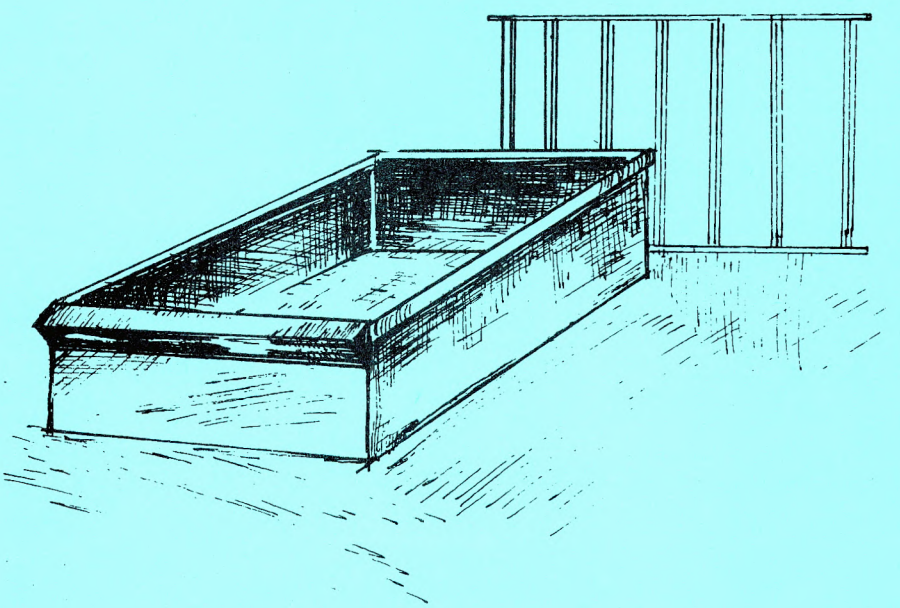
H.M. 16.2/3.68

## REMOVE ICE CUBE TRAYS AND FROZEN FOOD

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



- Take everything out of refrigerator.
- Take out shelves and drawers.

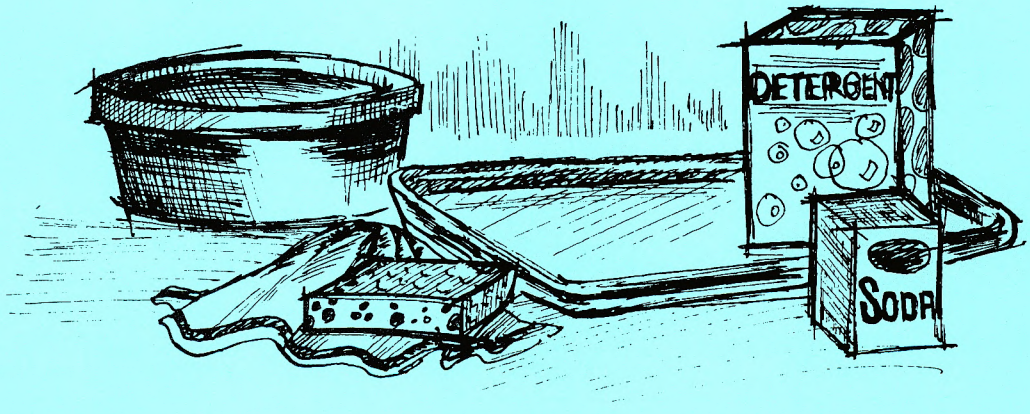


H.M. 16.4/8.68

# TO CLEAN AND DEFROST THE REFRIGERATOR

## WHAT YOU NEED

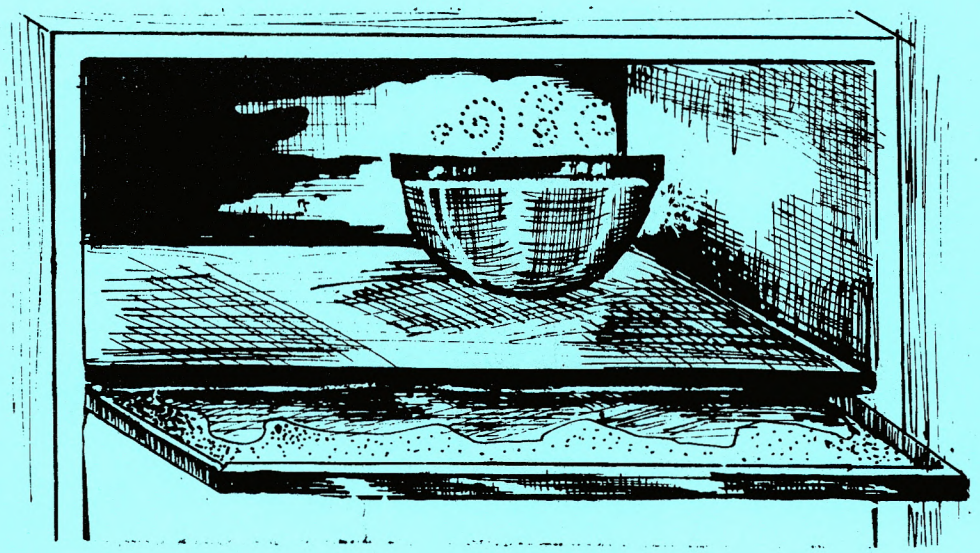
- pans for washing and rinsing
- pan to catch water
- sponge or cloth
- towel
- baking soda
- detergent




TURN REFRIGERATOR OFF

H.M. 16.3/8.68

# 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. 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.

H.M. 16.5/8.68

## CLEANING THE INSIDE OF THE REFRIGERATOR

- Put 2 tbsp. baking soda into 4 c. warm water in a pan for washing the inside of the refrigerator.
  Baking soda helps to keep refrigerators smelling clean.

- Wash the shelves and drawers with the soda water.
- Dry all parts as you work with a clean cloth or towel.
- Replace shelves and drawers.
- Turn refrigerator on and close door.
- Rinse out ice-cube trays with warm water.

DO NOT USE SOAP OR DETERGENT

H.M. 16.6/8.68

## CLEANING THE OUTSIDE

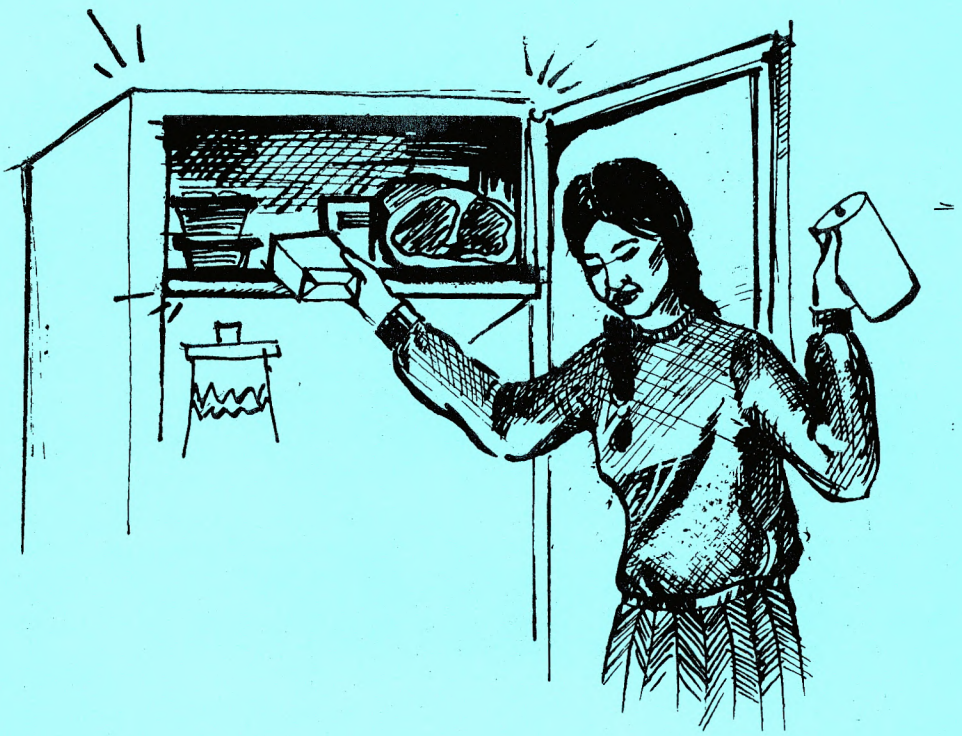
- Wash the outside with warm soapy water.
- Dry with a clean cloth.
- Do only a small area at a time.

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

H.M. 16.7/8.68

## PUTTING FOOD BACK INTO THE REFRIGERATOR

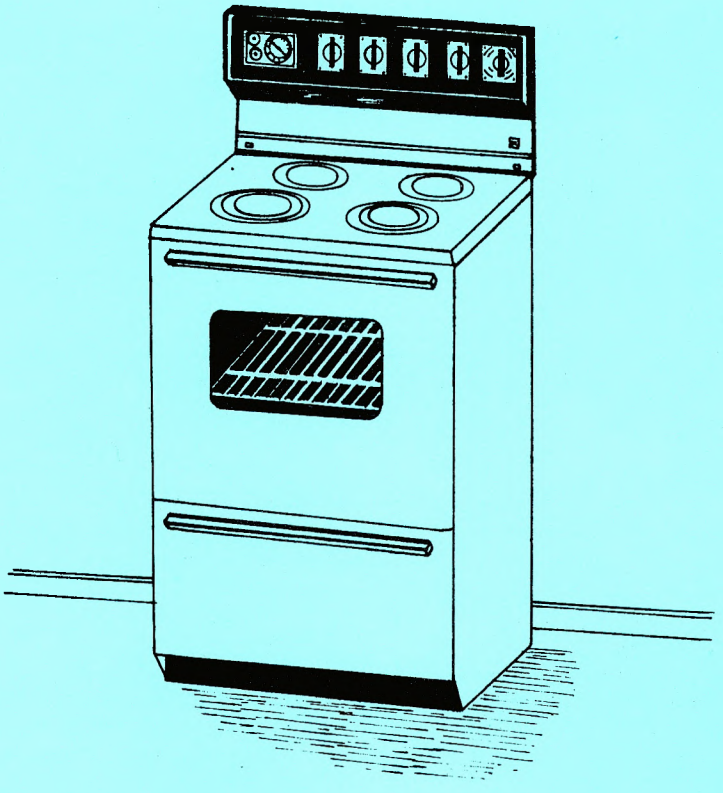
- Fill ice-cube trays 2/3 full and put in freezer.
- Wipe jars and food packages.
- Arrange on shelves in refrigerator.



KEEP DOOR OF REFRIGERATOR
CLOSED AS MUCH AS POSSIBLE

H.M. 16.8/8.68

# ELECTRIC STOVES



Are Available In A Number of Makes,
Colours and Models

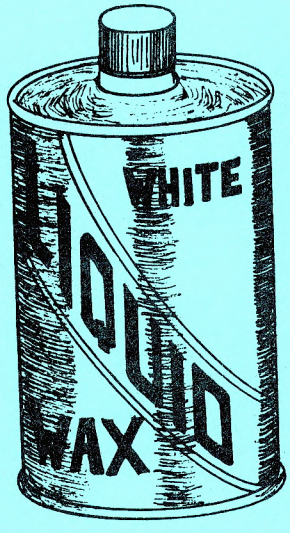
H.M. 17.1/5.68

# PORCELAIN ENAMEL FINISH

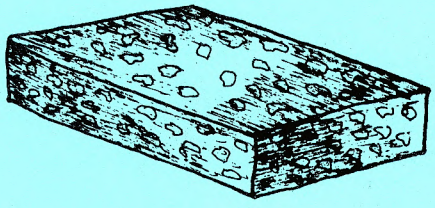
- Porcelain enamel is a form of glass. It is brittle and breakable and therefore should be handled with care. Sharp knocks or a chair rubbing against the surface will chip and crack it.
- When used for stoves, the enamel is melted and fused to a cast iron or sheet metal base.

# TO PROTECT PORCELAIN ENAMEL

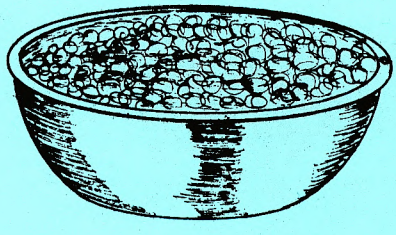
- Use pots and pans that fit the burner plates. Pots that overlap the plates cause chipping and cracking of the enamel.
- Fruit juice, vinegar, milk, tea, grease and other stain-causing liquids should be wiped off the enamel finish at once.
- Stains from oven fumes should be cleaned off as soon as the parts are cool. Use warm soapy water or a white liquid wax.



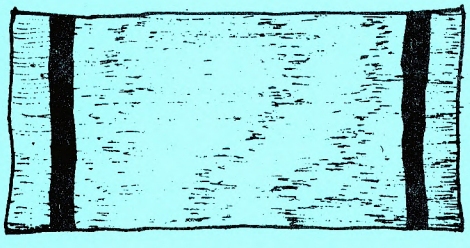

white liquid wax



sponge

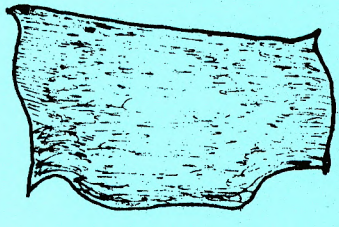


liquid detergent



towel

or



clean dry cloth

H.M. 17.3/5.68

# DAILY CARE OF ENAMEL STOVES

- Try to avoid letting food boil over.
- Never wash enamelled parts while stove is hot as this causes cracking.
- When stove is cool, wash off top with warm soapy water and wipe dry.
- Chrome parts may be washed and polished dry with a soft cloth.

H.M. 17.4/5.68

# SPECIAL CARE OF ENAMEL STOVES

- Cover burner trays under burner plates with foil wrap. This protects the trays from foods that boil over. Food allowed to burn on the trays is difficult to remove.
- Remove stains on the chrome parts of the burner plates by rubbing lightly with fine steel wool. Wash off and polish dry with a clean cloth.
- Wash all enamel and chrome parts of stove with warm soapy water and wipe dry.
- A light coat of white liquid wax applied to the enamel surface once a month helps remove stains and keeps the enamel looking like new.

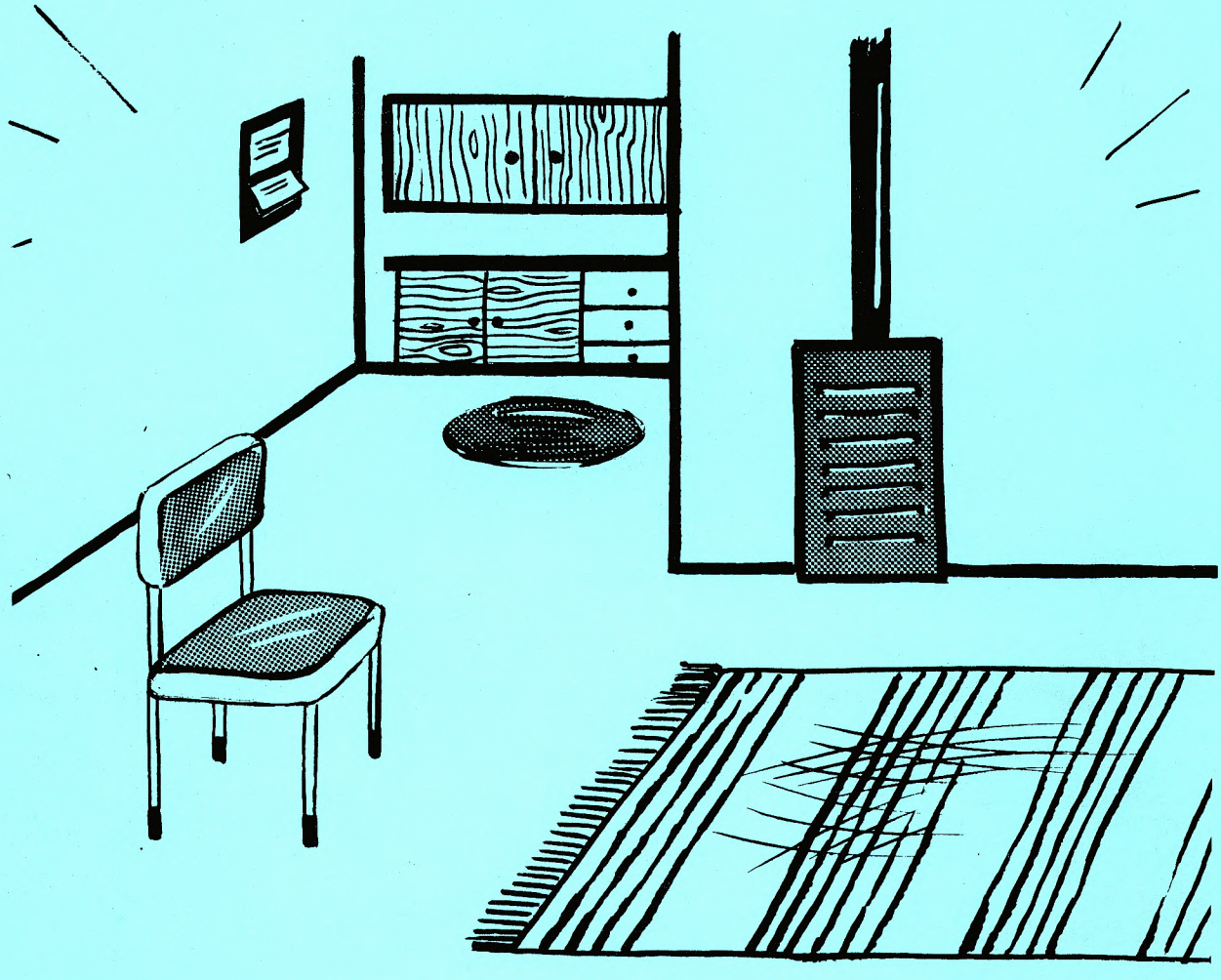
H.M. 17.5/5.68

# CLEAN WALLS, CEILINGS AND WOODWORK

## 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 furnishings wear longer.



H.M. 18.2/4.68

# 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.

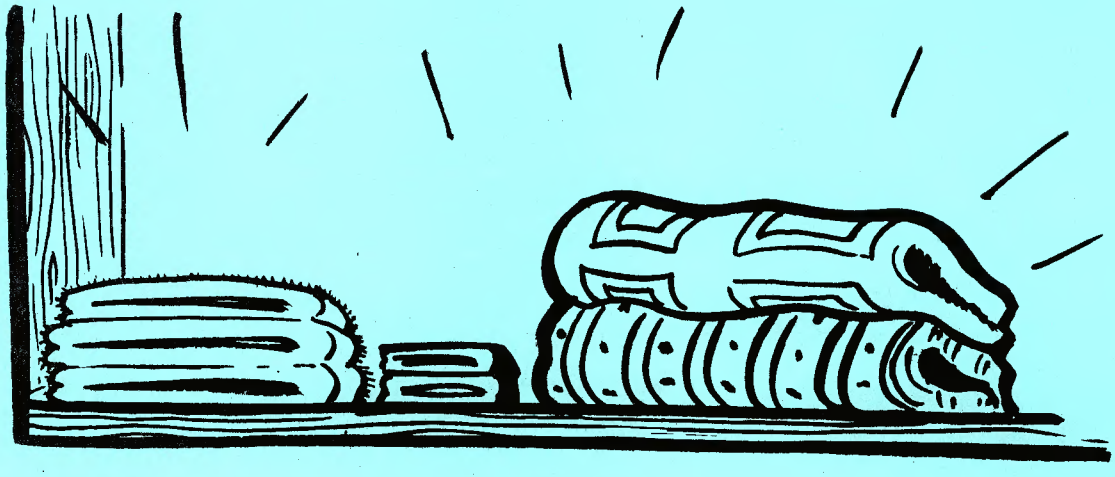
## A CLEAN HOUSE HAS

- clean tidy floors
- clean walls
- clean furniture
- beds 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.

H.M. 18.4/4.68

## FOLDING AND PUTTING AWAY

- Work on a table and pat out the creases with your hands. Fold neatly.
- Put clean clothes and household linens in neat piles on shelves, or hang clothes on hangers in wardrobes or clothes closets.

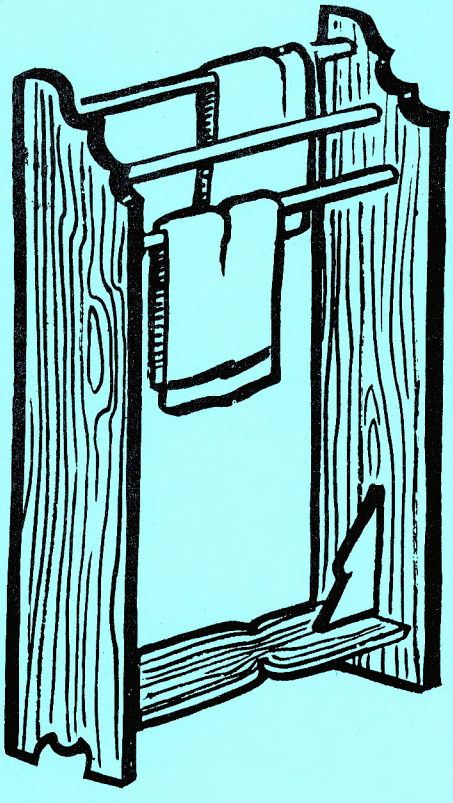


H.M. 22.5/6.68

- Rinse soap out of first wash. Wring as dry as possible. Put in pan or pail.
  IF THERE IS ENOUGH WATER IT IS BETTER TO RINSE CLOTHES TWICE.
- Continue with washing and rinsing until wash is finished.

## HANGING CLOTHES TO DRY

- Hang clothes neatly on a clothesline using clothes pins.
  Clothes will dry faster if opened out as much as possible.



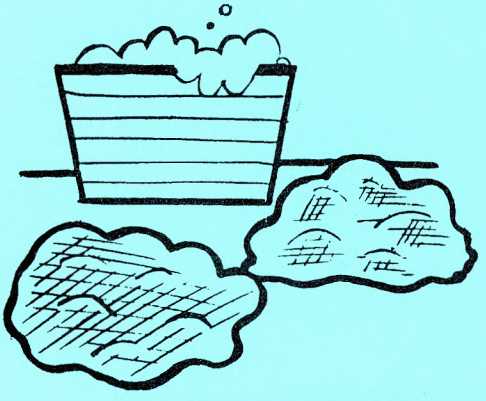
- HANG CLOTHES TO DRY IN A WARM PLACE BUT NOT OVER A STOVE OR HEATER.

H.M. 22.4/6.68

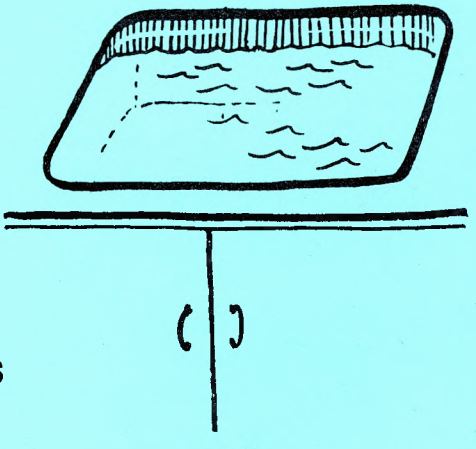
# ONE WAY OF WASHING CLOTHES

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

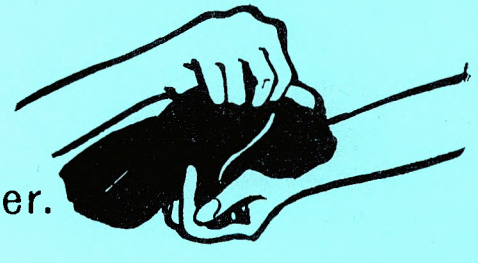
- Wash white clothes first.



- 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.



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

H.M. 22.3/6.68

## WHEN TO DO IT

- Wash sheets once a week if possible.

  The amount of water you have will decide how often you can do this.

  Remember that it is easier to get clothes clean if they are not too dirty.

  Things that are kept clean wear longer.

## HOW TO GET READY

- Have hot water ready.
- Sort clothes.
- Remove stains.
- Mend if necessary.

H.M. 22.2/6.68

# WASHING CLOTHES AND BED LINEN

WASH CLOTHES AND HOUSEHOLD LINENS BEFORE THEY GET TOO DIRTY

H.M. 22.1/6.68

| KIND OF STAIN | WHAT TO USE | WHAT TO DO |
|---|---|---|
| | | Non-washable garments |
| Grease stain | Cornmeal, Cornstarch, blotting paper, kleenex | —Spread powder on stain before grease dries.<br>—Remove powder with brush.<br>—Repeat method until stain is absorbed.<br>—If necessary wash garment.<br>Another Method<br>—Place blotting paper on each side of stain.<br>—Press with iron. |

* MEANS POISON

| KIND OF STAIN | WHAT TO USE | WHAT TO DO |
|---|---|---|
| Ball point pen | Cool water | —Rinse garment in cool water. |
| | Warm suds with ammonia | |
| | *Acetone Solvent | —Wash in warm suds and a few drops of ammonia. |
| | | If difficult to remove |
| | | —Place stained garment on soft cloth. |
| | | —Place stained side down. |
| | | —Put Acetone Solvent on a cloth. |
| | | —Sponge stain. |
| | | —Be careful not to rub too hard. |
| Grass stains | Bleach | —Rub in thick hot suds. |
| | *Hydrogen Peroxide | —If stain remains use bleach or Hydrogen Peroxide. |

| KIND OF STAIN | WHAT TO USE | WHAT TO DO |
|---|---|---|
| Blood | Cool water<br>*Ammonia | —Sponge blood stain with cool water.<br>—If necessary, use bleach on stains that are hard to remove.<br>—If stains remain, sponge with solution of<br>1 tsp. Ammonia<br>1 quart warm water |
| Grease stains (another method) | Soaps and Detergents | —Rub liquid detergent into stain.<br>—Add water to liquid detergent.<br>—Rinse well with sponge and cool water.<br>—Wash garment if necessary. |
| Fruit Stain | Boiling water | —place soiled area over dish.<br>—pour boiling water on soiled spot from a height. |

# STAIN REMOVAL

| KIND OF STAIN | WHAT TO USE | WHAT TO DO |
|---|---|---|
| Paint and Varnish | *Turpentine or<br>*Kerosene | —Rub Turpentine or Kerosene on paint stains.<br>—Wash garment if possible. |
| Iron Rust | * lemon juice and Salt | Rub on stain.<br>Place garment in bright sunlight for several hours then wash. |
| Oil | Lard<br>*Benzene | —Rub lard into oil stain.<br>—Wash garment.<br>—If stain remains, use Benzene. |

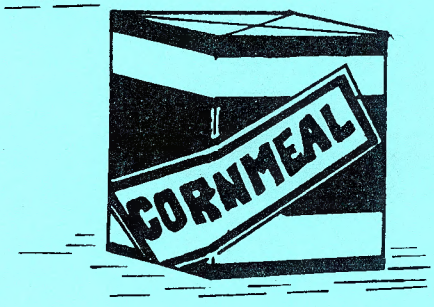
H.M. 21.3/5.68

# BE CAREFUL WHEN USING SOLVENTS

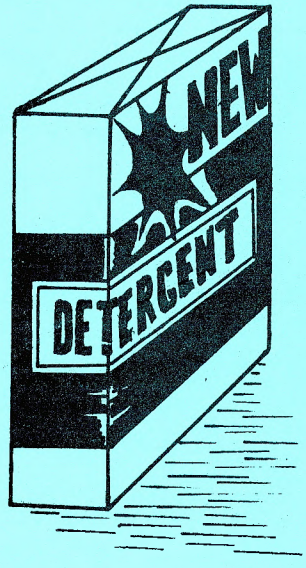
- keep away from heat and flames.
- use cleaning solvents outdoors.
- use small amounts.
- keep solvents in metal containers.

# STAIN REMOVERS

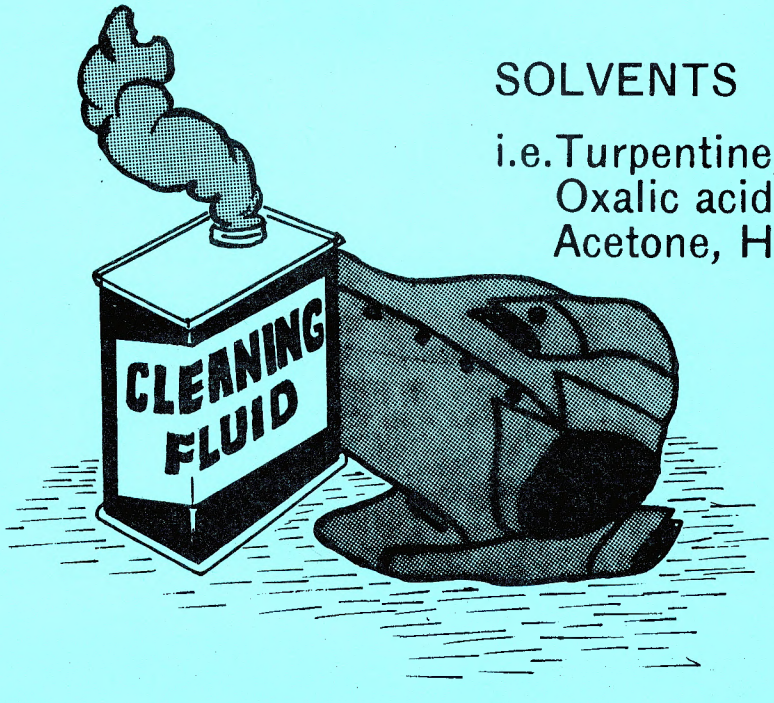
## ABSORBENT MATERIALS




## DETERGENTS and SOAPS



## BLEACH




## SOLVENTS

i.e. Turpentine, Kerosene
Oxalic acid, Benzene
Acetone, Hydrogen Peroxide

H.M. 21.1/5.68

## JOBS FOR ADULTS

— Mother, Father, grown children

- Wash and mend clothes.
- Defrost and clean the refrigerator.
- Change the bedding.
- Dishwashing.
- Cleaning the closets and the cupboards.
- Moving furniture.
- Turning mattresses.
- Washing windows.
- Washing floors.
  Waxing floors.
- Repairing things around the house.

## JOBS FOR CHILDREN

- Set and clear the table.
- Pick things up and put them away.
- Help with the dishes.
- Daily care of their beds.
- Tidy their bedrooms.
- Mop the floors.

## JOBS FOR EVERYONE

- Keep house tidy by putting away newspapers and hanging up clothing.
- Wipe wash basin after using.
- Put away or hang up your personal belongings.

H.M. 20.3/4.68

## SHOW EACH PERSON HOW TO DO THE JOB WELL

- How to get ready
- How to do the job
- Putting away items used.

H.M. 20.2/4.68

# MANY HANDS MAKE LIGHT WORK

H.M. 20.1/4.68

## CLEANING UP

- Use some of the rinse water for wiping the floor.
- Empty tub of wash water down the sink drain.
- Wipe the tub and put away.
- Clean the sink and counter. Put away washing supplies.

# 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.

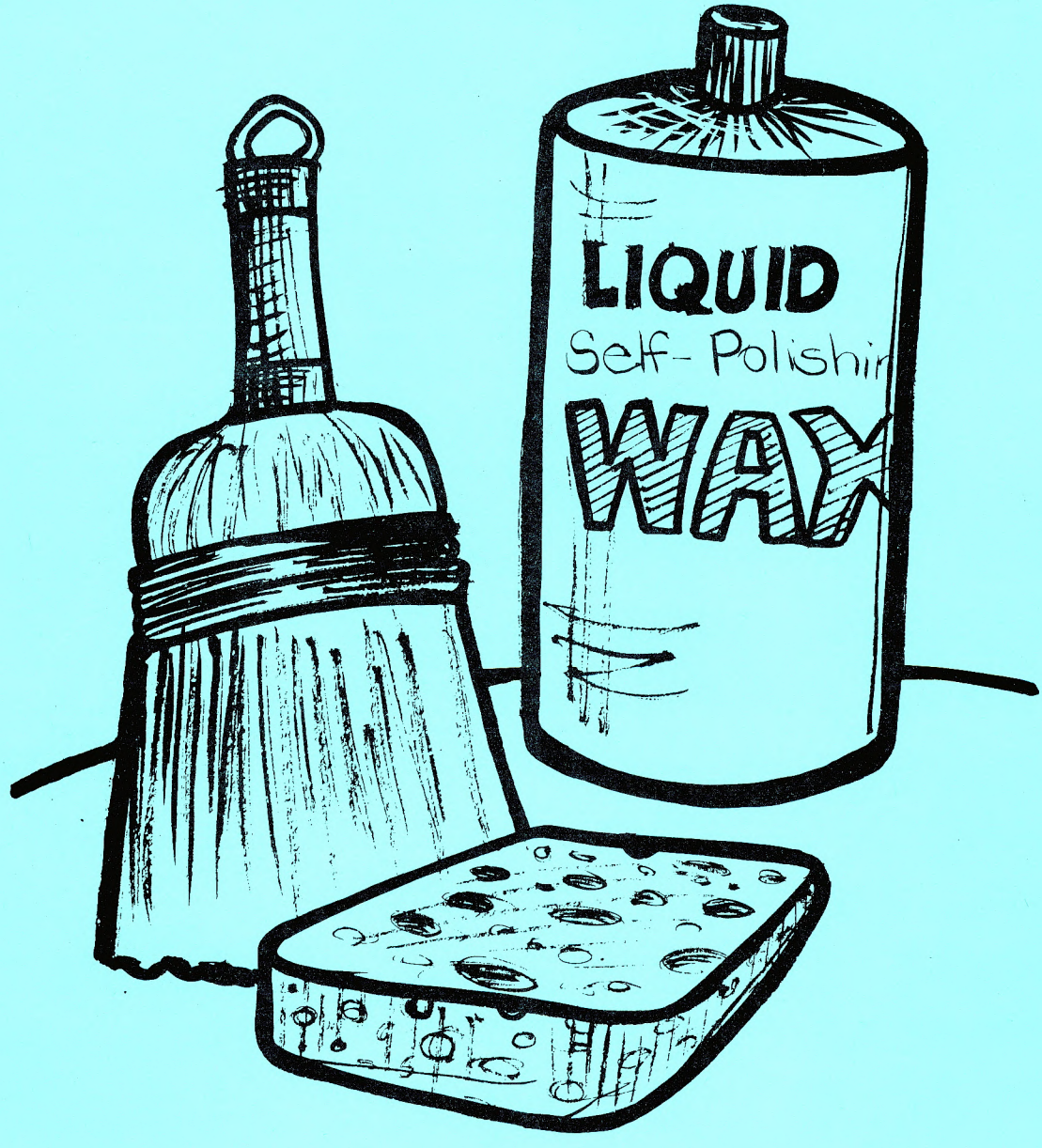
## THINGS THAT MAKE CLEANING EASIER

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

H.M. 23.3/4.68

## OTHER HELPERS

- whisk
- sponges
- floor wax




H.M. 23.4/4.68

# WHEN TO DO CLEANING JOBS

PLANNING MAKES WORK EASY

H.M. 24.1/7.68

## PLAN YOUR CLEANING

- Some cleaning jobs need to be done every day.

- Some need to be done every week.

- Others only occasionally.

H.M. 24.2/7.68

# KITCHEN

| DAILY | WEEKLY | OCCA-SIONALLY |
|---|---|---|
| Wash the dishes after meals. | Tidy the food containers in the refrigerator. Wipe up spills. | Defrost and clean the refrigerator. |
| Wipe the table. | Remove soot from stove and heater. | Wash and tidy the kitchen cupboards. |
| Wipe the stove. | Wash the garbage can. | Wash the walls and ceiling. |
| Empty garbage. | | Whisk the drapes. |
| Clean the sink. | | Clean the windows. |
| Mop the floor. | | Clean the light fixtures. |
| Wipe up spills. | | Wash and wax the floor. |

H.M. 24.3/7.68

# LIVING ROOM

| DAILY | WEEKLY | OCCA-SIONALLY |
|---|---|---|
| Tidy the room. | Clean spots off the furniture. | Clean the walls. |
| Empty and wash the ashtrays. | Wipe the plastic furniture. | Clean the furniture and light fixtures. |
| Mop the floor. | Remove spots from walls and woodwork. | Wash the windows. |
| Dust the furniture. | Dust floors and furniture. | Wash and wax the floors. |
| | | Clean the window drapes. |

H.M. 24.4/7.68

# BEDROOMS

| DAILY | WEEKLY | OCCA-SIONALLY |
|---|---|---|
| Straighten the covers on the beds. | Change the sheets and the pillow-cases. | Turn the mattresses. |
| Hang clothes in the clothes closet. | Dust the furniture and the floors. | Clean the walls. |
| Mop the floor. | Tidy the wardrobes. | Clean the wardrobes. |
| | | Clean the furniture, light fixtures, pictures and mirrors. Wash the windows. |
| | | Clean the drapes and bedspread. |

H.M. 24.5/7.68

# COLD PORCH

| DAILY | WEEKLY | OCCA-SIONALLY |
|---|---|---|
| Keep area around the outside doors free of ice. | Keep food covered. | Take all supplies out. |
| Arrange hides, meat and fish neatly on shelves. | Hang dog harness on nails. | Wash wall, shelves, etc. |
| | If walls are frosting up, scrape frost off. Wipe the floor. | Clean the window. |
| | | Clean the floor. |
| | | Put things neatly in place. |

H.M. 24.6/7.68

# BATHROOM

| DAILY | WEEKLY | OCCA-SIONALLY |
|---|---|---|
| Replace liner in the toilet if more than 1/2 full. Clean toilet and floor around toilet. | Clean the mirror. | Wash the inside of the medicine cabinet. |
| Clean wash basin. | Wash the toilet and basin. | Dust the walls and remove spots. |
| Fill water pitcher. | Clean the floor. | Clean the windows and curtains. |
| Straighten towels on rack and toothbrushes in holder. | | Clean the light fixture. |
| Replace roll of toilet paper if necessary. | | Wash and wax the floor. |

Adult Education Program
Northern Rental Housing
Phase IV Local Leadership

# SEWING

## Sewing Notes

| | | | |
|---|---|---|---|
| A. | SN.10.6/6.68 | - | An Apron |
| | SN.11.8/8.68 | - | A Braided Rug |
| | SN.12.4/4.68 | - | A Potholder |
| | SN.13.5/5.68 | - | A Quilt |
| | SN.14.13/13.68 | - | Window Drapes |
| B. | SN.15.1/14.68 | - | How To Use A Commercial Pattern |
| | SN.15.2/14.68 | - | Commercial Patterns |
| | SN.15.3/14.68 | - | Taking Measurements |
| | SN.15.4/14.68 | - | Misses' Pattern Sizes |
| | SN.15.5/14.68 | - | Women's Pattern Sizes |
| | SN.15.6/14.68 | - | Half-Size Patterns |
| | SN.15.7/14.68 | - | Junior Petite Patterns |
| | SN.15.8/14.68 | - | Junior Pattern Sizes |
| | SN.15.9/14.68 | - | Young Junior/Teen Patterns |
| | SN.15.10/14.68 | - | Girls' Pattern Sizes |
| | SN.15.11/14.68 | - | Sizes For Skirts And Slacks |
| | SN.15.12/14.68 | - | Toddlers' Patterns |
| | SN.15.13/14.68 | - | Children's Patterns |
| | SN.15.14/14.68 | - | Other Things To Know About Buying Patterns |
| C. | SN.16.2/2.68 | - | A Gathered Skirt |
| | SN.17.1/1.68 | - | Taking Skirt Measurements |
| | SN.18.1/1.68 | - | The Pattern Pieces |
| | SN.19.1/1.68 | - | Pattern Markings |
| | SN.20.1/1.68 | - | Altering The Pattern |
| | SN.21.1/1.68 | - | Straightening The Material |
| | SN.22.1/1.68 | - | How To Shrink Cotton Material |
| | SN.23.1/1.68 | - | How To Shrink Woollen Material |
| | SN.24.2/2.68 | - | Cutting Guide For The Gathered Skirt |
| | SN.25.1/1.68 | - | A Plain Seam |
| | SN.26.2/2.68 | - | A Casing For A Gathered Skirt |
| | SN.27.2/2.68 | - | Turning A Hem On A Gathered Skirt |
| | SN.28.1/1.68 | - | The Finished Gathered Skirt |
| D. | SN.29.1/1.68 | - | A Fitted Skirt |
| | SN.30.3/3.68 | - | Laying Pattern On The Material |
| | SN.31.1/1.68 | - | Cutting Out |
| | SN.32.1/1.68 | - | Marking |
| | SN.33.2/2.68 | - | Marking Using A Tracing Wheel |
| | SN.34.1/1.68 | - | Marking Using Tailor's Chalk |
| | SN.35.1/1.68 | - | Staystitching |
| | SN.36.2/2.68 | - | How To Make A Dart |
| | SN.37.2/2.68 | - | A Plain Seam |
| | SN.38.3/3.68 | - | Putting In A Zipper |
| | SN.39.3/3.68 | - | Applying The Waistband |
| | SN.40.3/3.68 | - | How To Turn And Finish A Hem |

E. SN.41.4/4.68 - How To Face A Neckline
SN.42.4/4.68 - How To Set-In A Sleeve

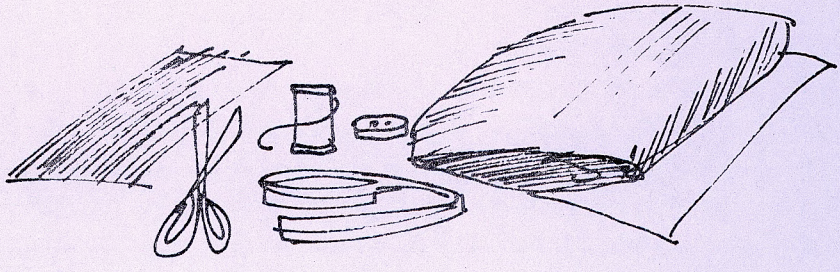
# AN APRON

1 yard firmly woven cotton 36″ wide

1 strip cotton 6″ x 16″ for band

1 spool matching thread (mercerized)

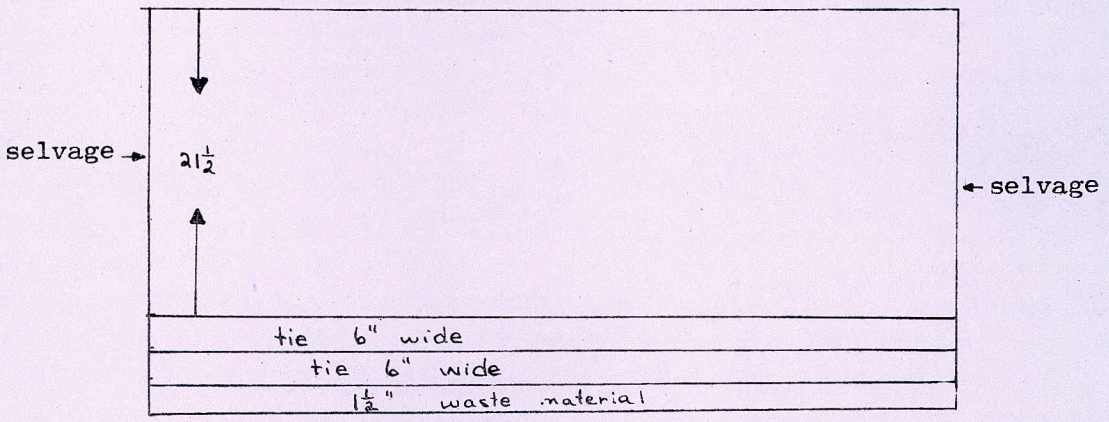
1 large button



## CUTTING OUT THE APRON

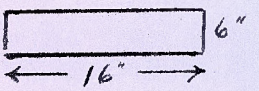
- When buying cotton material, ask the clerk to tear rather than cut the edge.

- Tear material across according to measurements.

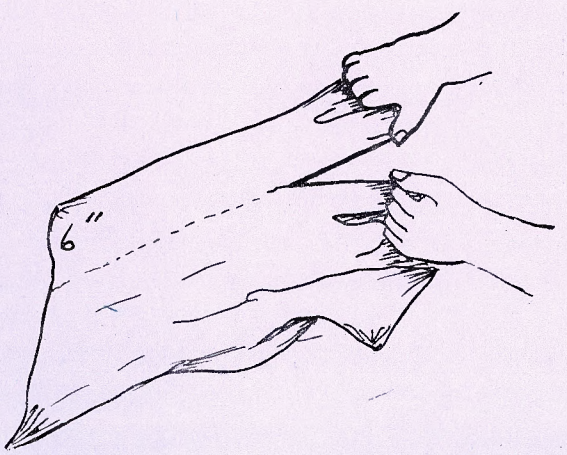


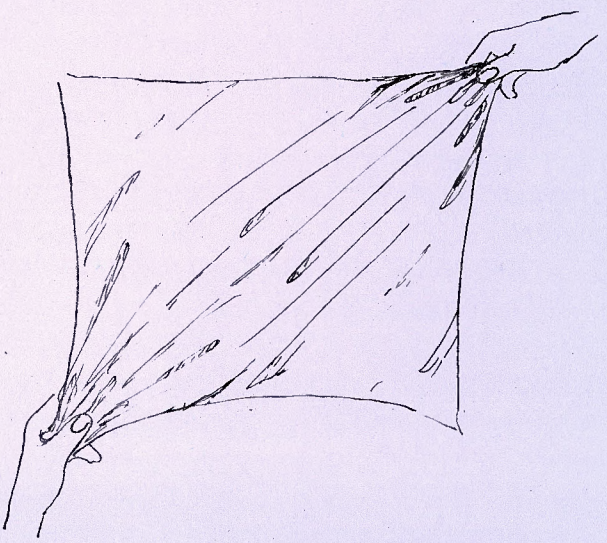

- Tear waistband piece 6″ wide x 16″ long.

  This may be made of contrasting material.



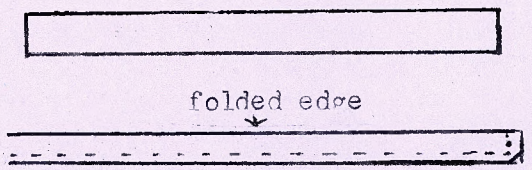

- Pull material on the crosswise of the grain if it needs straightening.



## MAKING APRON TIES

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

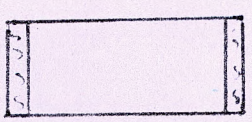


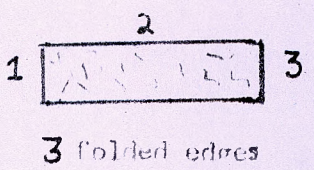

Machine sew $\frac{1}{2}$" seam along side and across one end. Press open.

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

## MAKING THE WAISTBAND

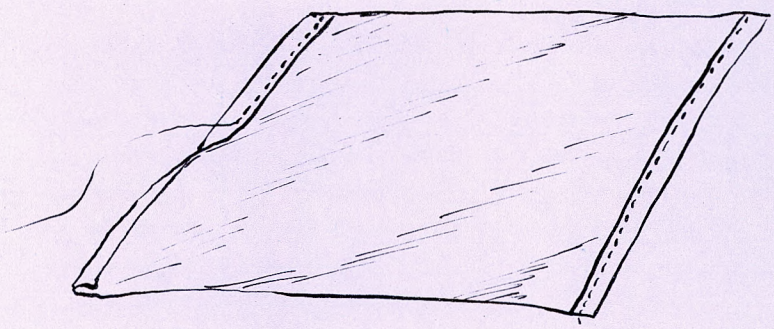
Turn short ends in $\frac{1}{2}$" to wrong side.
Fold and press band in half.



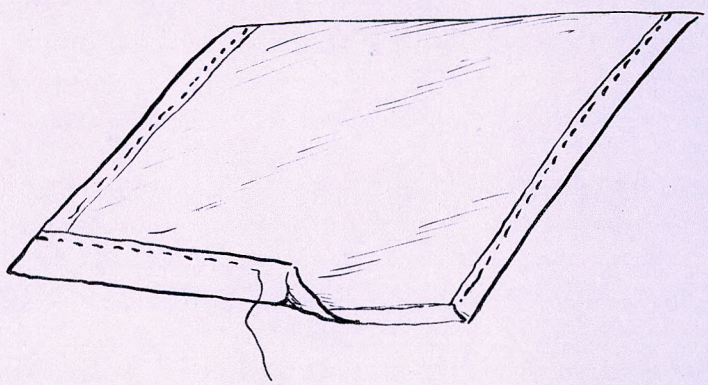


## HOW TO MAKE THE APRON

- Make side hems by turning the selvage edge to the wrong side $\frac{1}{4}''$. Crease to hold. Machine sew close to inner edge.

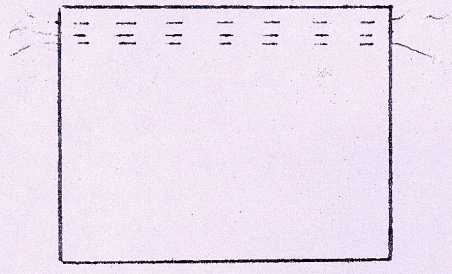


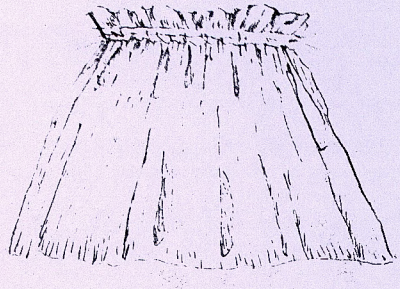
- Bottom hem.
  Crease $\frac{1}{4}''$ fold to wrong side.
  Make another fold in the same direction 3″ wide. Pin hem to hold in place.
  Machine sew close to inner edge.
  Remove pins. Press.



## GATHERING THE TOP

Baste by machine or hand $\frac{1}{4}''$ and $\frac{1}{2}''$ from top edge of apron.



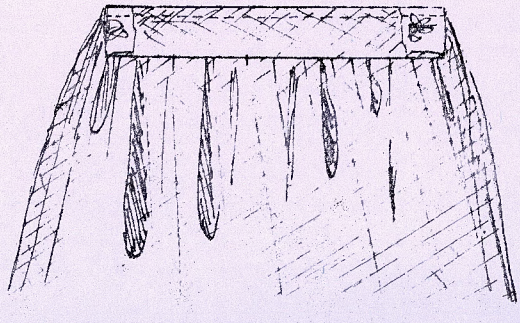


Gather apron to fit the waistband (15″).
Distribute gathers evenly.
Stitch across gathers on seamline keeping gathers evenly spaced.

## ATTACHING THE WAISTBAND

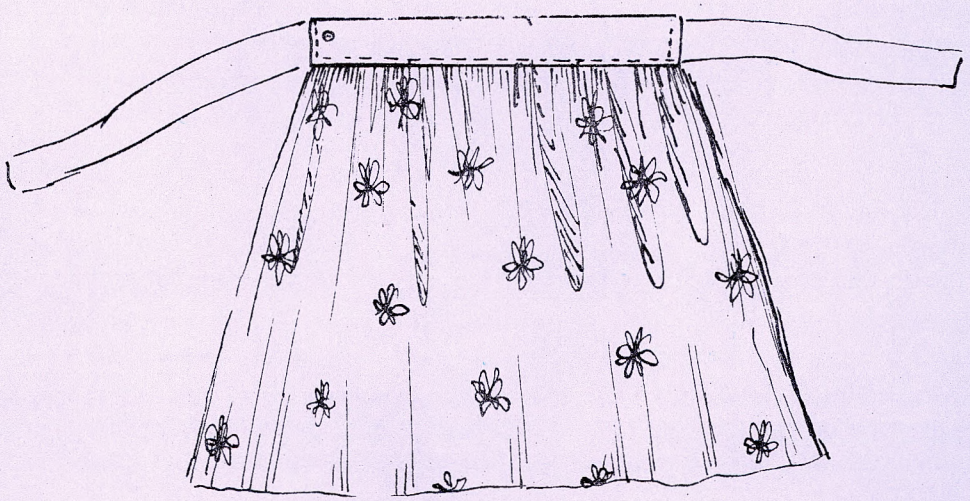
Fit one edge of waistband to gathered top of apron, having right side of band to wrong side of apron.

Machine sew $\frac{5}{8}''$ 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 edges so that fold just comes to the gathers. Pin in place.

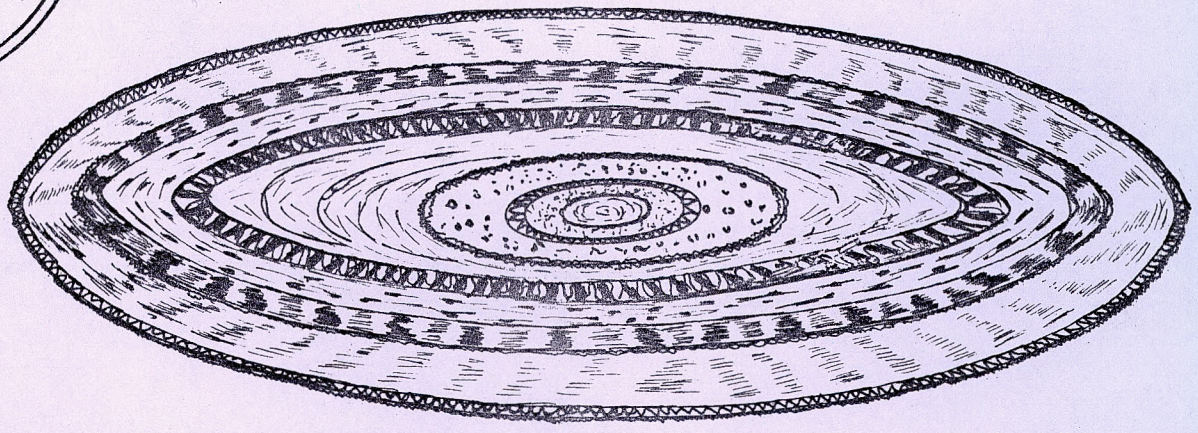


Machine stitch all around the band on the right side of the apron.
Keep close to outer edges when machine stitching.

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

# A BRAIDED RUG

Braided Rugs are easy to make.



- May be made of all cotton, all wool or all nylon stockings, but do not mix these in one rug.

- A wool rug requires about $\frac{3}{4}$ lbs. of material for each square foot so that a 2′ x 3′ rug will take 4—5 lbs material.

- 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 will give a colourfast, washable rug.

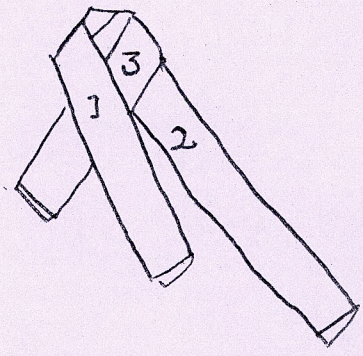
- Strips should be cut or torn on the crosswise grain of the material, the width determined by the weight of the material in relation to the thickness of the braid. For a large woollen rug the finished braid is usually $\frac{3}{4}$″—1″ wide. The cut strips therefore should be $1\frac{1}{2}$″—2″ wide.

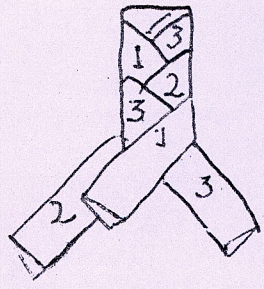
- Strips should be joined by sewing them together on the diagonal. Cotton strips are often spliced. To do this, taper strips to a point and work into the rug.

SN.11.1/8.68

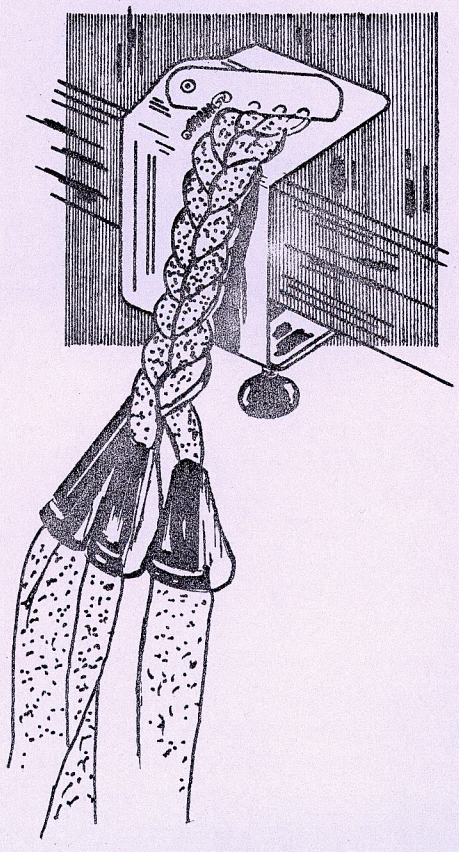
## BRAIDING

- The strips are made by folding in the raw edges and folding the strip double. To avoid raw ends, turn in the raw edges of the end of each strip.




- The commonest braid is made of three strips.



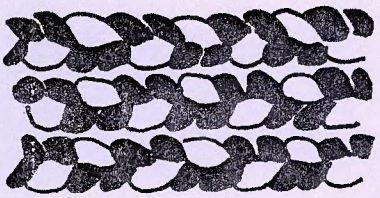
# PATTERNS IN BRAIDED RUGS

- Use contrasting colours in the braids and take care when lacing to line up the coloured strips so that a pattern is formed.

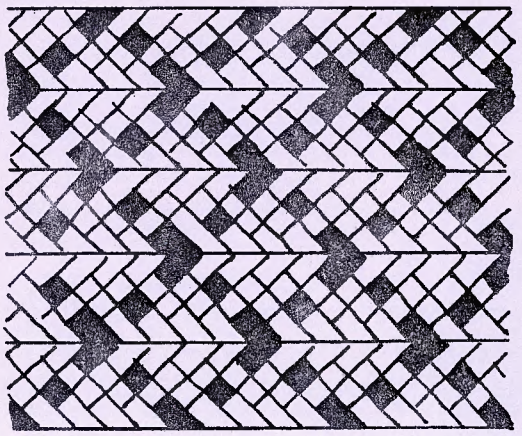
- Pattern No. 1 is braided with 2 strips of dark and one light strip. When lacing, arrange to have a dark loop against a light one.

- Pattern No. 2 is braided with 2 dark and one light strip. When lacing, lay a dark loop against a dark loop to produce a different pattern.

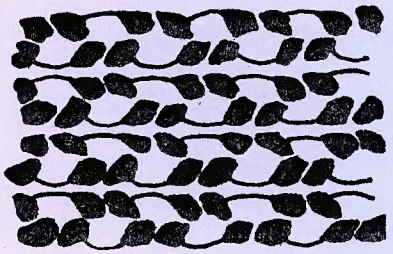
- Pattern No. 3 is made with one dark and 3 light strips. To produce the diamond pattern, follow the diagram when you lace the strips.



№ 1



№ 3



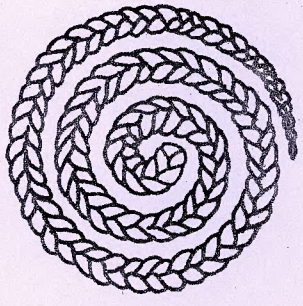
№ 2

SN.11.3/8.68

# STARTING A ROUND RUG

- To make the centre, coil the braid spirally and sew firmly on the wrong side. Take a stitch first in the coiled part, then in the braid that is being added.

- Keep the rug flat and allow enough fullness at the curves.

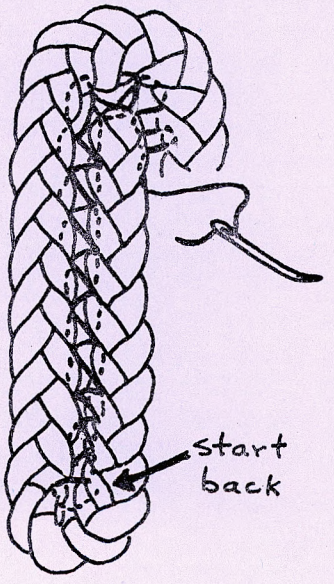


SN.11.4/8.68

# STARTING AN OVAL RUG

- To start, make a strip of braiding about $\frac{1}{3}$ as long as you wish the rug to be. Double the braid back like a hairpin and sew the braids together side by side.

- Sew the braid around and around this basic strand to form an oval.

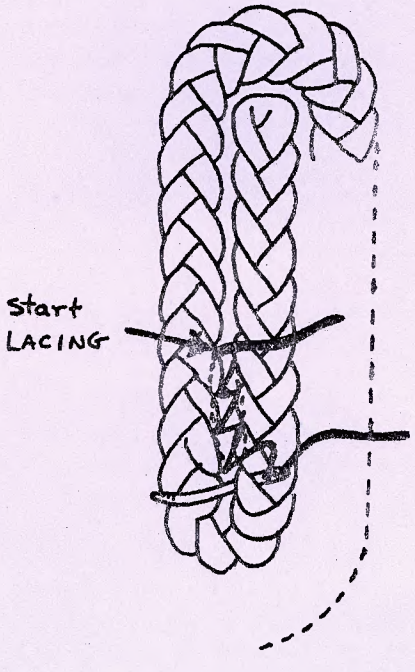


## LACING

- 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.

- Lacing is done on a flat surface (floor) with a coarse blunt needle and with heavy thread. Tie a knot in the end of the thread. Use a heavy darning needle to bring the knot through a place in the braid where it will be hidden.

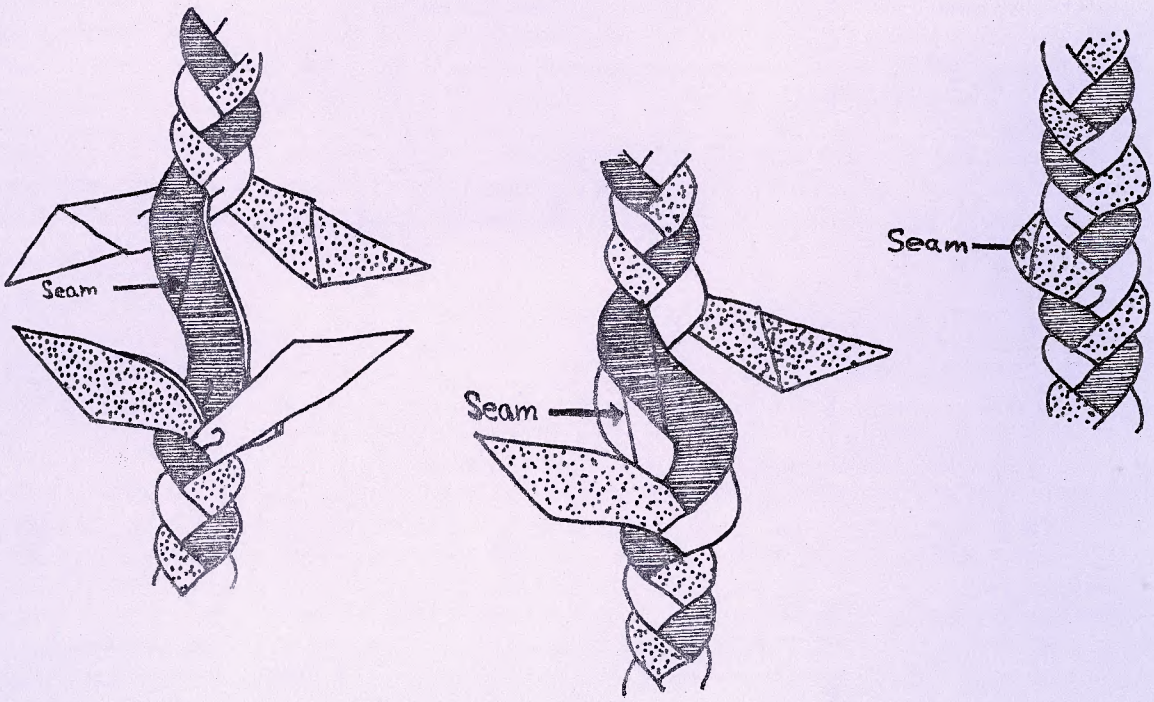
- To lace straight braids, slip needle through one loop of first braid, then through a loop of the adjoining braid. Proper lacing completely hides the thread.



## 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.

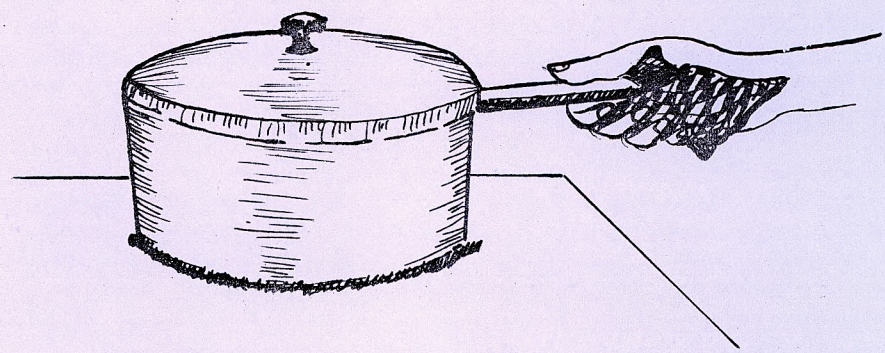


## FINISHING OFF

- After completing the last row, with scissors taper off each strip to a long point.

- Then braid to the end, and finish lacing, working the end slightly under the previous braid.

# A POTHOLDER

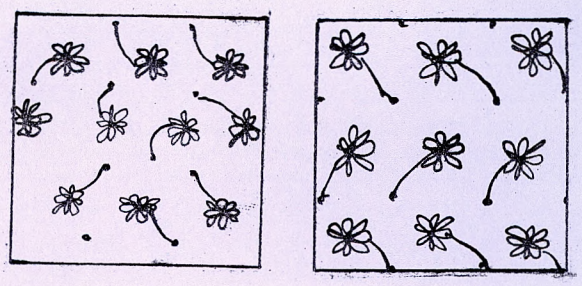


PROTECTS HANDS FROM BURNS

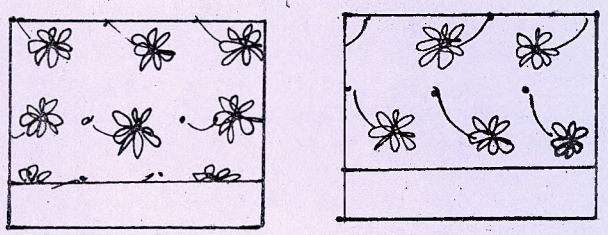
SN.12.1/4.68

## WHAT YOU NEED

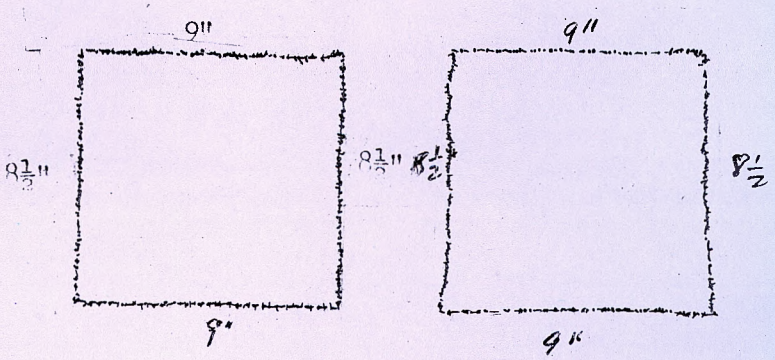
- Two 9″ cotton squares.



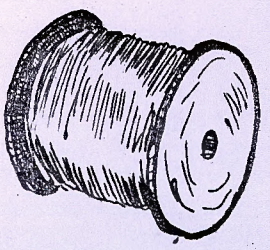
- Turn one side of each square $\frac{1}{2}$″ to right side. Press.



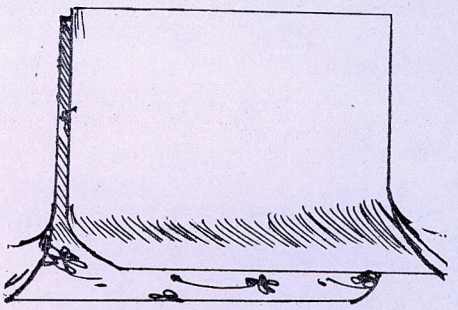
- Two 9 inch pieces of flannelette.
  Trim $\frac{1}{2}$″ from one side of each piece.



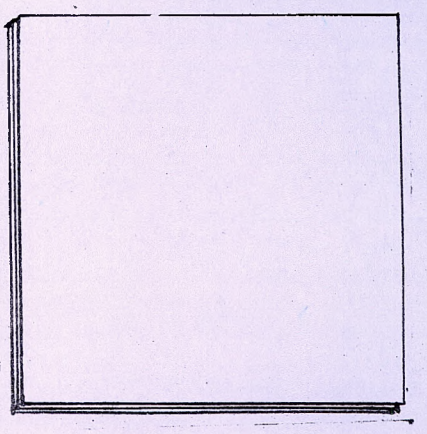

- Cotton thread to match material.



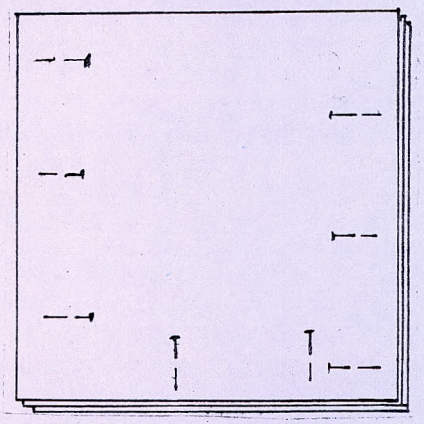
## WHAT YOU DO



- Place right sides of cotton pieces together with edges even.



- Place two flannelette pieces on top of cotton pieces with all edges even.



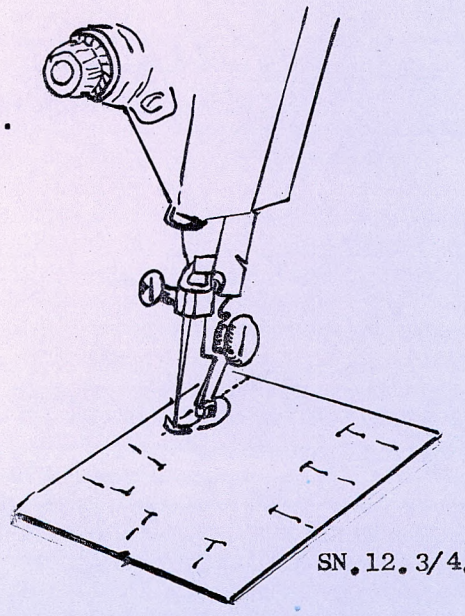
- Pin 3 sides leaving the folded down edge open.

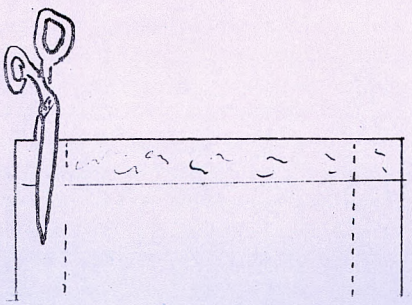
- Machine sew 3 sides $\frac{1}{2}$" in from edge.

- Trim corners. Layer seam.

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

- Sew open end together. Press.

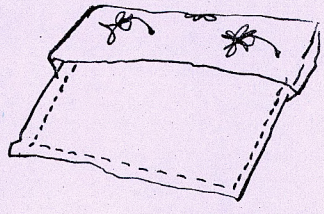


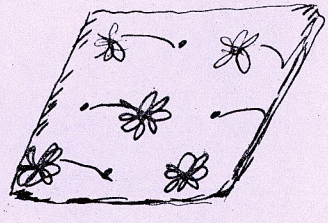


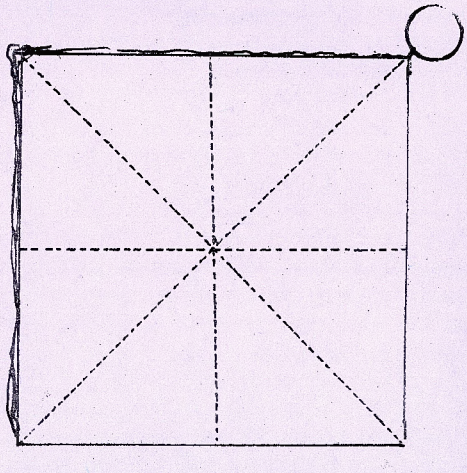
SN.12.3/4.68

## WHAT YOU DO

- 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.

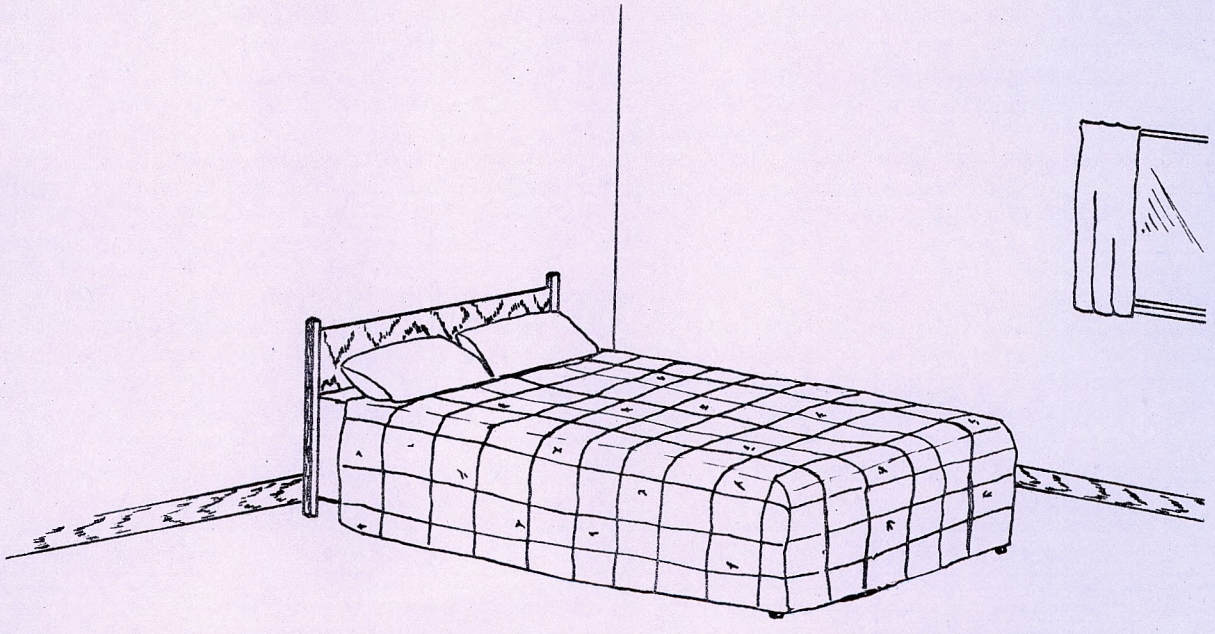






# A QUILT

- can be used to give added warmth when sleeping
- can be used as a decorative cover over a chesterfield

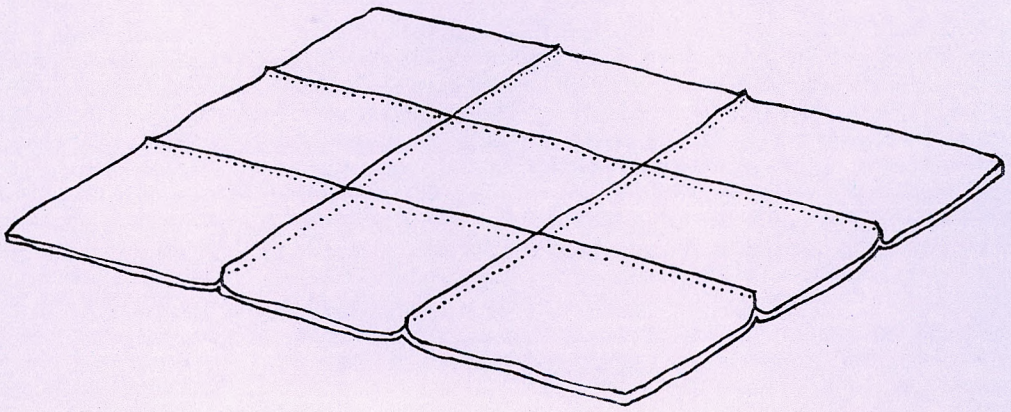


QUILTS ADD COLOUR AND GAIETY TO ROOMS

## 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.

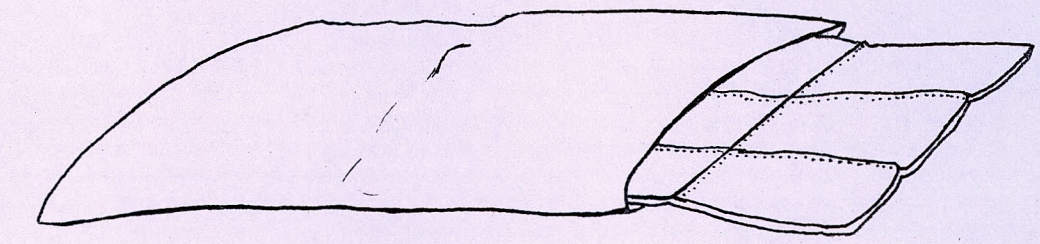


QUILTS SHOULD BE LARGE ENOUGH

## 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.

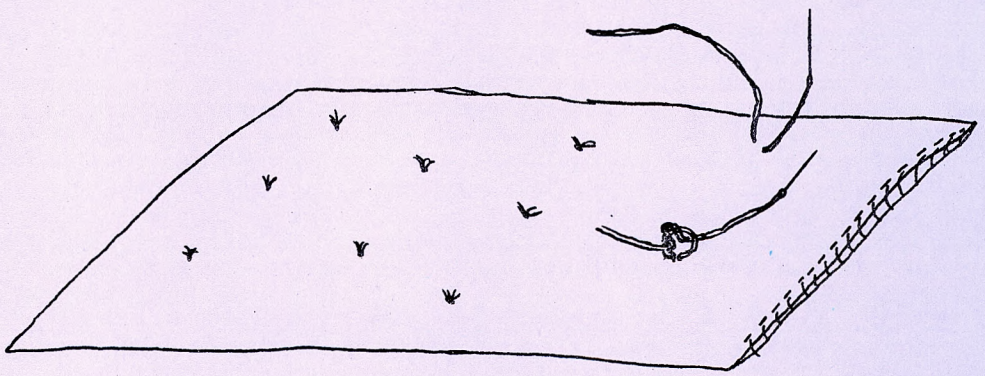
- When duffle filling is inside, turn end in and sew across end.



PLAIN OR PRINTED COTTON MAKES AN ATTRACTIVE QUILT

# HOW TO PREVENT DUFFLE FROM SHIFTING

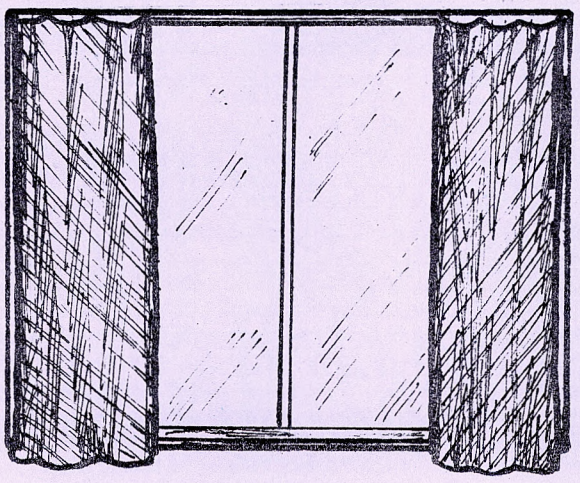
- Use wool yarn in a contrasting shade for plain material.
- Use wool yarn to match a colour in printed material.
- Using a darning needle, loop the wool through to the top side and tie a knot.
- When finished with wool knots, clip ends evenly.



## 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.

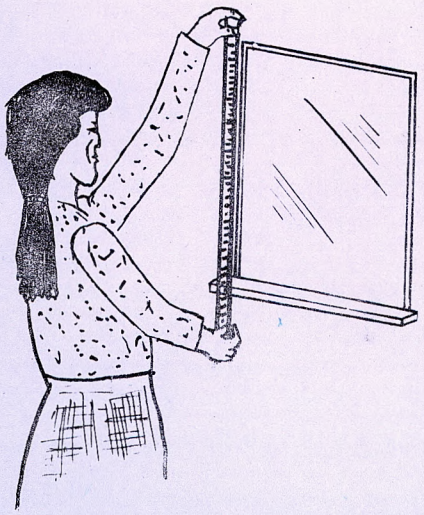
# WINDOW DRAPES

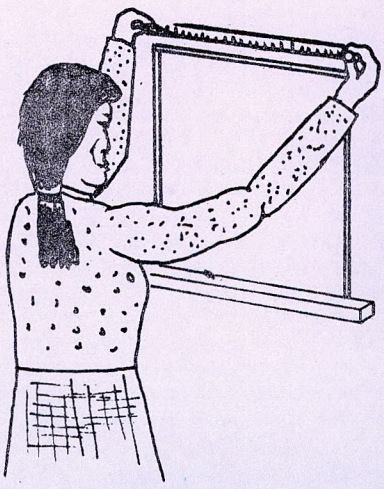


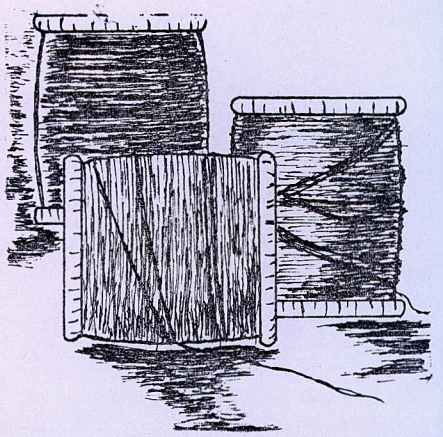
- can be drawn across the windows to give more privacy.
- when drawn they help to keep out the cold.
- make the room look more attractive.

# HOW MUCH MATERIAL DO YOU NEED?

- Measure from top of window to bottom. Add 8″ for hems at top and bottom.
- Measure width of window. Drapes for pulling across should be approximately twice the width.
- Know the width of the material you have chosen.
- If you have a new house you can use the amount of material shown for each window on the next page.
- You will need 3 spools of thread the same colour as the material or slightly darker.
- If you use fancy curtain rods with hooks and pulls, you will need to buy hooks and tape. The housing educator will help you with these.





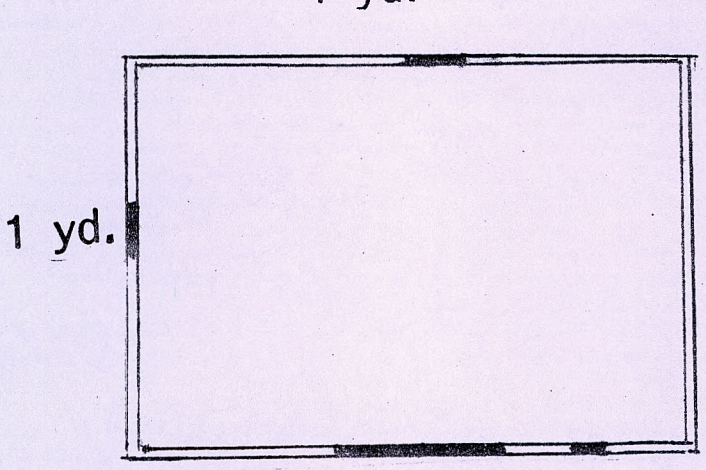


# AMOUNTS OF MATERIALS NEEDED FOR DIFFERENT HOUSES

The amount of material needed for each window is shown on the outline of the house.

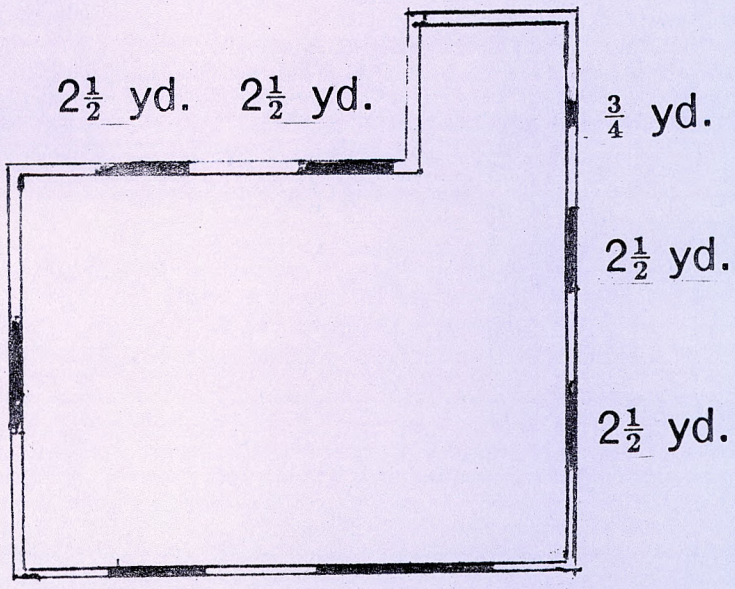
Ask the housing educator or storekeeper about this as different materials vary in width.

1. Anguirraq (1 bedroom house)




This house needs $6\frac{1}{2}$ yds. material.

2. Ukiivik (3 bedroom house)

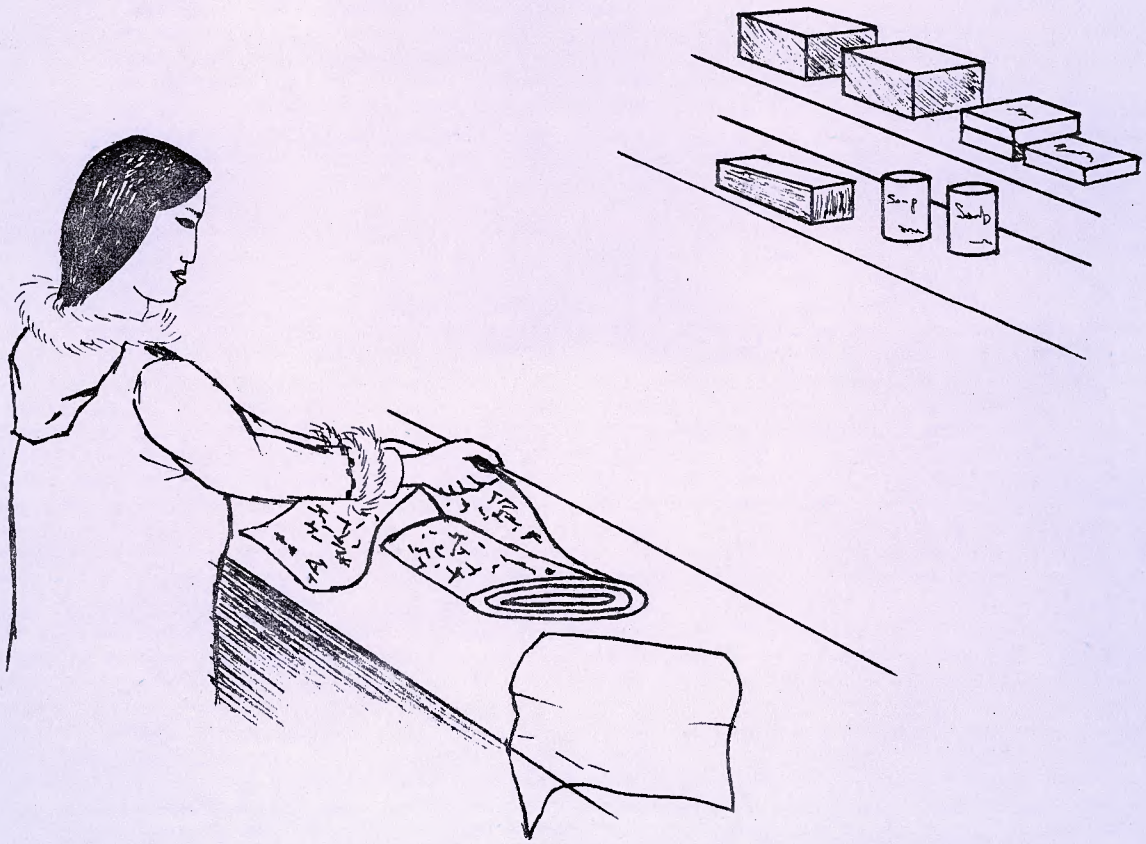



This house needs $20\frac{3}{4}$ yds. material.

# DRAPES

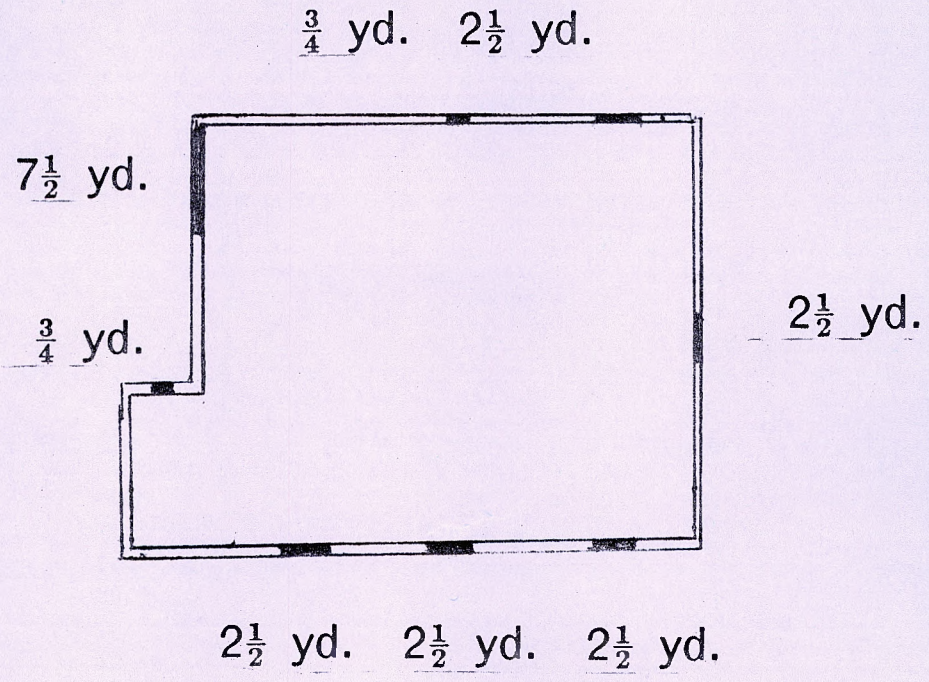
- Can be made of plain material in one colour.
- Can be made of printed material.
- Can be made of cotton material or synthetic fabric.
- Plastic is easy to clean and can be used for bathroom drapes.

  Towels can also be made into drapes for the bathroom.
- Materials come in different widths. This will determine how much you need for each window.

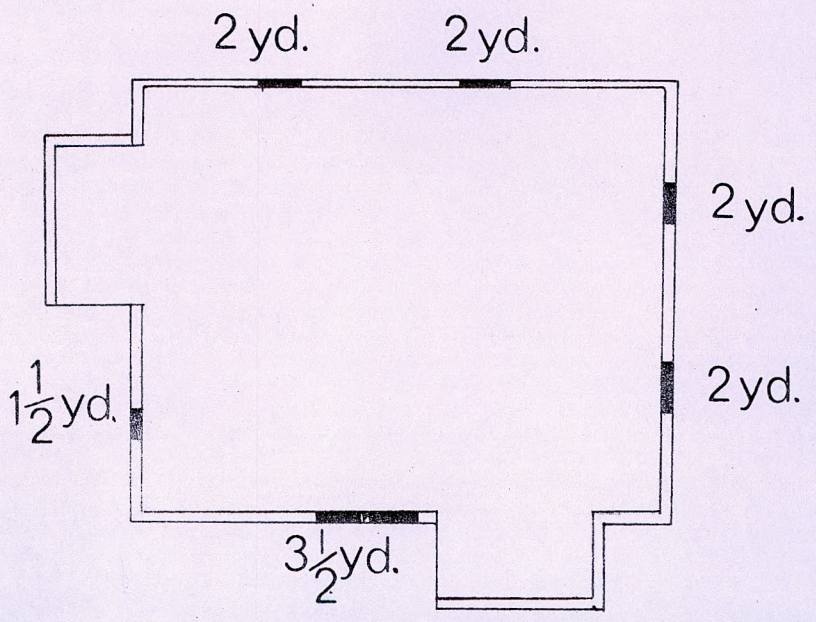


3. The Urquaq (3 bedroom house)

This house needs 21½ yds. material.




HOUSE DESIGN 451




This house needs 13 yds. material.

SN.14.4/13.68

# CHOOSING MATERIALS FOR DRAPES

- If you have enough money, buy heavy material such as bark cloth, hopsacking or denim, or whatever is available locally. Heavy materials give greater privacy and wear longer.

- Choose colours that will look nice with the colour of your walls and furnishings.

- Dark colours keep out light better, give more privacy and need less cleaning. Light colours make the room appear lighter and brighter.

- Most people buy the best material they can afford for the living room and cheaper material for the bedrooms and bathroom.

# MORE ABOUT CHOOSING MATERIALS

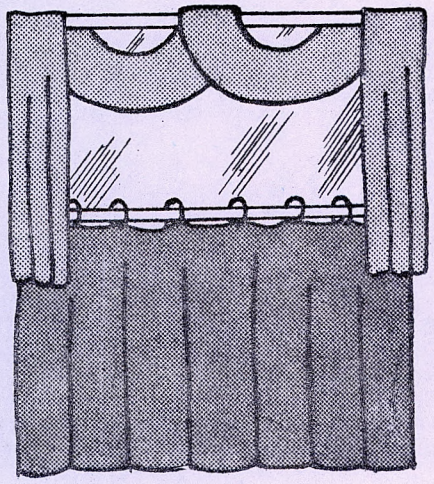
- For the bedroom, you might like to make curtains to match your bedspread. This may be expensive but it looks nice.

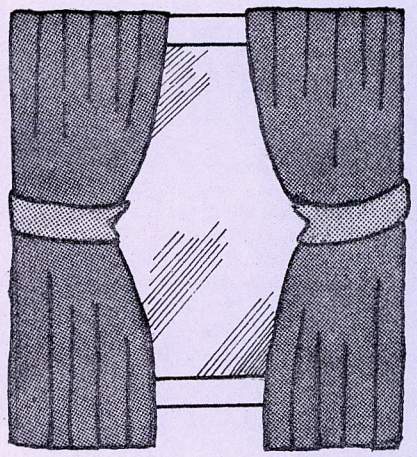
- For the bathroom or kitchen, use plastic which is easy to clean.

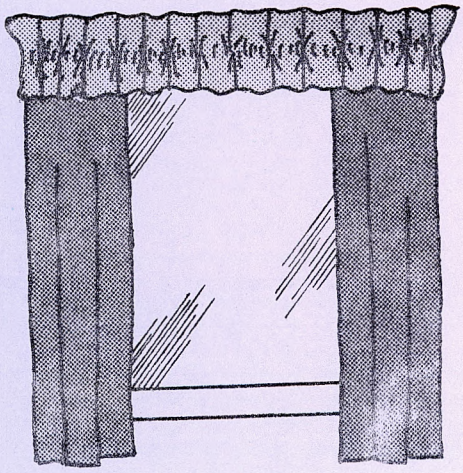
- Read the catalogues to see what materials are listed there and compare the prices. If you can find material you like at the store it will be easier and faster for you.

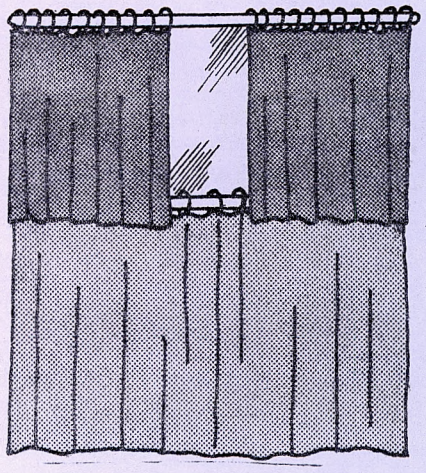
# OTHER WAYS TO MAKE CURTAINS AND DRAPES

- The pictures on this page show different ways to make curtains.
  You may be interested in using these designs or thinking up some new ones for yourself.







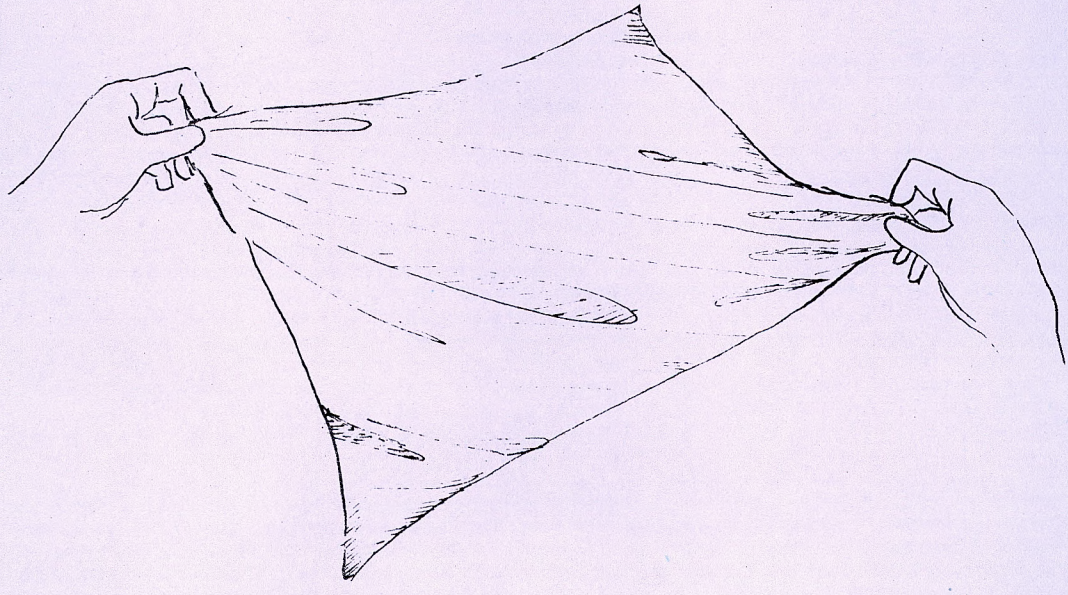


# PREPARING THE MATERIAL

Materials should be torn to get a straight edge. Drapes that are not made on the straight grain will not hang properly.

If the drapery material has been cut, pull a thread across the material and cut on this line.

Measure from the torn or cut edge the length you need for each piece. Cut through the selvage and tear across the width if it is possible, otherwise pull a thread and cut along this line.



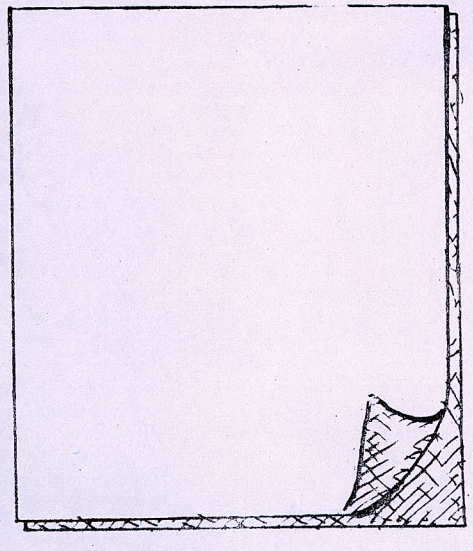
The material may need straightening on the cross grain. Pull diagonally across at the short corners.

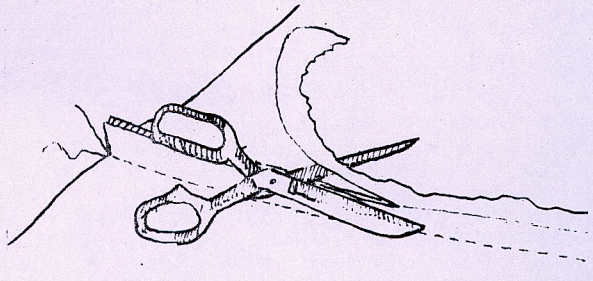
Press the material on the wrong side.

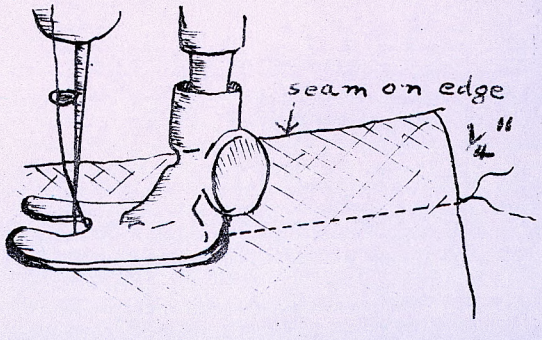
# HOW TO MAKE DRAPES

## FRENCH SEAMS

- If making drapes for a wide window, such as a living room window, you may need to join widths of material together.
- To do this use a French Seam.
- Place the wrong sides of the material together with the selvage edges even.
- Machine sew $\frac{1}{4}$" from edge.
  Press seams open.
- Trim seams to $\frac{1}{2}$ width.
  Turn to wrong side and pin seams on edge.
  Machine sew $\frac{1}{4}$" from edge.
  Press seams to one side.







## SIDE HEMS

- Trim off selvage edges. Turn material 1 inch over to the wrong side. Pin and press.

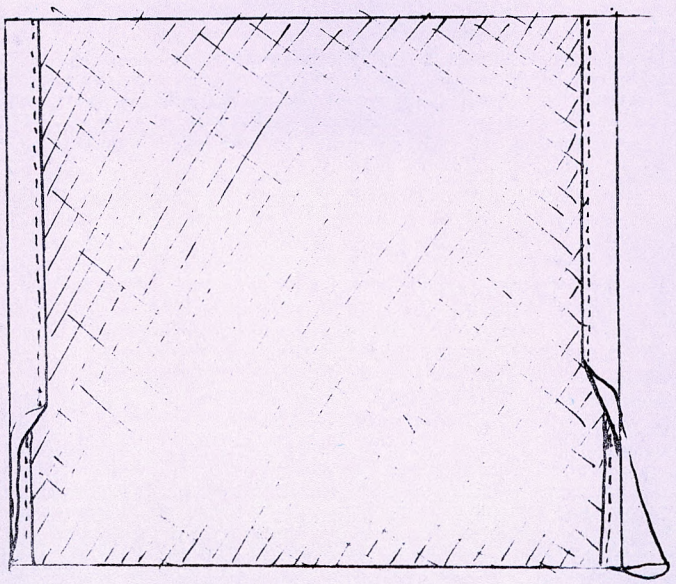
  If you are making drapes to pull across on a plain curtain rod, make the drapes this way.

- If you are making drapes with hooks and tape, ask the housing educator to help you.

- 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.



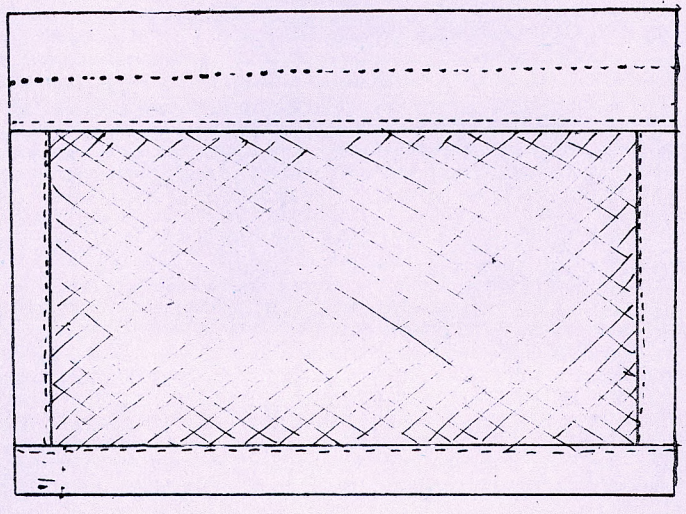
# TOP HEM AND CASING

## WHAT YOU DO

- Fold twice in the same direction 4″ each time to make a 4″ hem. 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.



## THE BOTTOM HEM

- Hang drapes on window.
  Mark fold-up line.
  Measure 8″ from fold allowing this amount for hem.
- Make a 4″ hem across the bottom of the drape by folding the material twice to the wrong side. (4″ fold each time).

## PRESSING DRAPES

- Press on wrong side with hot iron.

## HOW TO HANG DRAPES

- Put rod through lower part of casing.
- Set rod in position on window.
- Even fullness of drapes by hand.

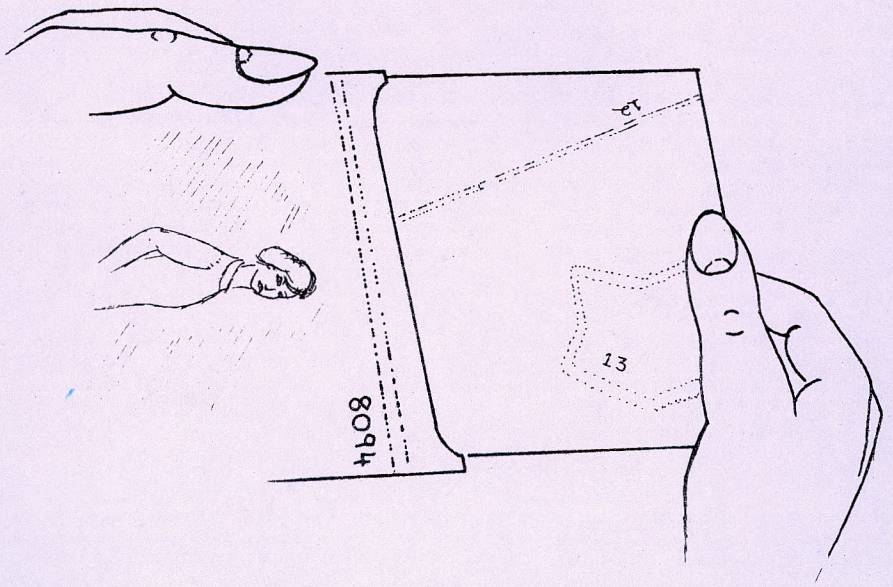
# HOW TO USE COMMERCIAL PATTERNS

- There are several kinds of commercial patterns. The most commonly used ones are:

  McCall, Simplicity, Butterick and Vogue.

- Commercial patterns make certain that you get a good fit.

- Study the following guides to see which is the closest to your measurements and figure type.



# COMMERCIAL PATTERNS

- It is important to buy the correct pattern in order to get a good fit. Buy according to:

1. Your Size

   Measure: Bust
   Waist
   Hip
   Back waist length

   Use a good tape measure and write the measurements down. See sheet on Taking Measurements, SN.15.3/14.68.

2. Your Figure Type

   This is very important. Study the following guides to see where your measurements fit best.

# TAKING MEASUREMENTS

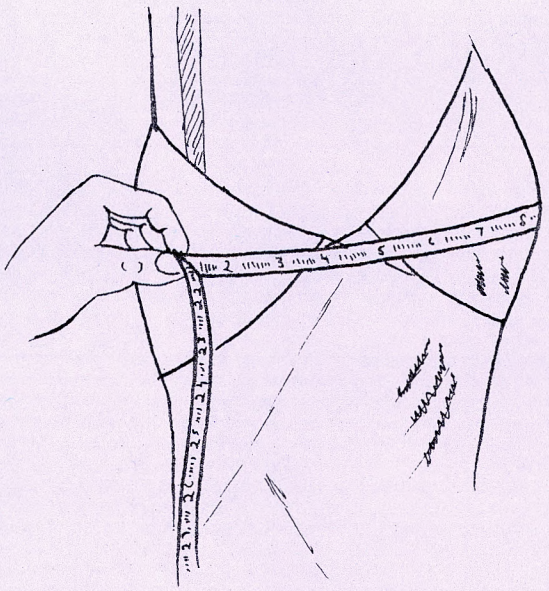
- Bust Measurement—Take measurement around the fullest part of the bust.
- Waist Measurement—Take measurement around the smallest part of the waist.
- Hip Measurement—Take measurement around the hips seven to nine inches below the normal waistline.
- Centre Back Measurement—Bend head forward and find bone at base of neck. Measure from here following the figure to the waist and from there to the bottom of the skirt.

Centre Back to waist= inches

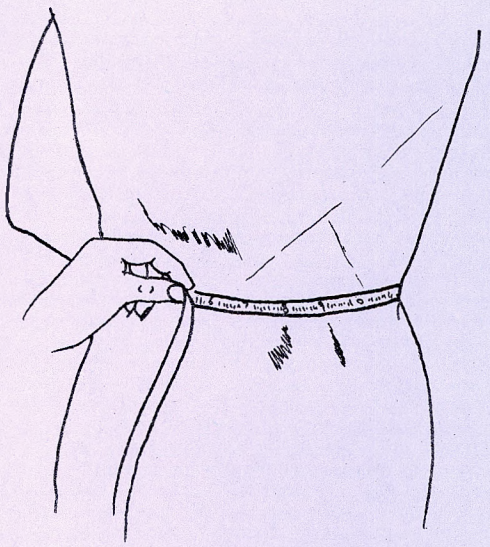
Centre Back to bottom of skirt= inches

SN.15.3/14.68

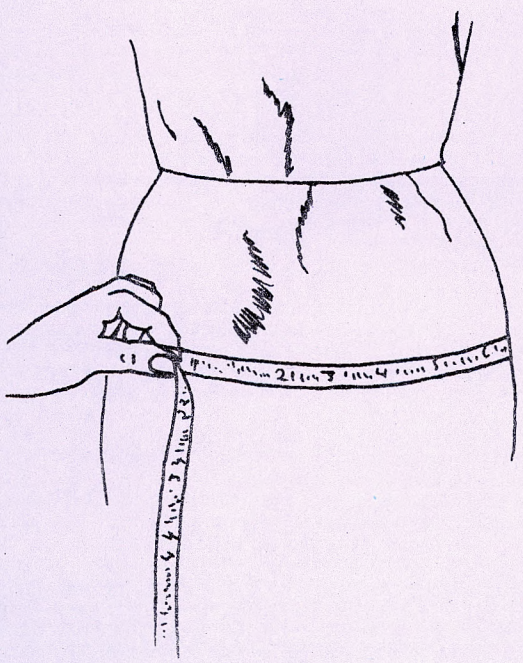
# TAKING MEASUREMENTS



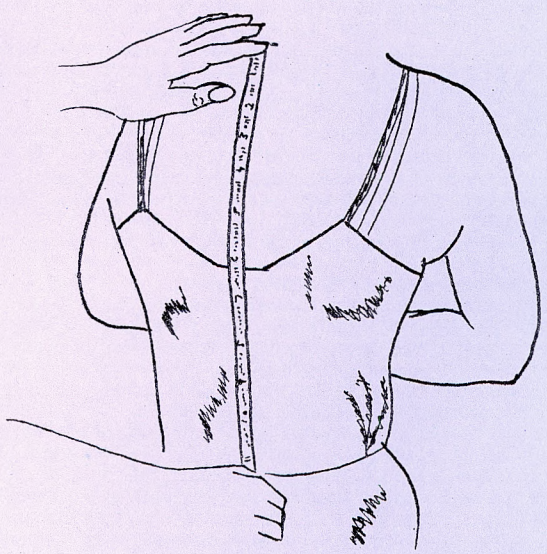
BUST



WAIST



HIP



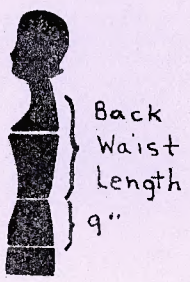
CENTRE BACK TO WAIST

# MISSES' PATTERN SIZES

| Size | 6 | 8 | 10 | 12 | 14 | 16 | 18 |
|---|---|---|---|---|---|---|---|
| Bust | 30½ | 31½ | 32½ | 34 | 36 | 38 | 40 |
| Waist | 22 | 23 | 24 | 25½ | 27 | 29 | 31 |
| Hip | 32½ | 33½ | 34½ | 36 | 38 | 40 | 42 |
| Back Waist Length | 15½ | 15¾ | 16 | 16¼ | 16½ | 16¾ | 17 |

- MISSES' PATTERNS ARE DESIGNED FOR A WELL PROPORTIONED AND DEVELOPED FIGURE: ABOUT 5 FT. 5 IN. TO 5 FT. 6 IN. WITHOUT SHOES.

**misses'**

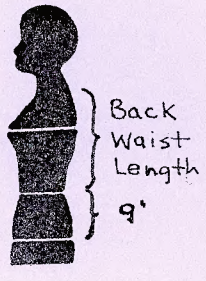


# WOMEN'S PATTERN SIZES

| SIZE | 38 | 40 | 42 | 44 | 46 | 48 | 50 |
|---|---|---|---|---|---|---|---|
| Bust | 42 | 44 | 46 | 48 | 50 | 52 | 54 |
| Waist | 34 | 36 | 38 | 40½ | 43 | 45½ | 48 |
| Hip | 44 | 46 | 48 | 50 | 52 | 54 | 56 |
| Back Waist Length | 17½ | 17⅜ | 17½ | 17⅝ | 17¾ | 17⅞ | 18 |

- WOMEN'S PATTERNS ARE DESIGNED FOR THE LARGER, MORE FULLY MATURE FIGURE: ABOUT 5 FT. 5 IN. TO 5 FT. 6 IN. WITHOUT SHOES.

**women's**

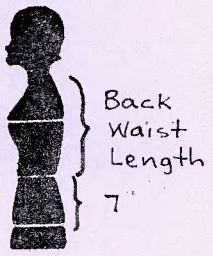


# HALF-SIZE PATTERNS

| Size..... | 10½ | 12½ | 14½ | 16½ | 18½ | 20½ | 22½ | 24½ |
|---|---|---|---|---|---|---|---|---|
| Bust..... | 33 | 35 | 37 | 39 | 41 | 43 | 45 | 47 |
| Waist..... | 26 | 28 | 30 | 32 | 34 | 36½ | 39 | 41½ |
| Hip..... | 35 | 37 | 39 | 41 | 43 | 45½ | 48 | 50½ |
| Back Waist Length... | 15 | 15¼ | 15½ | 15¾ | 15⅞ | 16 | 16⅛ | 16¼ |

- HALF-SIZE PATTERNS ARE FOR A FULLY DEVELOPED FIGURE WITH SHORT BACK WAIST LENGTH. WAIST AND HIP ARE LARGER IN PROPORTION TO BUST THAN OTHER FIGURE TYPES: ABOUT 5 FT. 2 IN. TO 5 FT. 3 IN. WITHOUT SHOES.

**half-size**

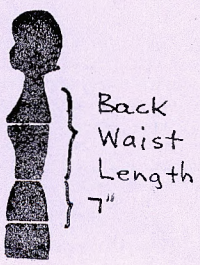


# JUNIOR PETITE PATTERNS

| Size | 3JP | 5JP | 7JP | 9JP | 11JP | 13JP |
|---|---|---|---|---|---|---|
| Bust | 30½ | 31 | 32 | 33 | 34 | 35 |
| Waist | 22 | 22½ | 23½ | 24½ | 25½ | 26½ |
| Hip | 31½ | 32 | 33 | 34 | 35 | 36 |
| Back Waist Length | 14 | 14¼ | 14½ | 14¾ | 15 | 15¼ |

- JUNIOR PETITE PATTERNS ARE DESIGNED FOR A WELL-PROPORTIONED PETITE FIGURE, ABOUT 5 FT. TO 5 FT. 1 IN. WITHOUT SHOES.

**Junior Petite**




SN.15.7/14.68

# JUNIOR PATTERN SIZES

| Size..... | 5 | 7 | 9 | 11 | 13 | 15 |
|---|---|---|---|---|---|---|
| Bust..... | 30 | 31 | 32 | 33½ | 35 | 37 |
| Waist..... | 21½ | 22½ | 23½ | 24½ | 26 | 28 |
| Hip..... | 32 | 33 | 34 | 35½ | 37 | 39 |
| Back Waist Length.... | 15 | 15¼ | 15½ | 15¾ | 16 | 16¼ |

- JUNIOR PATTERNS ARE DESIGNED FOR A WELL PROPORTIONED SHORTER WAISTED FIGURE, ABOUT 5 FT. 4 IN. TO 5 FT. 5 IN. WITHOUT SHOES.

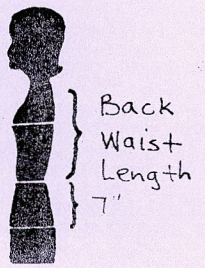
**Junior**

# YOUNG JUNIOR/TEEN PATTERNS

| Size..... | 5/6 | 7/8 | 9/10 | 11/12 | 13/14 | 15/16 |
|---|---|---|---|---|---|---|
| Bust..... | 28 | 29 | 30½ | 32 | 33½ | 35 |
| Waist..... | 22 | 23 | 24 | 25 | 26 | 27 |
| Hip..... | 31 | 32 | 33½ | 35 | 36½ | 38 |
| Back Waist Length.... | 13½ | 14 | 14½ | 15 | 15⅜ | 15¾ |

- THIS SIZE IS DESIGNED FOR THE DEVELOPING PRE-TEEN AND TEEN FIGURES, ABOUT 5 FT. 1 IN. TO 5 FT. 3 IN. WITHOUT SHOES.

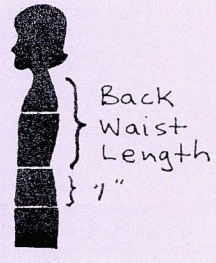
**Young Junior/teen**



# GIRLS' PATTERN SIZES

| Size | 7 | 8 | 10 | 12 | 14 |
|---|---|---|---|---|---|
| Bust | 26 | 27 | 28½ | 30 | 32 |
| Waist | 23 | 23½ | 24½ | 25½ | 26½ |
| Hip | 27 | 28 | 30 | 32 | 34 |
| Back Waist Length | 11½ | 12 | 12¾ | 13½ | 14¼ |
| Approx. height | 50″ | 52″ | 56″ | 58½″ | 61″ |

**Girls'**



# SIZES FOR SKIRTS AND SLACKS

| MISSES' | | | | | | | |
|---|---|---|---|---|---|---|---|
| Waist | 22 | 23 | 24 | 25½ | 27 | 29 | 31 |
| Hip | 32½ | 33½ | 34½ | 36 | 38 | 40 | 42 |

| WOMEN'S | | | | | | | |
|---|---|---|---|---|---|---|---|
| Waist | 34 | 36 | 38 | 40½ | 43 | 45½ | 48 |
| Hip | 44 | 46 | 48 | 50 | 52 | 54 | 56 |

| YOUNG JUNIOR/TEEN | | | | | | |
|---|---|---|---|---|---|---|
| Waist | 22 | 23 | 24 | 25 | 26 | 27 |
| Hip | 31 | 32 | 33½ | 35 | 36½ | 38 |

| JUNIOR | | | | | | |
|---|---|---|---|---|---|---|
| Waist | 21½ | 22½ | 23½ | 24½ | 26 | 28 |
| Hip | 32 | 33 | 34 | 35½ | 37 | 39 |

| JUNIOR PETITE | | | | | | |
|---|---|---|---|---|---|---|
| Waist | 22 | 22½ | 23½ | 24½ | 25½ | 26½ |
| Hip | 31½ | 32 | 33 | 34 | 35 | 36 |

# CHILDREN'S PATTERNS

| Size | 1 | 2 | 3 | 4 | 5 | 6 | 6X | 8 |
|---|---|---|---|---|---|---|---|---|
| Bust | 20 | 21 | 22 | 23 | 24 | 25 | 25½ | 26 |
| Waist | 19½ | 20 | 20½ | 21 | 21½ | 22 | 22½ | 23 |
| Back Waist Length | 8¼ | 8½ | 9 | 9½ | 10 | 10½ | 10¾ | 11 |
| Approx. height | 31″ | 34″ | 37″ | 40″ | 43″ | 46″ | 48″ | 50″ |

# TODDLERS' PATTERNS

| Size | ½ yr. | 1 yr. | 2 yr. | 3 yr. | 4 yr. |
|---|---|---|---|---|---|
| Bust | 19 | 20 | 21 | 22 | 23 |
| Waist | 19 | 19½ | 20 | 20½ | 21 |
| Centre Back Length | 14 | 15 | 16 | 17 | 18 |

## OTHER THINGS TO KNOW ABOUT BUYING PATTERNS

- Buy a dress, blouse or coat pattern by the bust measurement for your figure type.
- Buy a skirt pattern by the hip measurement for a fitted skirt and by the waist measurement for a full (gathered) skirt.
- Buy patterns for slacks and shorts by the hip measurement for your figure type.

# A GATHERED SKIRT

## BUTTERICK PATTERN #4563

—make as a gathered or pleated skirt

THIS PATTERN IS VERY EASY TO MAKE

SN.16.1/2.68

# GATHERED SKIRT GUIDE

## SIZES

| | | | | | |
|---|---|---|---|---|---|
| Waist..... | 24″ | 25″ | 26″ | 28″ | 30″ |
| Hip..... | 33″ | 34″ | 36″ | 38″ | 40″ |
| Finished Back Length..... | 24½″ | 24¾″ | 25″ | 25¼″ | 25½″ |
| 35″ material..... | 1⅝ yds. | 1¾ yds. | 1¾ yds. | 1¾ yds. | 1¾ yds. |
| 54″ material..... | ⅞ yd. | ⅞ yd. | ⅞ yd. | ⅞ yd. | ⅞ yd. |
| Notions..... | ⅞ yd. 1″ elastic 7″ or 9″ zipper | | | | |
| Suggested Fabrics | Corduroy, Linen, Wool, Broadcloth, Wool Jersey. | | | | |

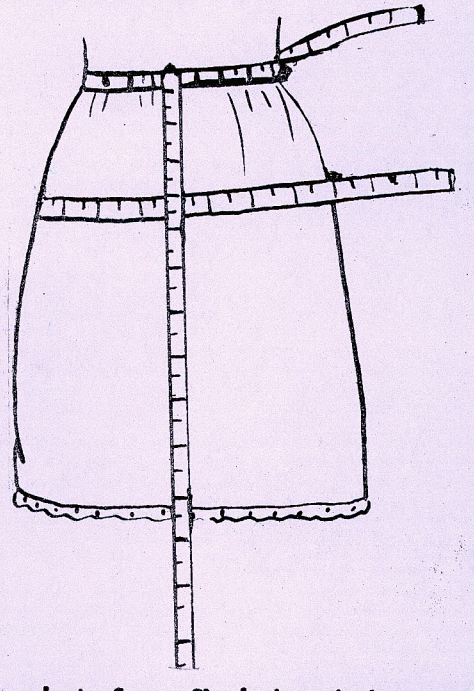
# TAKING SKIRT MEASUREMENTS

- THE WAIST

  Using a tape measure, take measurement around waistline.

- THE HIP

  Measure down 7" from waist, take measurement around the figure here.



- THE LENGTH

  Measure from waist for finished length desired.

- Write measurements on paper as you take them.

BUY A GATHERED OR PLEATED SKIRT PATTERN BY THE WAIST MEASUREMENT

BUY A FITTED SKIRT PATTERN BY THE HIP MEASUREMENT

SN.17.1/1.68

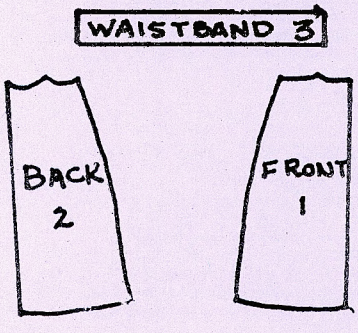
# THE PATTERN PIECES

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

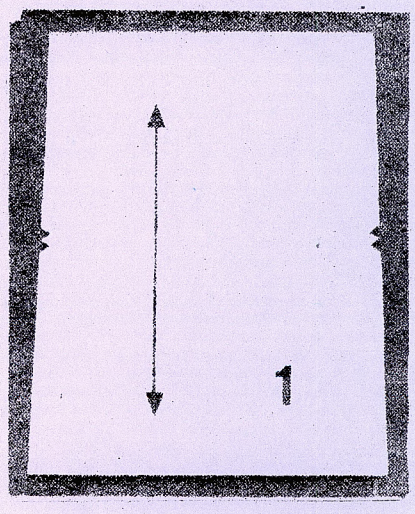
  1 FRONT (skirt)

  2 BACK (skirt)

  3 WAIST



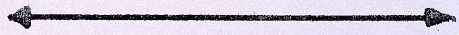

OR




PUT EXTRA PIECES BACK IN ENVELOPE

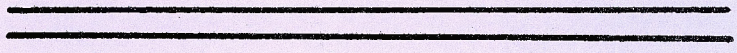
# PATTERN MARKINGS

- Straight grain line



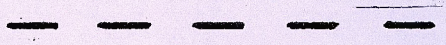
- Cutting line

McCALL PATTERN—cut between the two lines

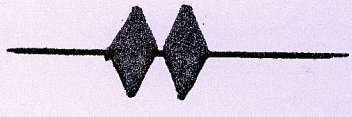


BUTTERICK PATTERN—cut on the heavy line

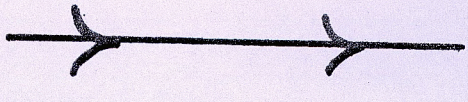
- Seamline



- match NOTCHES with same number of notches on other piece



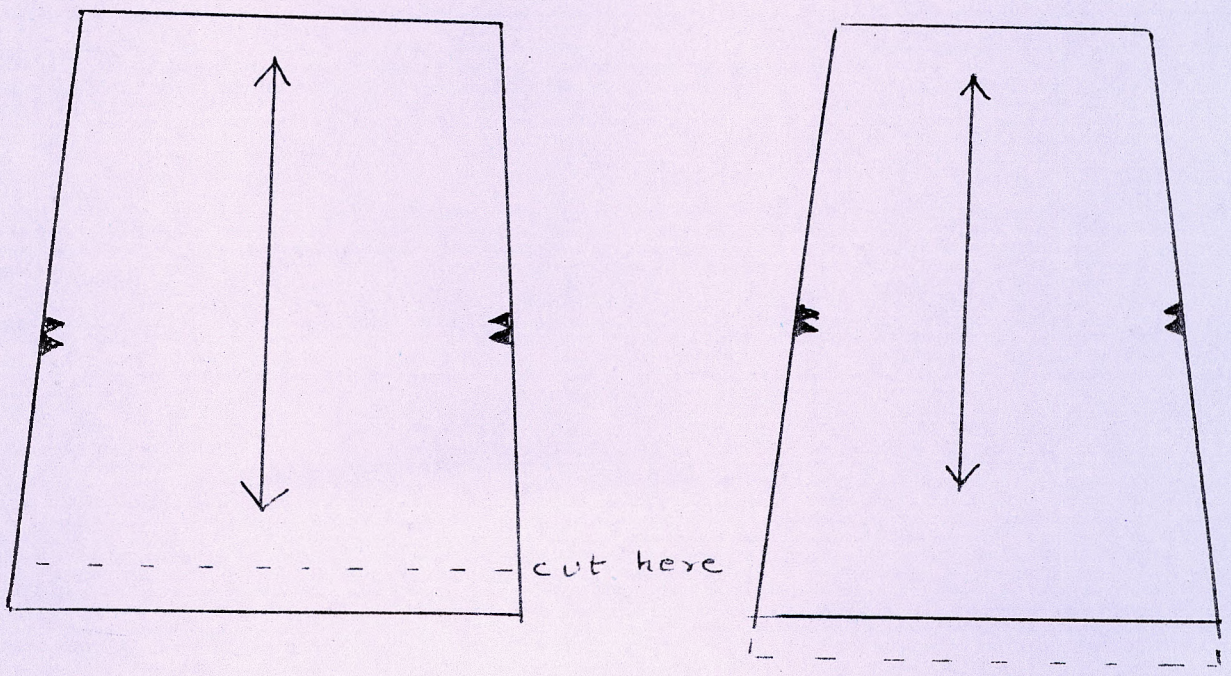
- ARROWS show direction of stiching



# 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

SN.20.1/1.68

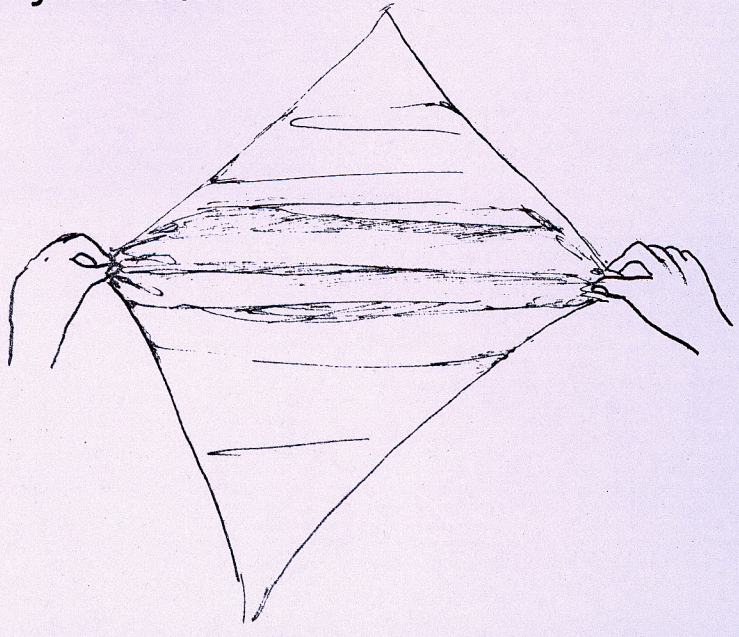
# STRAIGHTENING THE MATERIAL

- 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.

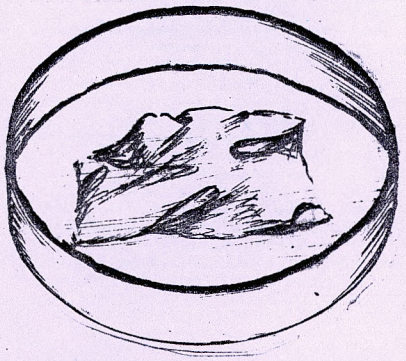
- Material may need straightening on the diagonal grain.
  To do this, hold both short ends and pull diagonally across.



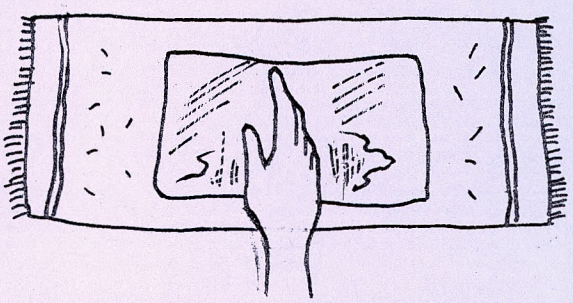
SHRINK COTTON AND WOOLLEN FABRIC

# HOW TO SHRINK COTTON MATERIAL

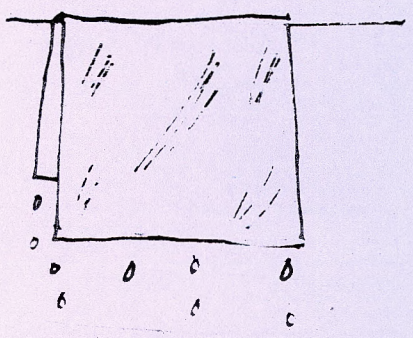
- Put material as folded into pan of water. Leave until water has soaked through.



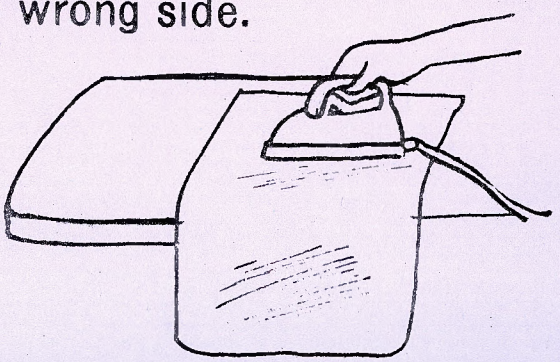
- Using hands, press out as much water as possible. DO NOT WRING.



- Hang up straight and let drip dry.



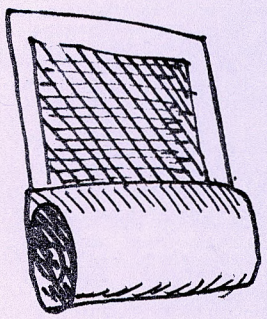
- When almost dry, press on lengthwise grain on the wrong side.



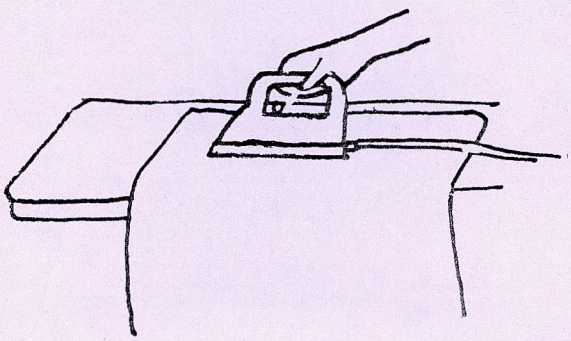
SN.22.1/1.68

# HOW TO SHRINK WOOLLEN MATERIAL

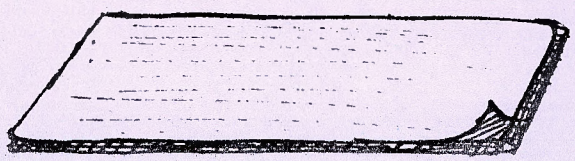
- Roll material in a clean damp sheet.
  Leave for several hours.



- 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.

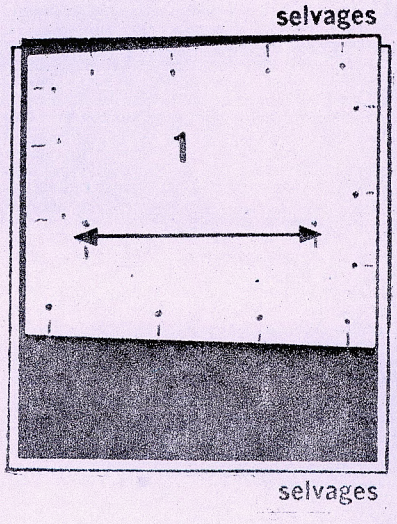


# CUTTING GUIDE FOR THE GATHERED SKIRT

## 35" MATERIAL

- Open fabric and cut in half crosswise, from selvage to selvage. Tear if possible, or pull a thread and cut on this line.
- Place two layers with right sides of material together and edges even.
- Place pattern pieces 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



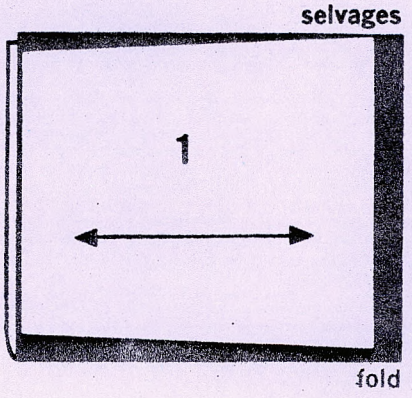

- Cut around pattern pieces on the cutting line.
- Cut notches out.

# 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.

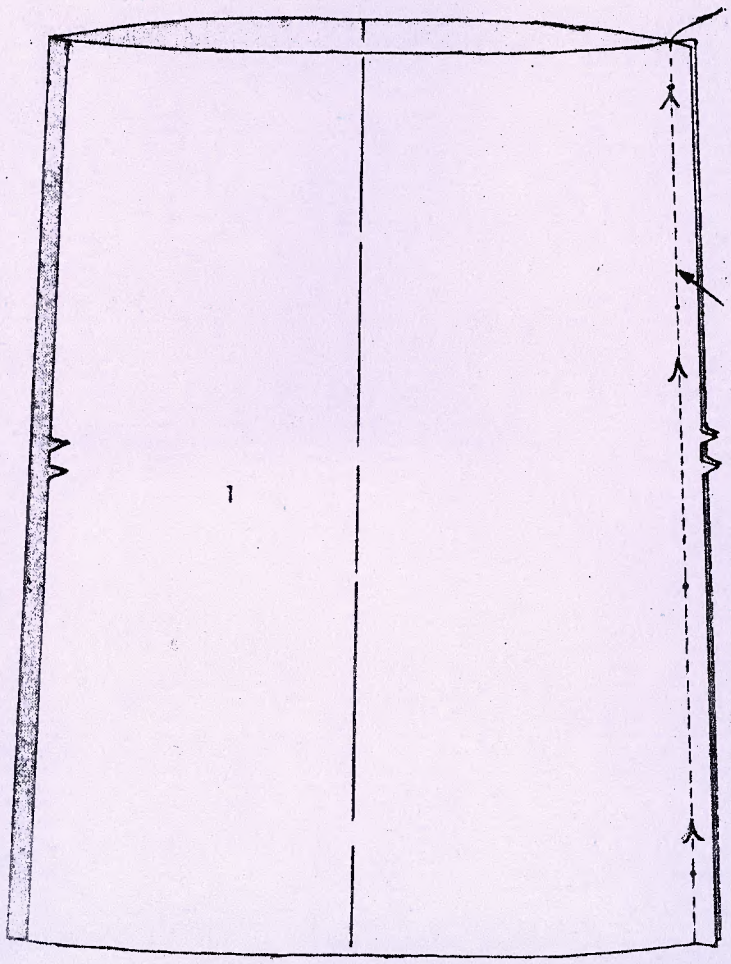
54" FABRIC
with or
without nap
all sizes




- Cut around pattern piece on cutting line.
- Cut notches out.

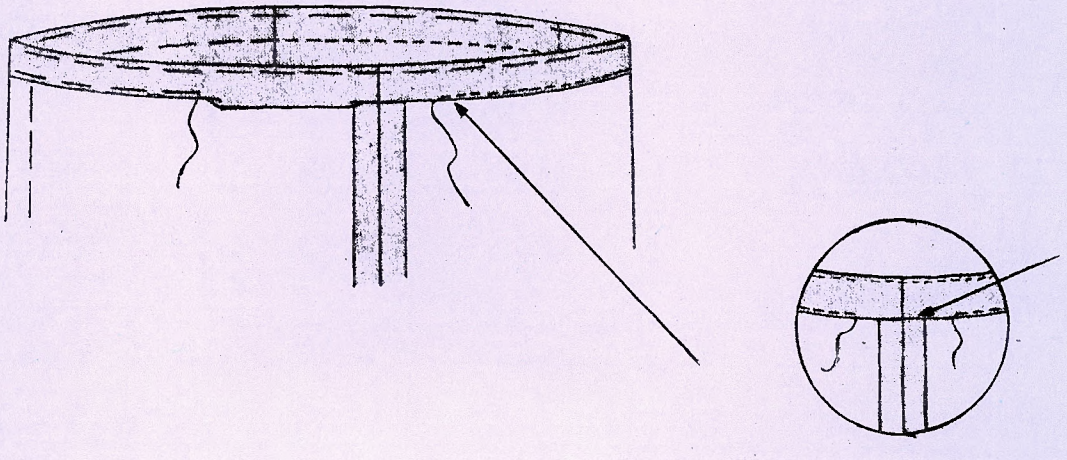
# A PLAIN SEAM

- Pin side seams together having right sides of the material inside and raw edges even. Match notches.
- Sew side seams from bottom to top $\frac{5}{8}$″ from raw edge.
- Press seam open. Press from bottom to top.



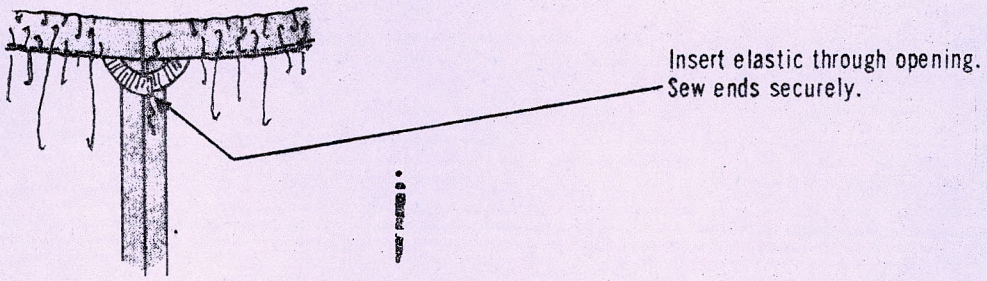
# A CASING FOR A GATHERED SKIRT

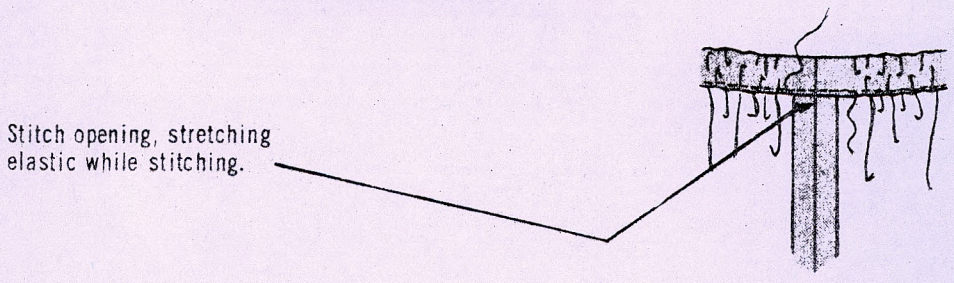
- Turn upper edge to inside along foldline.
  Turn in $\frac{1}{4}$" on raw edge.
  Machine sew close to upper edge.
  Machine sew close to lower edge leaving 1" opening for $\frac{1}{2}$" elastic.



# INSERTING ELASTIC IN CASING

- Cut elastic same length as waist measurement.
- Insert elastic in casing.
  Lap and sew ends.
- Stitch across opening.




SN.26.2/2.68

# TURNING A HEM ON A GATHERED SKIRT

- When top is finished, put skirt on. Be sure you are wearing shoes with the height of heel you will be wearing with the skirt.
- Have someone measure the desired distance from the floor.
  Mark with pins.
- Remove skirt.
- Insert elastic through opening.
  Sew ends securely.
- Stitch opening, stretching elastic while stitching.
- Fold hem up on wrong side on line of pins.
  Pin and baste. Remove pins and press.
- Trim hem evenly—allow $2\frac{1}{2}$ inches to 3 inches for hem.
- If cotton material, you may turn a $\frac{1}{4}$ inch fold to the wrong side. Machine stitch close to folded edge.
- (For woollen material, machine baste $\frac{1}{8}$ inch from raw edge and pull up to fit skirt.)

- Pin hem in place matching seams, centre front and centre back.
  Ease in fullness.

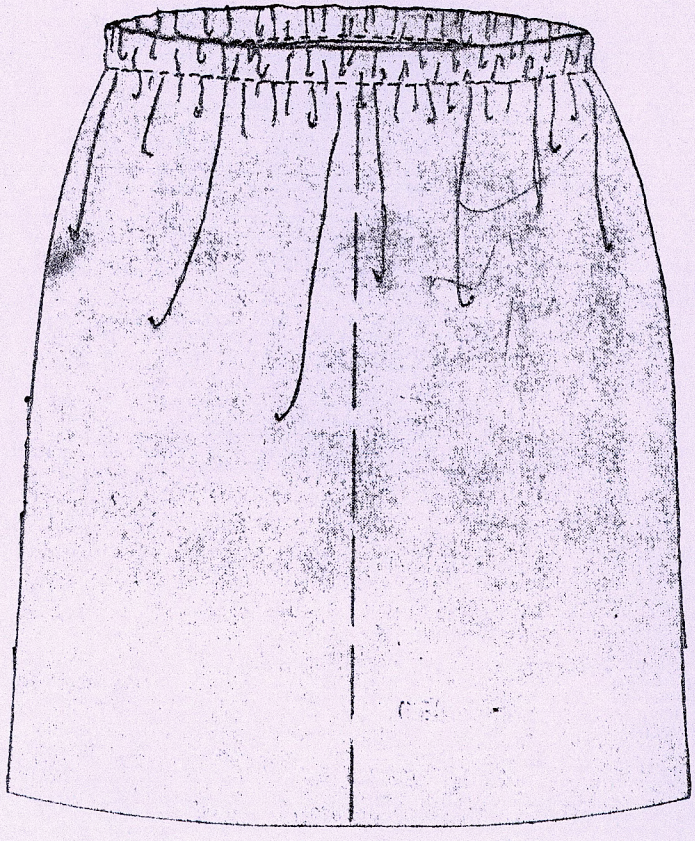
- Slipstitch to position. Press.

# 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 ($2\frac{1}{2}$″ hem) | $25\frac{1}{4}$″ | $25\frac{1}{2}$″ | $25\frac{1}{2}$″ | $25\frac{1}{2}$″ |

Fabric Required:

| | | | | |
|---|---|---|---|---|
| 35″ width | $1\frac{3}{4}$ yds. | $1\frac{3}{4}$ yds. | $1\frac{3}{4}$ yds. | $1\frac{3}{4}$ yds. |
| 54″ width | $1\frac{1}{8}$ yds. | $1\frac{1}{8}$ yds. | $1\frac{1}{8}$ yds. | $1\frac{1}{8}$ yds. |

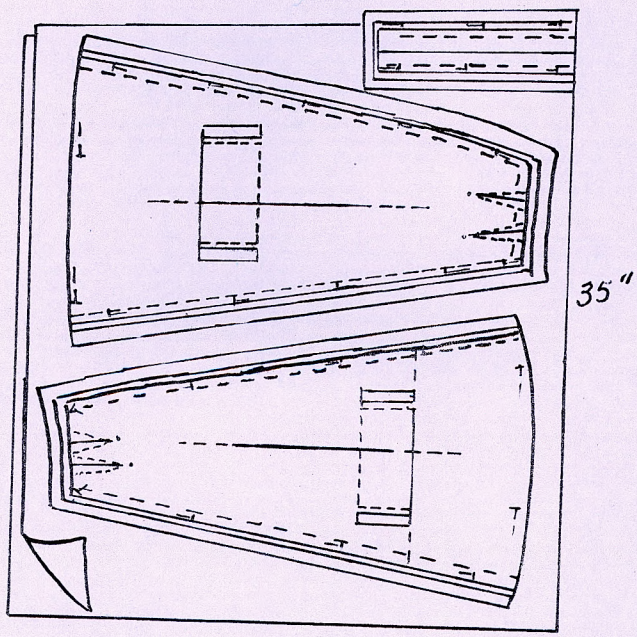
Suggested Fabrics—denim, duck, linen, pique, lightweight wools, lightweight tweed, double knit wool jersey.

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

SN.29.1/1.68

# LAYING PATTERN ON THE 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.



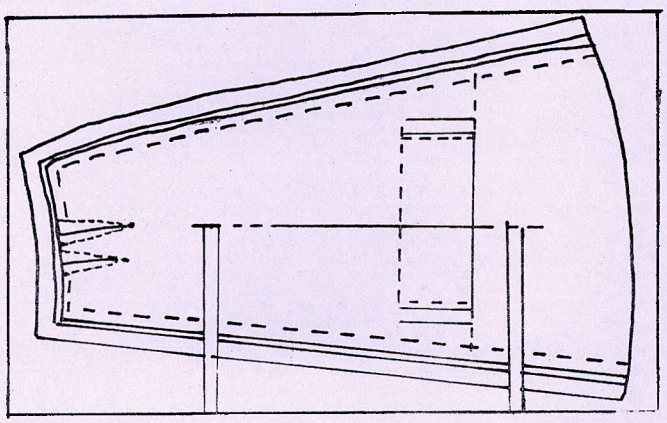
## LAYING PATTERN ON THE MATERIAL (CONTINED)

- Pin the straight grain line of the pattern piece in line with the selvage edge or fold line.

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

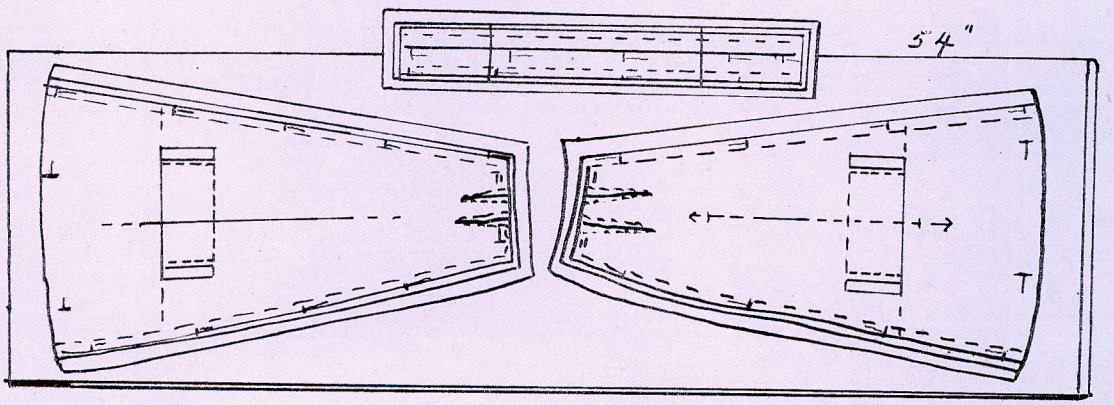
  Put pins in about 6″ apart.

  Pin corners down carefully.



# LAYING PATTERN ON THE MATERIAL (CONTINUED)

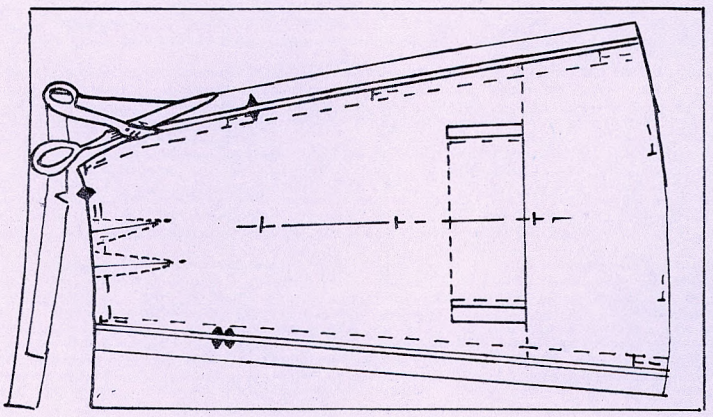
- Press all pattern pieces flat.
- Use the correct layout guide showing the placing of the pieces.
- Fold the material as shown in the layout guide.
- Check with a ruler or tape measure to fold evenly.

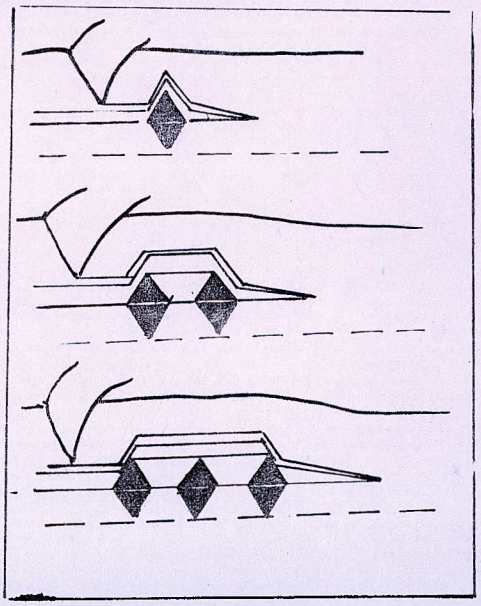


# CUTTING OUT

## When Using a Commercial Pattern

- Cut with long even strokes of the scissors on the cutting line.
- Cut in the direction of the grain of the material.
- Cut all notches out.



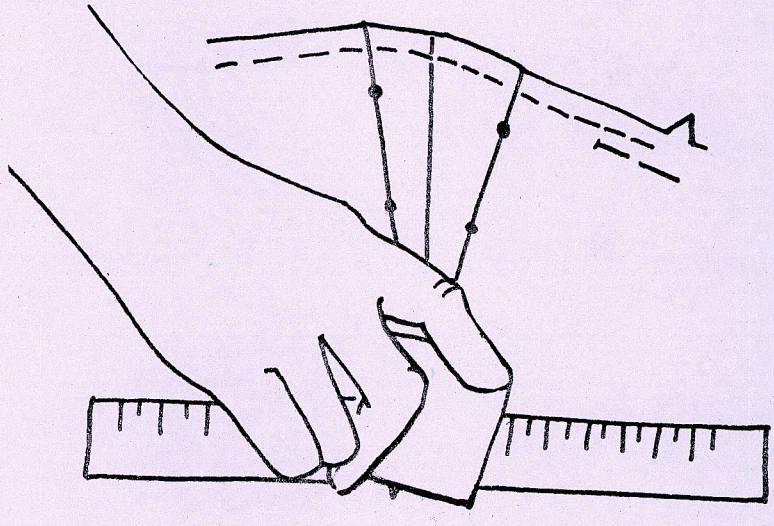


# MARKING

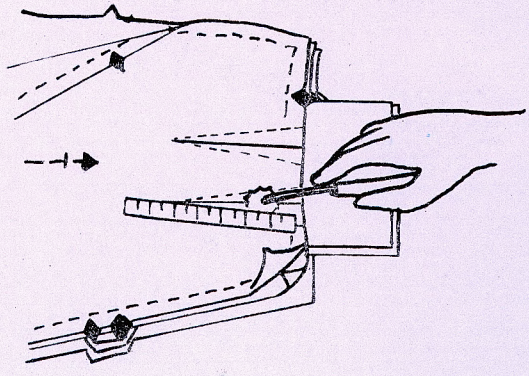
- Mark darts and any special markings before removing pattern pieces.

- There are 2 ways of marking.

—using tailor's chalk.

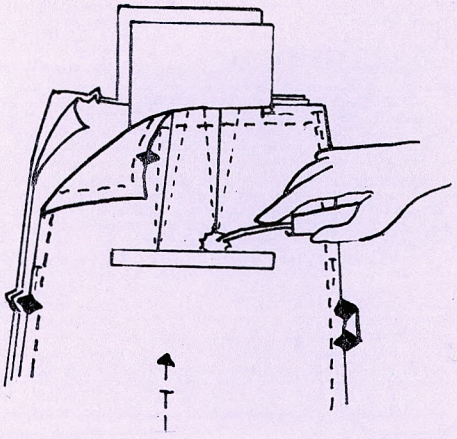


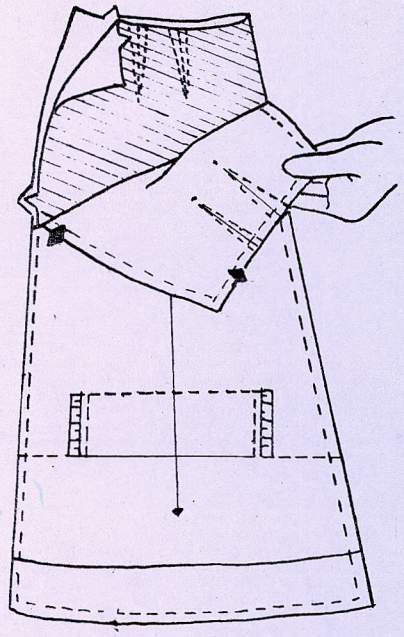
—using tracing wheel, tracing paper and a ruler.



# MARKING USING A TRACING WHEEL

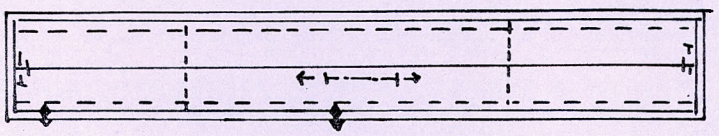
- Cut strips of tracing paper to cover part to be marked.
- Put one piece of tracing paper under pattern and the other under material so that marking side is next to wrong side of material.
- Use a ruler to guide tracing wheel.





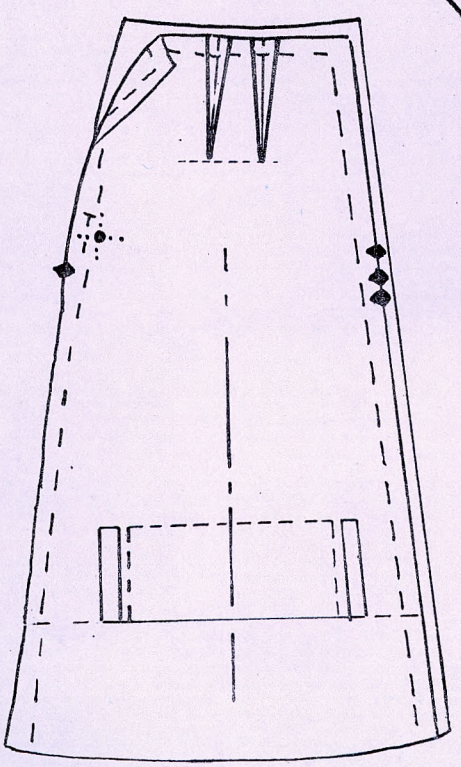
## MARKING USING A TRACING WHEEL (CONTINUED)

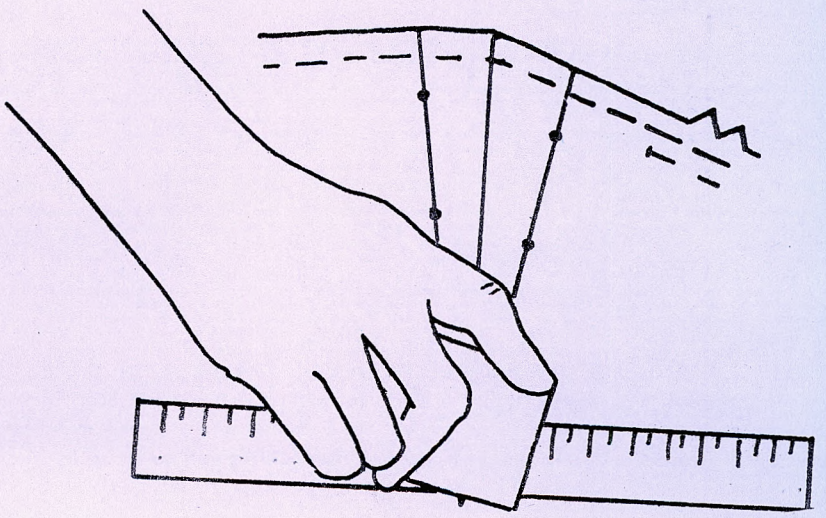
- Mark stitching and fold lines of darts.
- Show end of dart with a short straight line.
- Show a circle or dot with a small cross.
- Mark centre front and centre back with a straight line.



# MARKING USING TAILOR'S CHALK

- Pin along lines to be marked.
- Heads of pins should be in the same direction and be flat on the pattern pieces.
- Remove pattern piece by pulling gently toward heads of pins.
- Using a ruler and tailor's chalk mark on lines indicating darts etc.
  If material is double turn the material over and mark the other side in the same way before removing the pins.



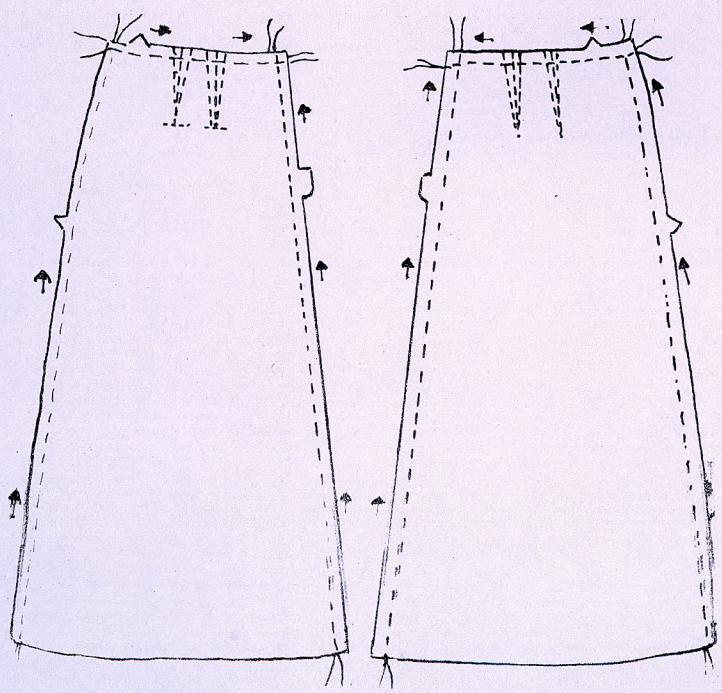


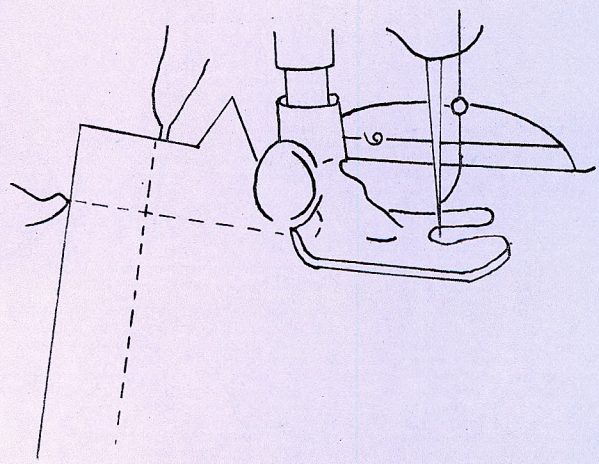
# STAYSTITCHING

- 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.

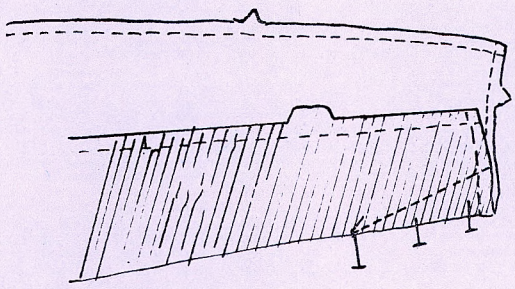




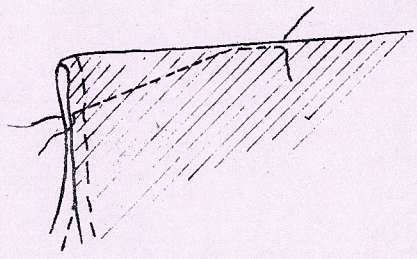
SN.35.1/1.68

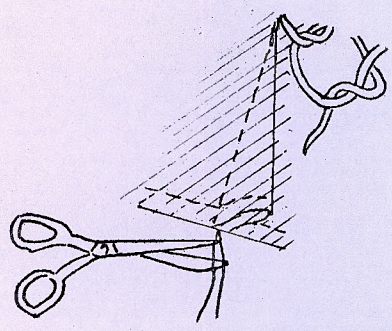
# HOW TO MAKE A DART

- Fold fabric right sides together along centre of dart.
- Place pin at each end of dart and then in centre.
- Match stitchline markings.



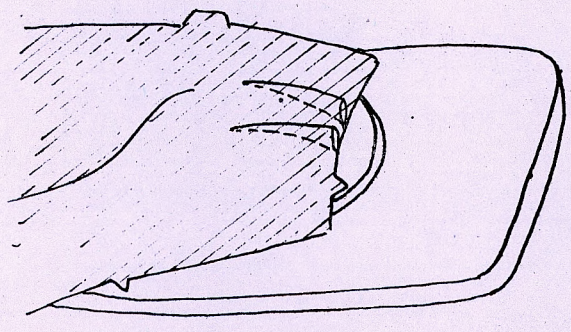
- Stitch dart from wide end to point ending with 3 or 4 stitches along fold.
  Tie ends of thread at fold.

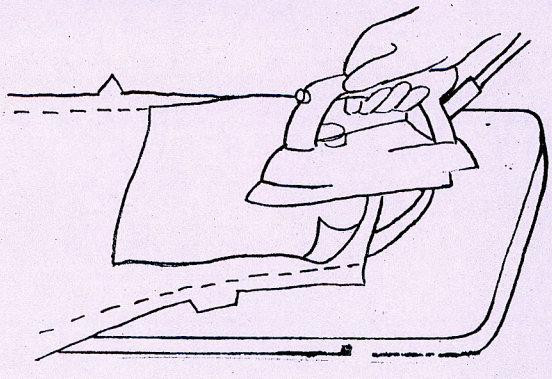




# HOW TO FINISH A DART

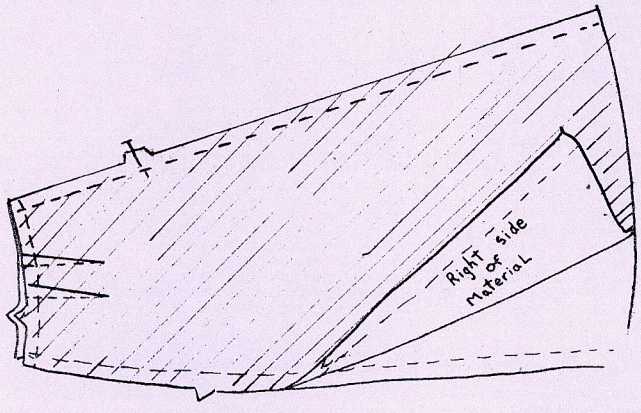
- Use a tailor's ham for shaping.
- Press on each side of stitching.
- Then press darts toward centre front or centre back of garment.
- Underarm darts should be pressed down.
- Press with the grain.

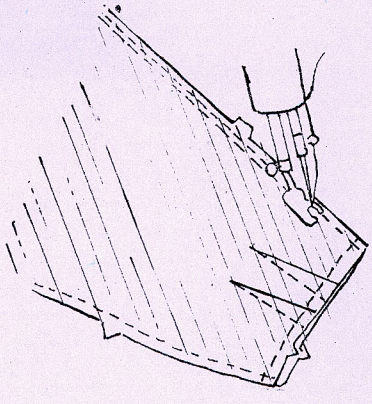




# A PLAIN SEAM

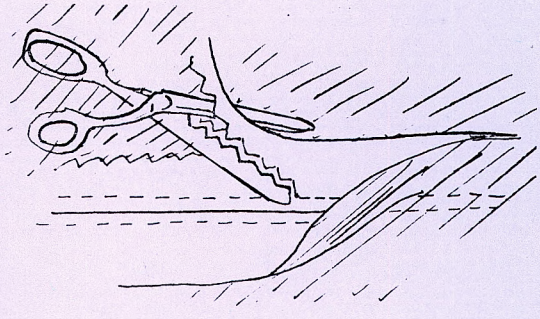
- Pick up 2 front or back sections for a centre front or centre back seam.
- Place the right sides together.
- Pin ends of seam together placing pins at right angles to edge.

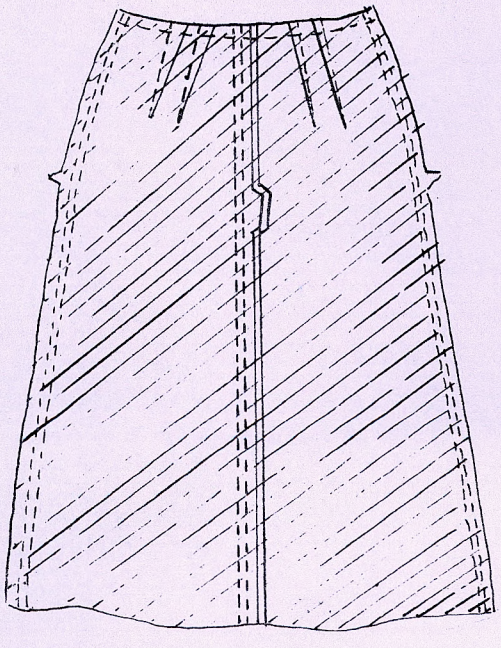


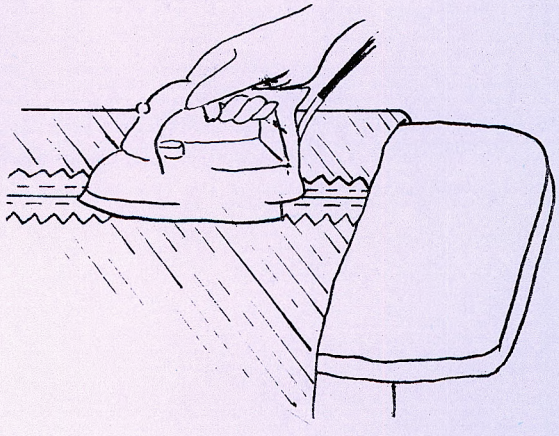



## A PLAIN SEAM (CONTINUED)

- Pin notches together.
- Stitch seam $\frac{5}{8}$" from edge.
- Press seam open from bottom to top.



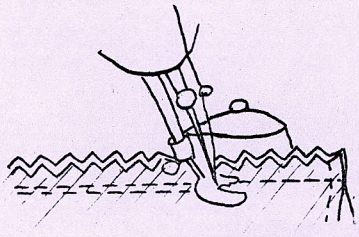


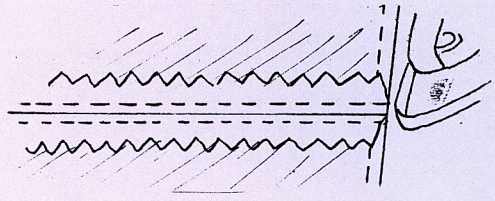


# PUTTING IN A ZIPPER

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

  Press seam open.

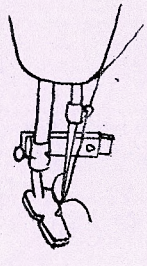




- Remove presser foot.

  Replace with adjustable zipper foot.

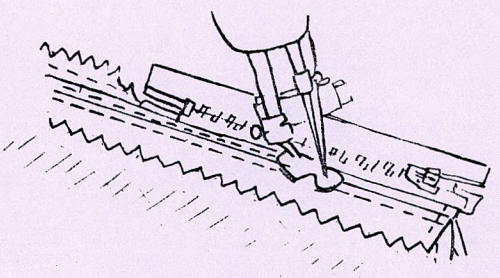
  Check for regular size stitch.



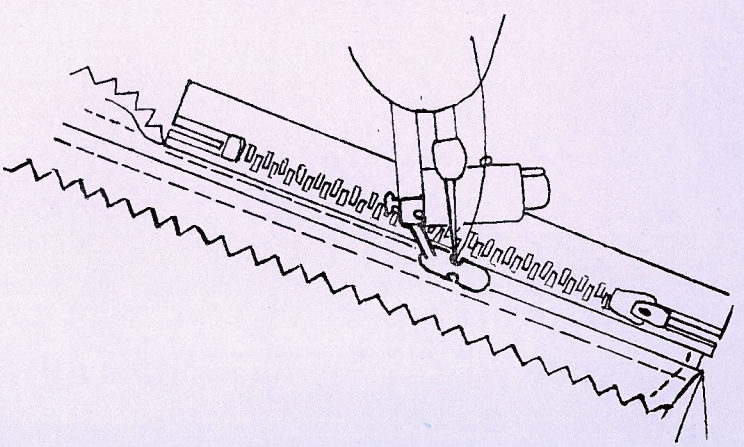
## PUTTING IN A ZIPPER (CONTINUED)

- 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.

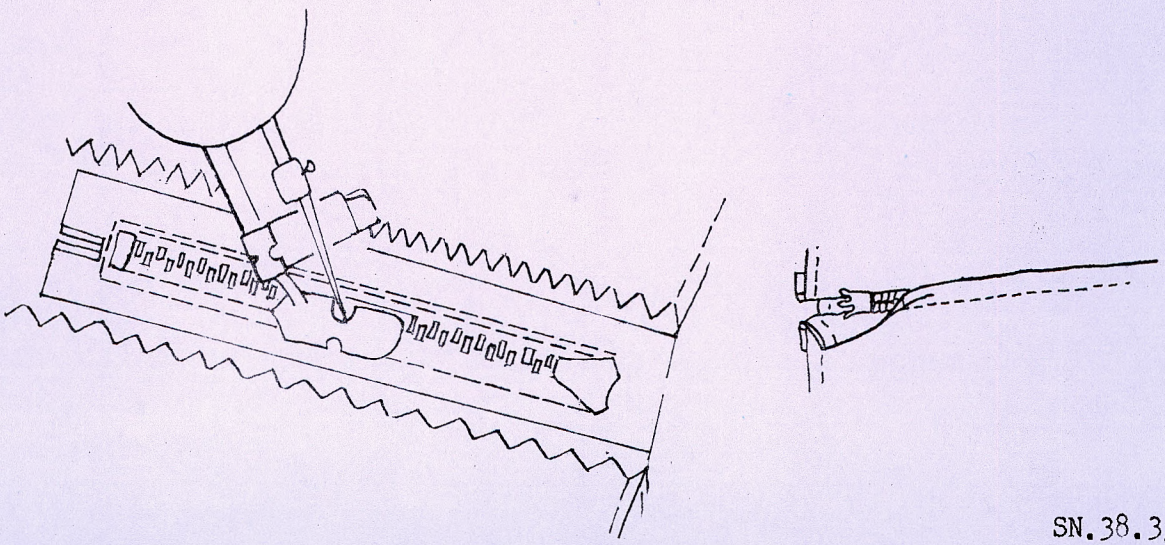


- Close zipper and turn zipper face up.
  Smooth material.
  Reposition zipper foot.
  Stitch close to folded edge through seam allowance. Fasten threads.



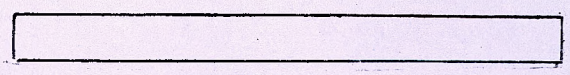
## PUTTING IN A ZIPPER (CONTINUED)

- 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.

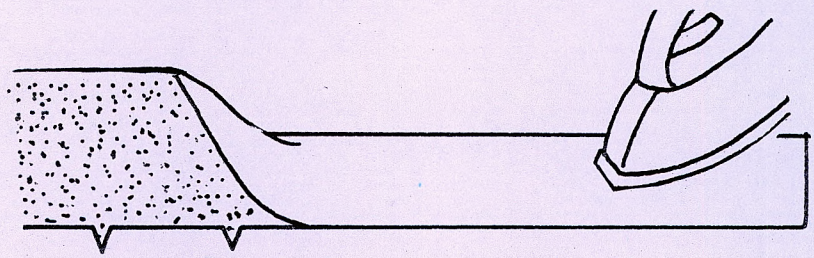


# APPLYING THE WAISTBAND

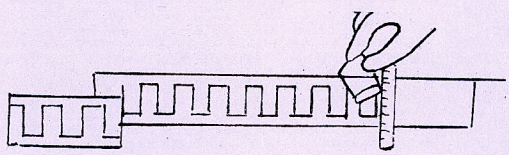
- Cut a strip of interfacing material $\frac{1}{2}$ the width of the band without seam allowances.



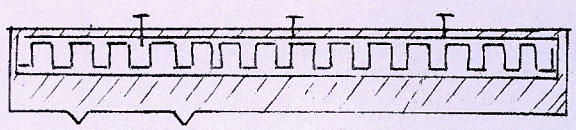
- Press waistband in half wrong sides together.



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

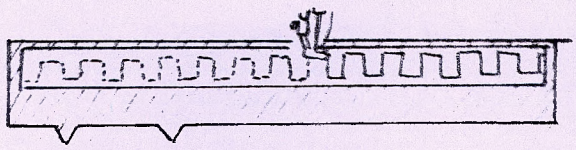


- Place interfacing on underside of waistband with chalk marks up.
  Pin one edge of interfacing along foldline of material and other edge along seamline.

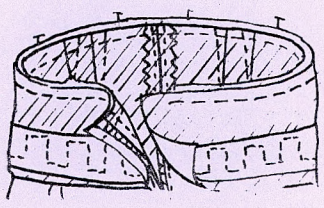


## APPLYING THE WAISTBAND (CONTINUED)

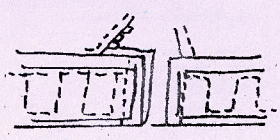
- Machine sew interfacing to waistband on marked lines.



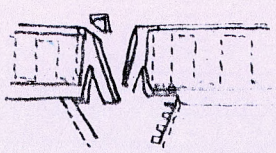
- Pin waistband to skirt keeping the right sides together.
  Match notches, centre front and centre back.
  Machine sew $\frac{5}{8}$ inch from edge. Remove pins.

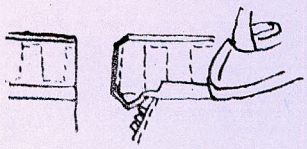


- Match ends of waistband right sides together.
  Machine sew $\frac{5}{8}$ inch from edge along short ends and at waistline seam.



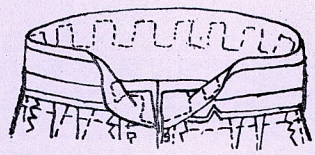
- Trim seams at edges and corners.
  Press waistline seam up.



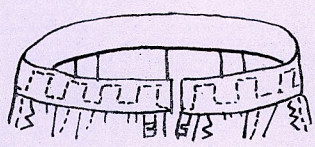


## APPLYING THE WAISTBAND (CONTINUED)

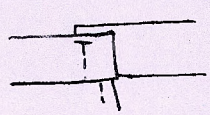
- Turn waistband right side out.
  Turn seam allowance under on free edge.
  Pin to position so that folded edge meets stitching line.



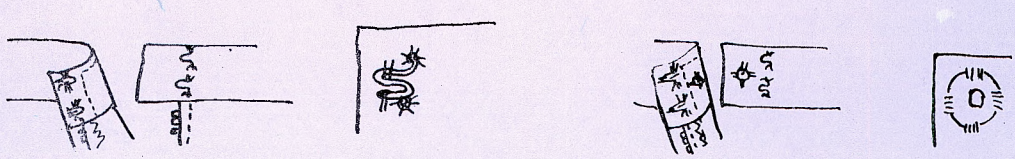
- Hem waistband to skirt picking up stitches of first row of stitching.
  If you do this your sewing will not show on right side of skirt.



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

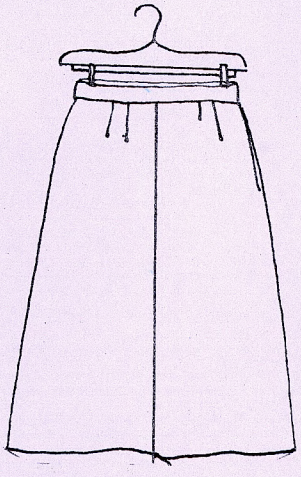


- Sew ball of snap fastener to overlapping part of waistband.
  Sew socket part to under portion of closing.

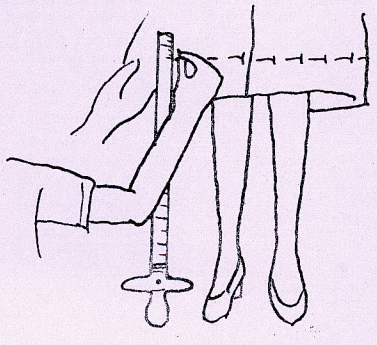


# HOW TO TURN AND FINISH A HEM

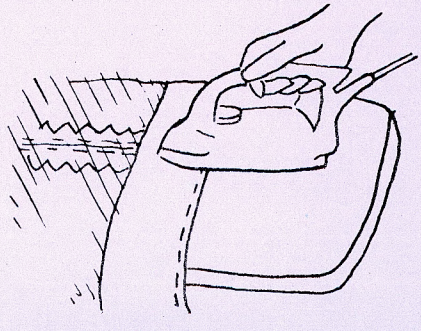
- Let skirt hang 24 hours to allow bias to stretch.



- Put on skirt and shoes you intend to wear with skirt.
  Stand in normal posture.
  Have someone mark even distance from floor on skirt with pins.



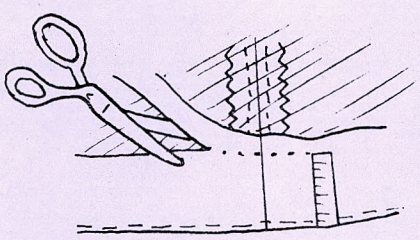
- Pin up hem along marked line.
  Baste close to folded edge. Press.



SN.40.1/3.68

## HOW TO TURN AND FINISH A HEM (CONTINUED)

- Mark and trim hem allowance evenly.
  A 2″-3″ hem is usual.



- The hem finish depends upon the material used.

  For cotton—turn under $\frac{1}{4}$″ and machine stitch using large basting stitches.

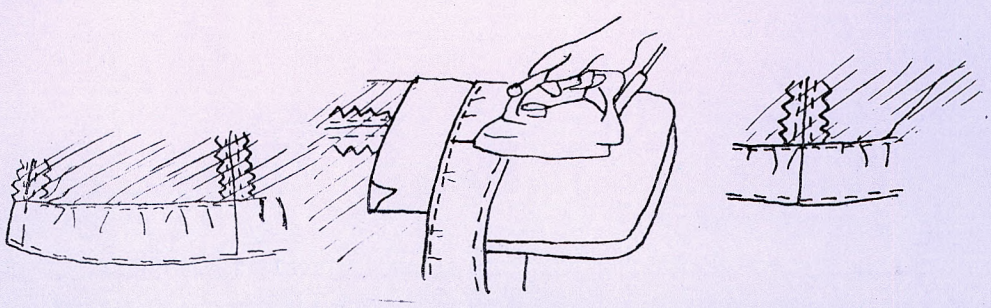
  Sew one section at a time.

  Pull up thread adjusting fullness evenly after pinning hem to skirt at seamlines.

  Press hem following direction of grain of material.

  Paper placed between hem and skirt helps to keep hem from marking skirt.

  Pin hem to position.
  Sew hem to position using tiny hemming stitches.

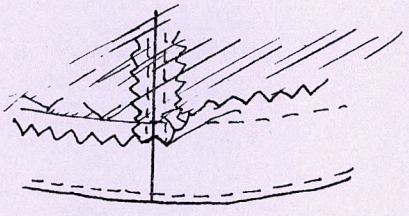


## HOW TO TURN AND FINISH A HEM (CONTINUED)

- On wools and bulky materials, machine baste $\frac{1}{2}$" from edge.

  Adjust to fit matching at seamlines.
  Press.

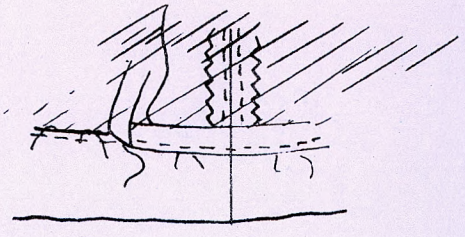
  Fold edge back and slip stitch underside of hem to skirt.
  Press.



- On other fabrics, machine sew ribbon seam binding to raw edge after fullness has been evenly distributed in hem.

  Press.

  Finish by hemming seam binding to skirt.



# HOW TO FACE A NECKLINE

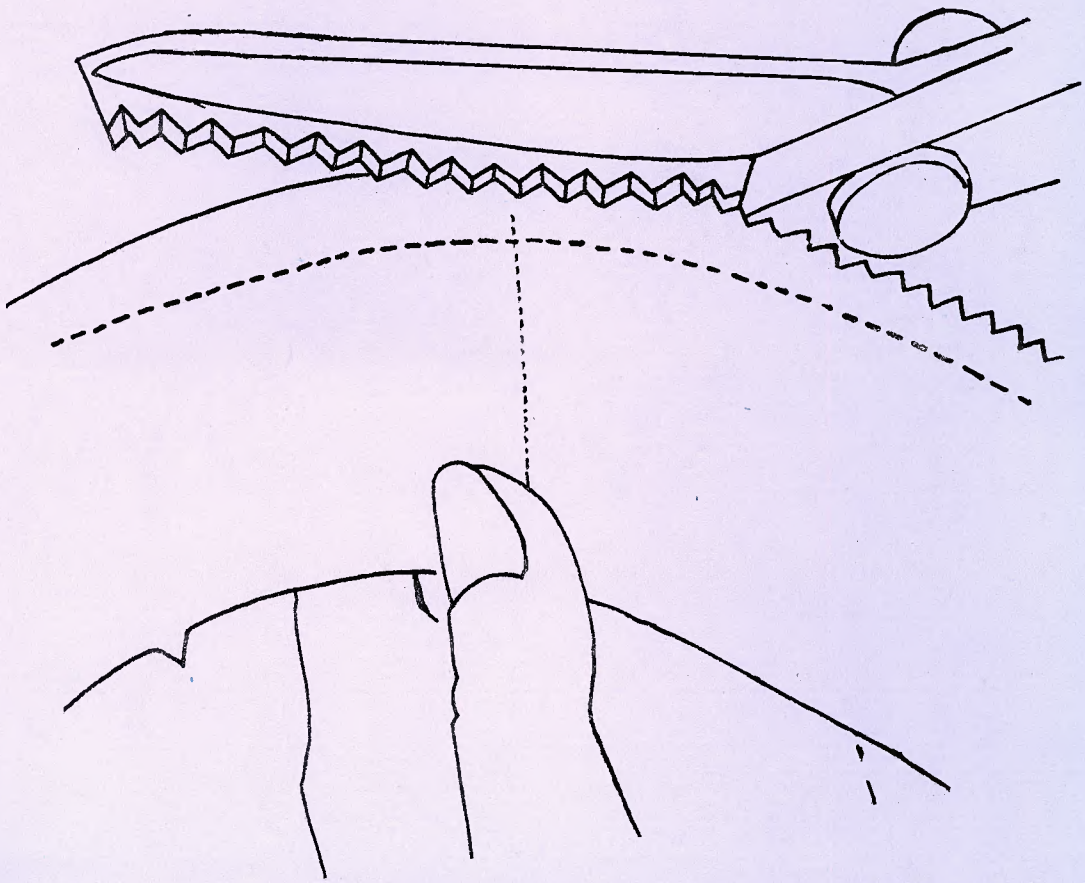
- Necklines are usually interfaced before applying the facing. This adds firmness and strength.

- 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 $\frac{1}{4}$" and stitch non-bulky materials that will be laundered.



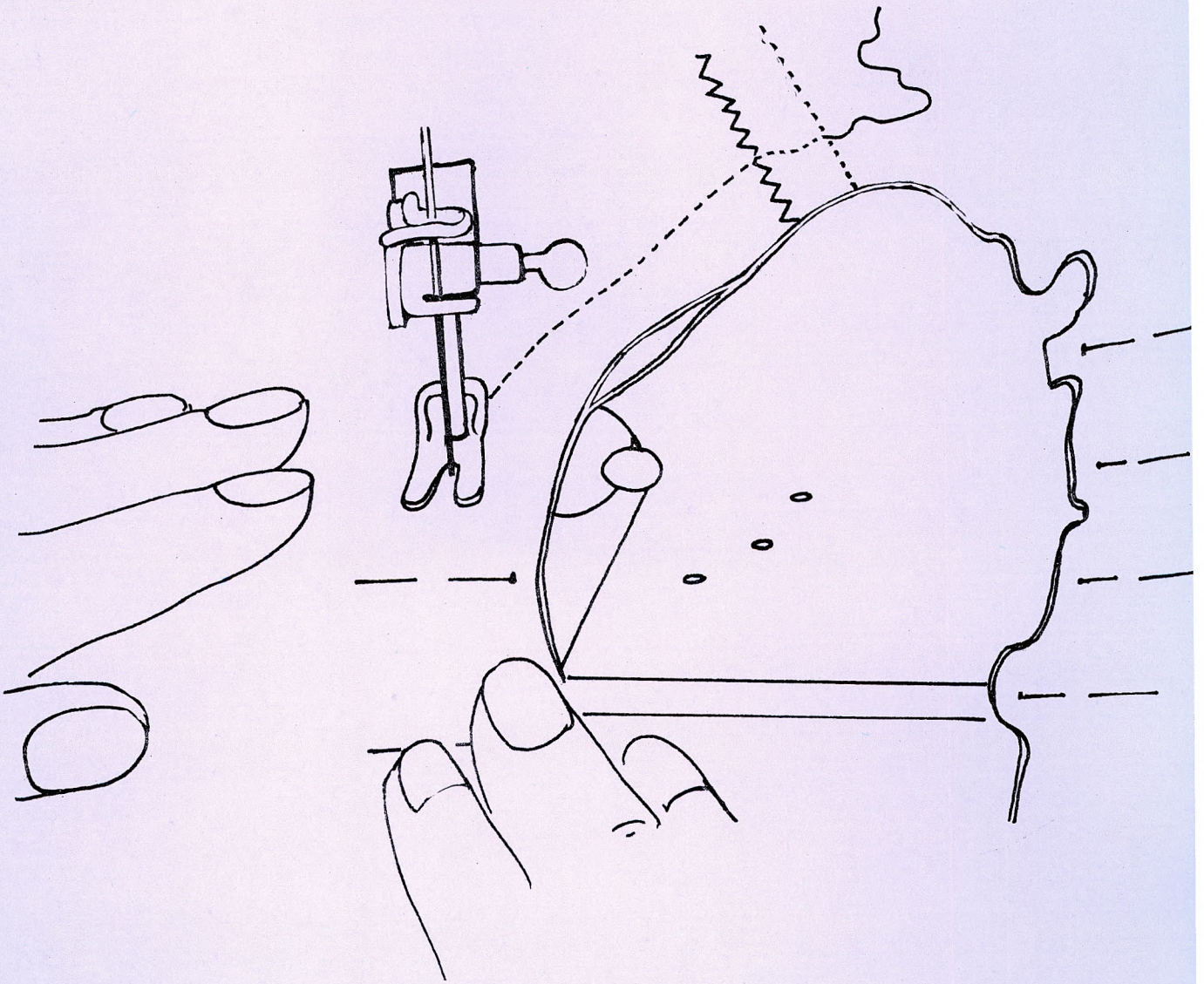
SN.41.1/4.68

## HOW TO FACE A NECKLINE (CONTINUED)

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

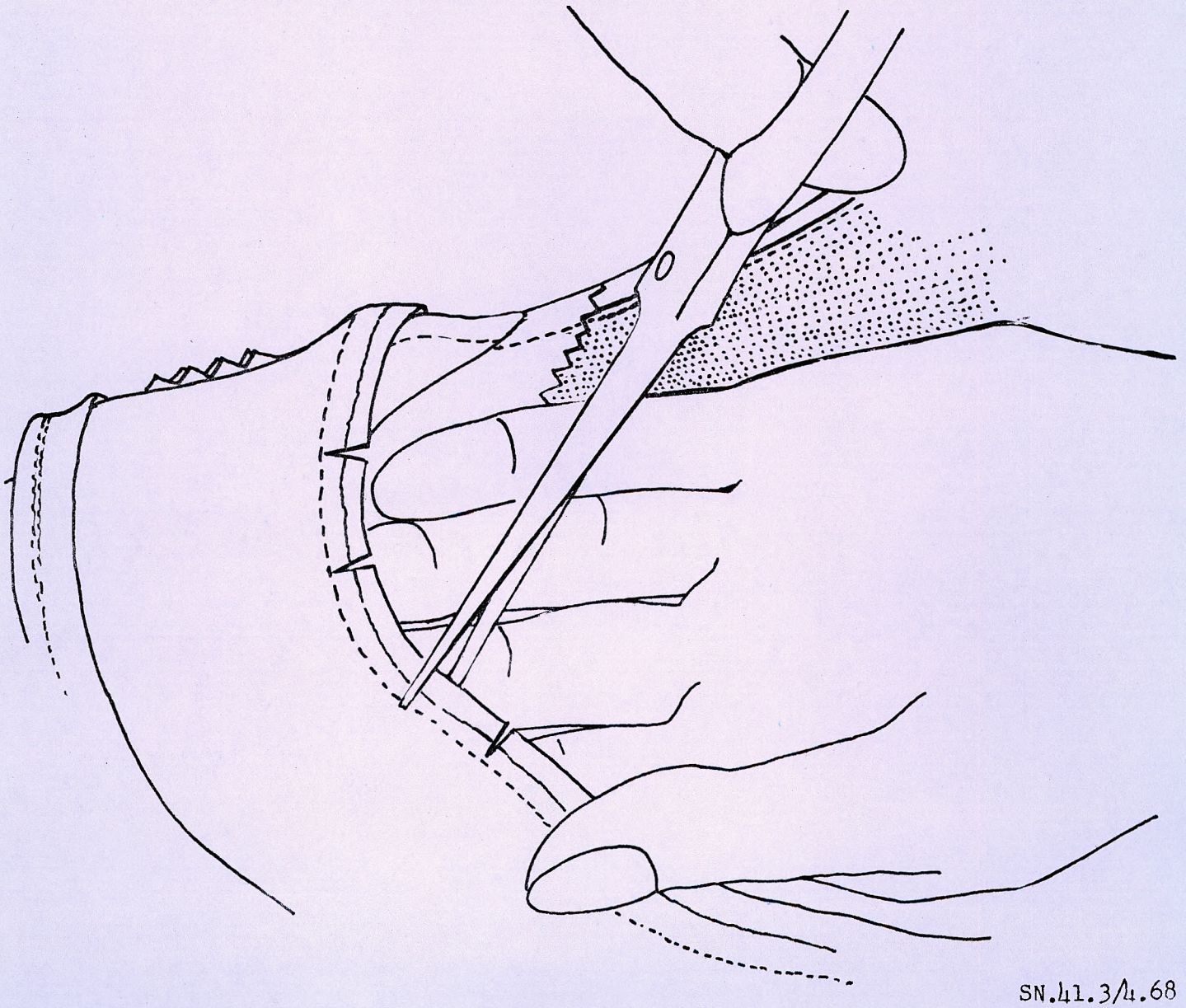
  Match notches, edges and seams.

- Machine sew $\frac{5}{8}$" 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.



SN.41.3/4.68

## HOW TO FACE A NECKLINE (CONTINUED)

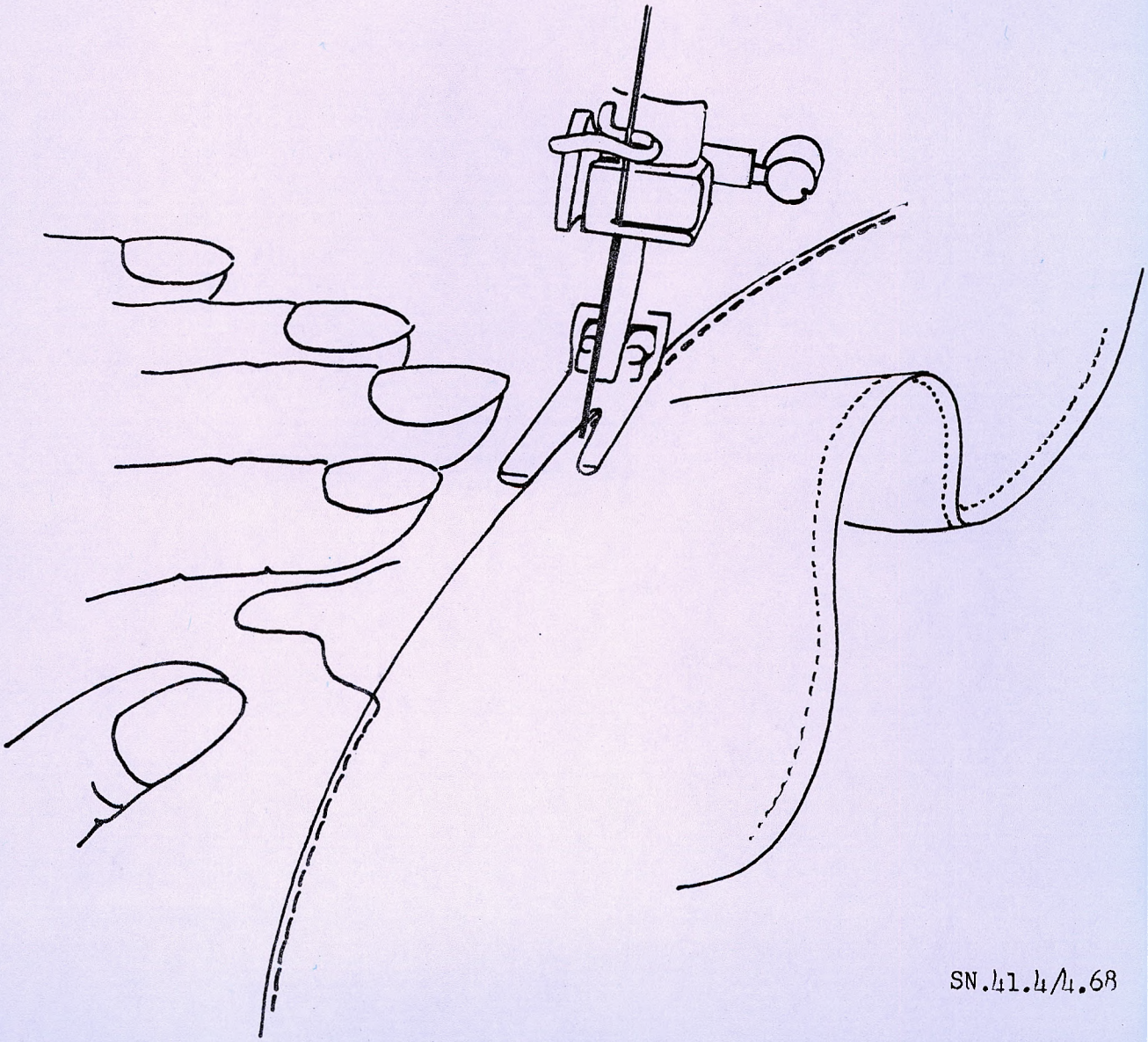
- Understitch facing to prevent it rolling to outside.

  Stitch through facing and seam allowances close to seamline.

- Turn facing to inside.

  Press seam on edge.

- Fasten facing to shoulder seams.



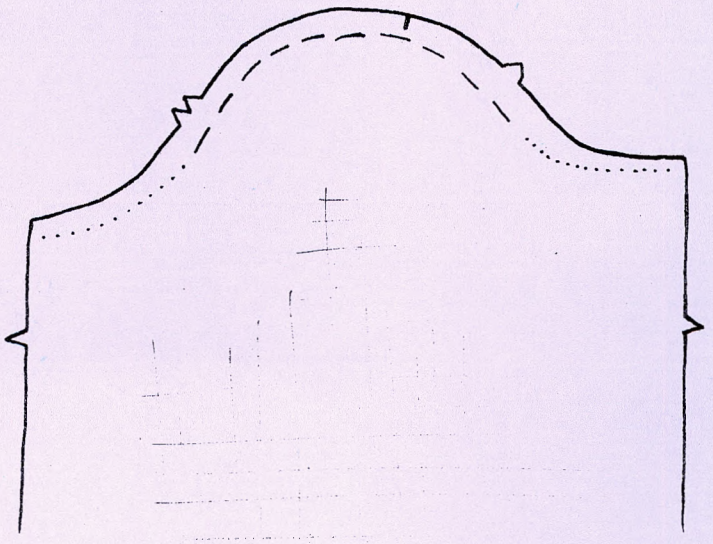
# HOW TO SET-IN A SLEEVE

Stitch around top of sleeve on the seamline on the right side of the material.

Use a regular stitch (12 stitches to the inch) from the underarm to the first notch.

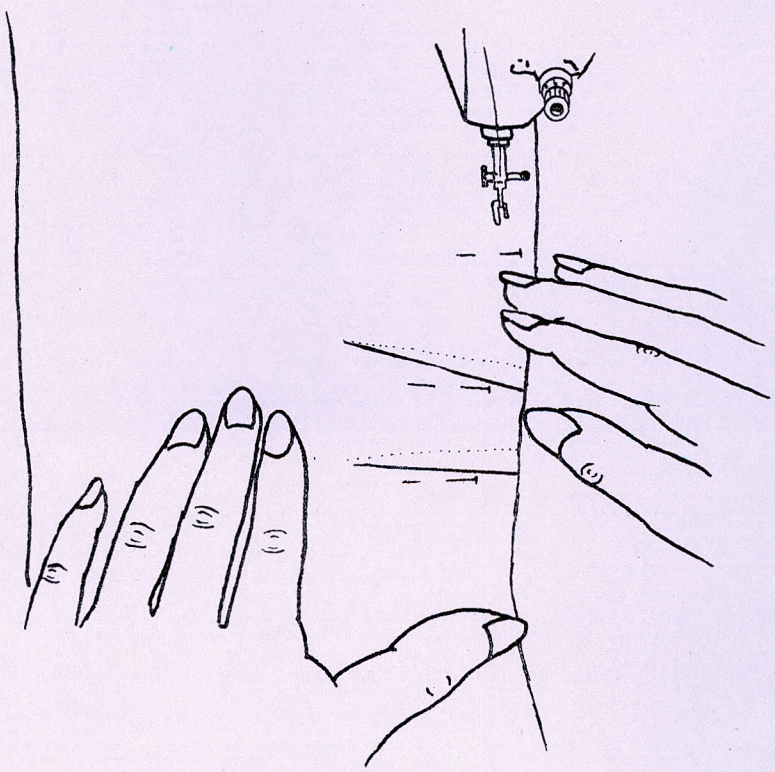
Change to machine basting (6 to 8 stitches to the inch) between the notches.

Change back to 12 stitches to the inch from the notch to the underarm.



## MAKING THE SLEEVE

- Ease fullness at elbow using machine-basting or sew elbow darts. Press darts toward the wrist.
- Pin sleeve seam matching notches.
- Machine stitch sleeve seam and press open. If fullness at elbow is eased, hold seam so that fullness is facing up.

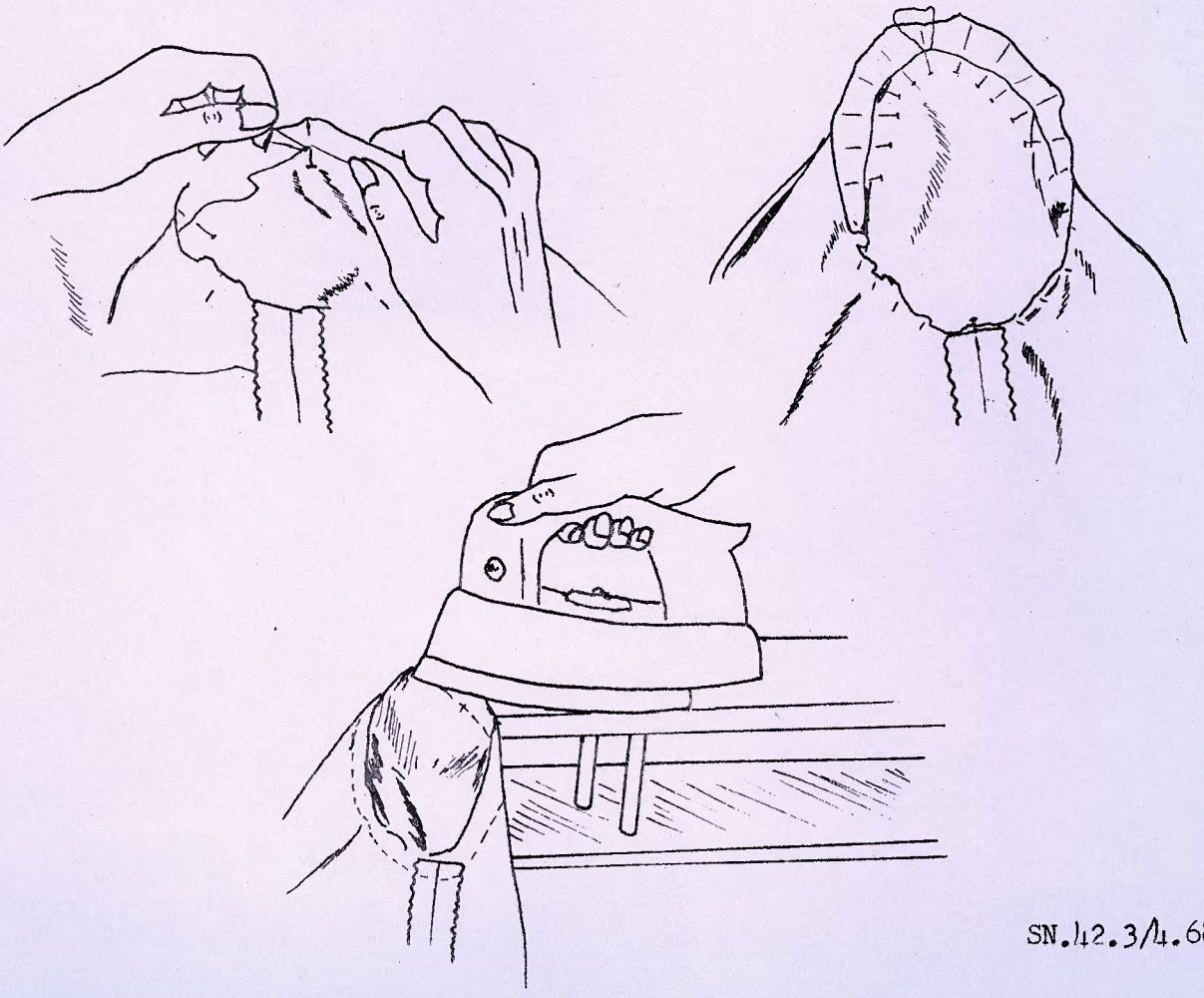


# FITTING THE SLEEVE INTO THE ARMHOLE

- Have right side of sleeve turned out.

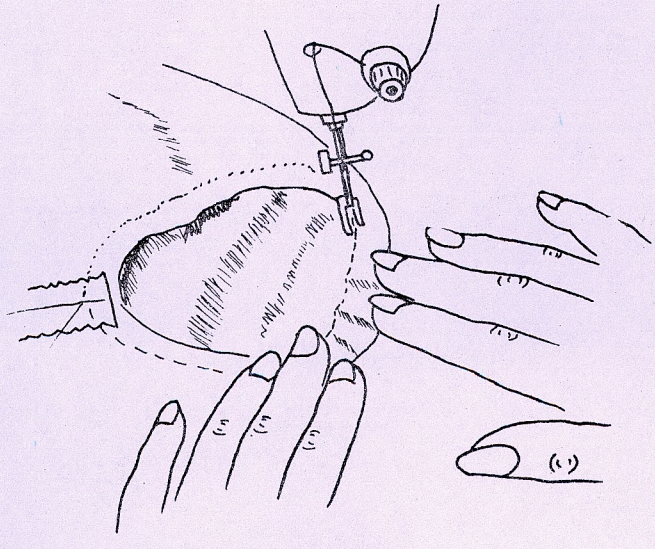
- Have the right sides of materials together and raw edges even.
  Pin sleeve into armhole matching underarm seams, notches and centre of sleeve cap to shoulder seam.
  Pull up thread on sleeve cap until sleeve just fits the armhole.
  Adjust gathers until evenly distributed and pin

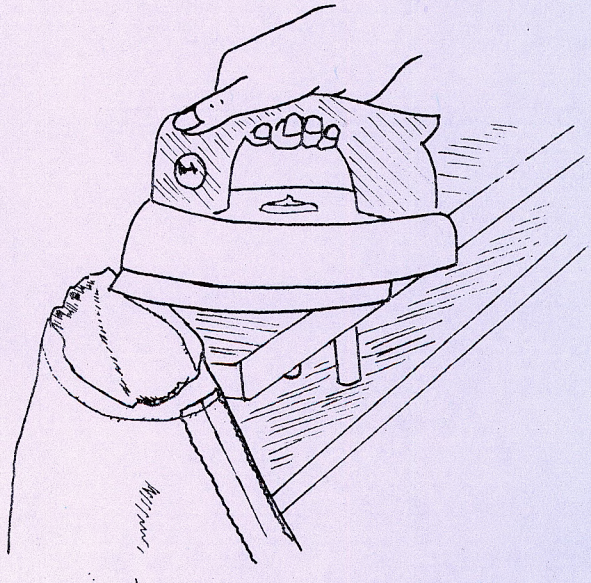
- Shrink out any fullness in sleeve cap by pressing sleeve and armhole seams together from sleeve side.

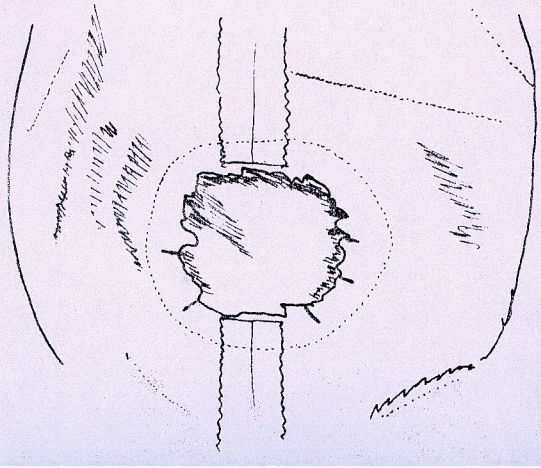


# SEWING THE SLEEVE INTO THE ARMHOLE

- Hold the sleeve side facing up so that you can see the gathers.
- Machine sew on seamline being careful to ease any fullness in without pleats.
  Clip the underarm part of the sleeve seam.
- Pull sleeve through to wrong side.
- Press seam. To do this, press on the body part of the garment nosing the iron close to the seamline but not on it.







Adult Education Program
Rental Housing Project

# HOW TO IMPROVE YOUR HOUSE
# AND
# HOW TO DO MINOR HOME REPAIRS

Experimental

# How to Improve your House

## A. How to Make:

| | |
|---|---|
| 1H.10.3/3.68 | A Baby's Crib |
| 1H.11.2/2.68 | Bunk Beds |
| 1H.12.2/2.68 | A Climbing Horse |
| 1H.13.4/4.68 | A Coat Rack |
| 1H.14.2/2.68 | Combination Book-case and Desk |
| 1H.15.2/2.68 | Curtain Rods |
| 1H.16.4/4.68 | A Folding Desk |
| 1H.17.2/2.68 | A Gun Rack |
| 1H.18.4/4.68 | A Hanging Bookcase |
| 1H.19.3/3.68 | A Picture Frame |
| 1H.20.2/2.68 | A Sawhorse—A Teetertotter |
| 1H.21.4/4.68 | A Solid Shelf |
| 1H.22.4/4.68 | A Stool or Bench |
| 1H.23.1/1.68 | A Storage Closet |
| 1H.24.2/2.68 | A Toothbrush Rack |
| 1H.25.1/1.68 | A Wall Bench with Storage |

B. Information on:

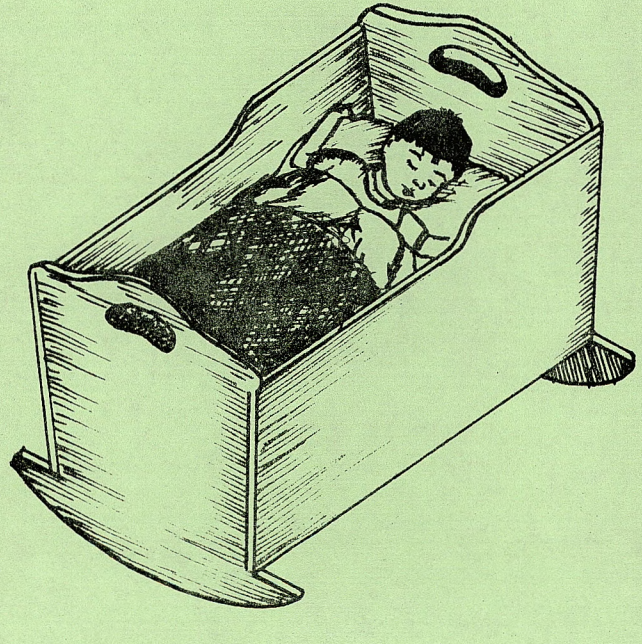
| | |
|---|---|
| 1H.32.2/2.68 | Drawer Pulls and Knobs |
| 1H.26.4/4.68 | Electricity |
| 1H.27.3/3.68 | – Sources of Electricity |
| 1H.28.1/1.68 | – Electric Wiring |
| 1H.29.4/4.68 | – House Wiring |
| 1H.30.6/6.68 | – Wiring a Lamp |
| 1H.31.1/1.68 | – Kinds of Electrical Appliances |
| 1H.35.2/2.68 | Hinges |

C. How to do Minor Home Repairs:

| | |
|---|---|
| 1H.32.2/2.68 | Drawer Pulls and Knobs |
| 1H.33.1/1.68 | – Replacing Broken Handles on Drawers and Cupboards |
| 1H.34.6/6.68 | Glazing a Window |
| 1H.35.2/2.68 | Hinges |
| 1H.36.2/2.68 | – Replacing a Door Hinge |
| 1H.37.4/4.68 | – Hanging a Door |
| 1H.38.4/4.68 | How to Paint |
| 1H.39.2/2.68 | Making an Extension Cord |
| 1H.40.5/5.68 | Repairing an Electric Cord |
| 1H.41.4/4.68 | Repairing a Heater Cord |
| 1H.42.2/2.68 | Repairing a Broken Step |

# A BABY'S CRIB

# A BABY'S CRIB

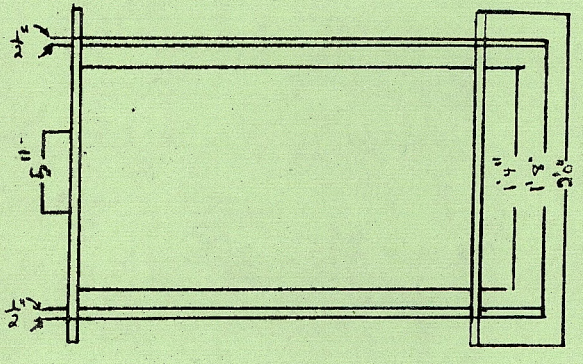


## HELPS BABY SLEEP BETTER

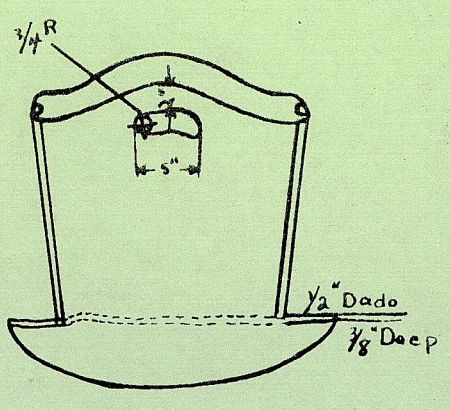
1H.10.1/3.68

## WHAT YOU DO:

- HEAD BOARD
  - Cut ¾" plywood 2' x 1'11".
  - Lay out pattern on brown paper.
  - Cut pattern to shape.
  - Place on plywood and trace outline.
  - Cut to shape.

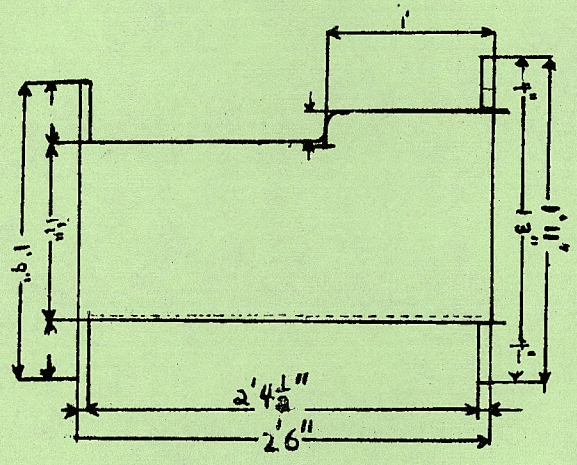


- FOOT BOARD
  - Cut ¾" plywood 2' x 1'9".
  - Repeat procedure as outlined above.

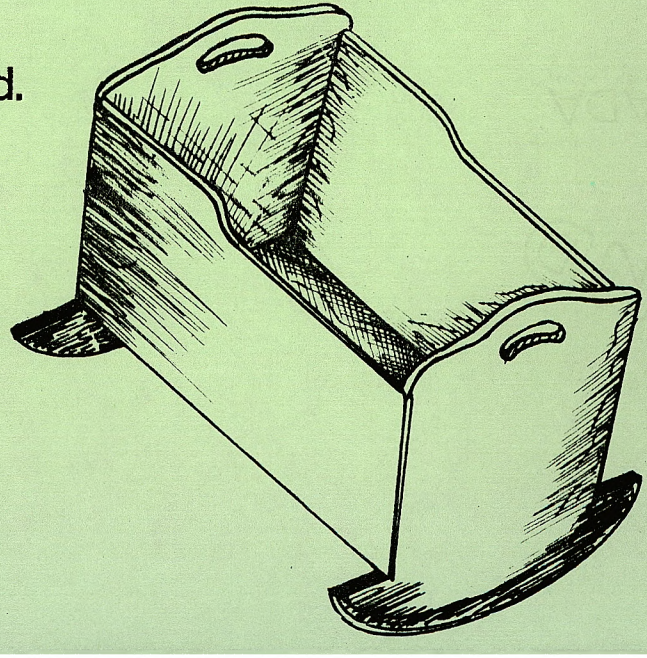


## WHAT TO DO (cont'd)

- SIDES
  - Cut 2 sides of ½" plywood 1'3" x 2'6".
  - Lay out to shape on plywood.
  - Cut to shape.

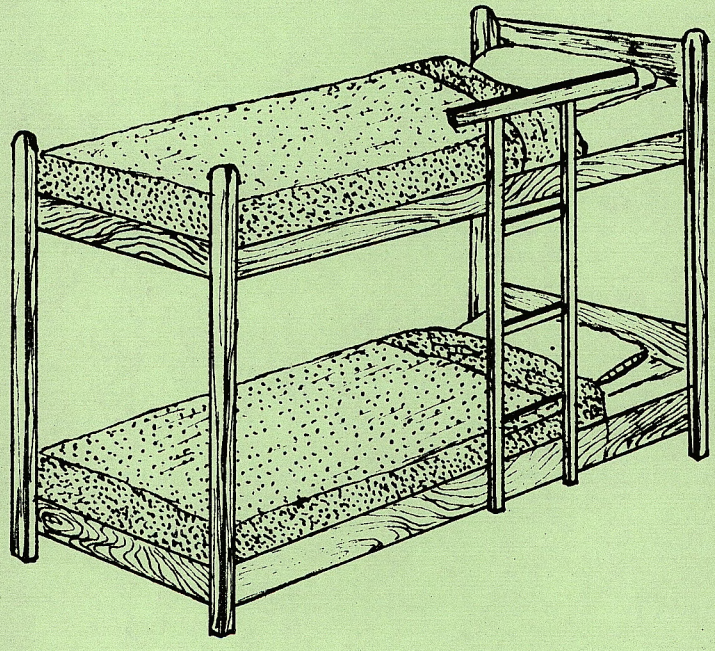



- Sand ends and sides.
- Nail sides to ends.
- Cut BOTTOM of ½" plywood to fit. Nail to place.
- Finish as desired.



# BUNK BEDS

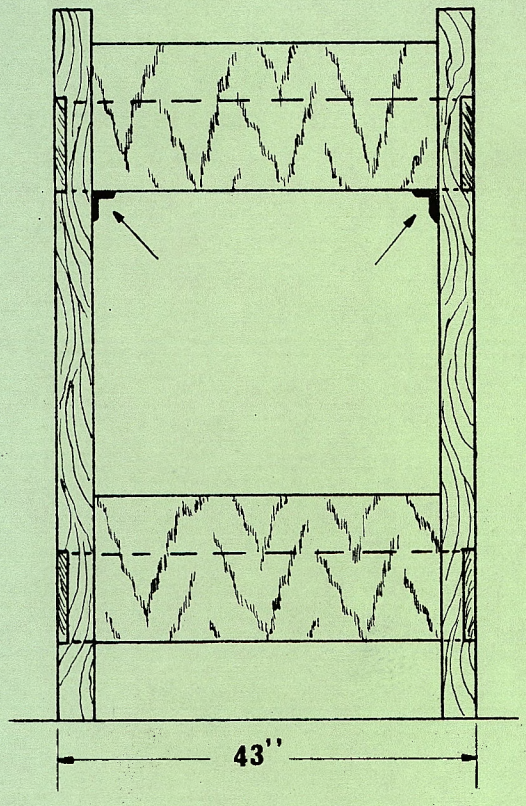
# BUNK BEDS

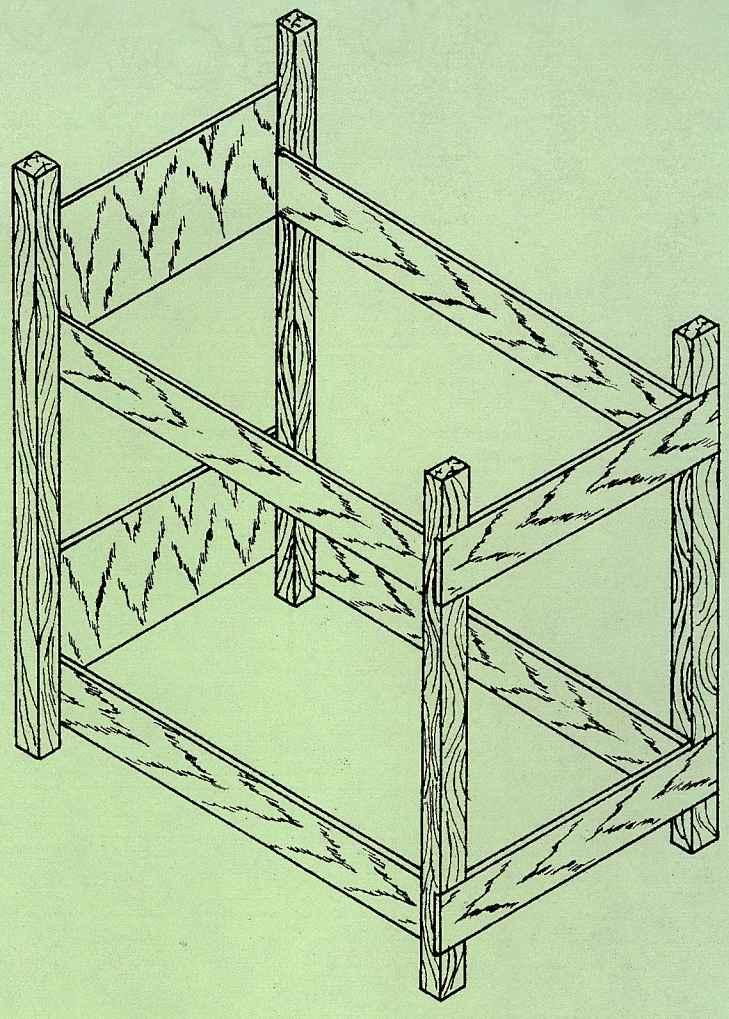


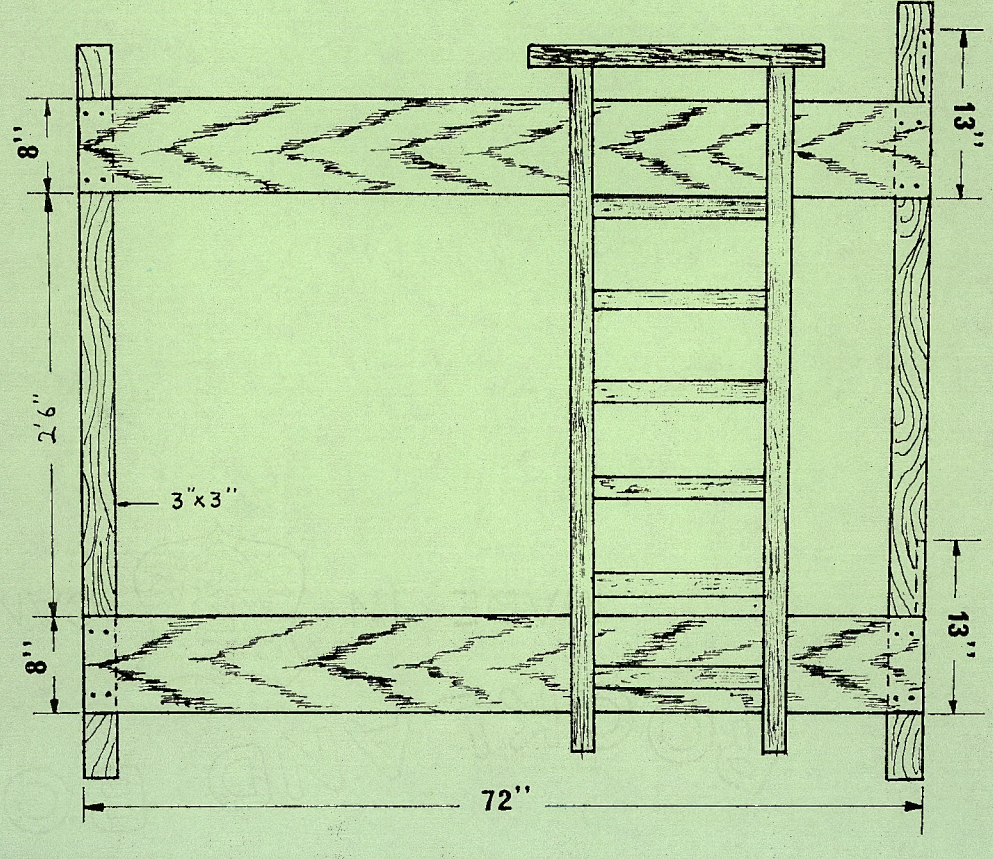
## EXCELLENT FOR A SMALL BEDROOM

1H.11.1/2.68

# WHAT YOU NEED :



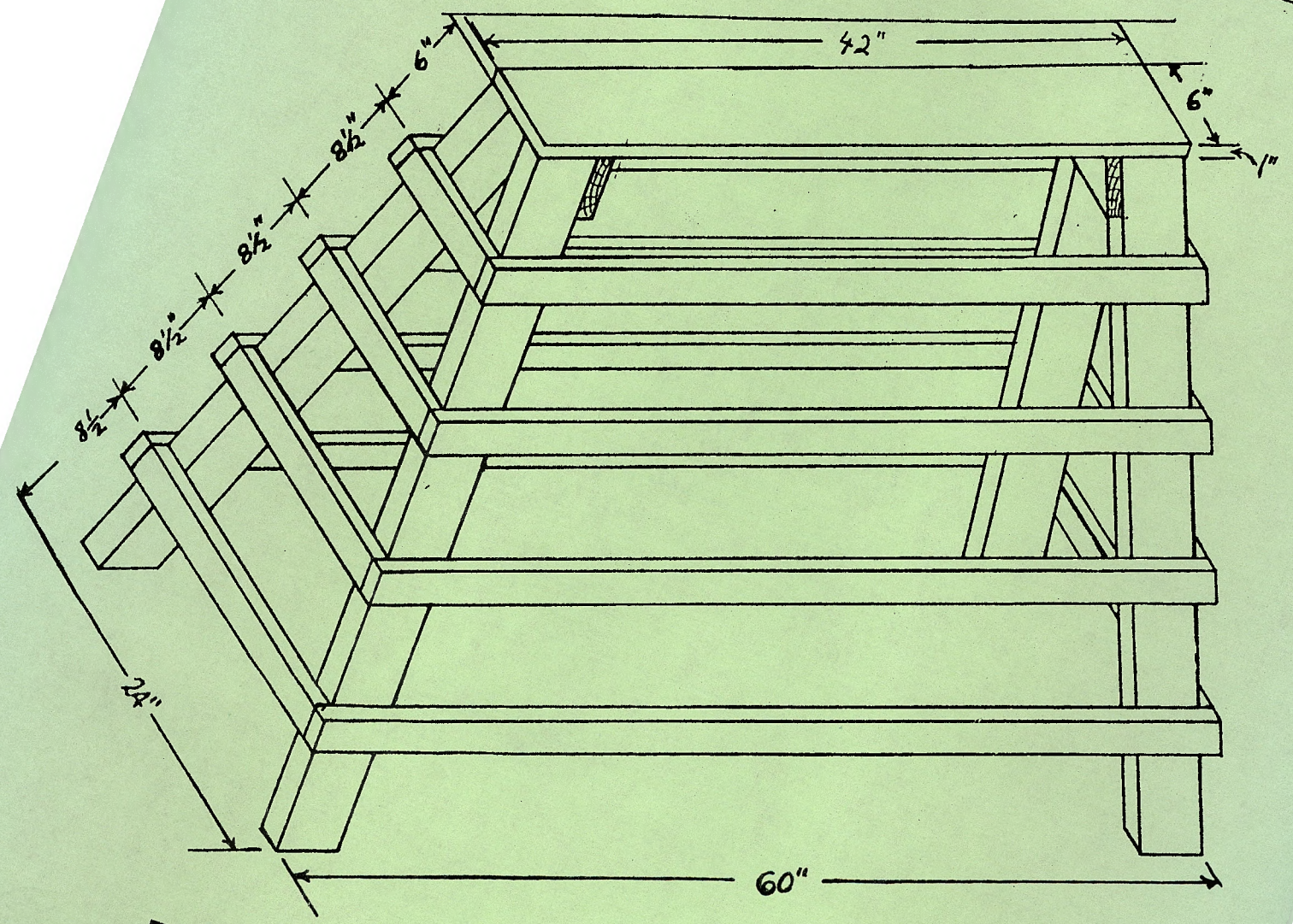






1H.11.2/2.68

# A CLIMBING HORSE

# A CLIMBING HORSE



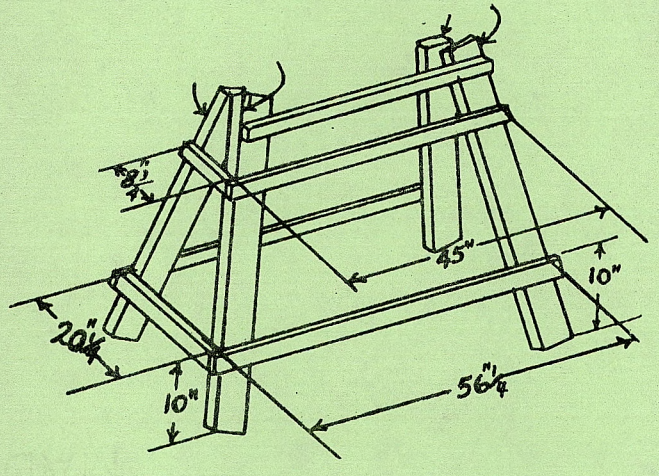

FOR CHILDREN WHO LOVE TO CLIMB
AND BALANCE

1H.12.1/2.68

Requires: 16 feet of 2″ x 4″ dressed lumber
1½ feet of 1″ x 4″ dressed lumber
54 feet of 1″ x 2″ dressed lumber
(1″ x 2″ should be hardwood)
4 feet of 1″ x 6″ dressed lumber

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

Round all corners and edges.

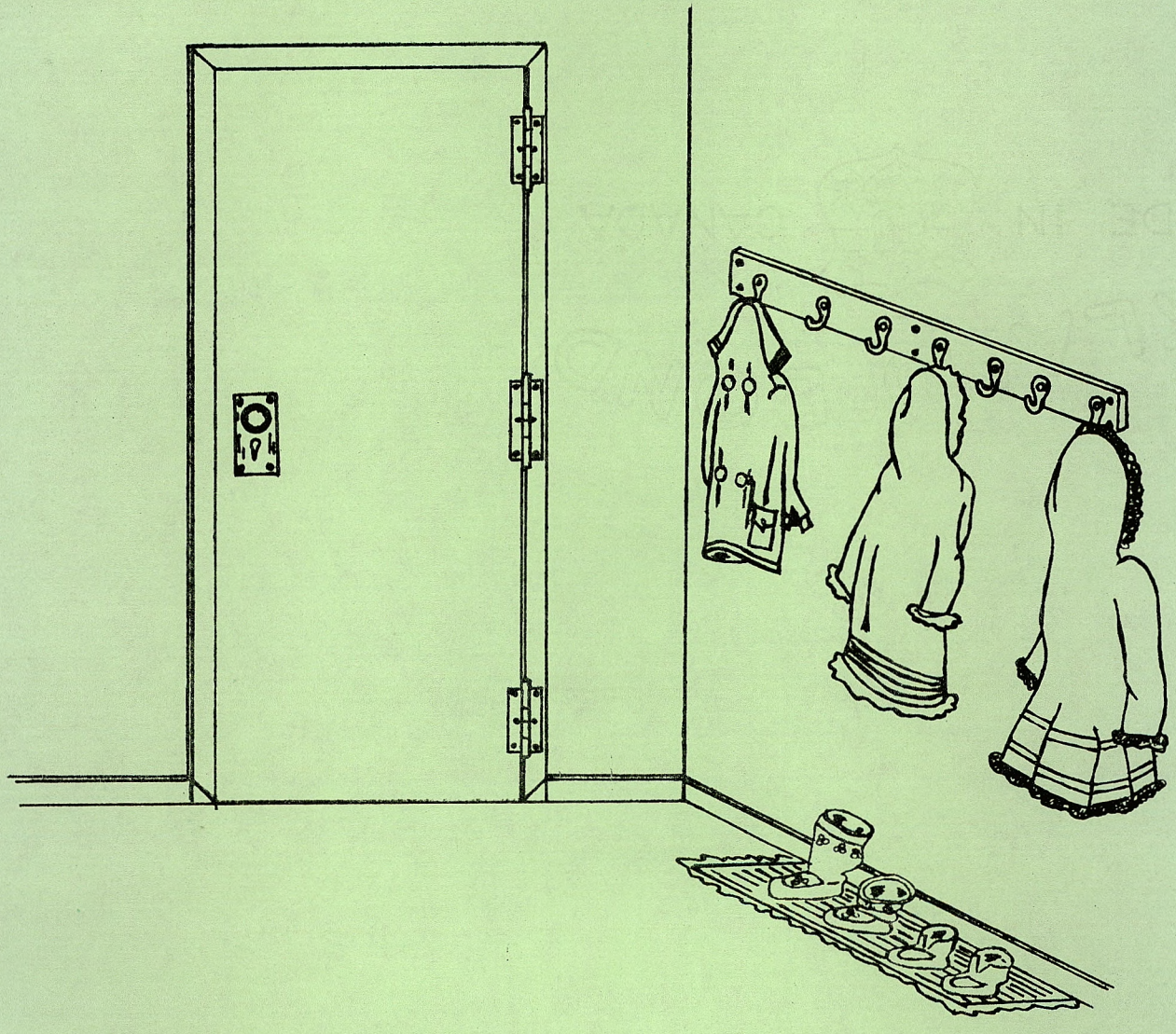



**WHAT YOU DO:**

- 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 COAT RACK

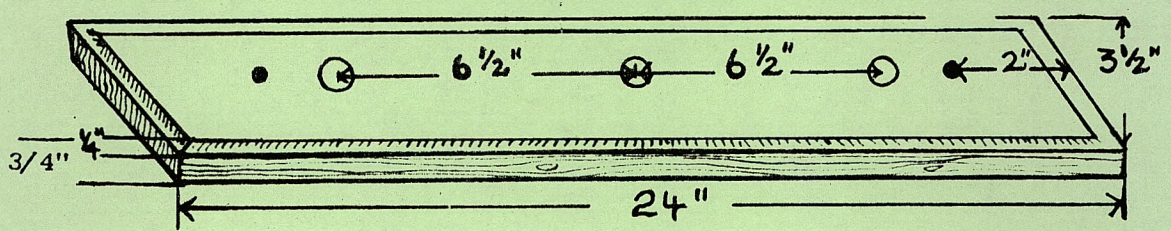
# A COAT RACK

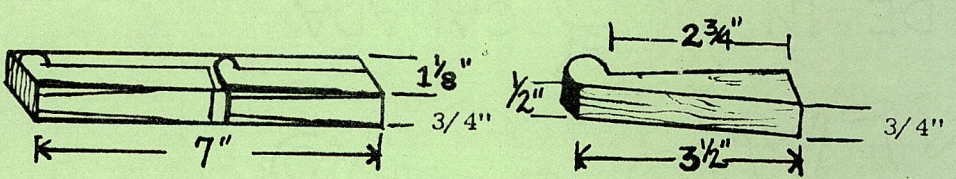


CAN BE ANY DESIRED LENGTH OR HEIGHT

## WHAT YOU NEED:

- Back piece ¾″ x 5″ x length required.
- Pegs ¾″ x ¼″ x 5″.
- Screws 2″ x 9″ flatheads.

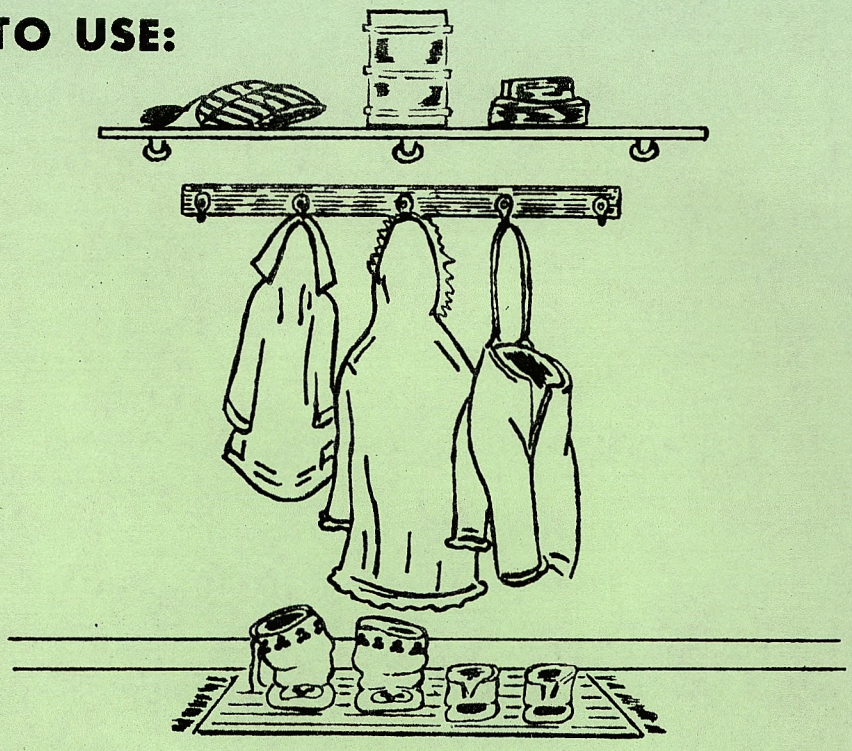


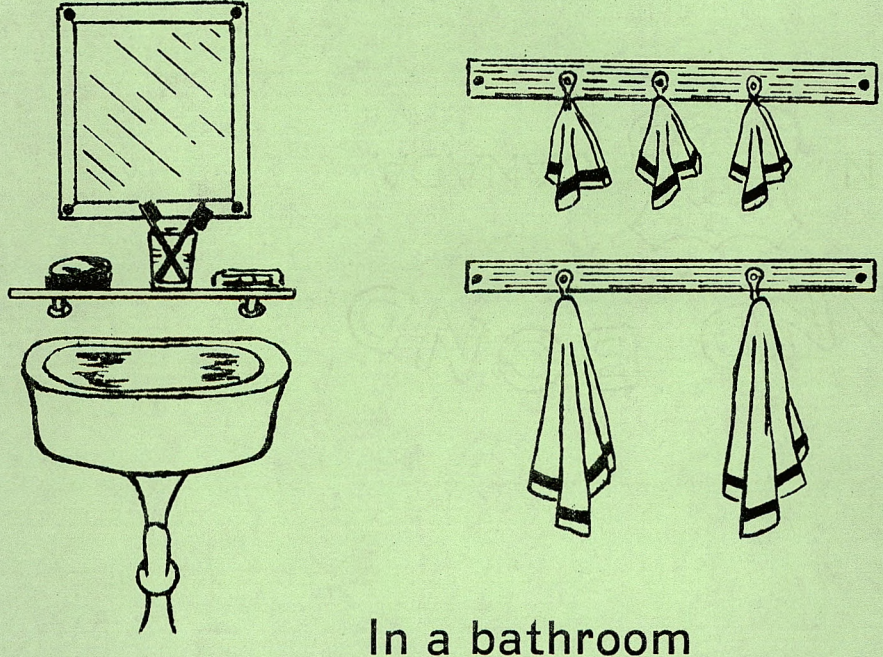
## WHAT YOU DO:

- BACK – cut to size.
  - lay out centre line.
  - locate and drill holes for screws.
- PEGS – lay out one peg to shape.
  - cut to shape.
  - smooth with sandpaper.
  - use as pattern to trace the required number of pegs.
  - finish each as for first peg.
  - attach pegs to back with screws.
- NAIL COAT HANGER TO WALL AT LOCATION OF THE STUDS.

**WHERE TO USE:**



In a living room or porch

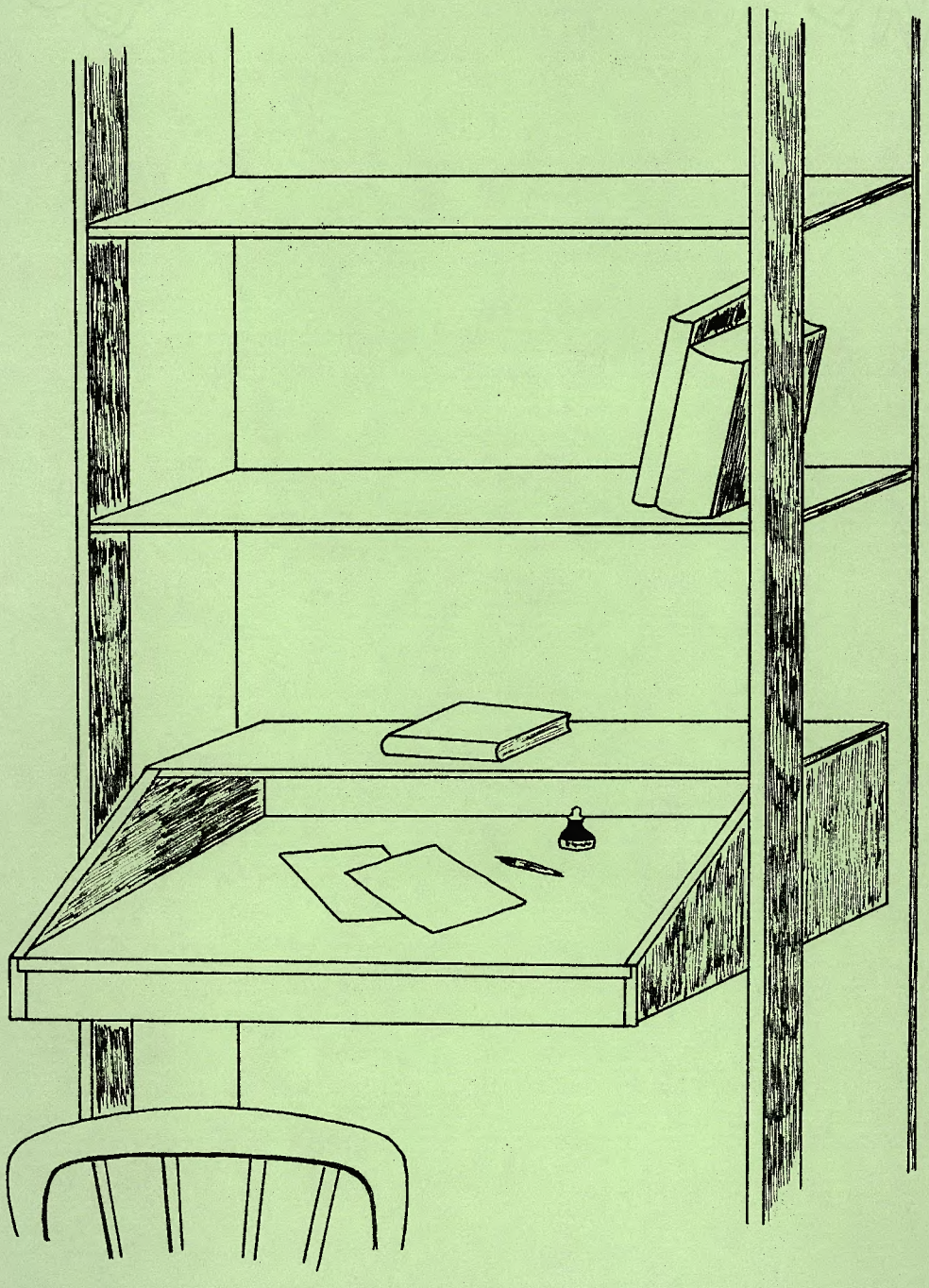


In a bathroom

THIS MAY ALSO BE USED IN OTHER ROOMS

# A COMBINATION BOOKCASE AND DESK

# A COMBINATION BOOKCASE AND DESK



# STORAGE SPACE (DESK & SHELVES)

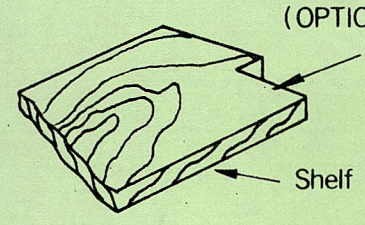



FIG. 1

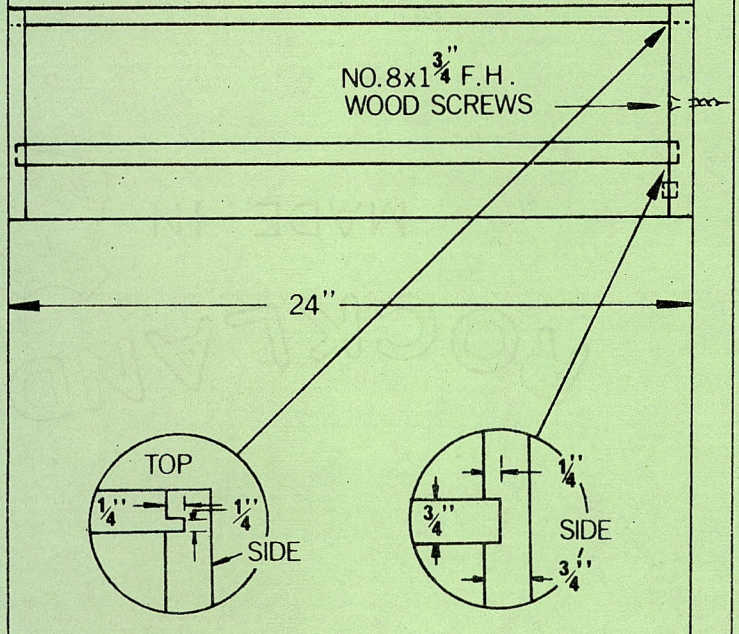




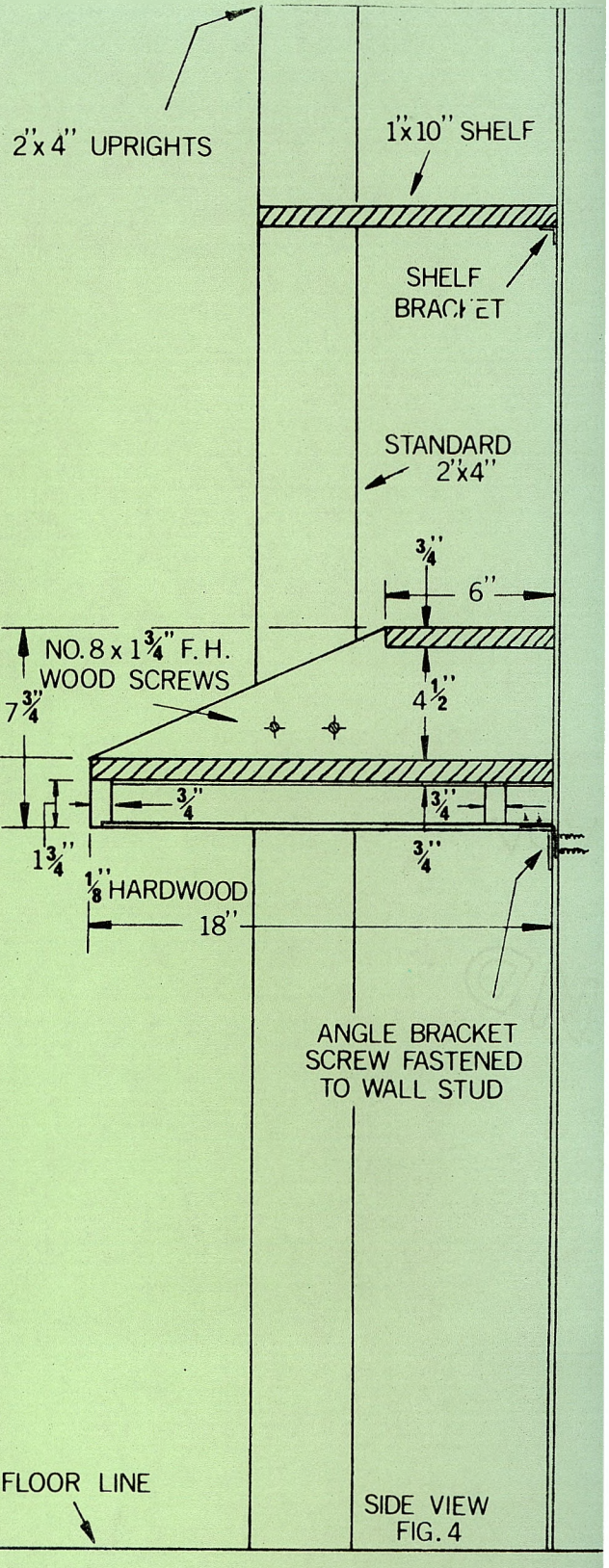


FIG. 2-A

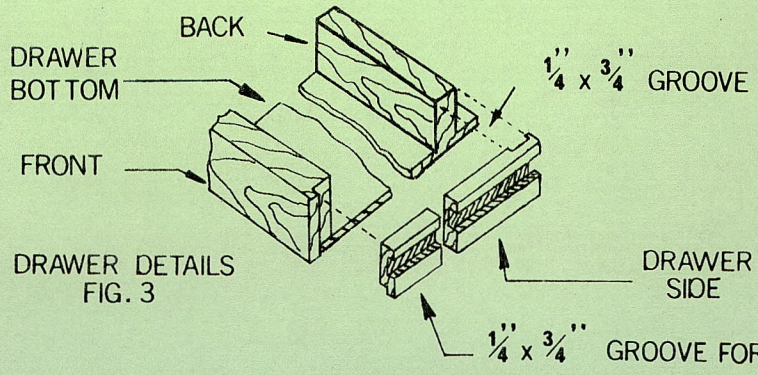



FIG. 2-B

FRONT VIEW
FIG. 2




SIDE VIEW
FIG. 4

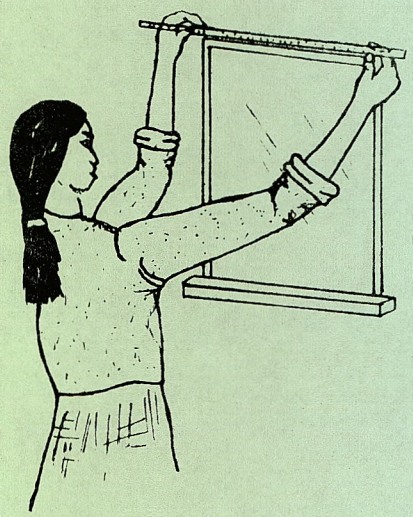



DRAWER DETAILS
FIG. 3

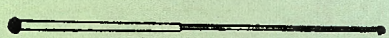
# CURTAIN RODS

# CURTAIN RODS

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

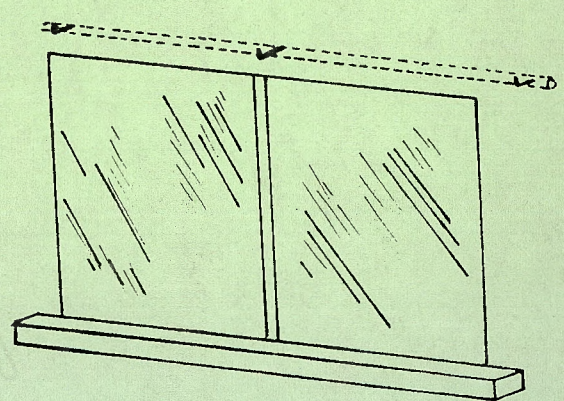


- Some store-bought rods are cheap and easy to put up.



- 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.

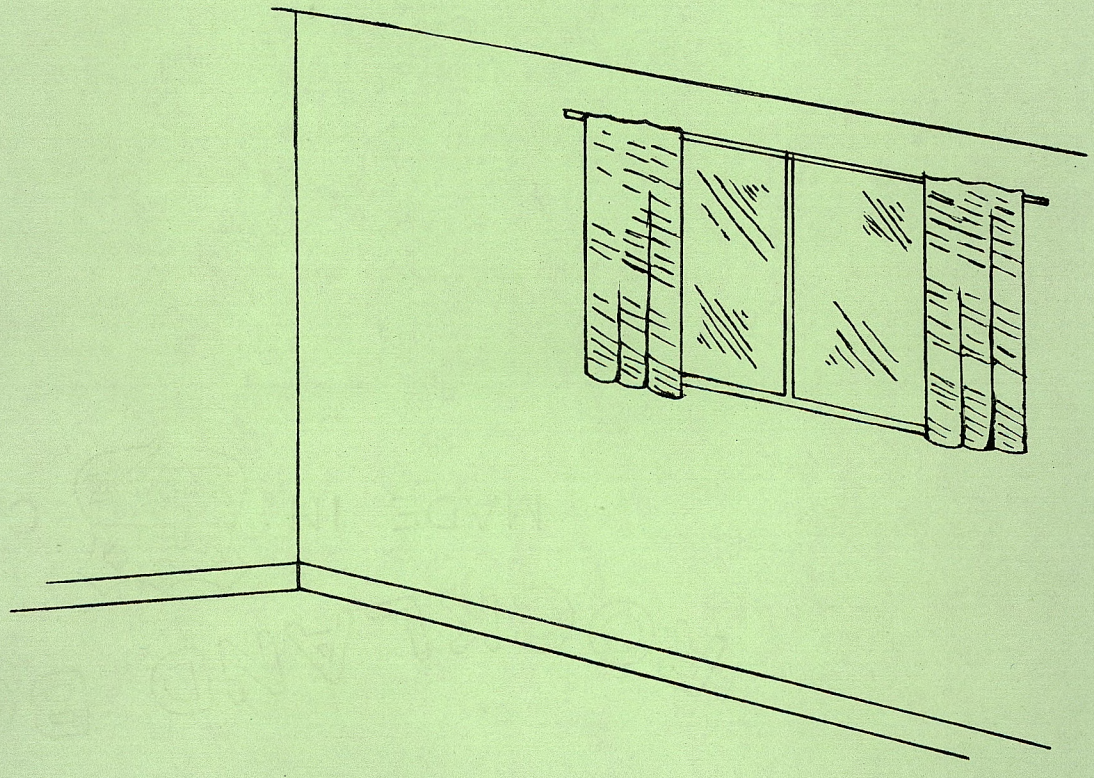


# MAKE YOUR OWN RODS

- 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 ½″ wide.
- Make 3 supports for your rod of wood and nail to position on wall.



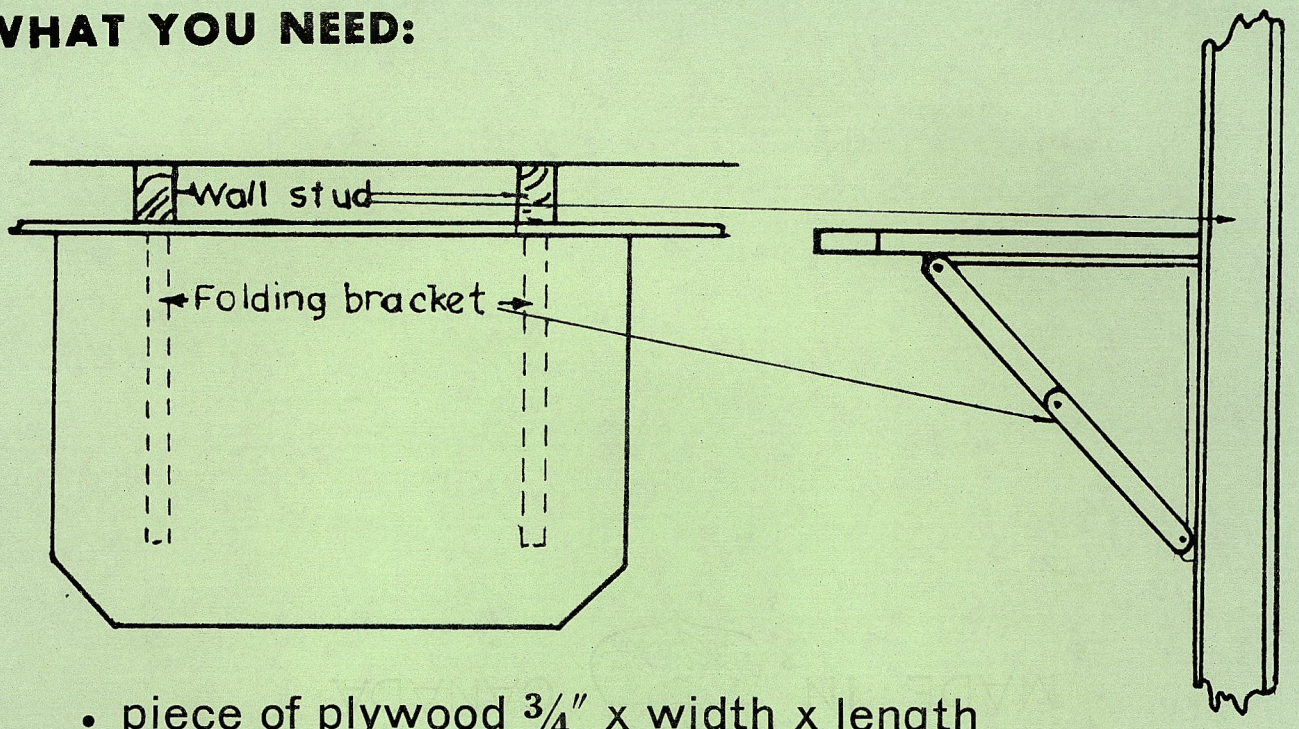
# A FOLDING DESK

# A FOLDING DESK

This Design

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

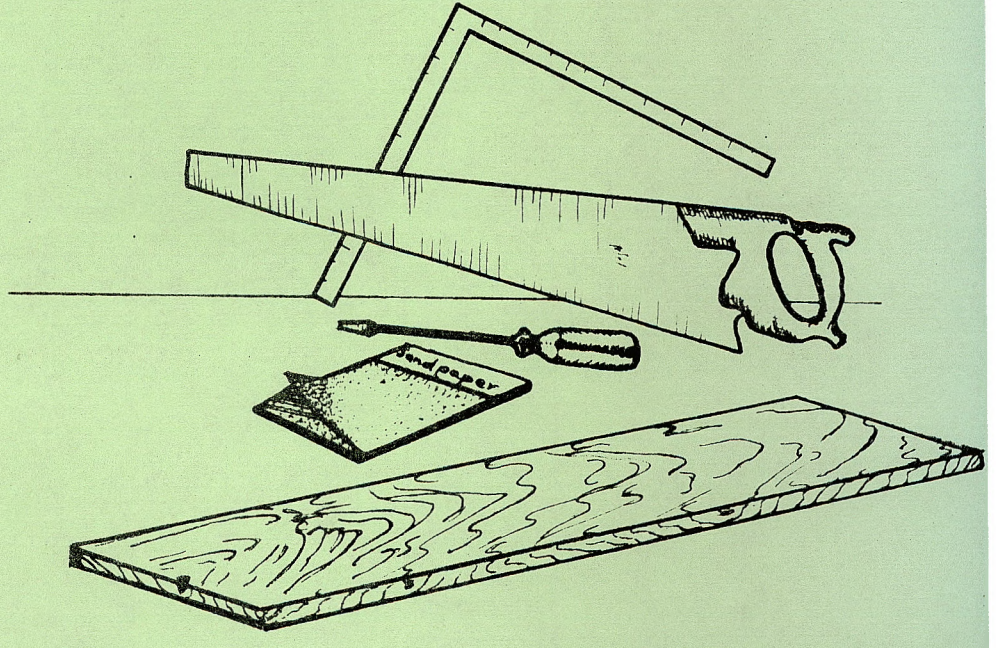
## WHAT YOU NEED:



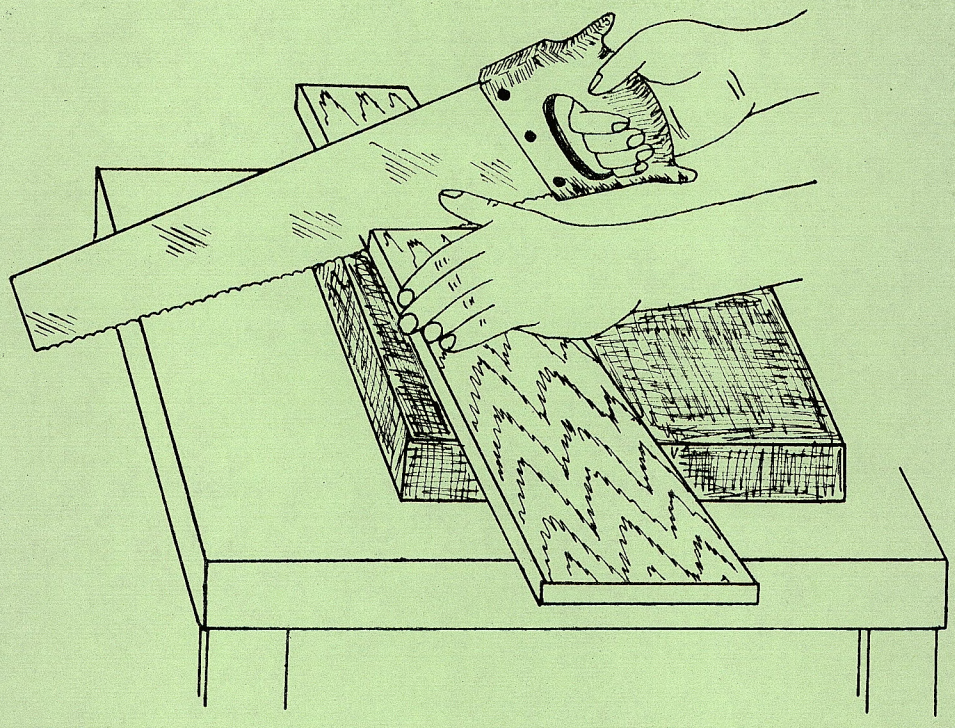

- piece of plywood ¾" x width x length desired.
- 2 folding metal brackets with screws.

Tools:

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

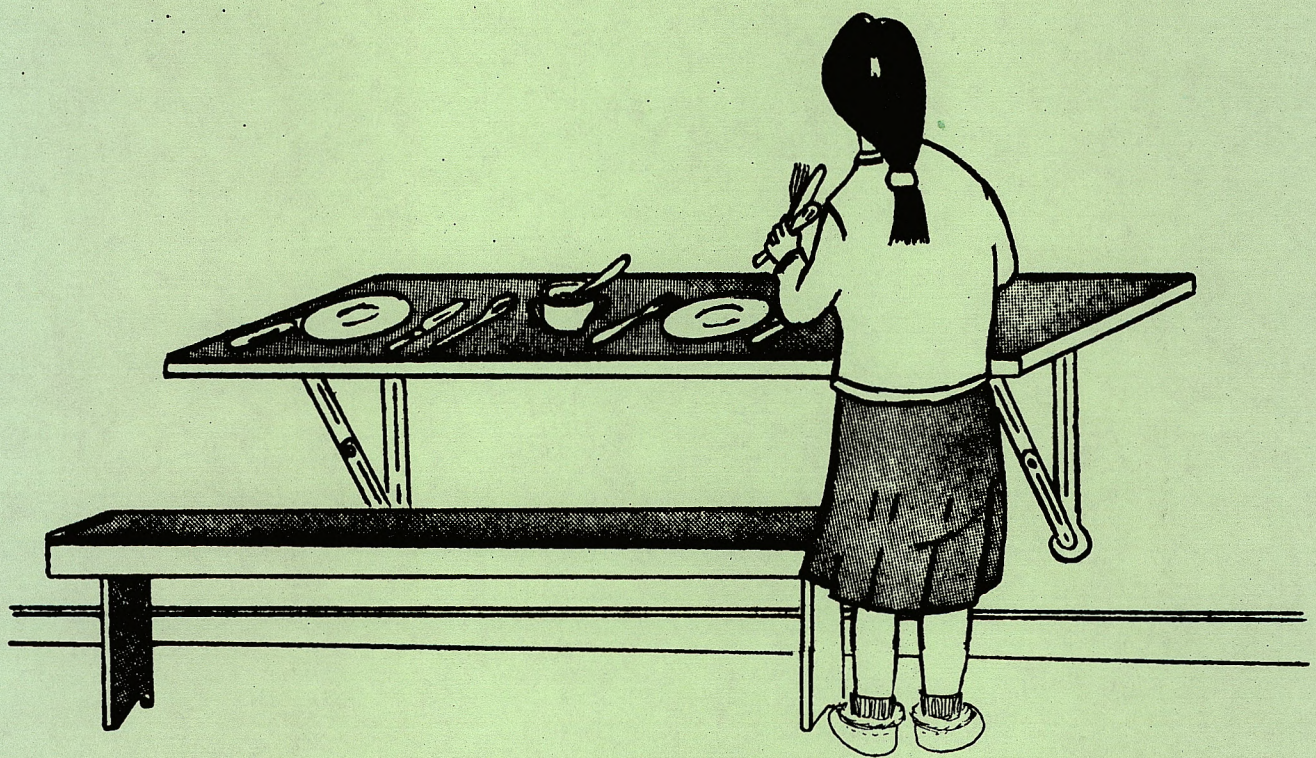


## WHAT YOU DO:



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

# ANOTHER SUGGESTION:

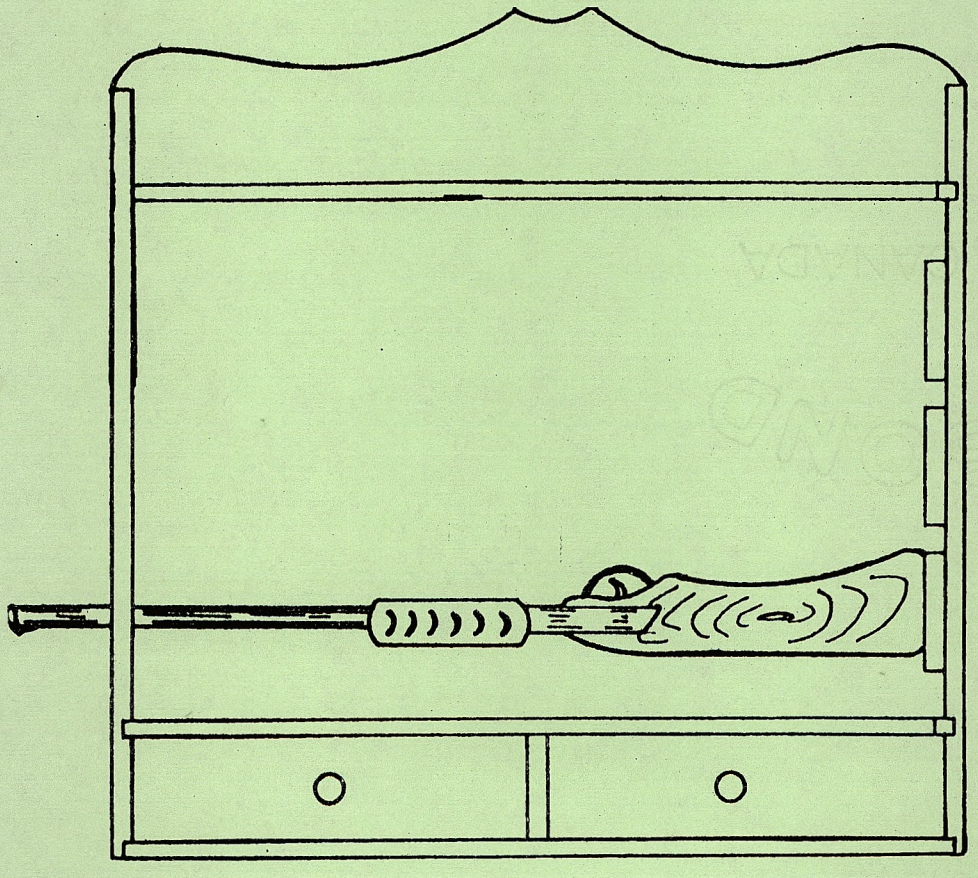


• A FOLDING TABLE

# A GUN RACK

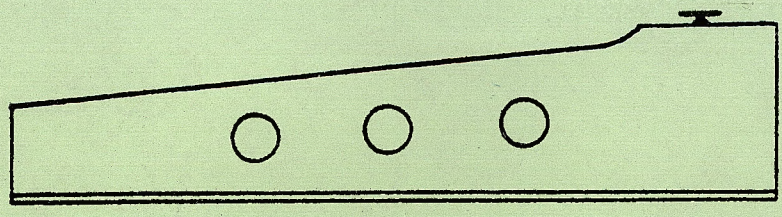
# A GUN RACK

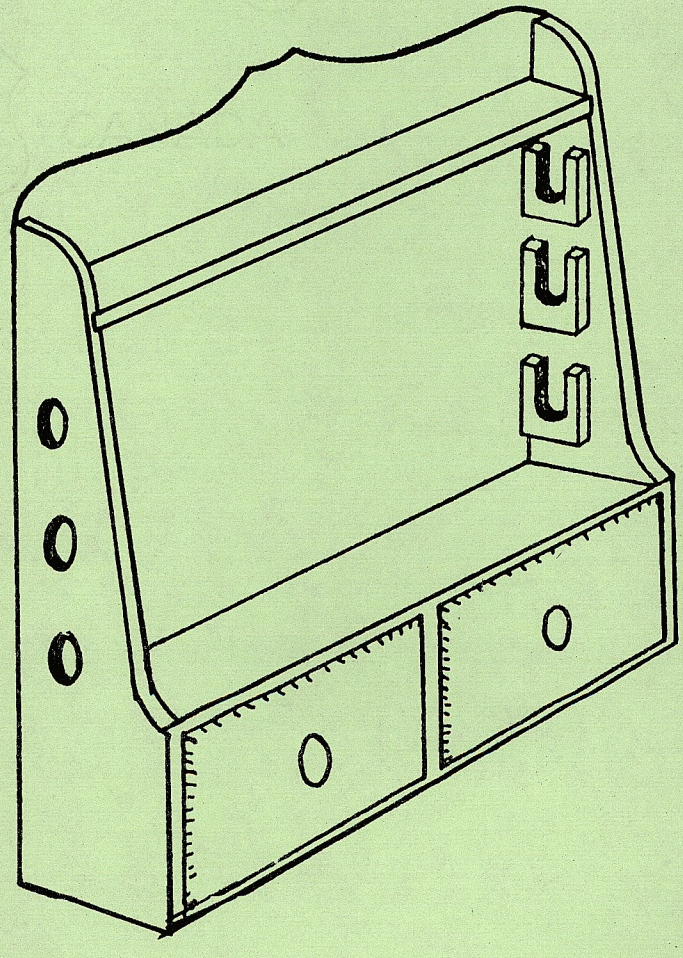
Scale = 1/8 inch



MAY BE MADE WITHOUT DRAWERS

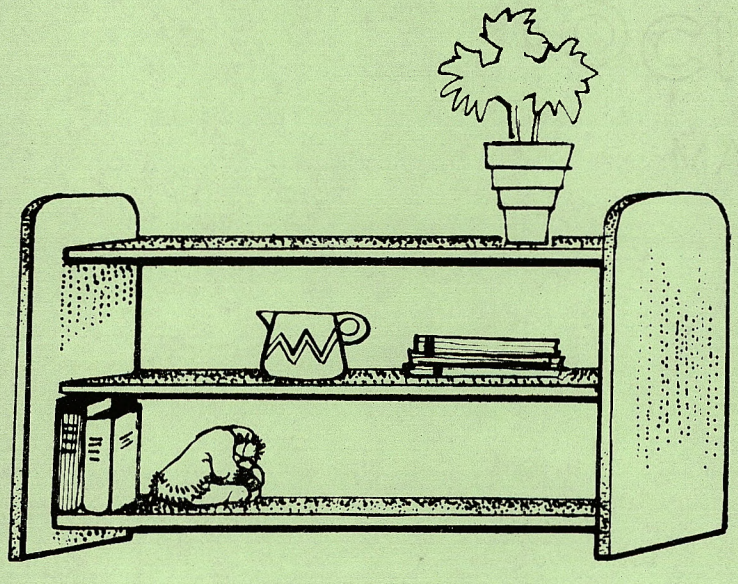
Another View of the Gun Rack:





# A HANGING BOOKCASE

# A HANGING BOOKCASE



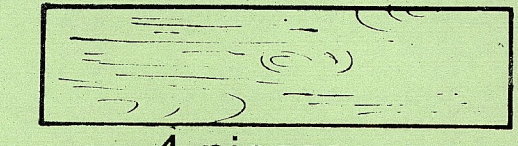
CAN BE USED ANYWHERE IN THE HOUSE

1H.18.1/4.68

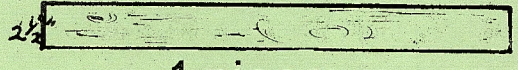
## WHAT YOU NEED:

- Three shelf pieces 7″ x 24″
- One shelf support 2½″ x 24″
- Two end pieces 7½″ x 32″
- Finishing nails

2 pieces



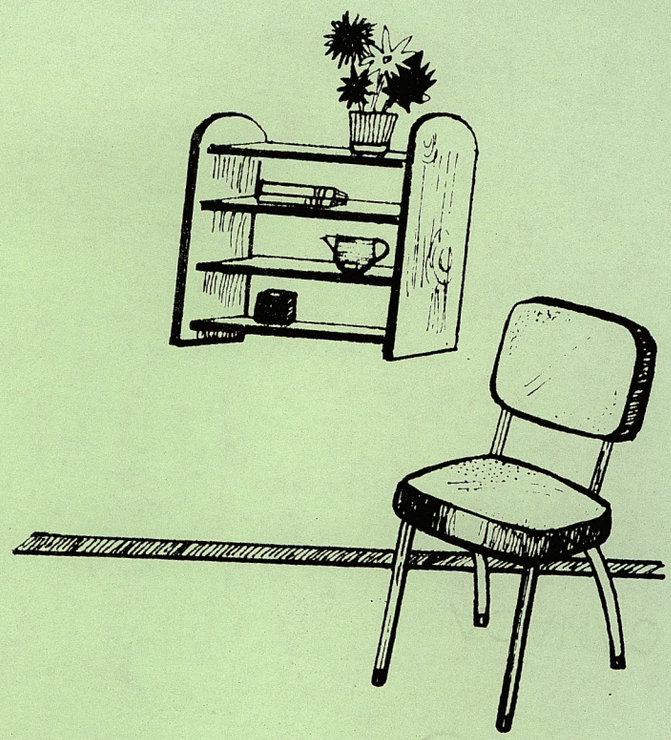
4 pieces



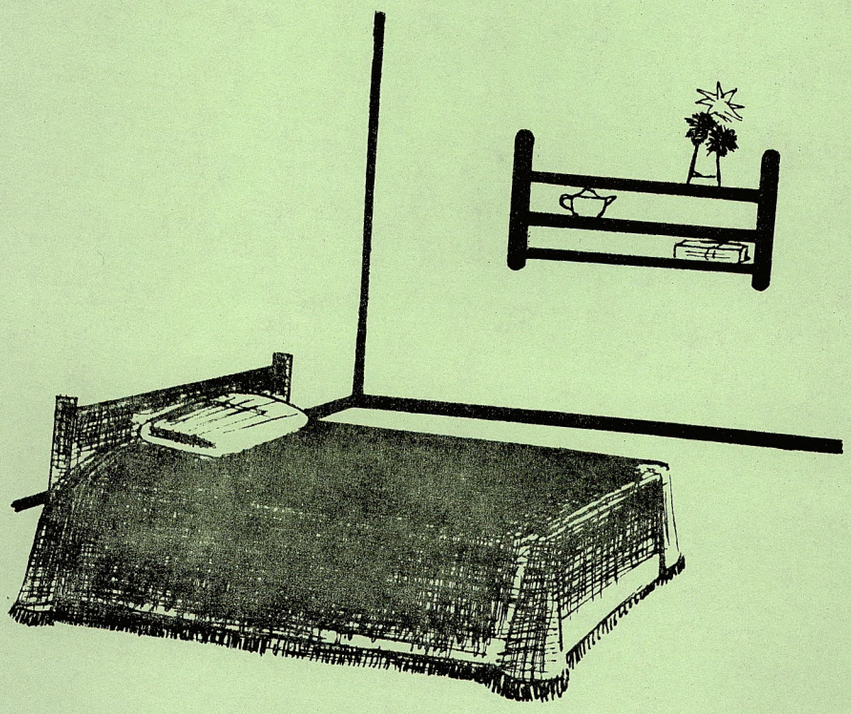

1 piece

## WHERE TO USE:

- In living room



- In bedrooms



## WHAT YOU DO:

- Cut four shelves to size.
- Cut two end pieces to size.
- Shape top of end pieces.
- Mark location of shelves on end pieces.
- Nail shelves to end pieces.
- Cut shelf support to size.
- Nail shelf support in place below top shelf.
- Nail bookcase to wall at stud locations.

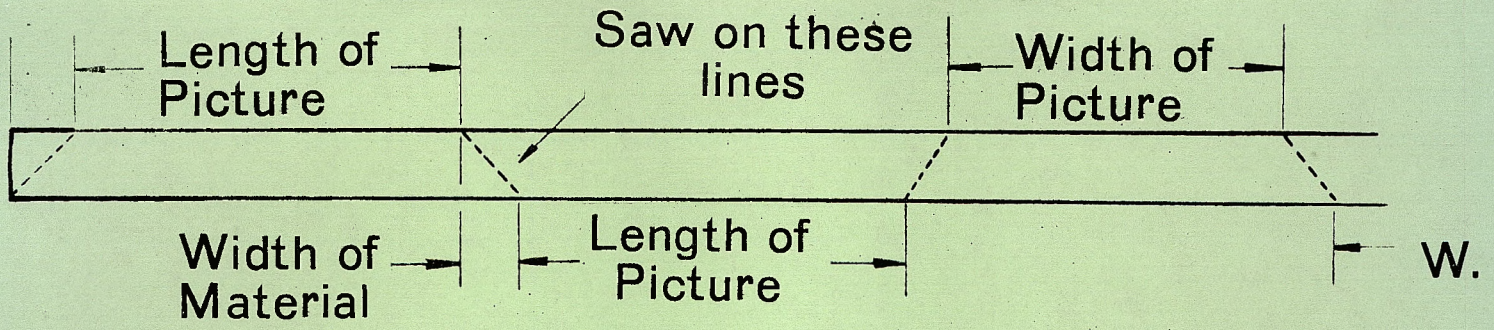
# A PICTURE FRAME

# A PICTURE FRAME

## WHAT YOU NEED:

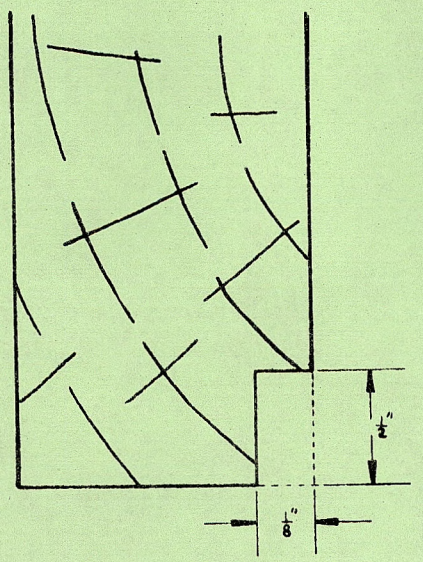
1 piece ¾" wood 1" wide
and of sufficient length.

## A PICTURE FRAME (continued)




## HOW TO MAKE:

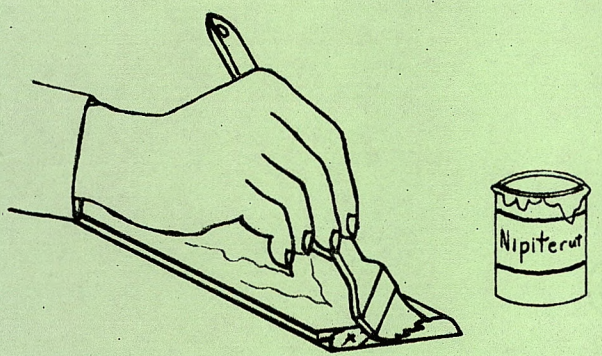
- Lay out as shown in the illustration.
- Saw on the mitred lines.
- Lay out in this manner.

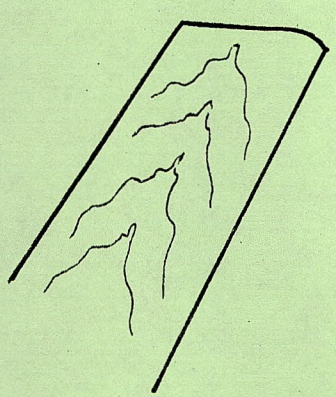


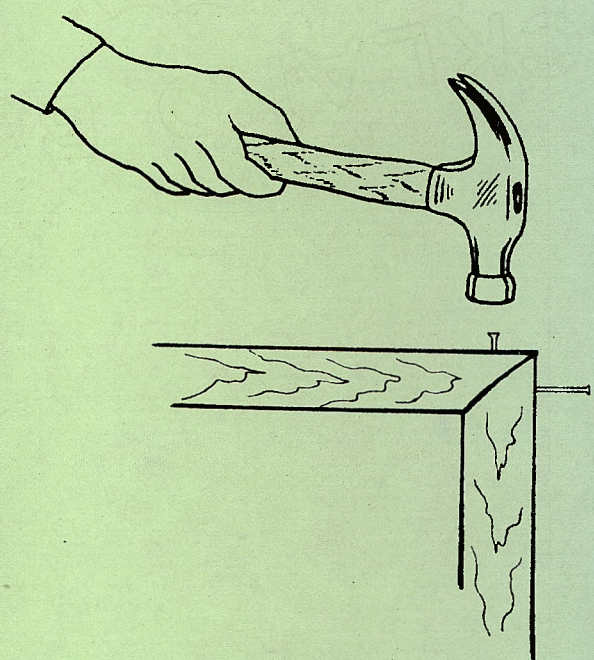

- Remove rabbet with chisel or plane.

## HOW TO MAKE: (continued)

- Sandpaper all surfaces except ends.
- Nail and glue as illustrated.



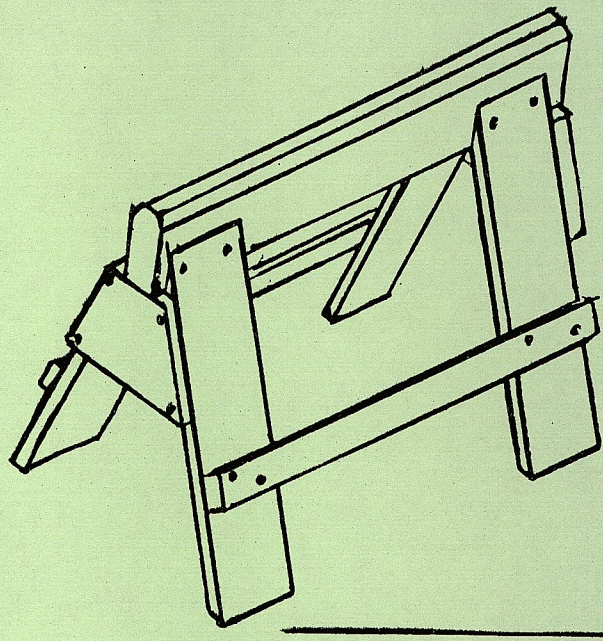



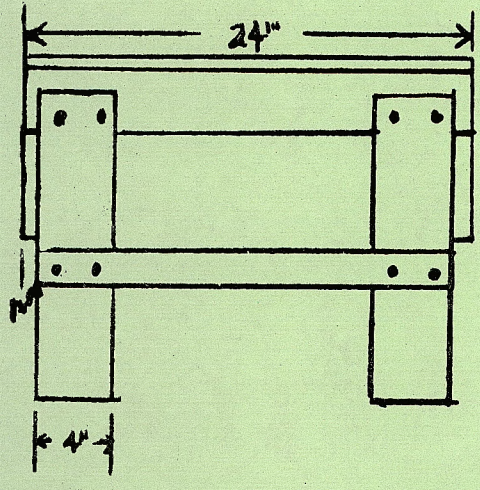


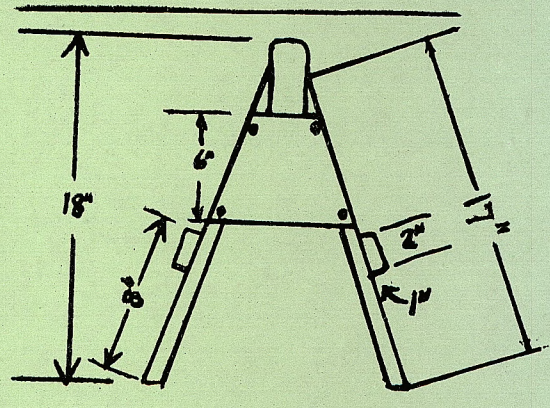
- Stain or paint as desired.

# A SAWHORSE

# A SAWHORSE



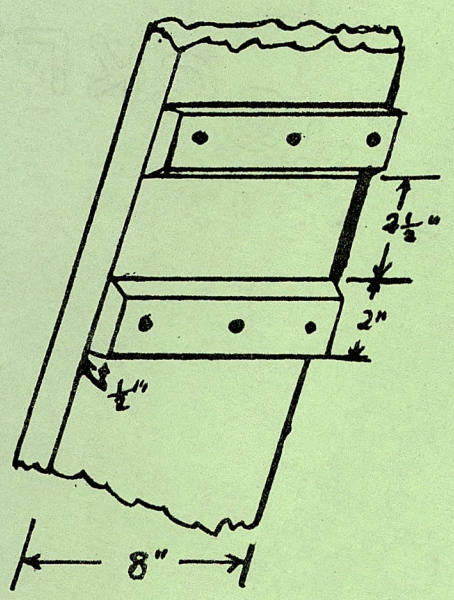


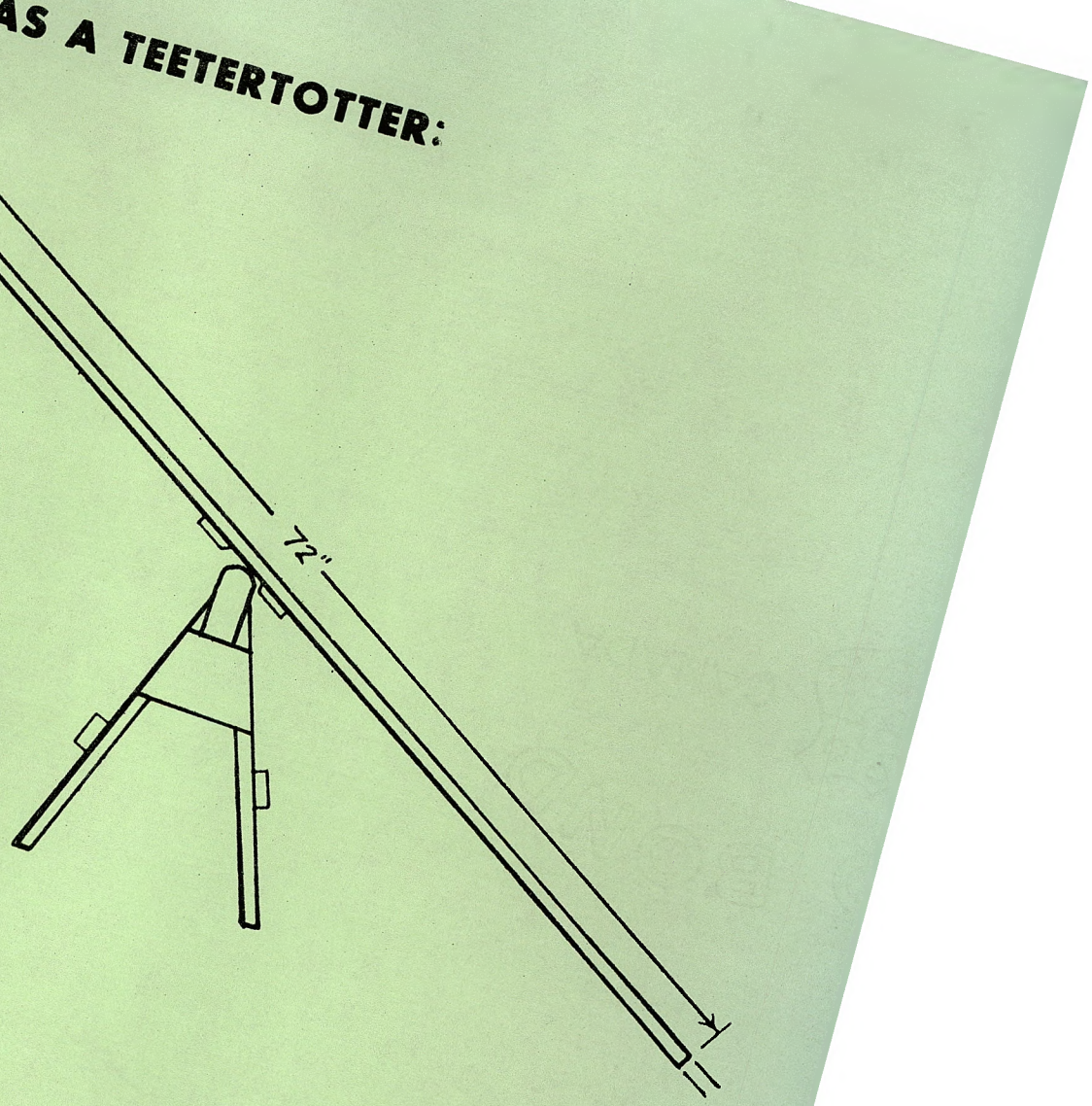




- Requires: 4 feet 1″ x 2″ dressed lumber
  6 feet 1″ x 4″ dressed lumber
  1½ feet 1″ x 6″ dressed lumber
  2 feet 2″ x 4″ dressed lumber

- Sand all corners and edges round.

# A SAWHORSE AS A TEETERTOTTER:

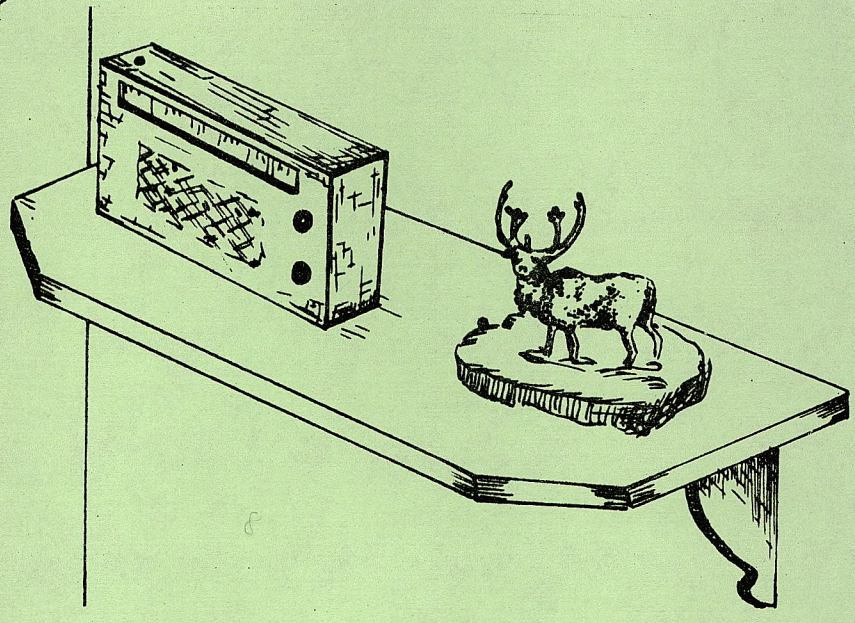


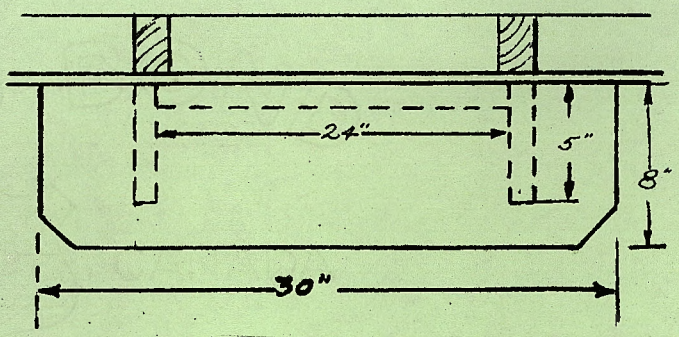

This Teetertotter requires only a board with two cleats as shown and one saw-horse.

# A SOLID SHELF

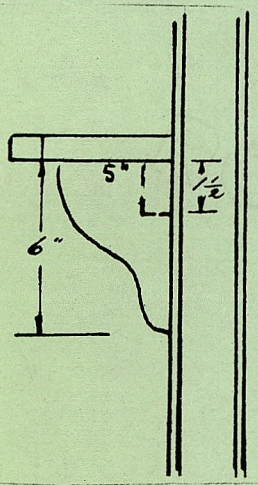
# A SOLID SHELF



- This shelf can be made any length or depth.
- It can be used anywhere in the house.
- Support brackets must be nailed to house studding for strength.




Shelf



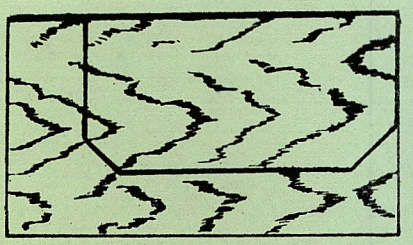

Support bracket

## MATERIALS NEEDED:

- one shelf ¾" x 8" x 30" or size desired.
- 2 wooden brackets ¾" x 5" x 6" with finishing nails.
- one shelf support ¾" x 1½" x 24". Length would have to be changed if length of shelf is different to above measurement.

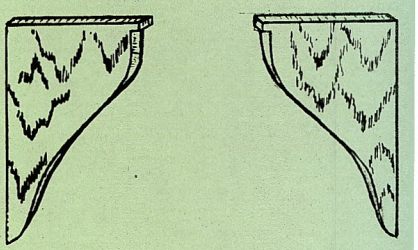
## HOW TO MAKE:

- Cut plywood piece for shelf to size.



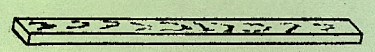
shelf piece

- Make 2 wooden brackets.



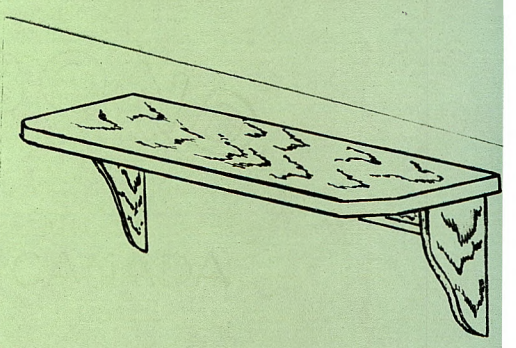
2 brackets

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



shelf support

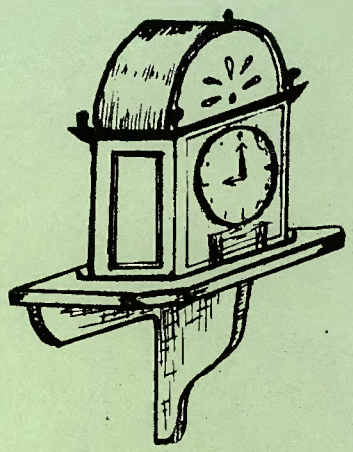
- Nail shelf brackets to wall support with finishing nails.



- Nail shelf to brackets and support with finishing nails.

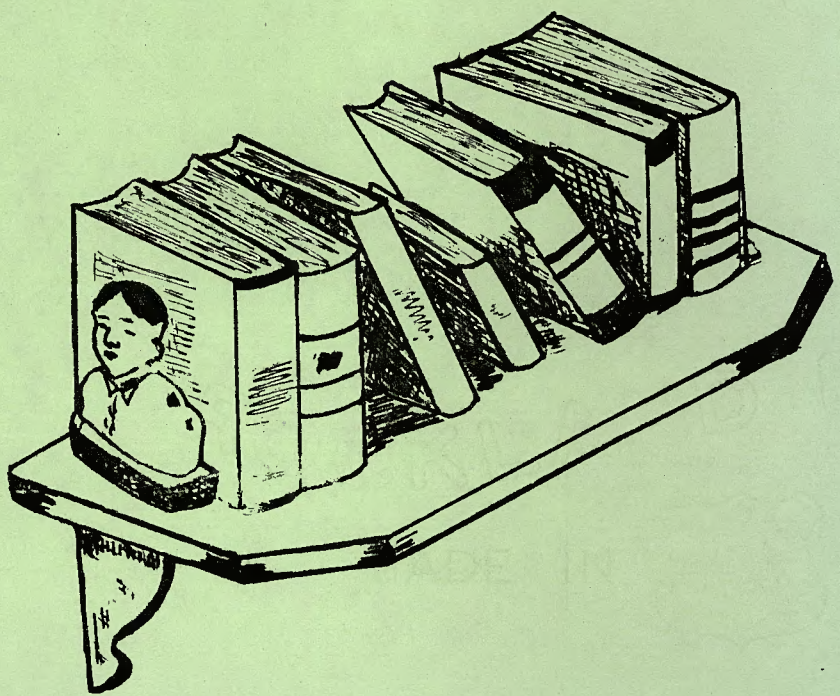
## HOW TO USE :

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



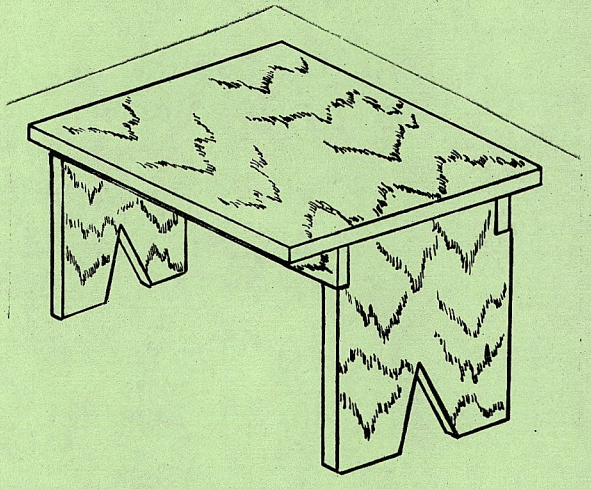
- as a counter area near the stove.

- as a book shelf.



# A STOOL OR BENCH

# A STOOL OR BENCH

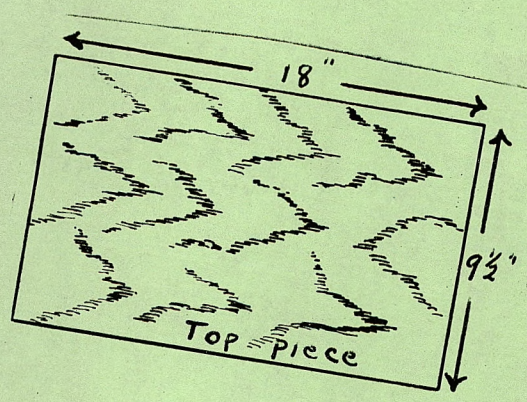


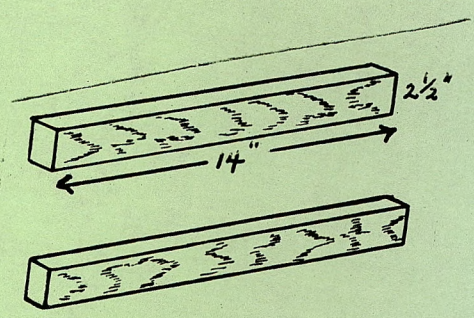
MADE OF PLYWOOD IT CAN BE
CARRIED EASILY FROM
ROOM TO ROOM

1H.22.1/4.68

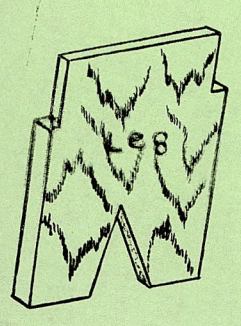
## WHAT YOU NEED:

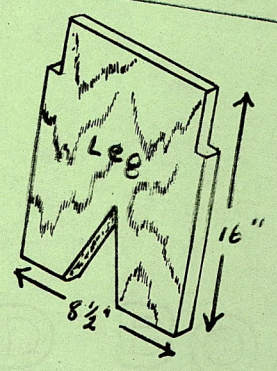
- one top piece 9½" x 18".
- two leg pieces 8½" x 16".
- two ledger pieces 2½" x 14".




Ledgers




1H.22.2/4.68

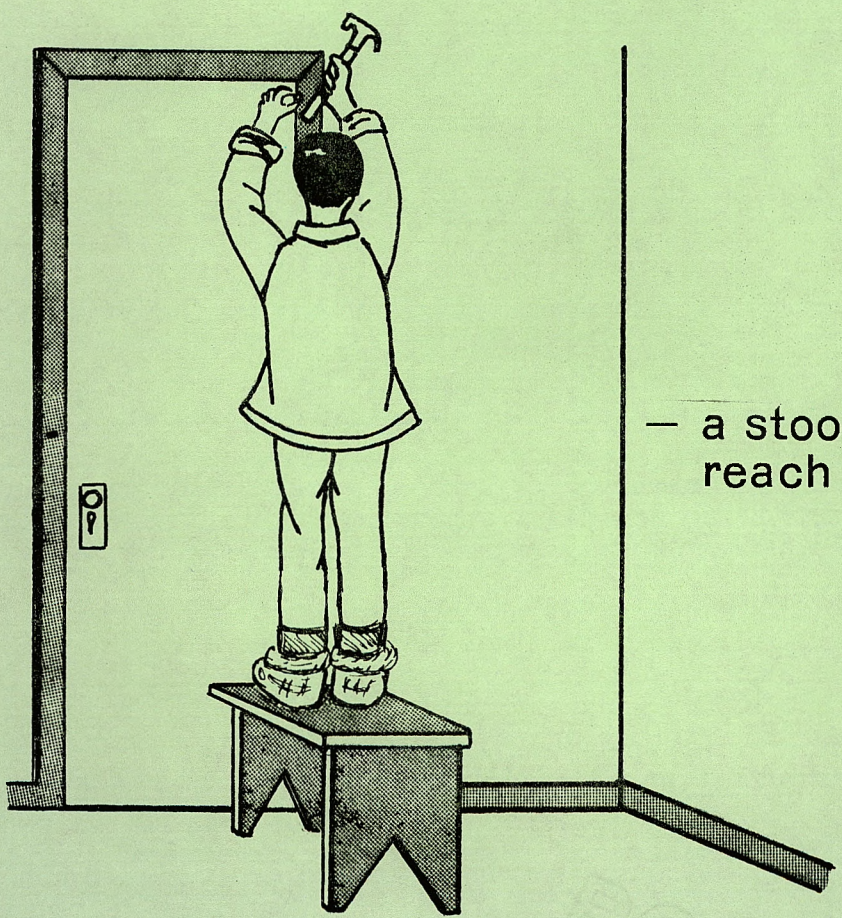
## WHAT YOU DO:

- Cut parts to sizes shown in drawing.
- Attach ledgers to legs with finishing nails.
- Place top on legs allowing 2″ overhang at ends and ½″ at sides.

  Nail one corner, then nail diagonally opposite corner before driving the additional nails required.
- Finish natural with linseed oil and turpentine or paint.

**WHAT YOU HAVE:**

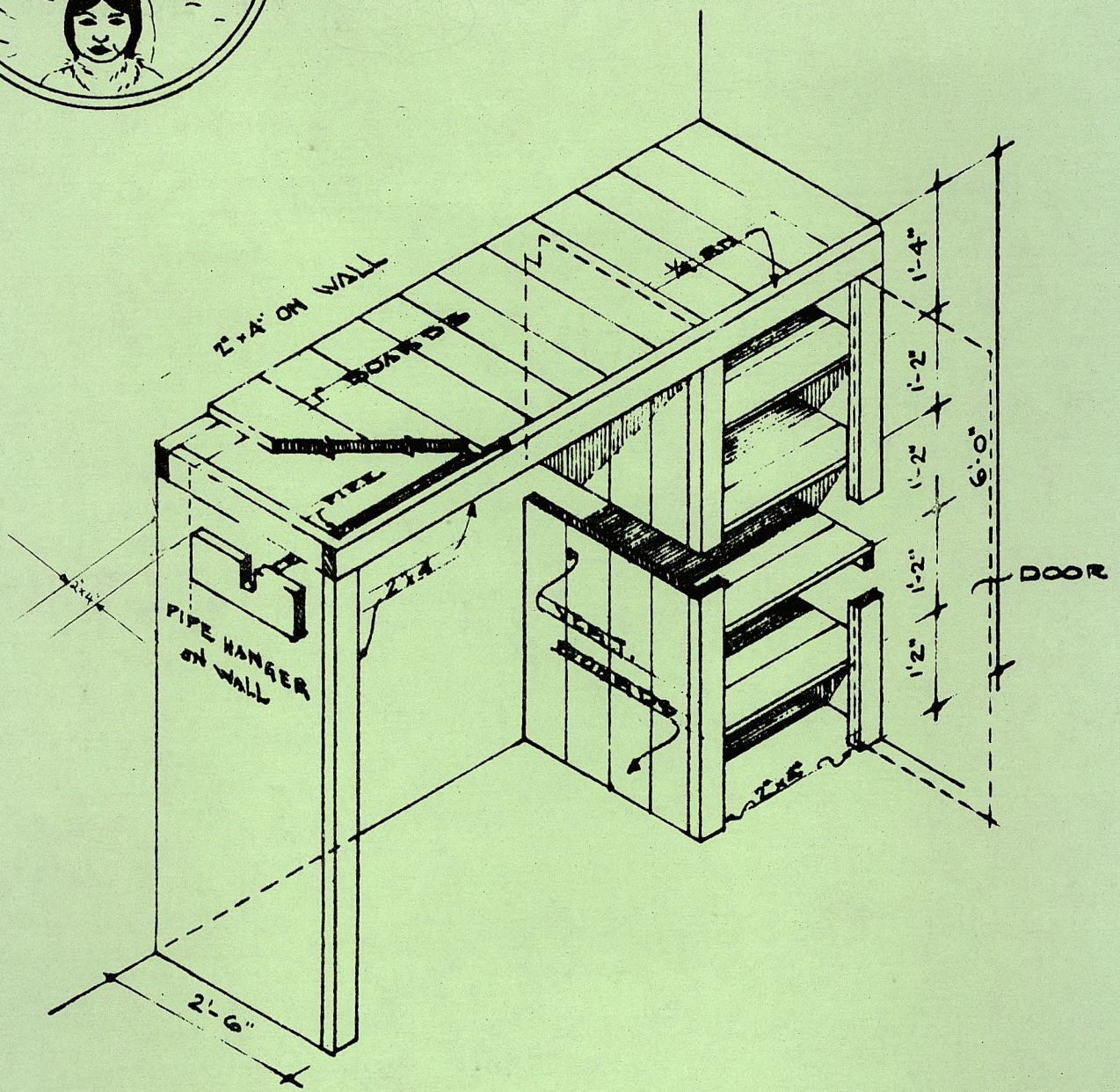
— a stool to sit on.



— a stool to stand on to reach high places.

# A STORAGE CLOSET

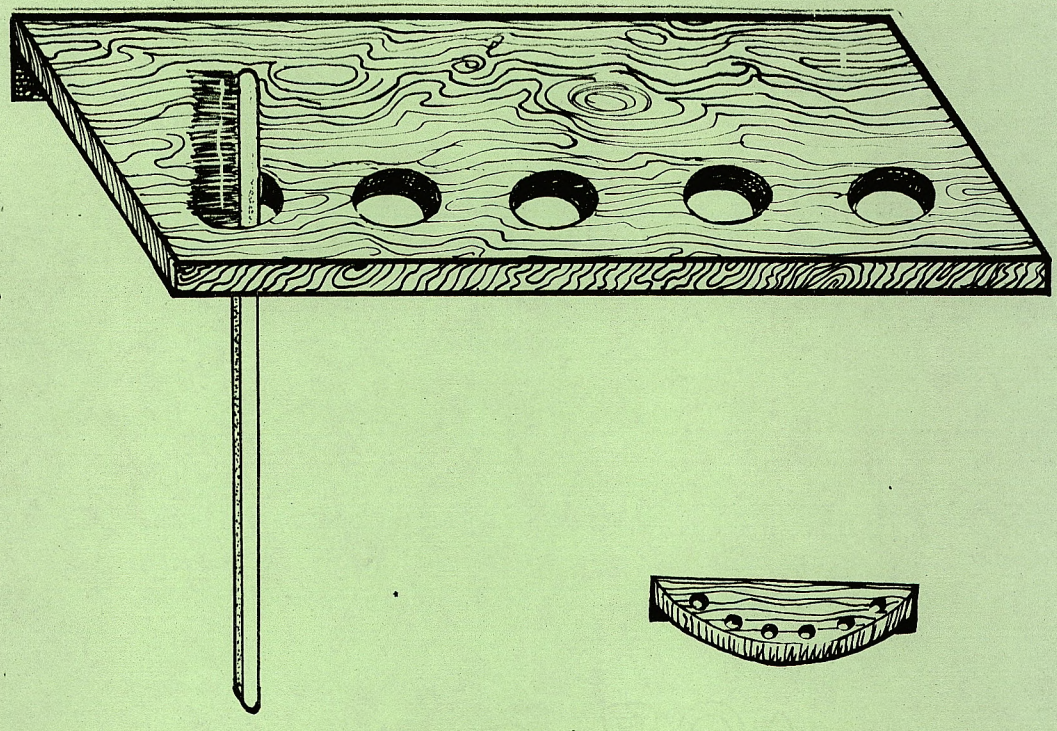
# A STORAGE CLOSET




## CAN BE USEFUL IN ANY ROOM

# A TOOTHBRUSH RACK

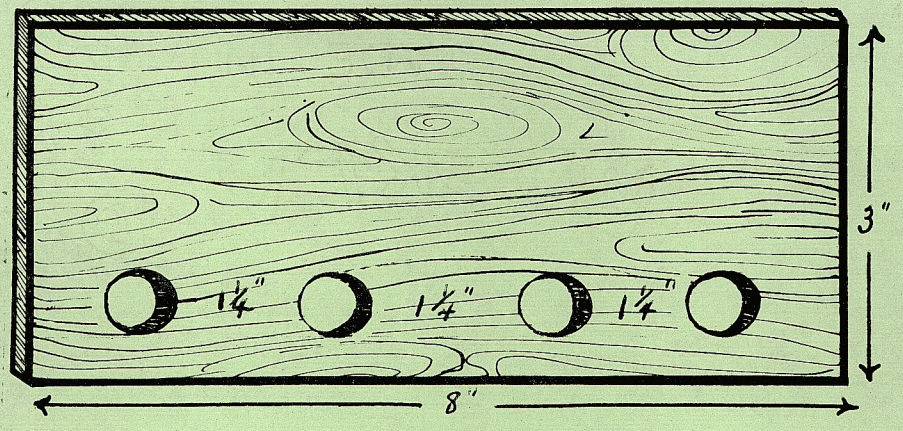
# A TOOTHBRUSH RACK



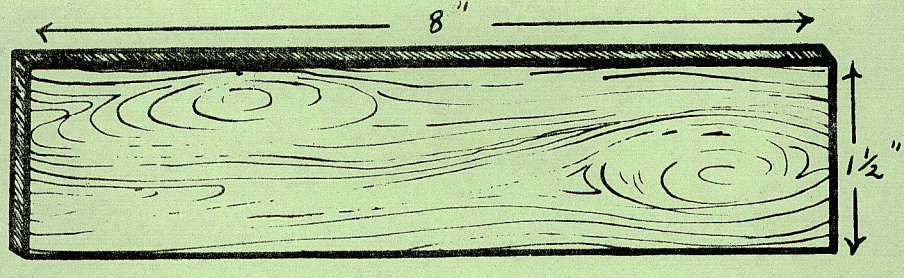
## A TOOTHBRUSH FOR EACH PERSON

1H.24.1/2.68

## WHAT YOU DO:



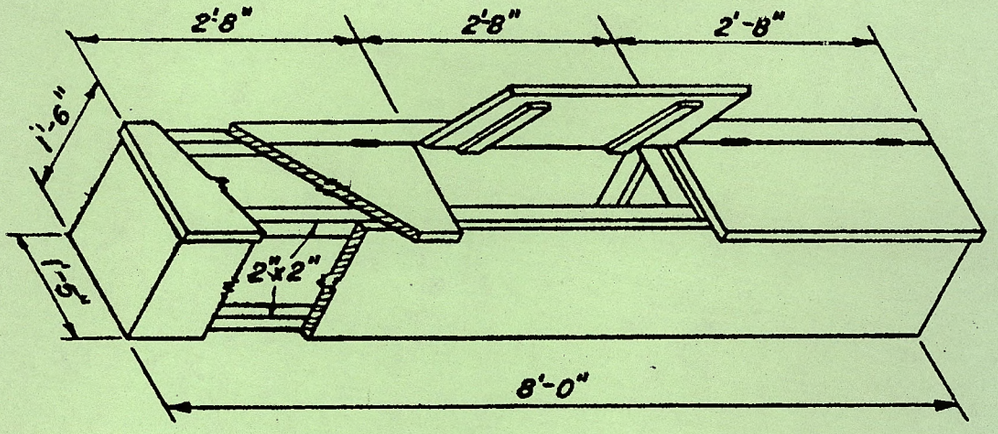

- Cut a piece ½" plywood 3" x 8".
- Locate holes 1¼" apart.
  Drill holes large enough to insert handle of toothbrush.
- Cut support bracket 1½" x 8".



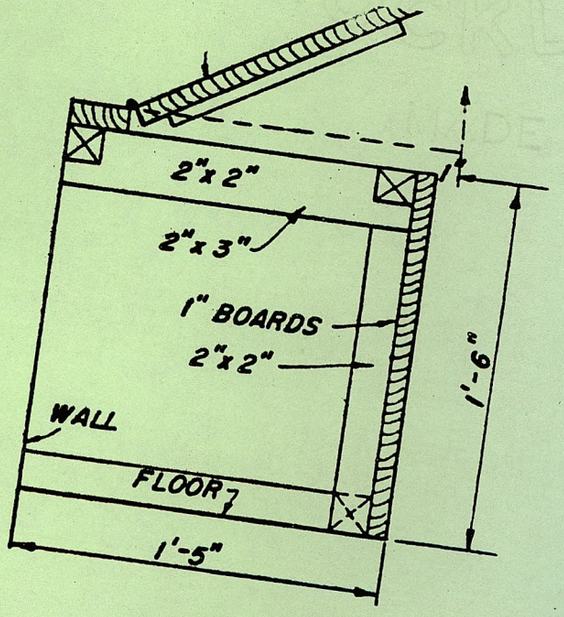

- Smooth both pieces with sandpaper.
- Nail support bracket to wall stud.
- Nail toothbrush rack to support bracket.
- Paint if desired.

# A WALL BENCH WITH STORAGE

# A WALL BENCH WITH STORAGE




WALL BENCH
MAY BE MADE
WITHOUT STORAGE

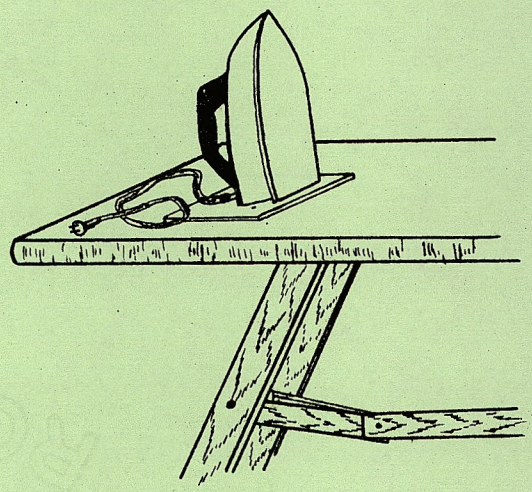


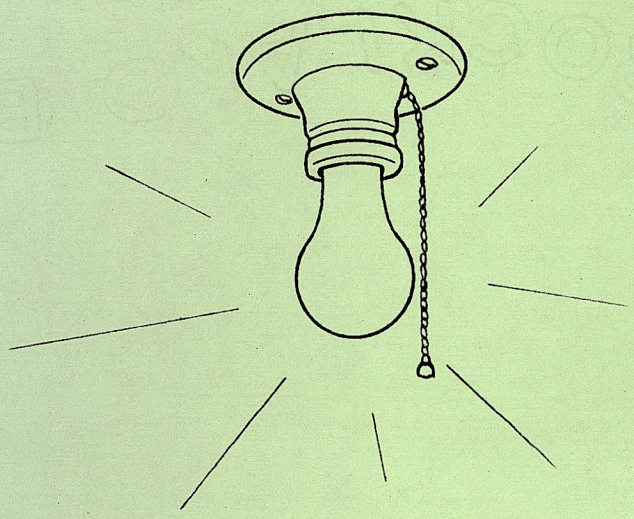
# ELECTRICITY

# ELECTRICITY

- Electricity is an invisible force.
- Electricity can be used to provide:

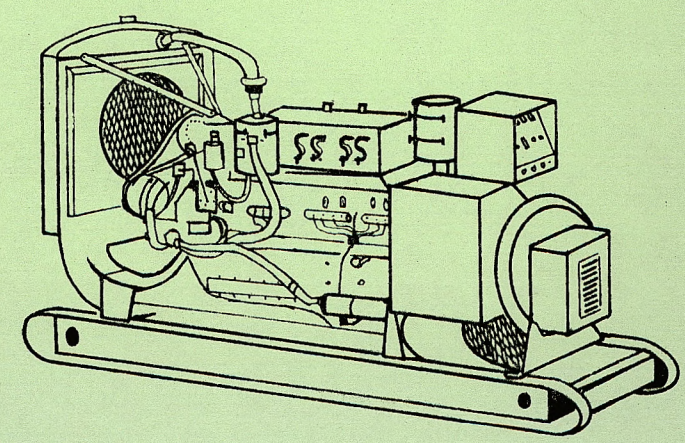
HEAT





LIGHT

POWER

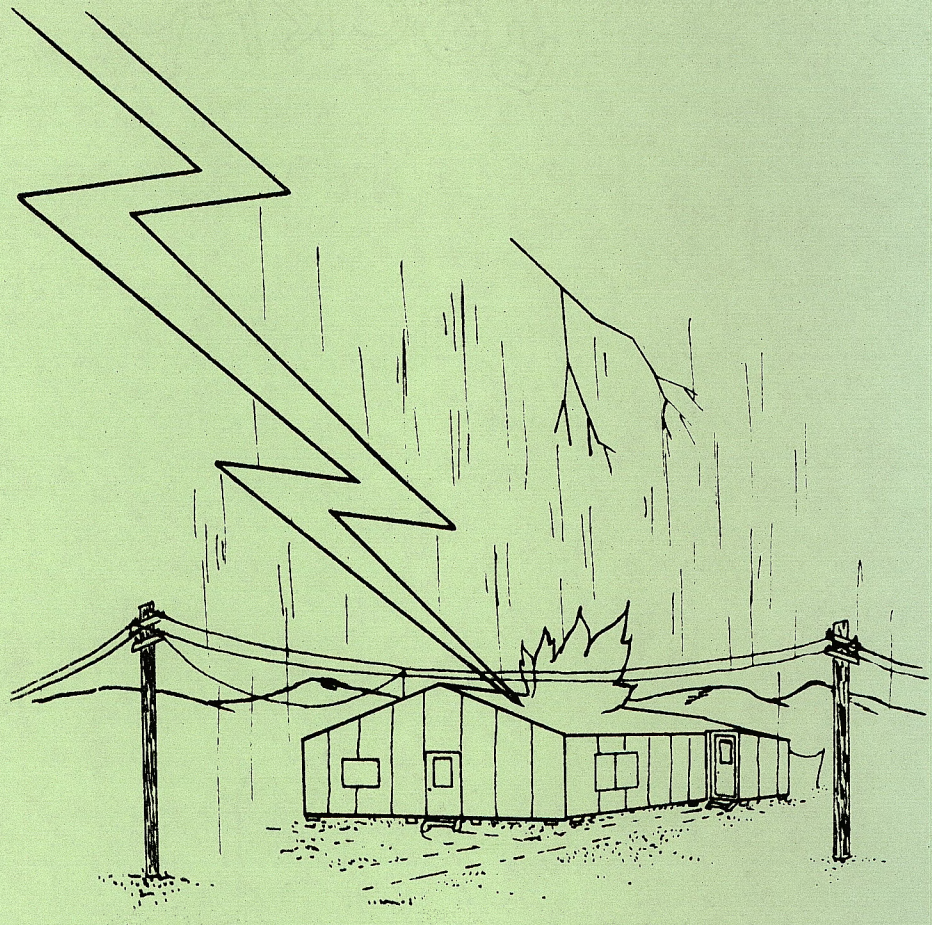


POWER

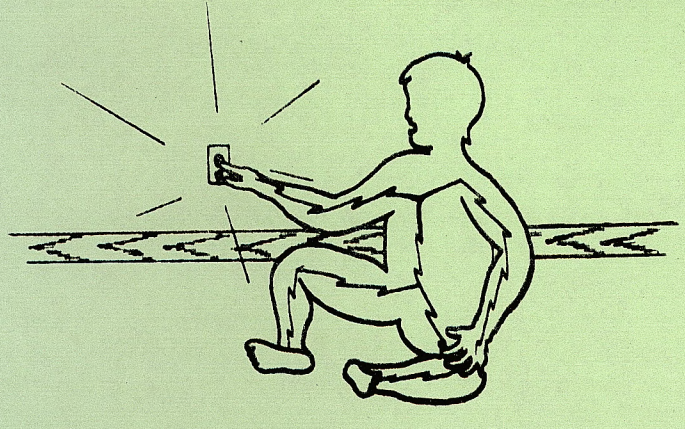
**ELECTRICITY** (continued):

- Electricity can also destroy:

LIGHTNING



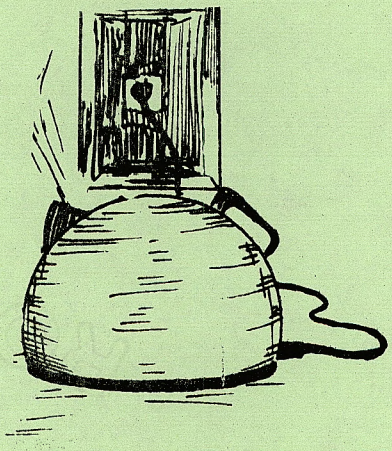
FIRE



ELECTRIC SHOCK

# HOW TO USE ELECTRICITY SAFELY :

- Avoid using electrical equipment that is worn-out or needs repairing.
- Plug one electrical appliance into an outlet at a time.



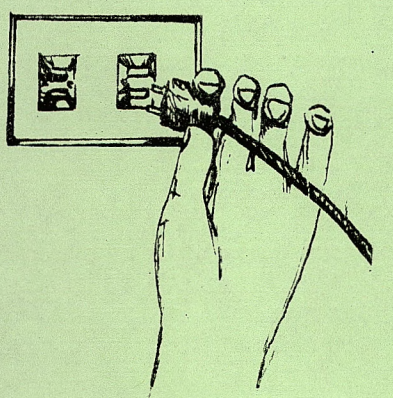
- Use electrical switches only for turning power on and off.
- Never touch anything electrical if you are standing in water. You can be electrocuted.
- Electrical outlets are for plugging in electrical appliances only. If you push bobby pins, scissors or nails into an electrical outlet, you will get an electric shock.

1H.26.3/4.68

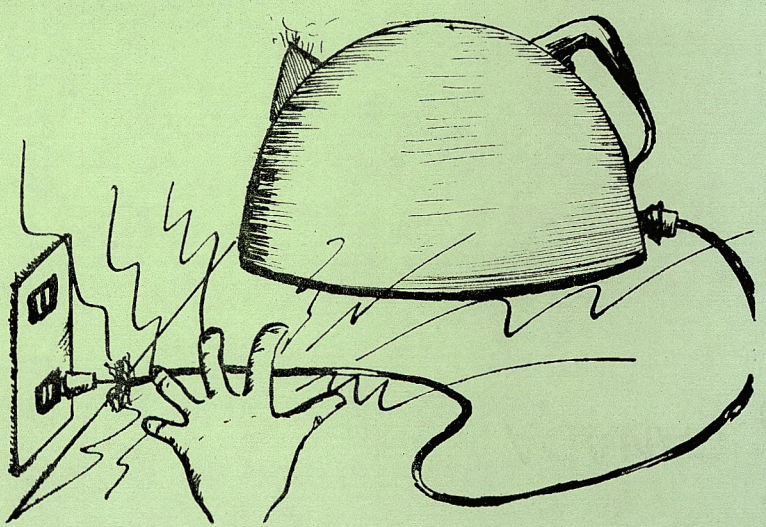
# HOW TO USE ELECTRICITY SAFELY :

- Dry hands help prevent electric shock when handling electrical equipment.

- Disconnect appliances correctly.



- Keep electric cords repaired.



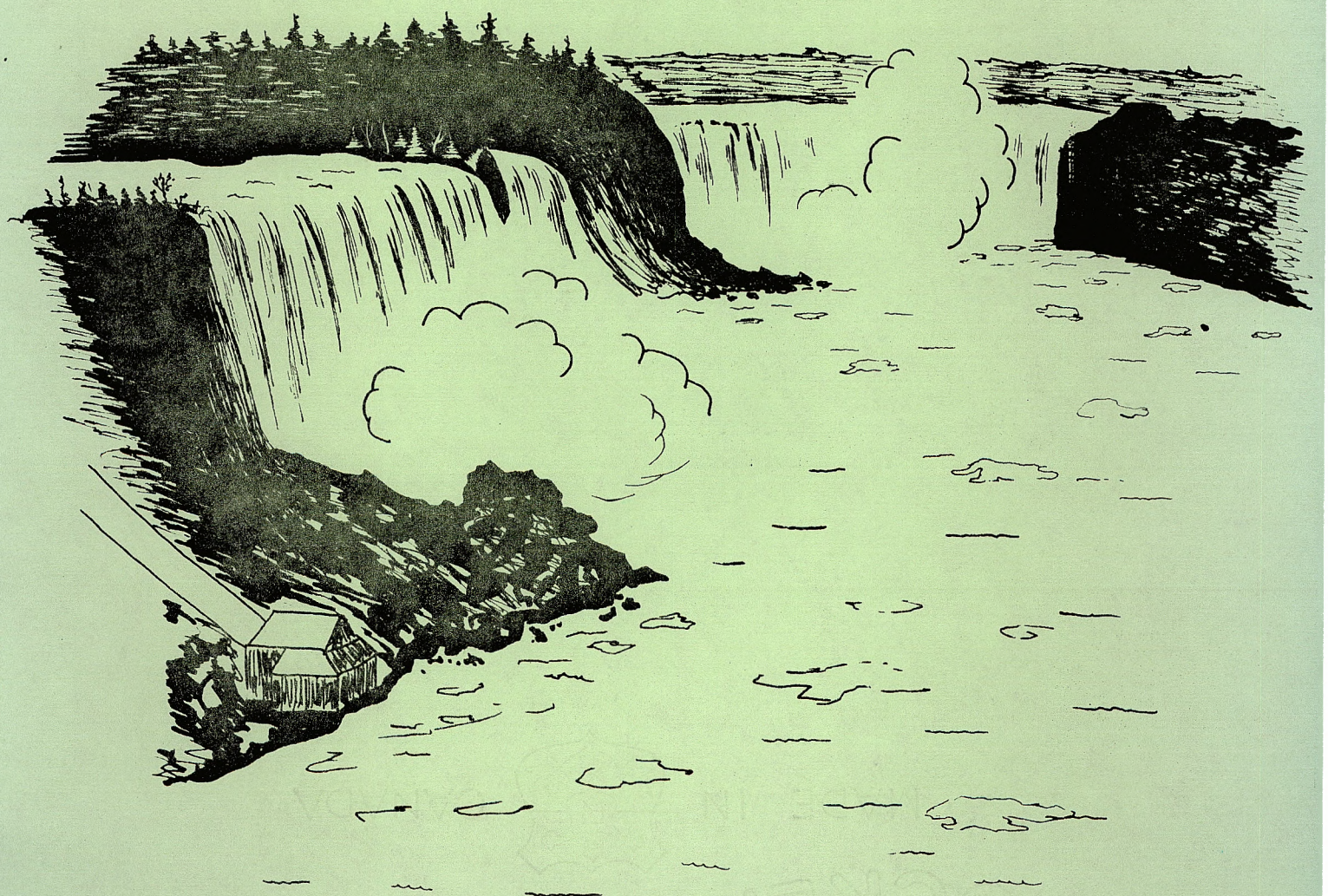
# SOURCES OF ELECTRICITY

# SOURCES OF ELECTRICITY

- Electricity is in the air around us.
- Three sources of electricity are:

## 1. MECHANICAL SOURCES

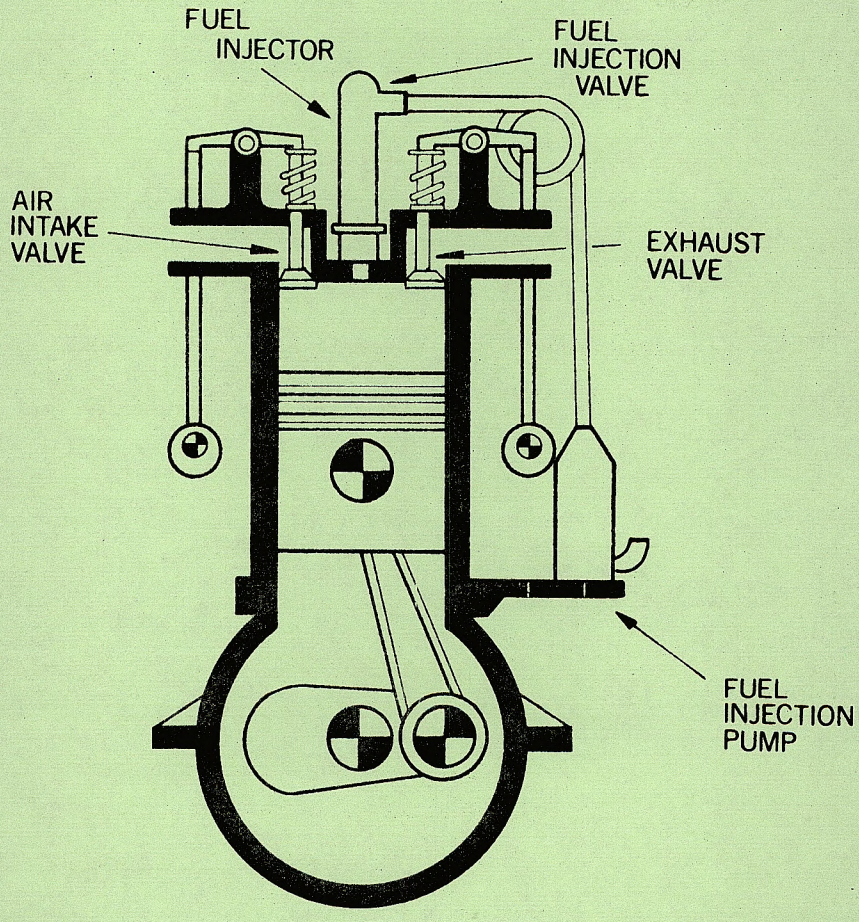
– waterfalls e.g. Niagara Falls



## SOURCES OF ELECTRICITY (continued) :

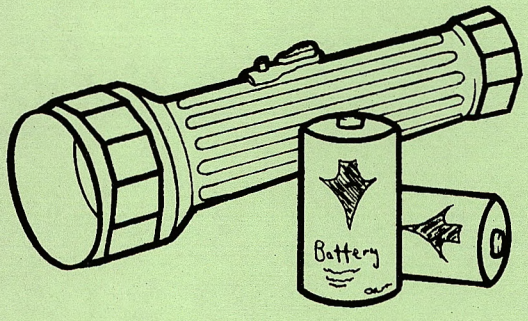
# 1. MECHANICAL SOURCES (continued)

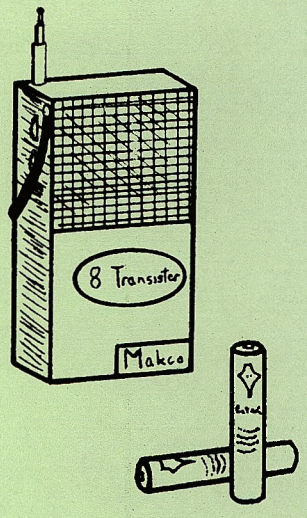
– a diesel motor can be used to generate electricity.



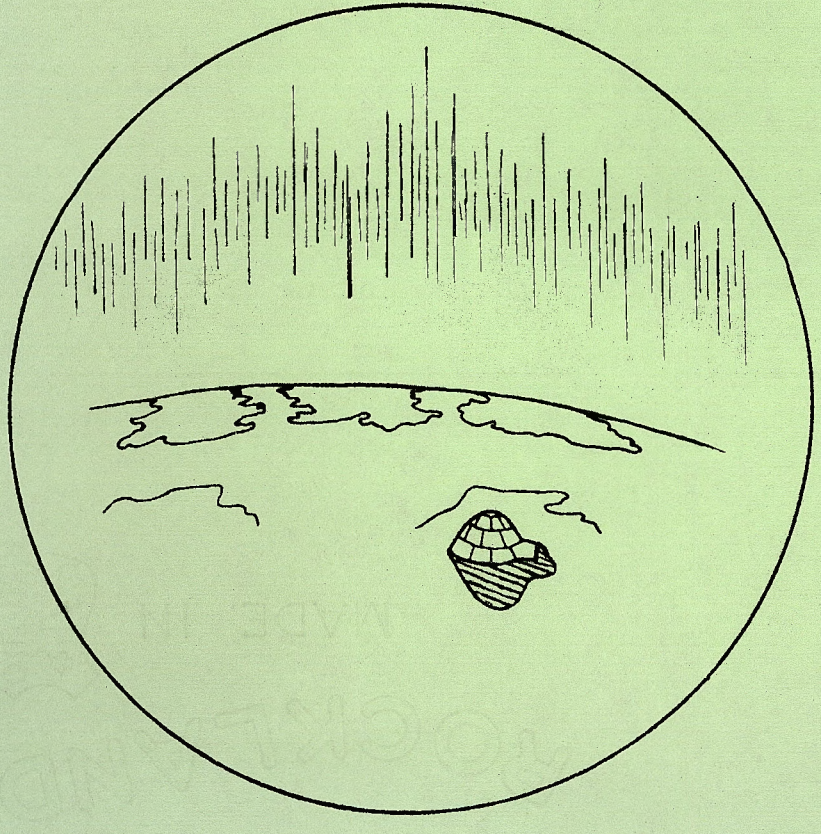
## SOURCES OF ELECTRICITY :

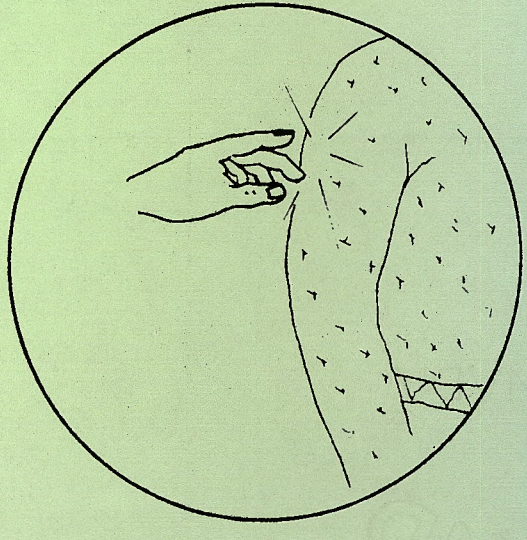
## 2. CHEMICAL ACTION



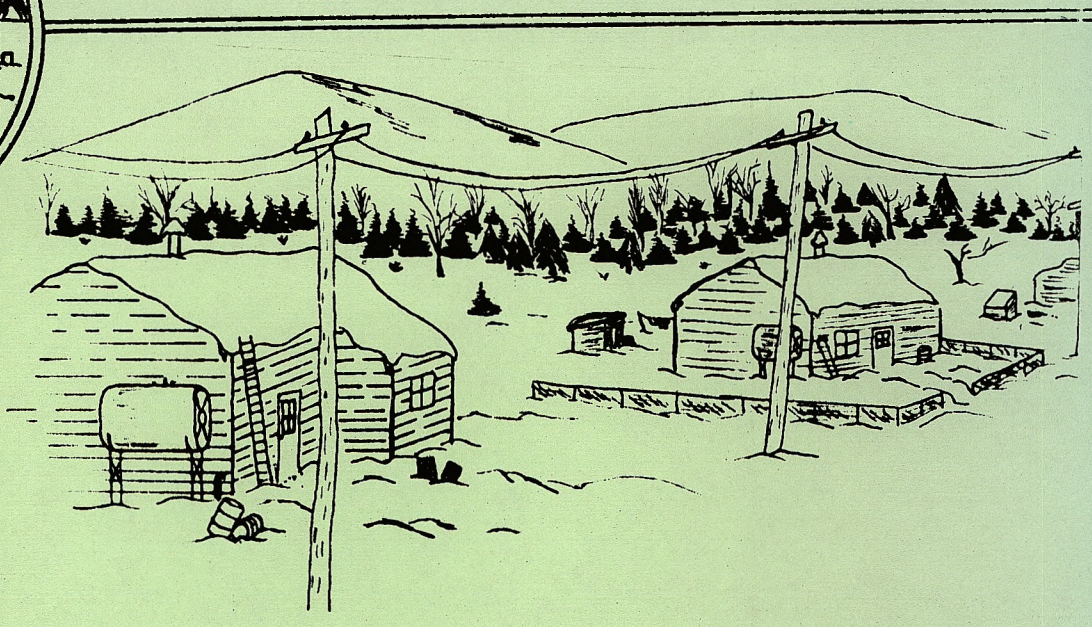

## 3. STATIC ELECTRICITY (Friction)





# ELECTRIC WIRING

# ELECTRIC WIRING



- Wires are used as conductors (carriers) of electricity. Copper wiring is best.
- Wires that carry electricity are insulated with rubber, plastic or asbestos and cotton. The insulation keeps the electricity within the wire.
- Electric wiring is usually strung on poles high in the air. In the south where the climate is milder, electric wiring is sometimes buried underground in cables but this costs much more.
- Transformers are used at the source and destination to increase or decrease the pressure of electricity in the wire. This is called increasing or decreasing the voltage.
- Two or three insulated wires are enclosed in a casing. If the third wire is used it is a ground wire which is an added safety feature.

# HOUSE WIRING

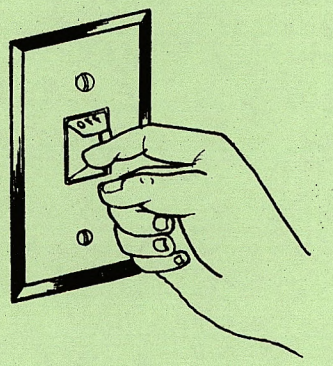
# HOUSE WIRING

- Electric wiring is usually placed inside the walls of a house when it is being built.

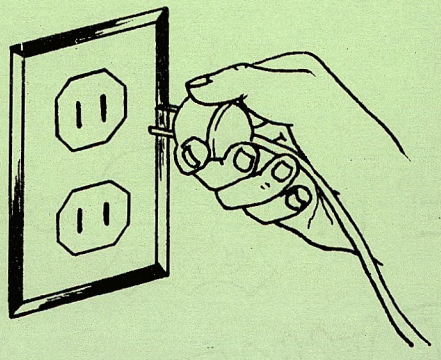
  Occasionally it is mounted on the surface of walls.

- Electricity can be used by

  – turning on an electric switch




  – plugging an electrical appliance into a wall outlet.

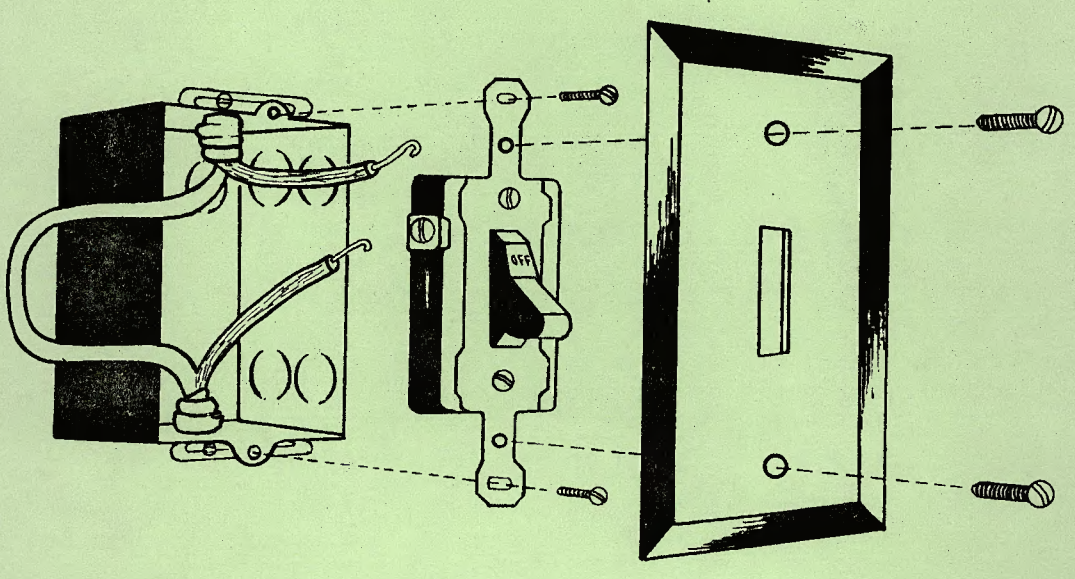


## THE ELECTRIC SWITCH :

- Switches are placed in the path of electric wires to control the flow of electricity.

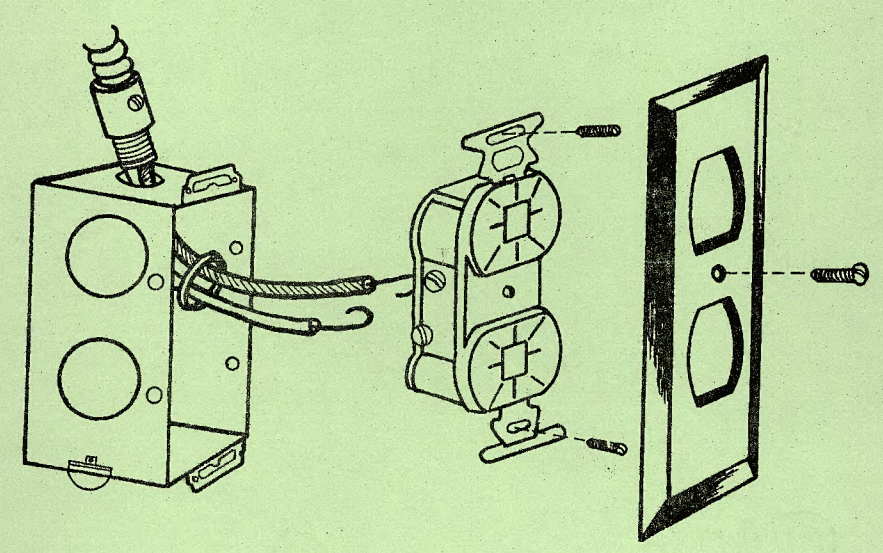
  When the switch is turned on, the current flows through the wire to the lamp, toaster, radio or washing machine causing it to light up or operate.

  To stop the flow of electric current, the switch is turned off breaking the path of the electricity in the wire.



## THE ELECTRIC OUTLET :

- Electric outlets are mounted on the wall. They provide a means of obtaining electricity to operate portable electric appliances.
- Electric outlets may have 2 or 3 openings determined by the number of wires in the cable.
- Electric cords may have 2 or 3-pronged plugs for plugging an appliance into an electric outlet. The third wire is a ground wire for added safety.

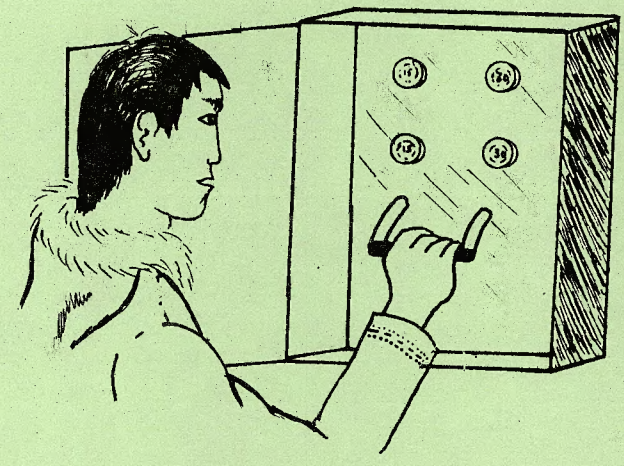


# REPAIRING ELECTRICAL EQUIPMENT :

- Disconnect the cord from the outlet,

<u>or</u>

- Turn off the main switch at the circuit breaker box.

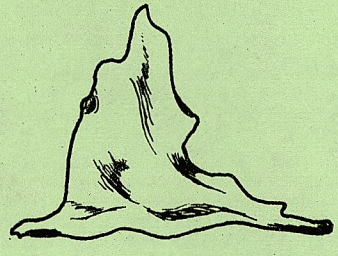


# WIRING A LAMP

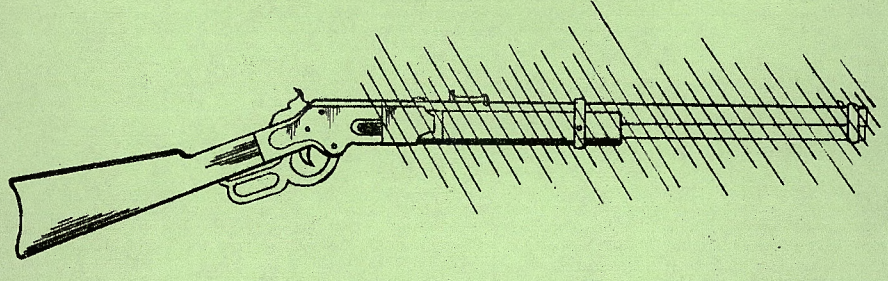
# WIRING A LAMP

# SUGGESTIONS FOR A LAMP BASE :

– piece of driftwood

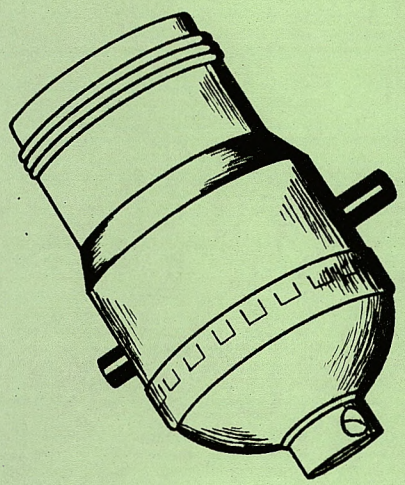


– carvings, wood, bone, rifle butts

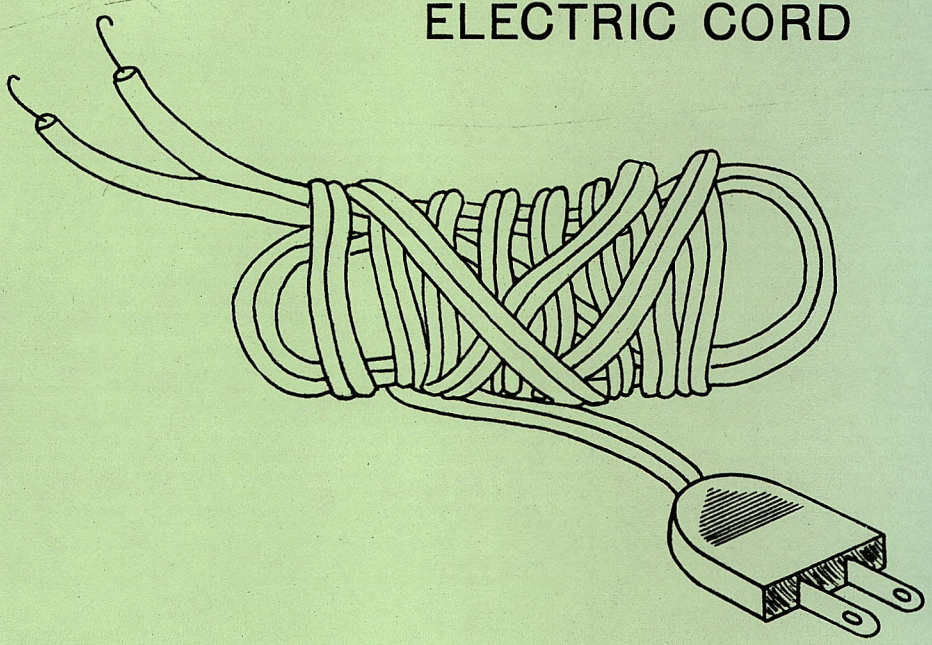


**WHAT YOU NEED:**

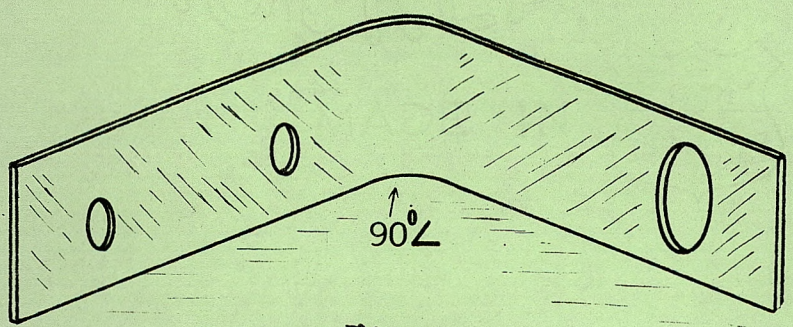
LAMP SOCKET

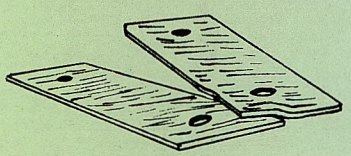


ELECTRIC CORD

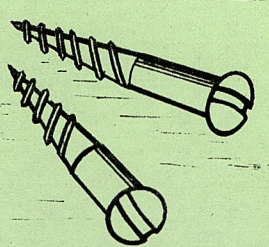


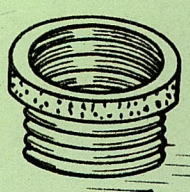
CURVED METAL STRIP WITH HOLES DRILLED AS INDICATED.



WOOD SCREWS



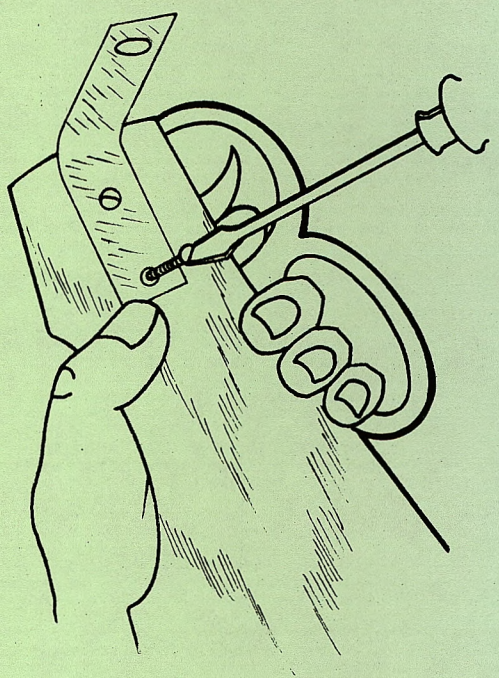


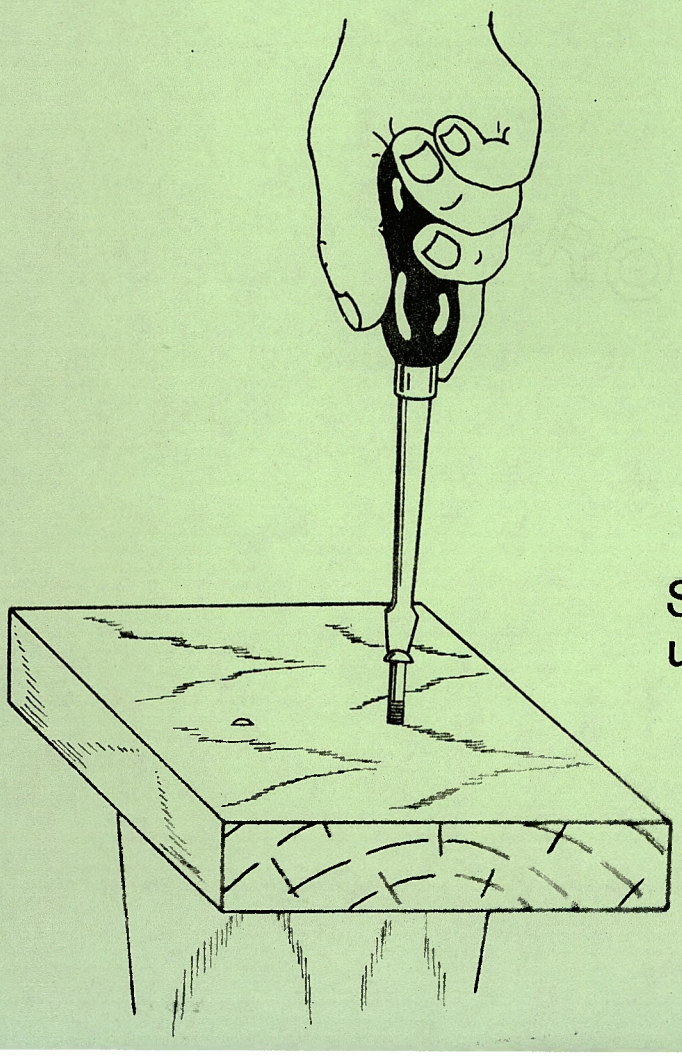
LEATHER STRAPS

CORD BUSHING

## WHAT YOU DO:

Fasten metal strip to rifle butt with wood screws.

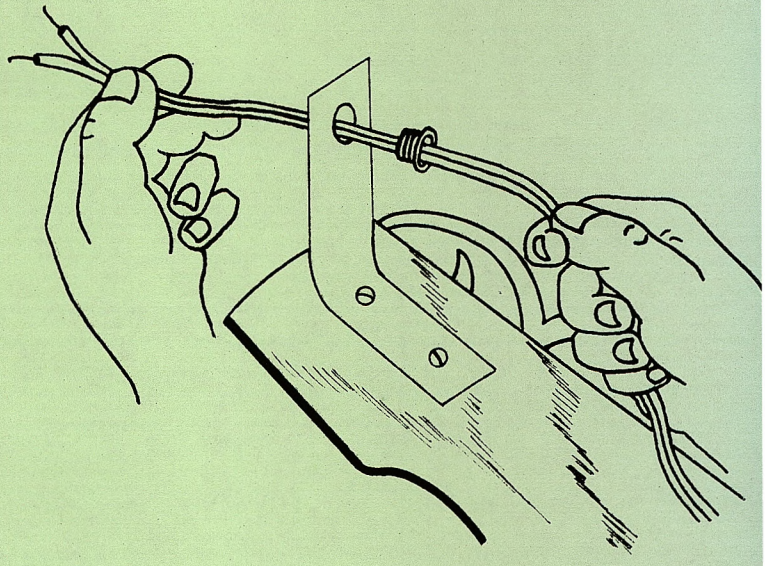


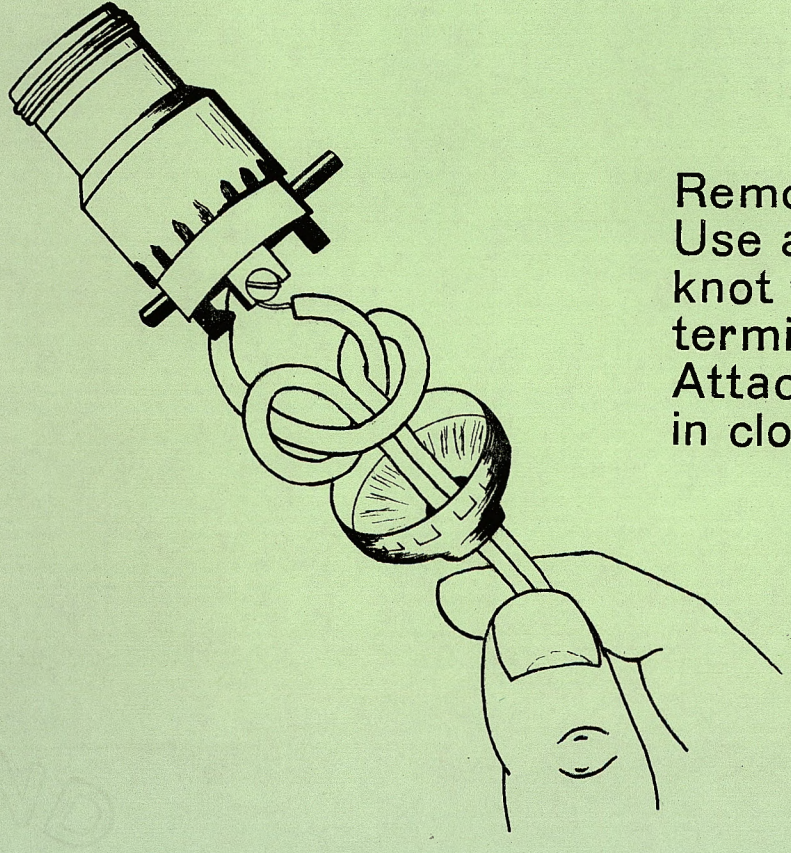


Screw base to lamp column using wood screws.

## WHAT YOU DO: (Cont'd)

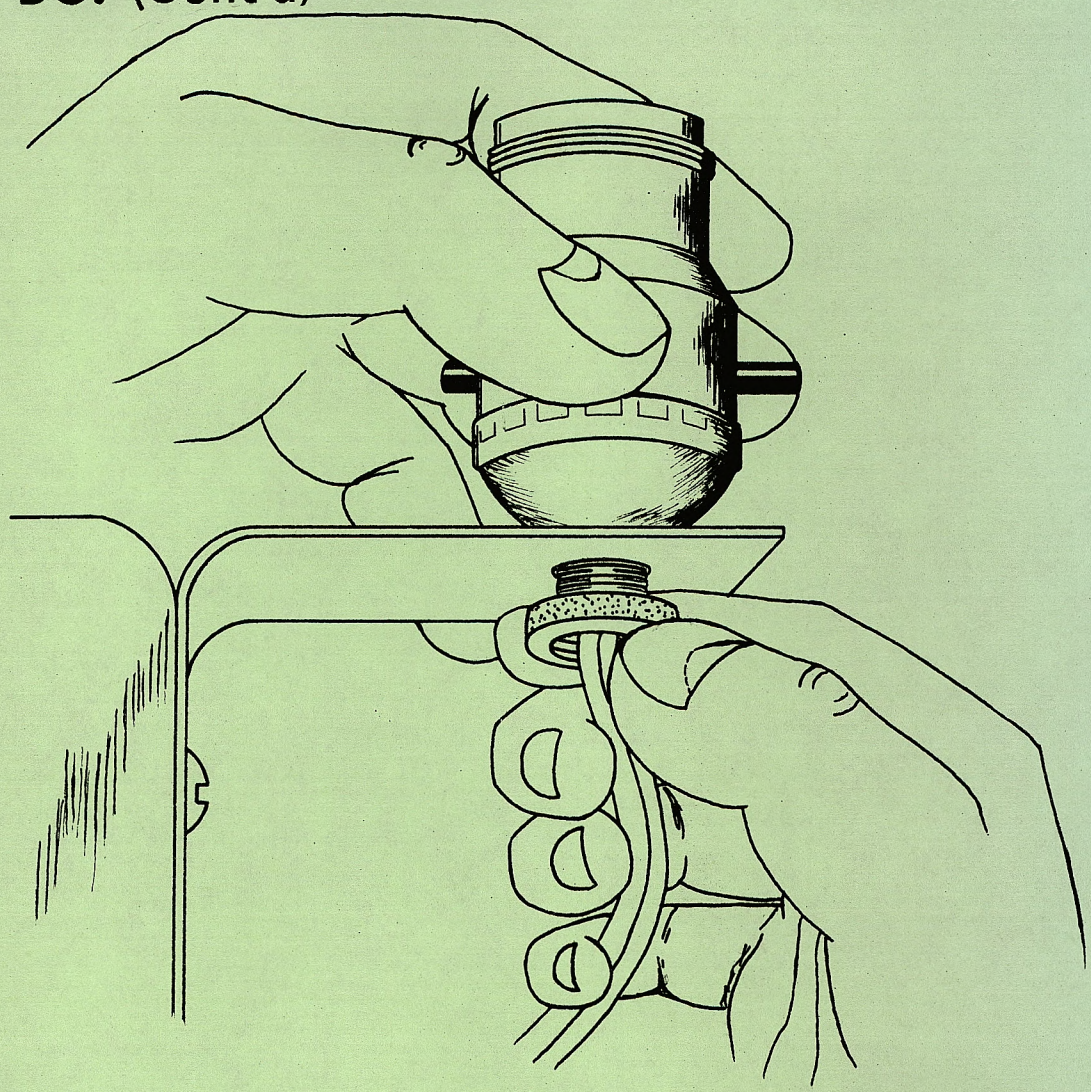
Thread the electric cord through the hole in the metal strip.
Cord bushing should be on the under side as shown in drawing.



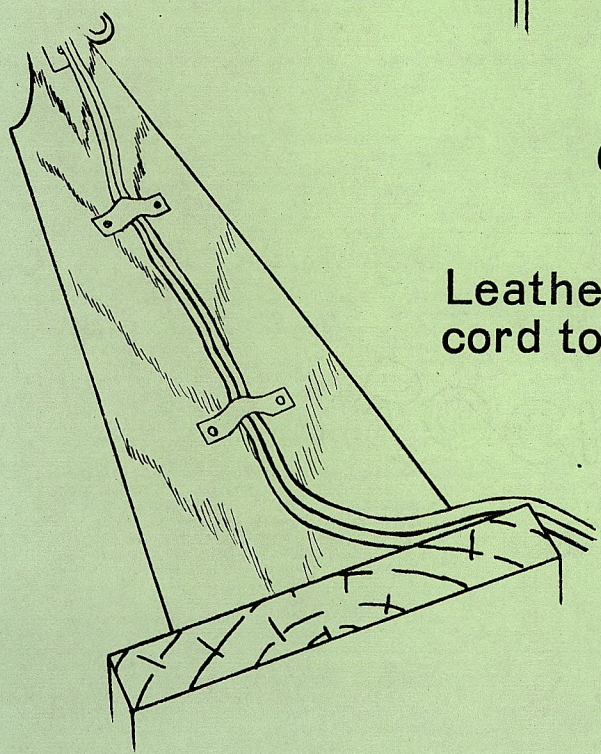


Remove base from socket.
Use an underwriter's knot to prevent pull on terminals.
Attach wires to terminals in clockwise direction.

**WHAT YOU DO:** (Cont'd)



Connect bushing to socket base.

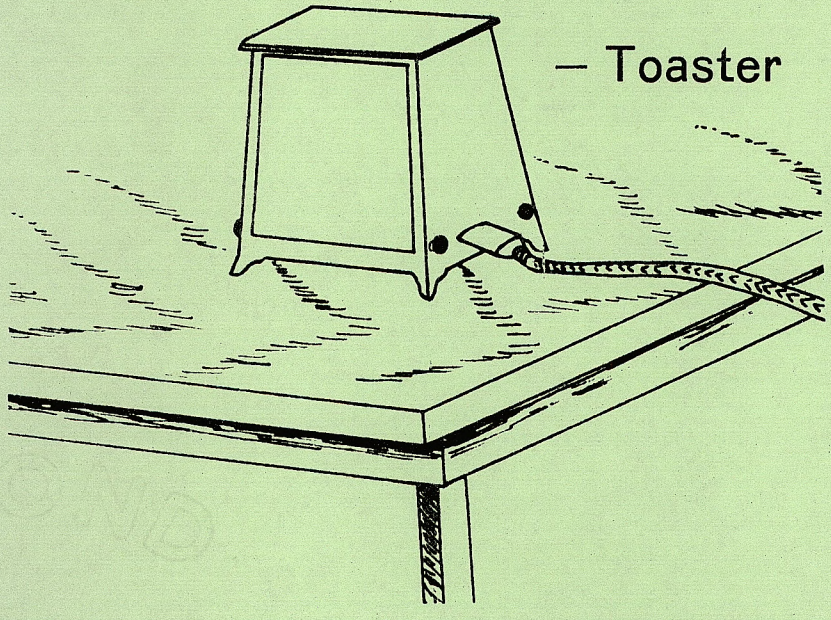


Leather straps may be used to hold electric cord to side of lamp column.

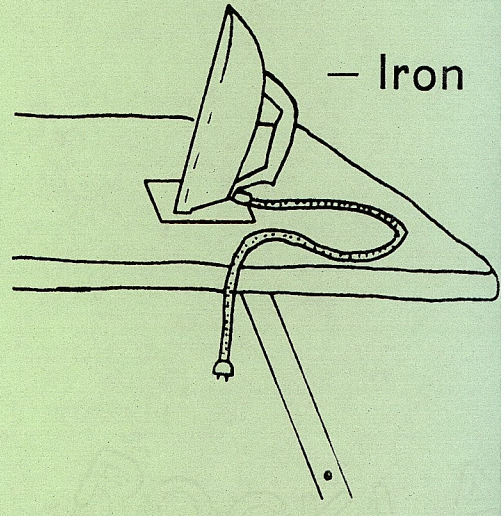
# KINDS OF ELECTRICAL APPLIANCES

# KINDS OF ELECTRICAL APPLIANCES

- Those that produce heat.
  These use a lot of electricity.
  You should get permission
  from the H.A. Council to use these.

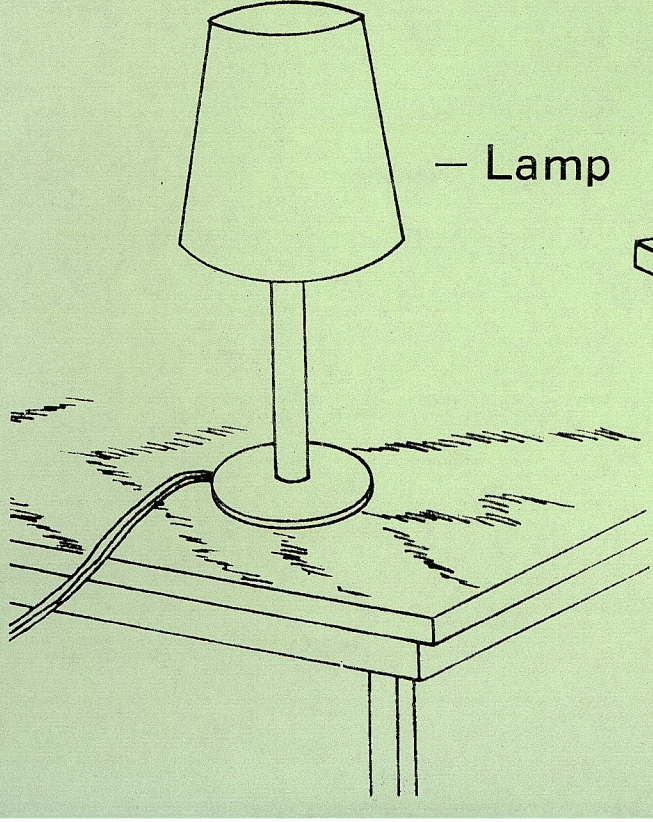


– Toaster

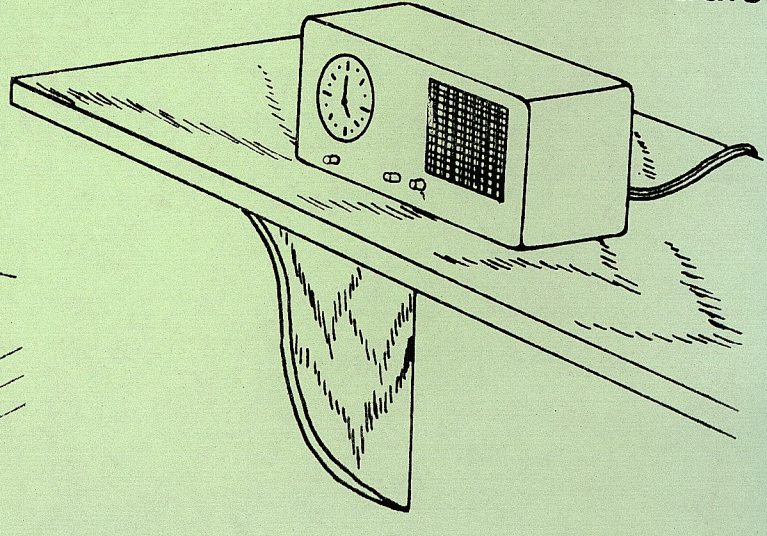


– Iron

- Those that produce light and power.



– Lamp

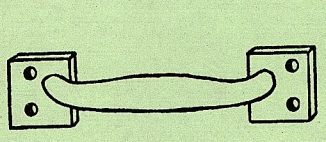


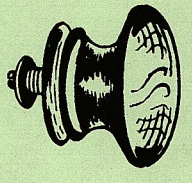
– Radio

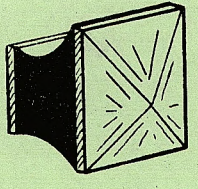
# DRAWER PULLS AND KNOBS

# DRAWER PULLS AND KNOBS

Three common types of drawer pulls:





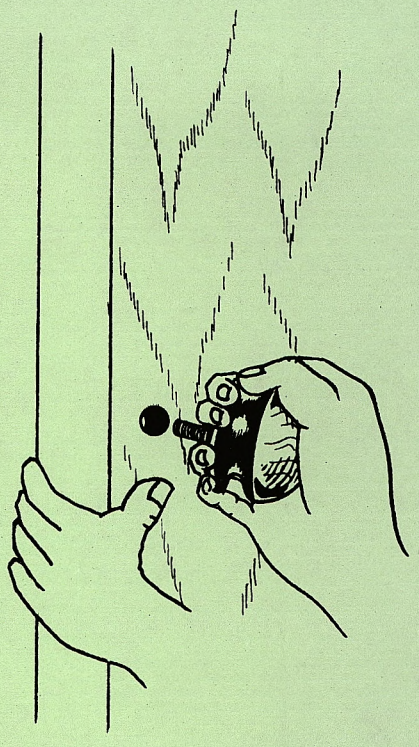


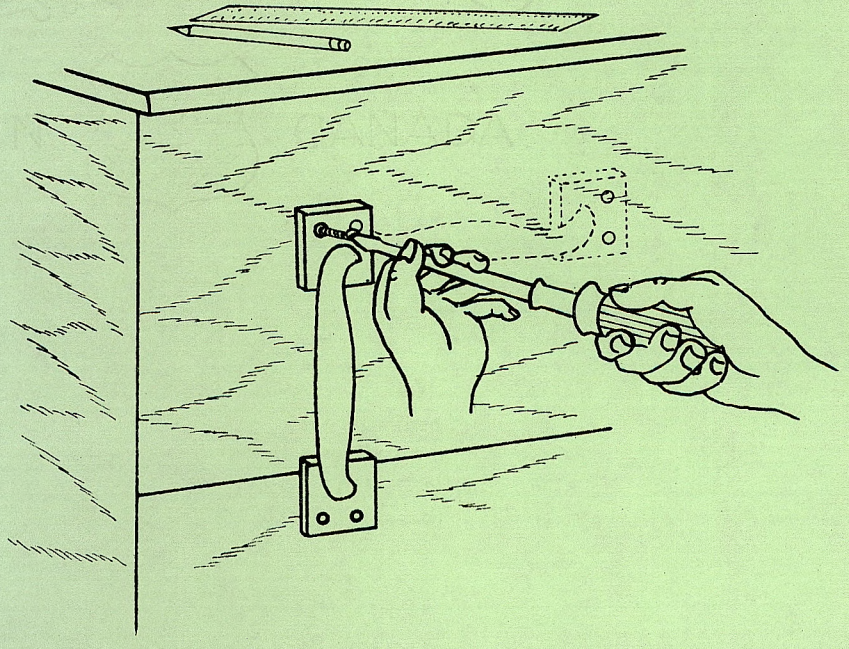
COMMERCIAL TYPES COME COMPLETE WITH SCREWS FOR FASTENING.

## DRAWER PULLS AND KNOBS (continued):

- The single post or screw knob is easy to install.

- Mark location and drill hole of correct size and assemble.





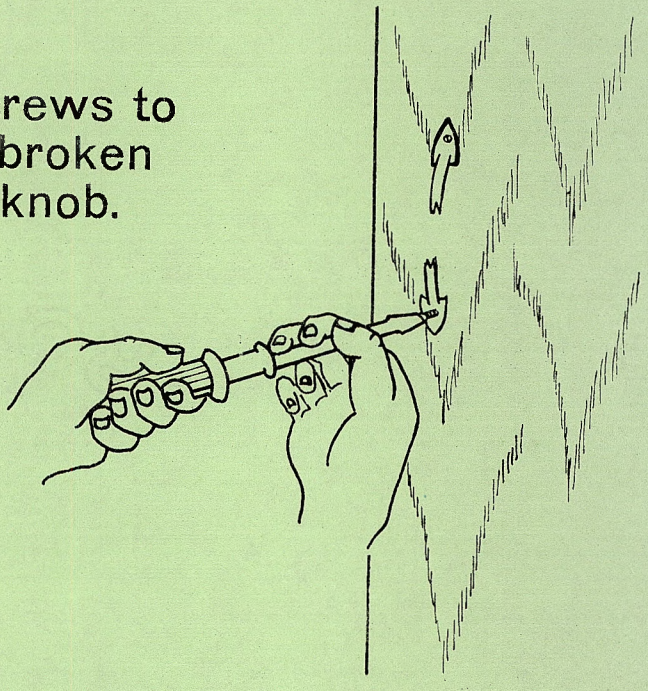
- Pulls with 2 posts or screws require that the holes be properly centred and aligned for correct fit.

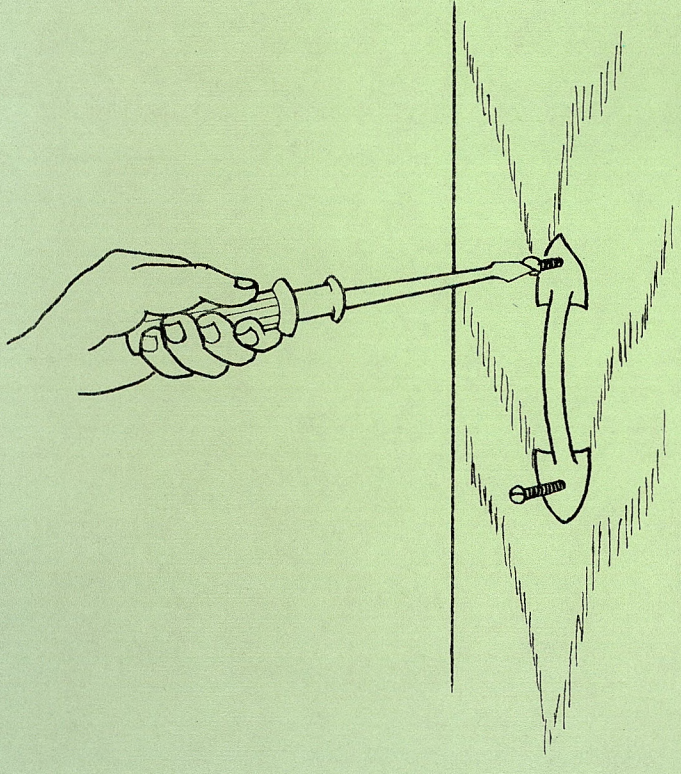
Tighten screws from time to time to keep drawer pulls and knobs in good repair.

# REPLACING HANDLES
# ON DRAWERS AND CUPBOARDS

# REPLACING HANDLES ON DRAWERS AND CUPBOARDS

- Loosen screws to remove a broken handle or knob.





- Replace with a new handle or knob.
  Tighten screws.

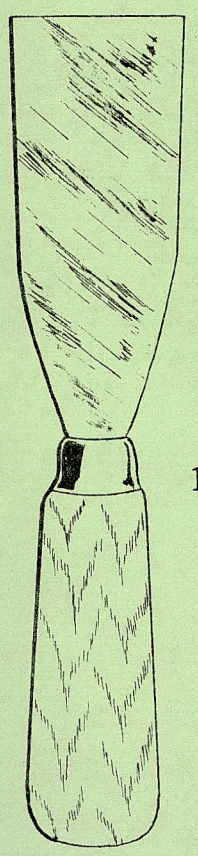
# GLAZING A WINDOW

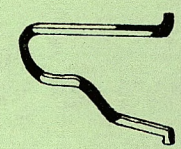
# GLAZING A WINDOW

- to replace a window pane

## WHAT YOU NEED:

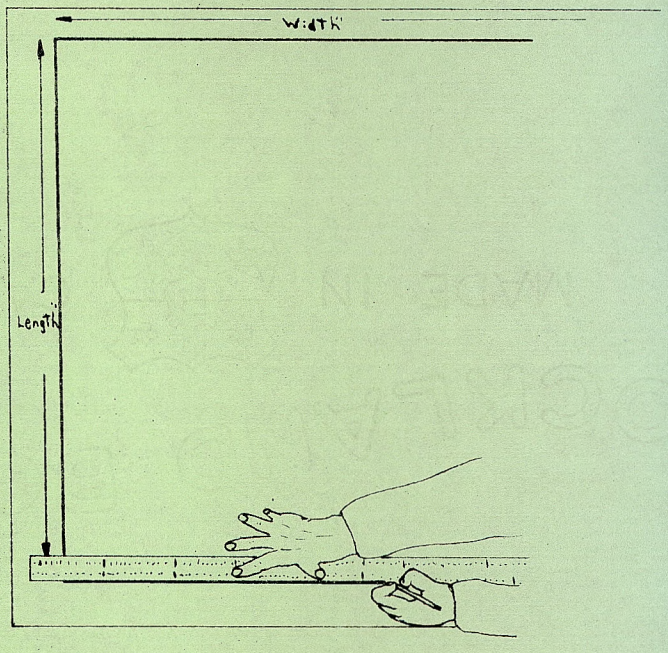
a putty knife
a glass cutter
glazier points (wooden sash)
glazier clips (metal sash)

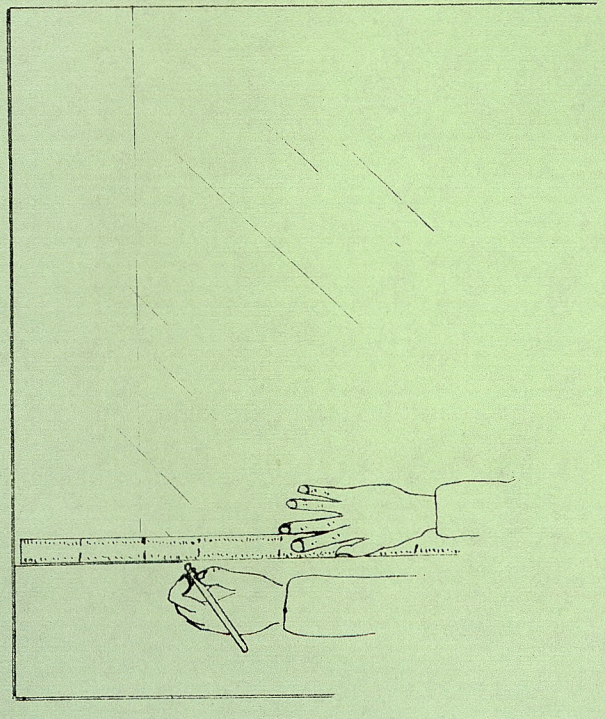




# HOW TO LAY-OUT AND CUT GLASS :

- Measure sash opening.
- Mark the desired size on paper. (1/16″ smaller in width and length).

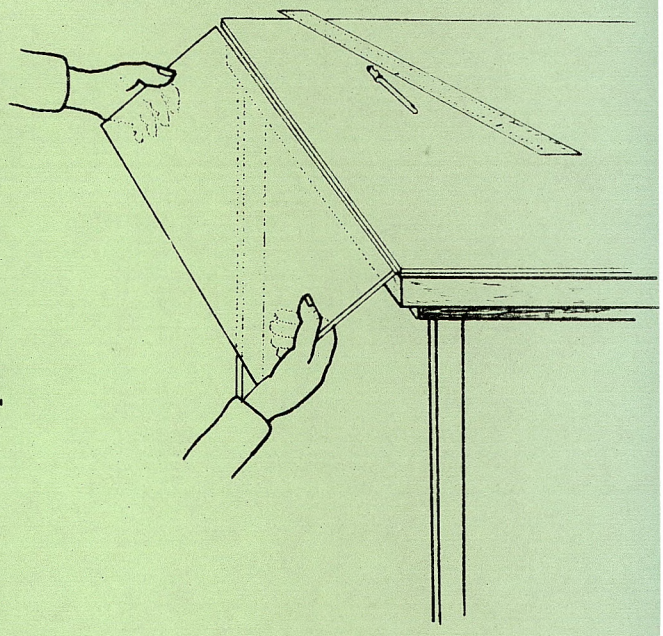


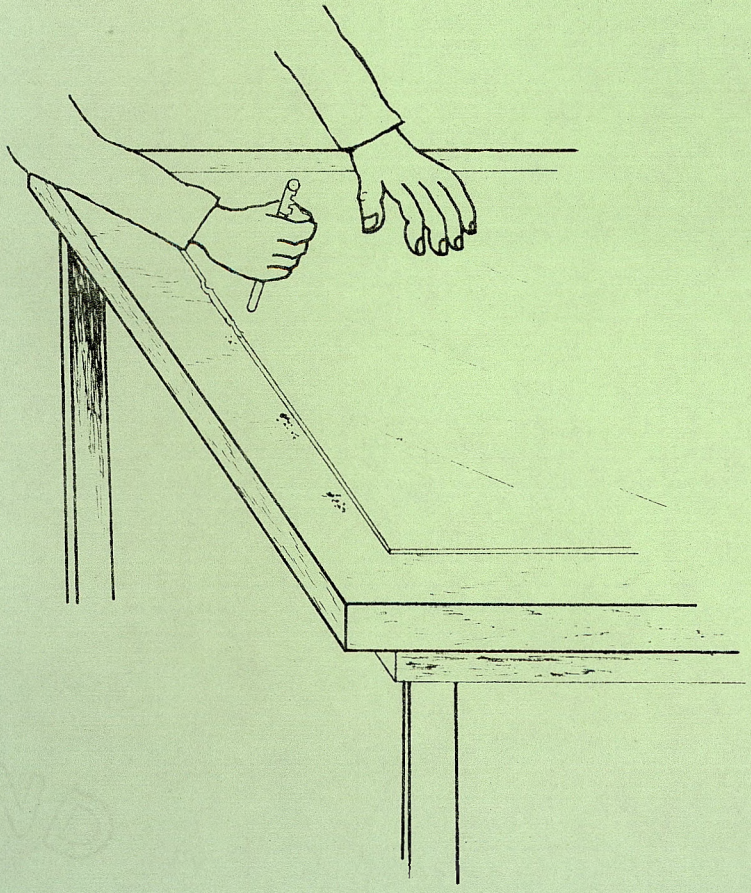



- Place glass over paper having one edge of glass on top of marking line.
- Hold a straightedge parallel to the line to be cut.
- Start at the outside edge of the glass and pull a glass cutter firmly along the straight-edge to the other edge.

## **HOW TO LAY-OUT AND CUT GLASS** (contined):

- Place the cut directly in line with the edge of the table.
  The glass should break easily along the line with light pressure.
  If stubborn, tap lightly on the bottom side with the ball end of the cutter.

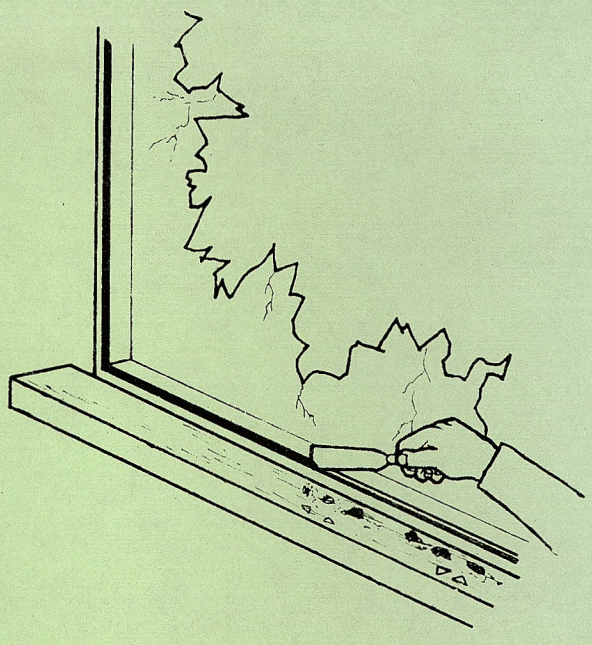


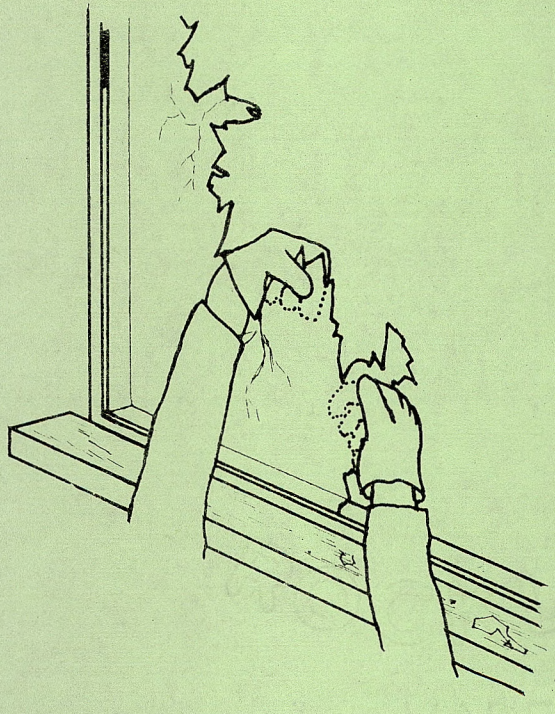


- Remove irregularities with the head of the cutter.
- Continue in the same manner for other cuts.

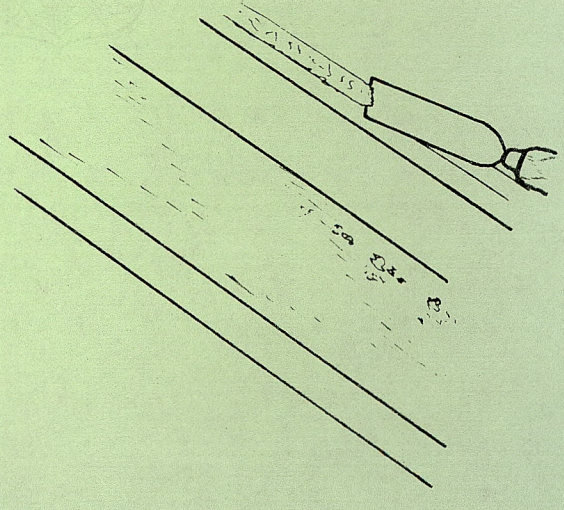
## PREPARING THE SASH :

- Remove old putty.
- Pry out glazier points.





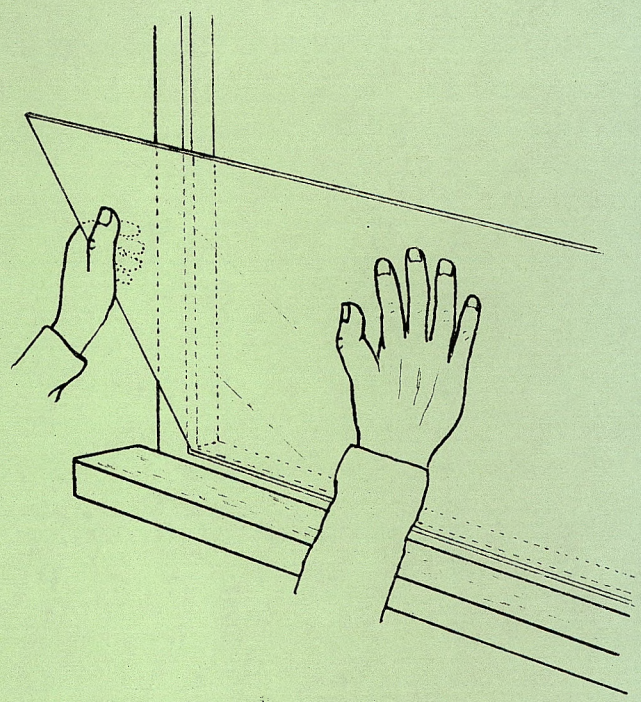
- Remove broken glass.

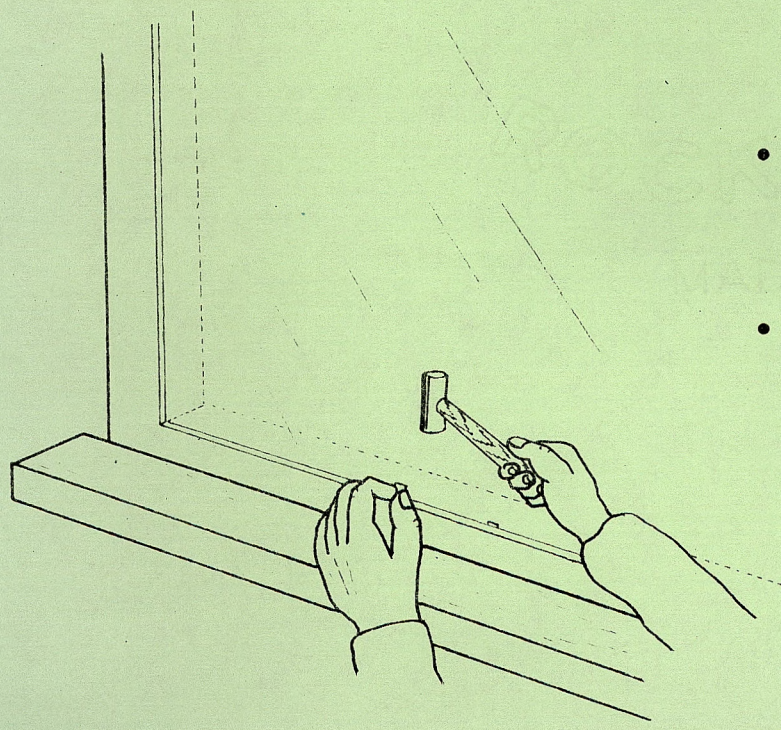


- Scrape out putty along rabbet.
- Apply a thin coat of new putty along rabbet.

## INSERTING AND FASTENING THE GLASS :

- Insert glass into sash opening. Press firmly against the thin coat of putty.

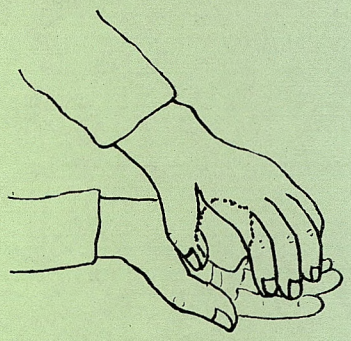


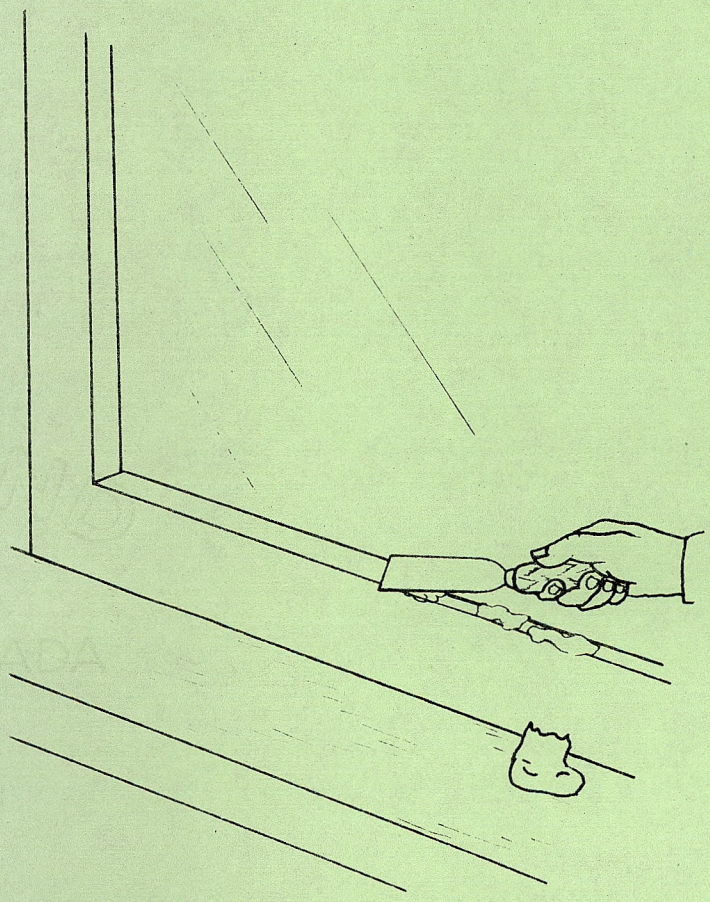


- Place glazier points or clips about 4″ to 6″ apart around the glass.
- Place flat edge against the glass. Drive into place with a glazier tool or heavy wood chisel.

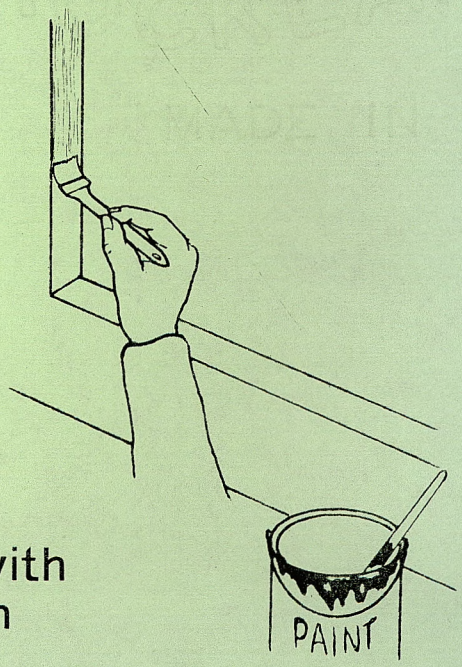
## APPLYING PUTTY

- Roll putty into a thin roll between the palms of your hands.
- Lay roll of putty along edge of glass. Spread evenly with putty knife to fill the rabbet.





- Allow putty to dry. Apply a coat of paint.

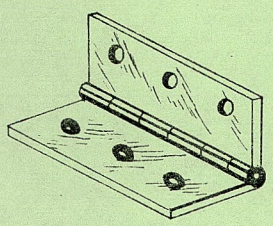



Caulking compound can be used with either a putty knife or caulking gun to seal openings.

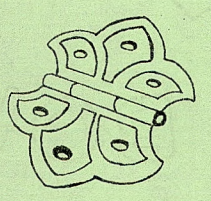
# HINGES

# HINGES

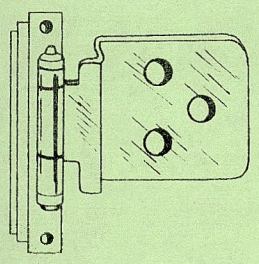
A few commonly used hinges:



– the butt hinge



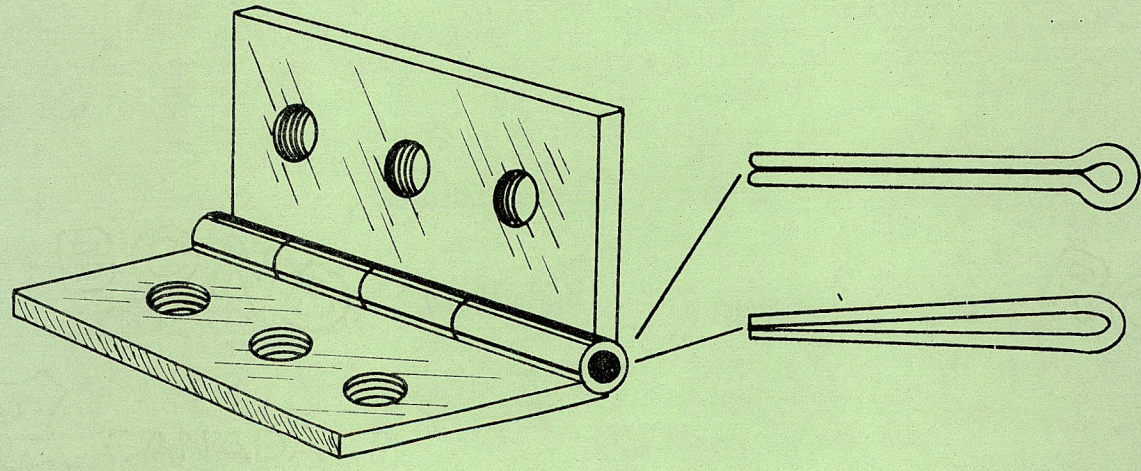
– surface hinge



– cabinet flush hinge

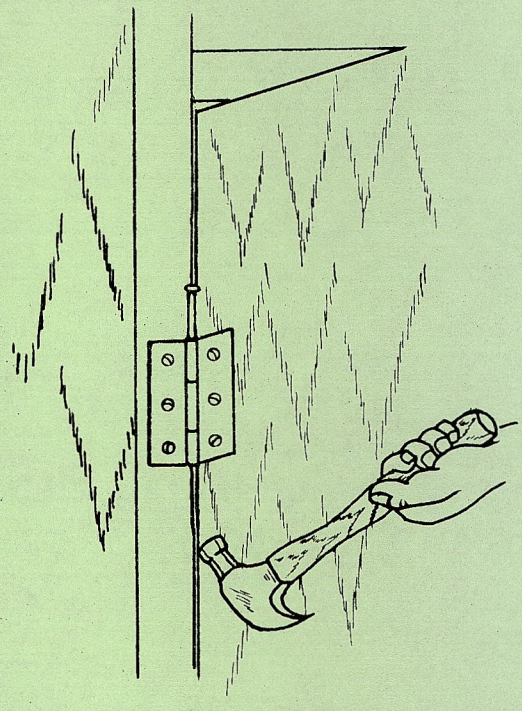
# THE BUTT HINGE:

- a very popular hinge.
- requires careful fitting and gaining (chiselling out) of the cabinet or frame.
- available with either loose or stationary pins.



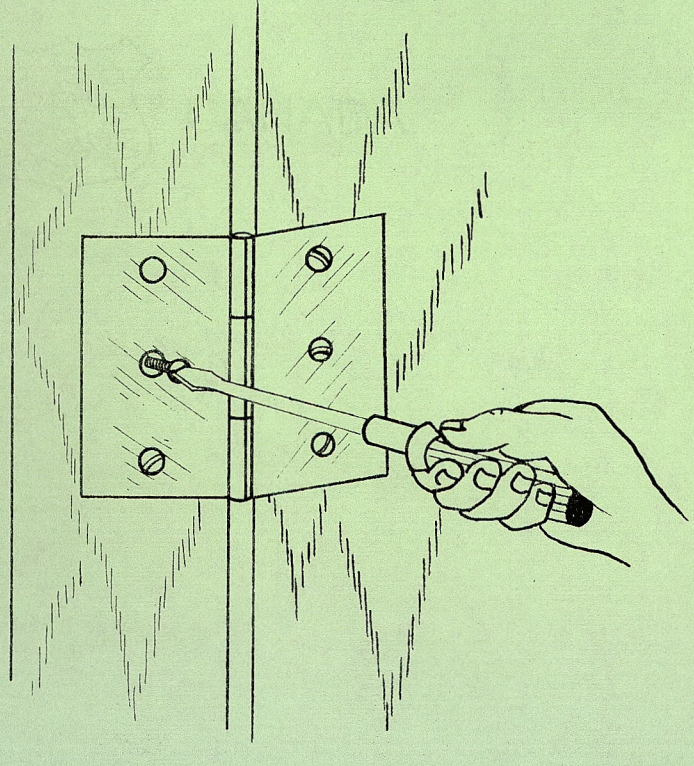
# REPLACING A DOOR HINGE

# REPLACING A DOOR HINGE



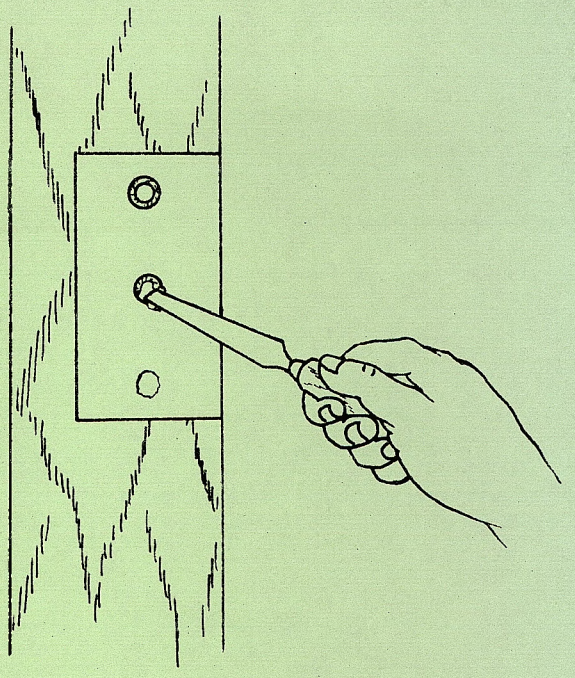
- Remove door from frame by tapping loose pins with a hammer.

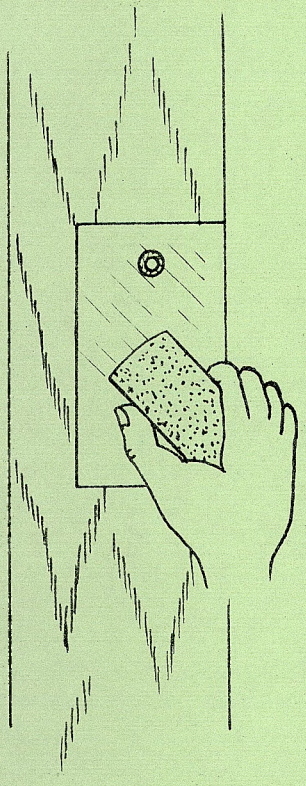
- Remove hinge from door and frame by loosening screws with a screw driver.



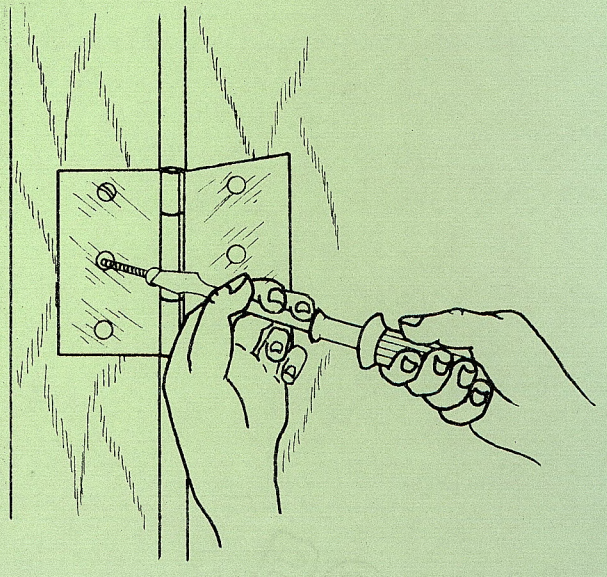
## REPLACING A DOOR HINGE: CONT'D

- If holes are too large, fill with plastic wood or a piece of wood shaped to fit hole and glued into place. Leave until thoroughly dry.





- Smooth surface with sandpaper.
- Fit new hinge into position. Mark holes for screws with pencil.



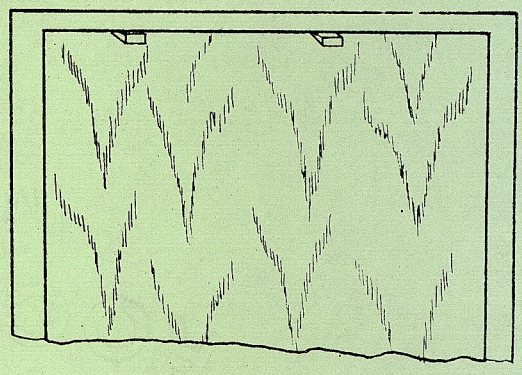
- Drill pilot holes for screws.
- Fasten screws securely with a screw driver.

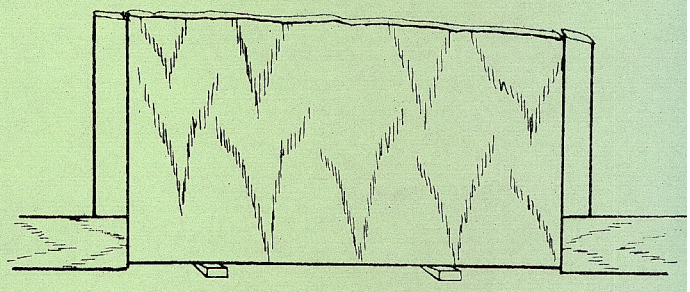
# HANGING A DOOR

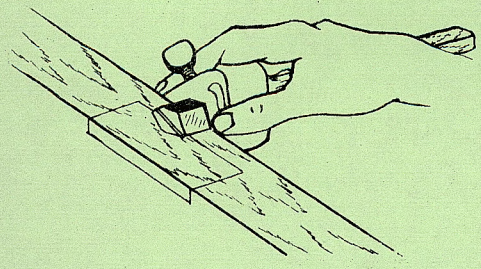
# HANGING A DOOR

## INSTALLING THE BUTT HINGE:

- Select the proper size and kind of butt hinge.
- Place the door in the frame with wedges under it so clearance above and below is equal.



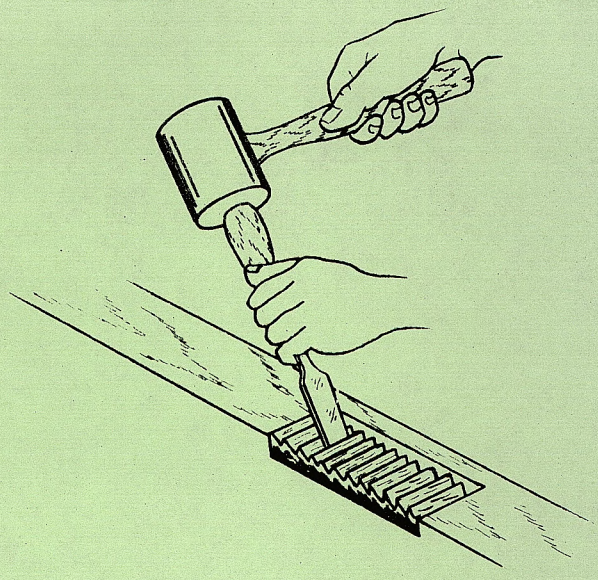


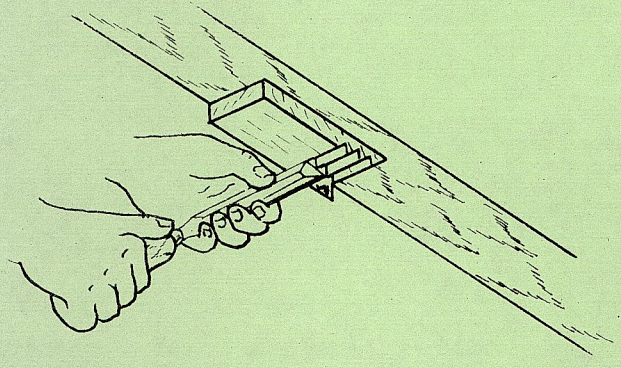


- Mark the location of the hinges on both the door and the frame.
- Mark the width and depth to be cut out.

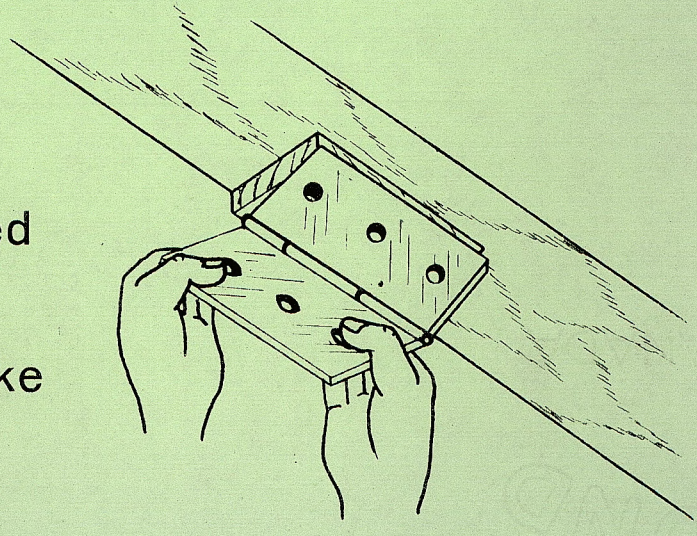
## INSTALLING THE BUTT HINGE (continued):

- Make a series of chisel cuts.





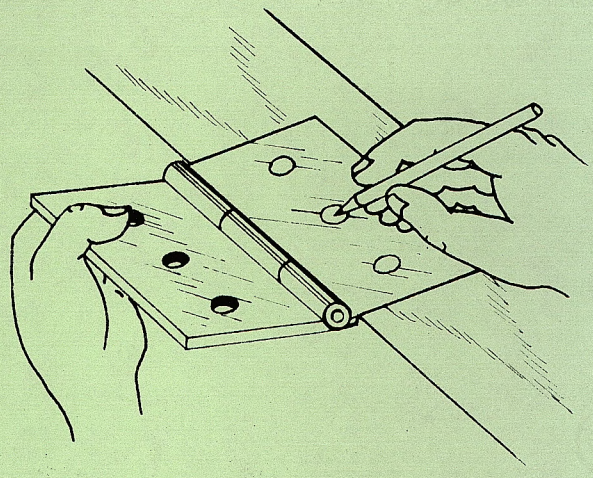
- Pare the bottom of the gain with a wide wood chisel.

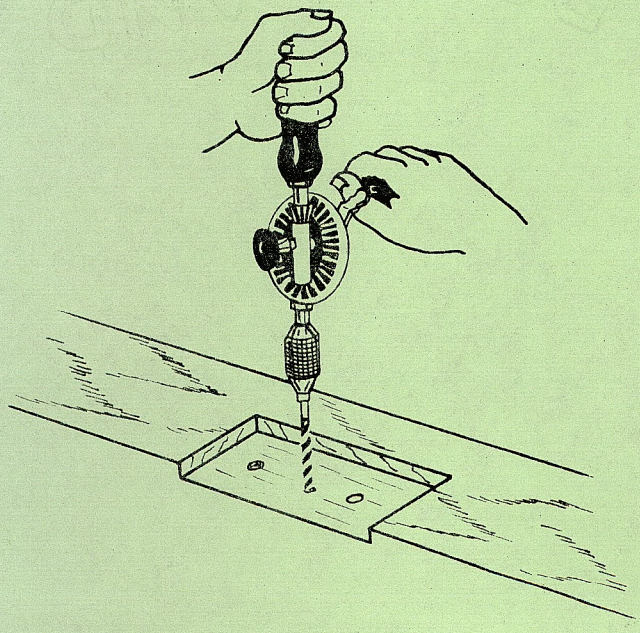


- Gain for hinge completed (Make a trial fit of the hinge in the gain. Pare where necessary to make a snug fit.)

## **INSTALLING THE BUTT HINGE** (continued):

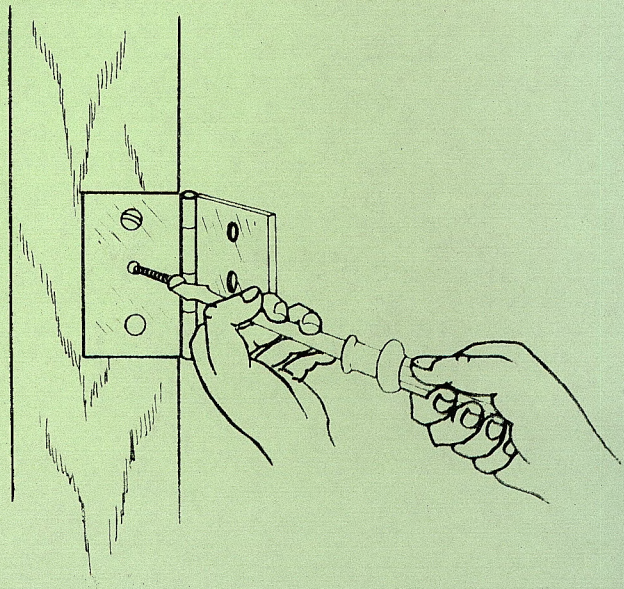
- Place hinge in the gain. Mark the holes for the screws with a pencil.



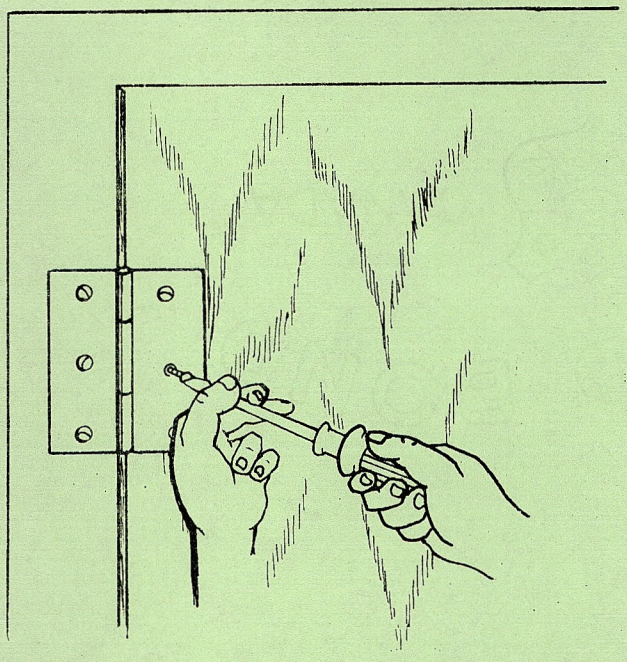


- Drill pilot holes into the wood – smaller than the screws.

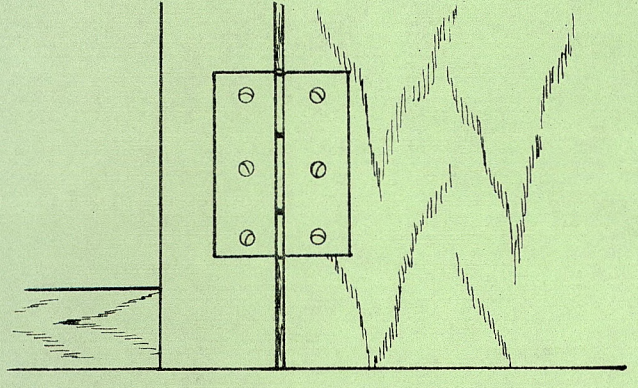
- Turn the screws in with a screw driver to fasten hinge securely. For hardwood, soap the screw threads.



## INSTALLING THE BUTT HINGE (continued):



- Cut the remaining gains for the hinge in the door and frame.



- Fasten the door in its proper position with screws.

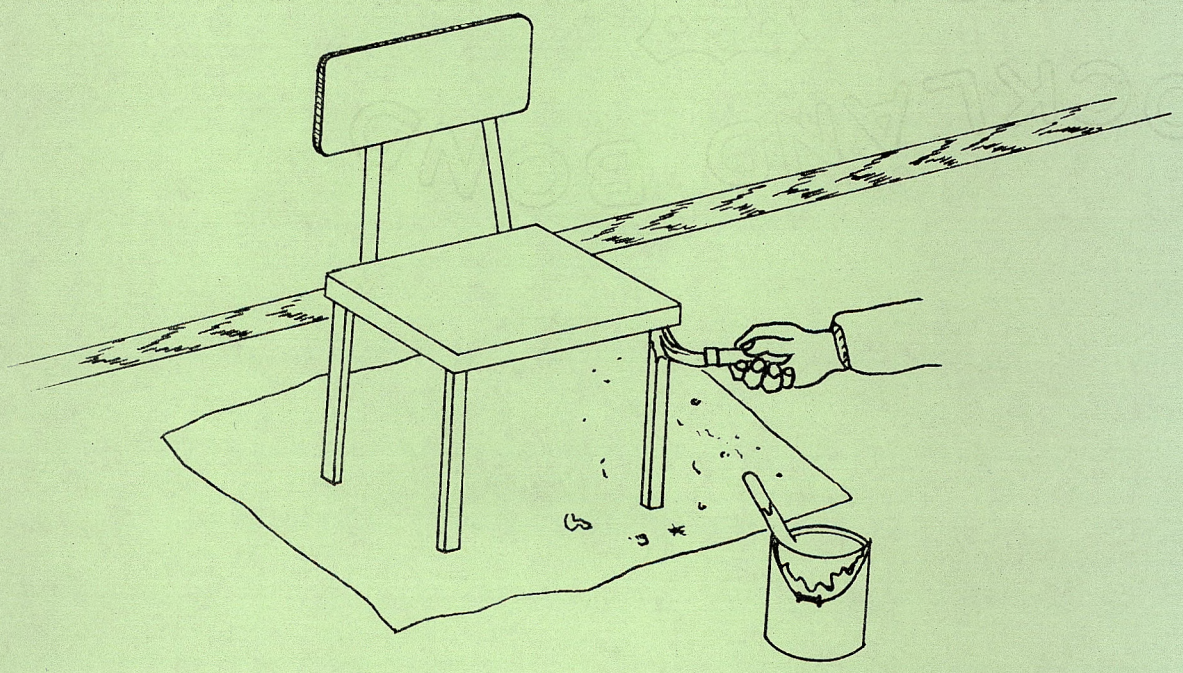
IT IS ADVISABLE TO FASTEN ONLY ONE SCREW IN EACH HINGE LEAF TO THE FRAME TO DETERMINE WHETHER FURTHER ALIGNMENT IS NEEDED IN FITTING THE DOOR.

# HOW TO PAINT

# HOW TO PAINT

## PAINT

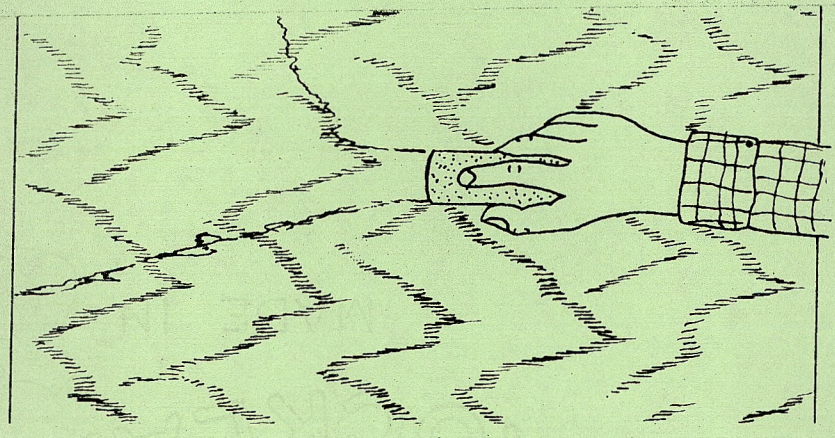
- protects the surface from wear.
- makes walls, chairs, cupboards and other things more beautiful.
- makes the surface easier to clean.



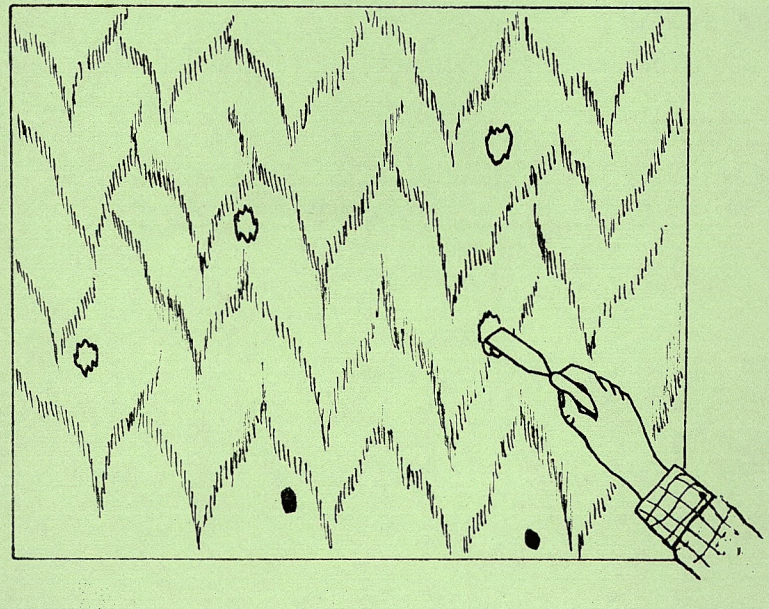
## PREPARATION FOR PAINTING :

- 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 lightly. Wipe off dust.

## PRIMING THE SURFACE :

- if you are finishing new unpainted wood, use a sealer coat of paint first.

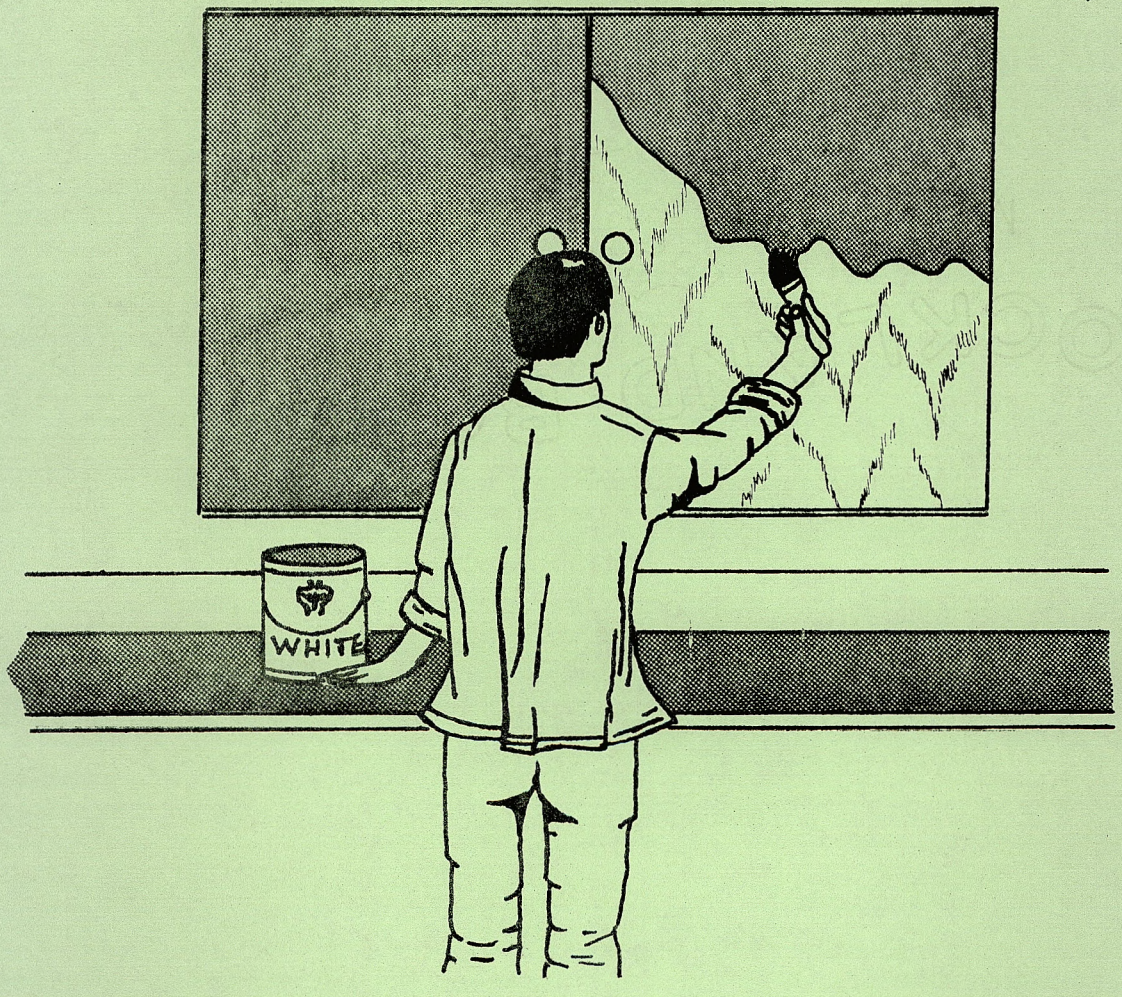
- This seals the surface to prevent the wood from soaking up excess paint.

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

## HOW TO PAINT :

- mix paint well.
- using a brush, work with the grain of the wood.

  Work quickly and lightly, overlapping to ensure 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. Overlap each section.
- then brush lightly with the grain.

# AN EXTENSION CORD

# AN EXTENSION CORD

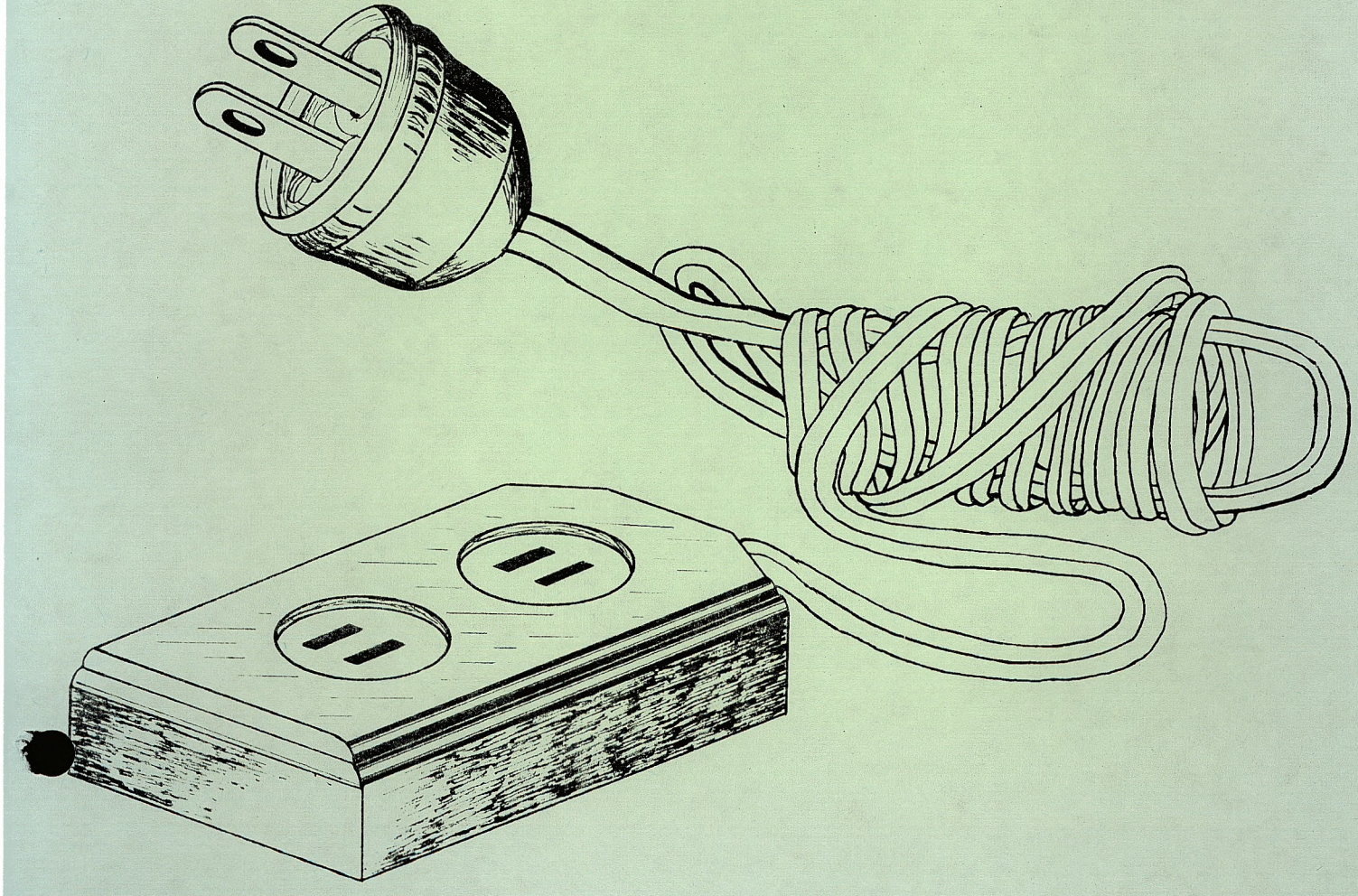
An extension cord is used to give added length to the cord on an electrical appliance.

## WHAT YOU NEED:

1 piece electric cord 8′ in length (approximately)

1 plug

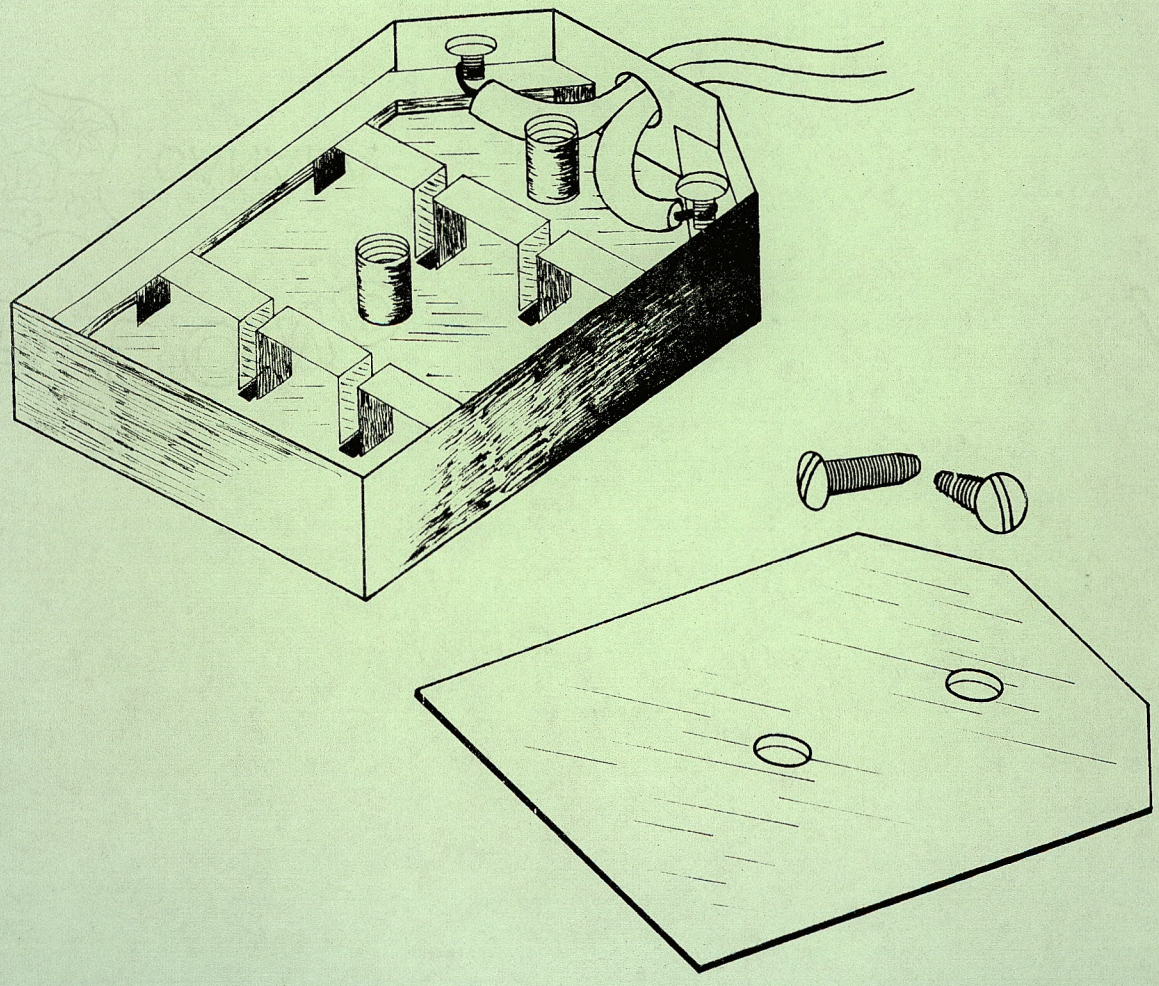
1 connector



## WHAT YOU DO :

- Attach plug to one end of cord.
  See instructions on "An Electric Cord".

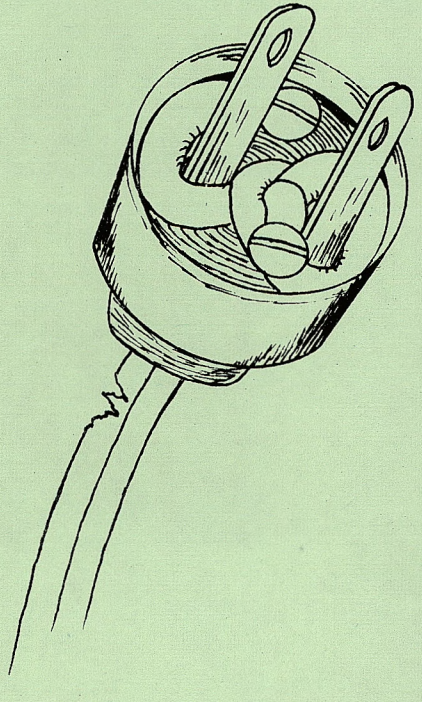
- To attach the connector
  - dismantle the connector.
  - attach bared twisted ends of wires to the terminals in a clockwise direction.
  - assemble connector.



# AN ELECTRICAL CORD

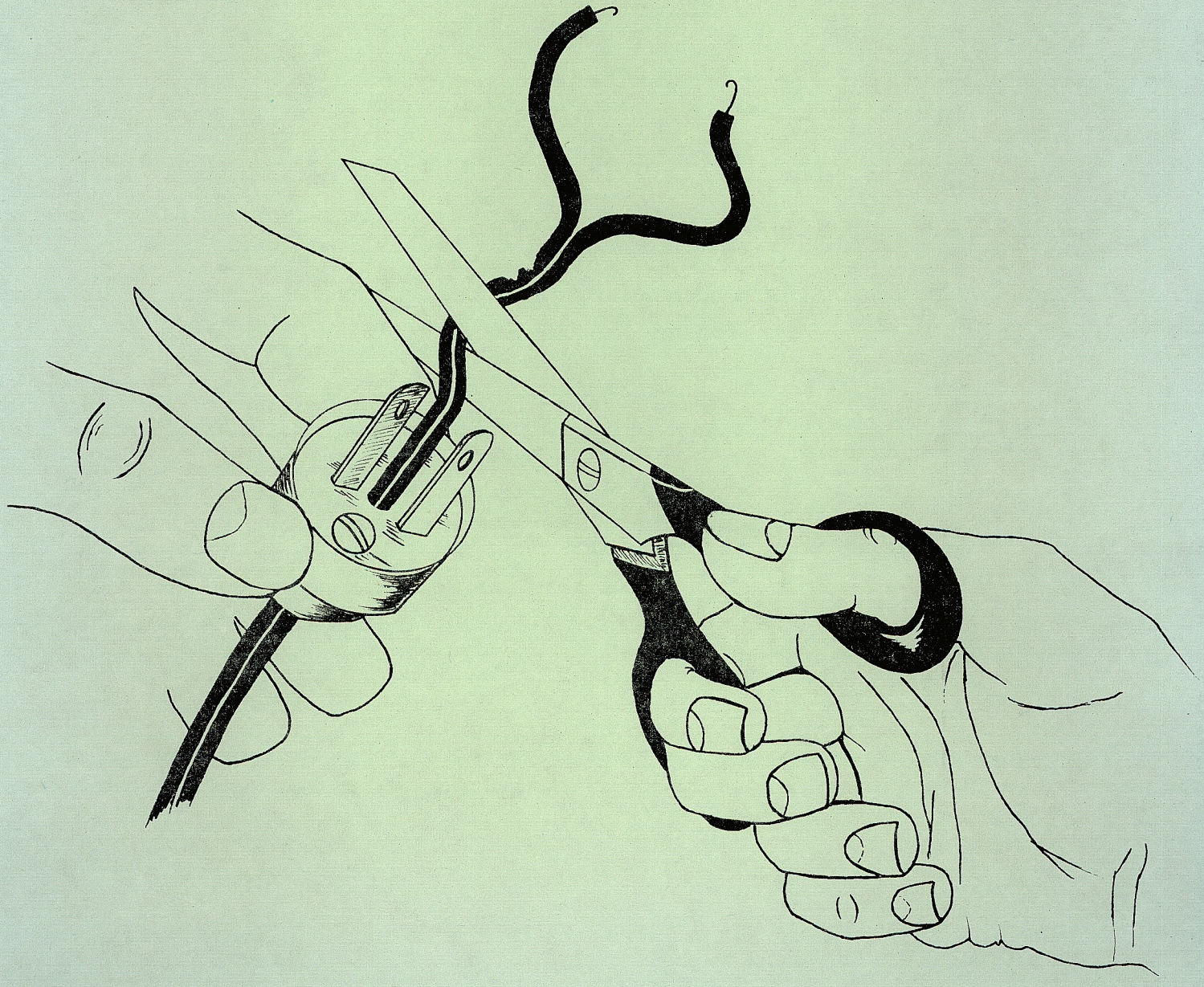
## AN ELECTRIC CORD

- 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.



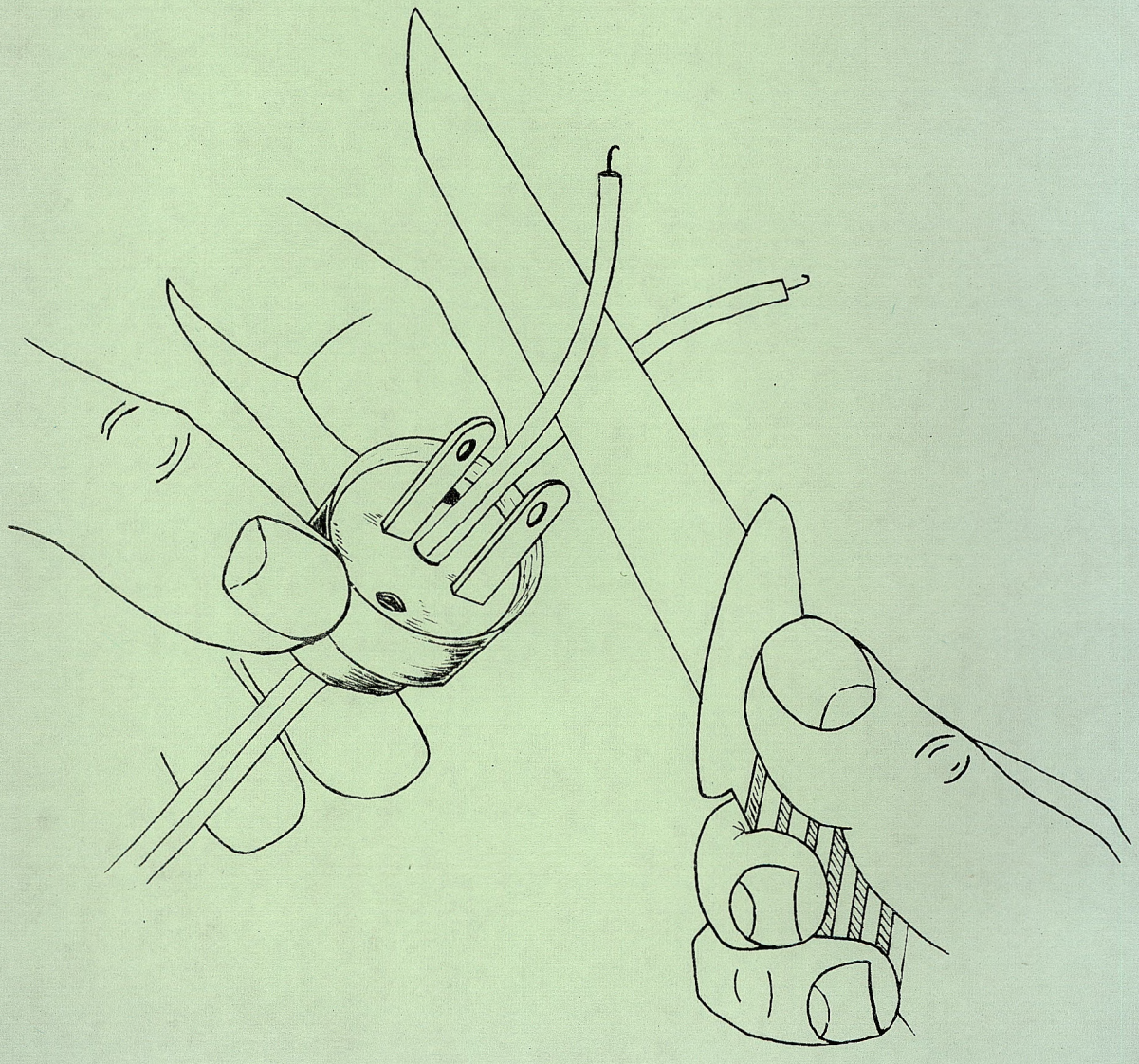
KEEP ELECTRIC CORDS REPAIRED

- remove cord from outlet.
- loosen screws and pull cord through.
- cut away damaged part.



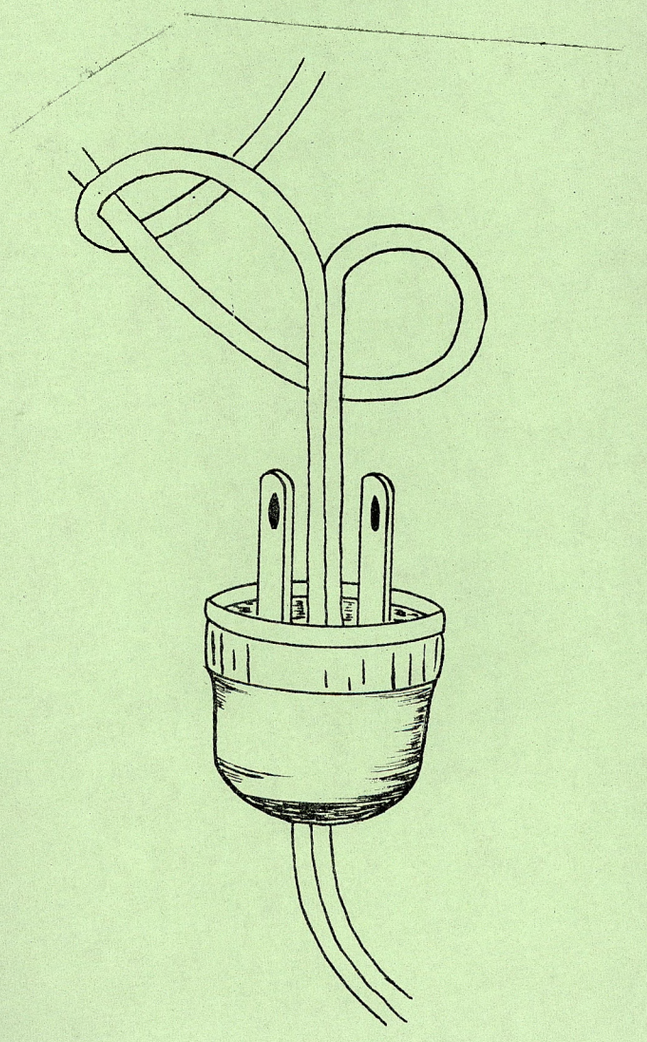
**HOW TO REPAIR:** (continued)

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



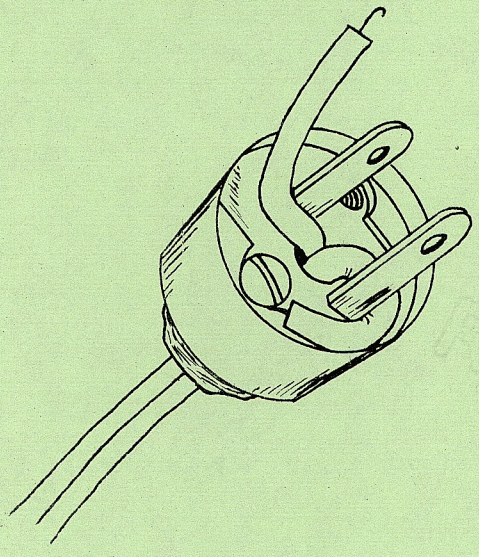
**HOW TO REPAIR:** (continued)

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

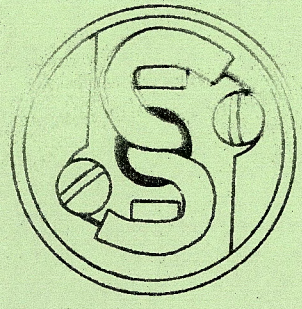


## HOW TO REPAIR: (continued)

- 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.

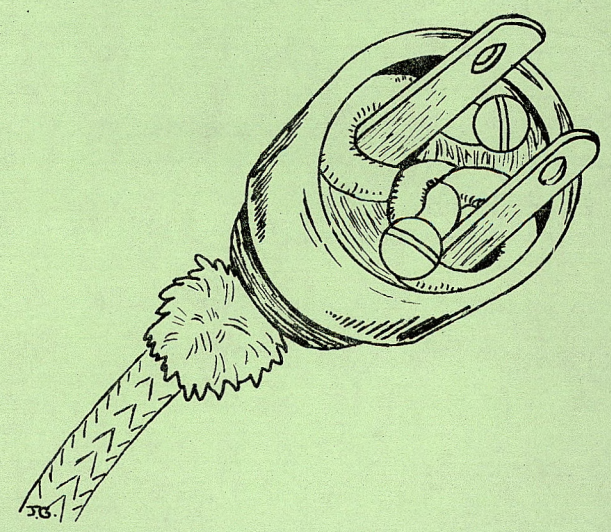


# REPAIRING A HEATER CORD

# REPAIRING A HEATER CORD

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

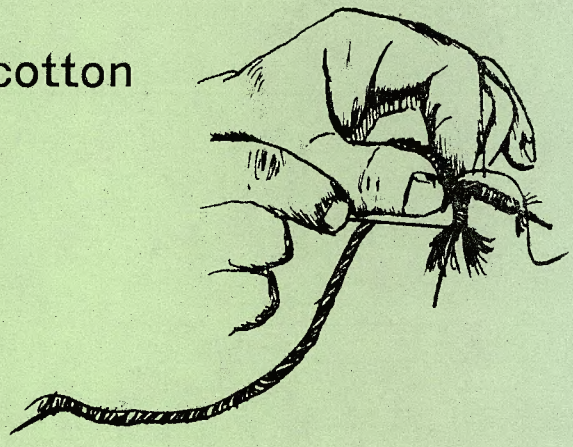
- constant use and pulling on the cord causes fraying.



## HOW TO REPAIR:

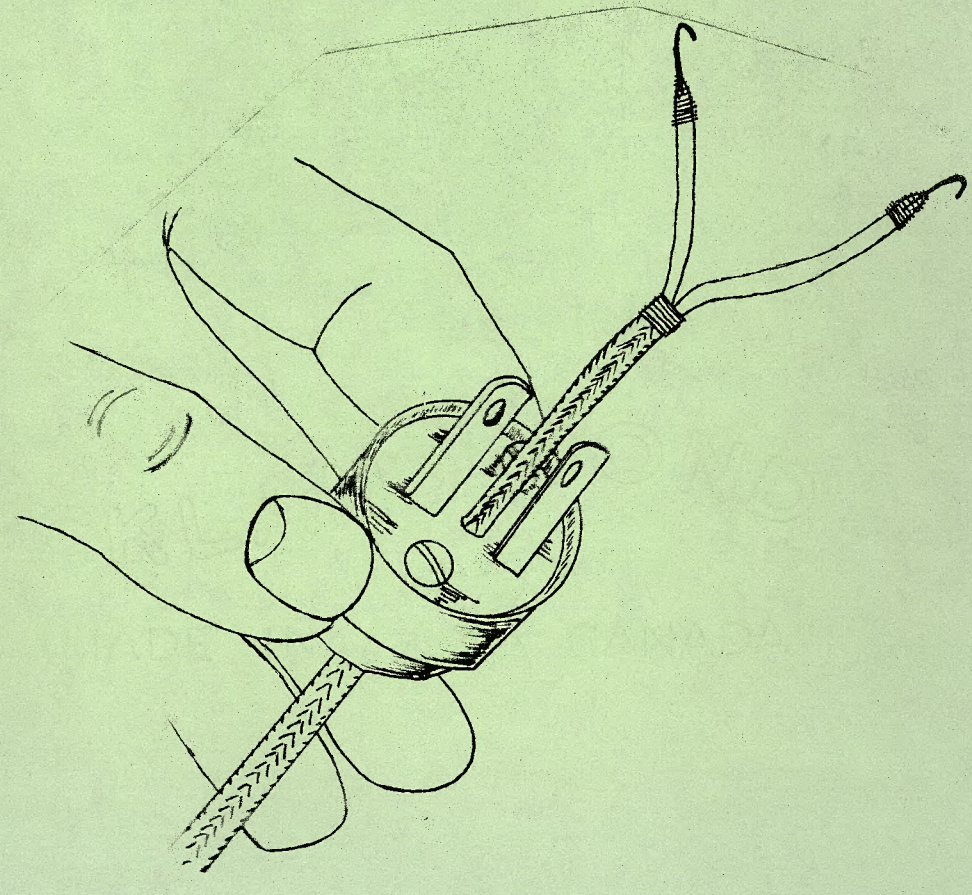
- remove cord from outlet.
- strip back outer insulation for 2 inches and trim off.
- wrap cotton thread around cotton insulation as indicated.

  Trim frayed ends.



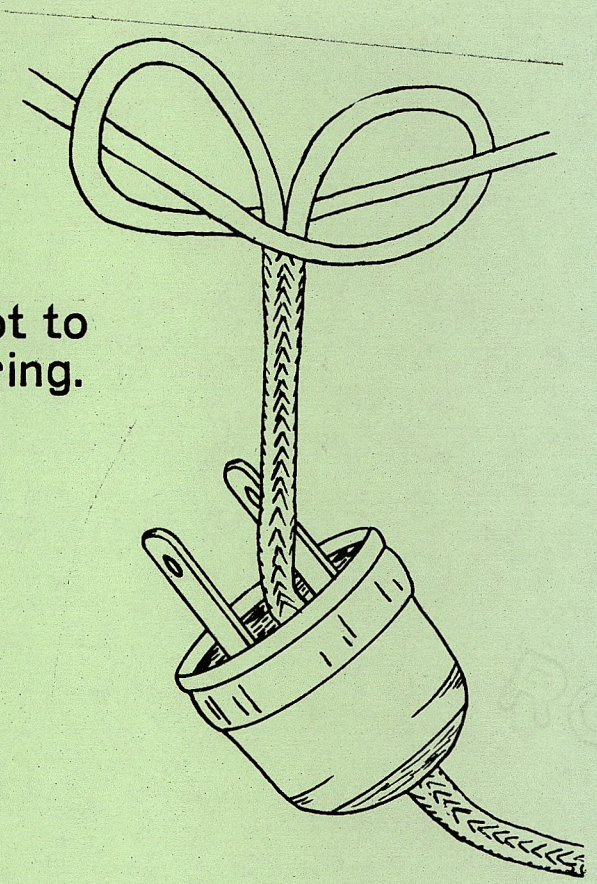
- pull cord through plug.

  Remove insulation from ends of wires to expose ¾ inch.



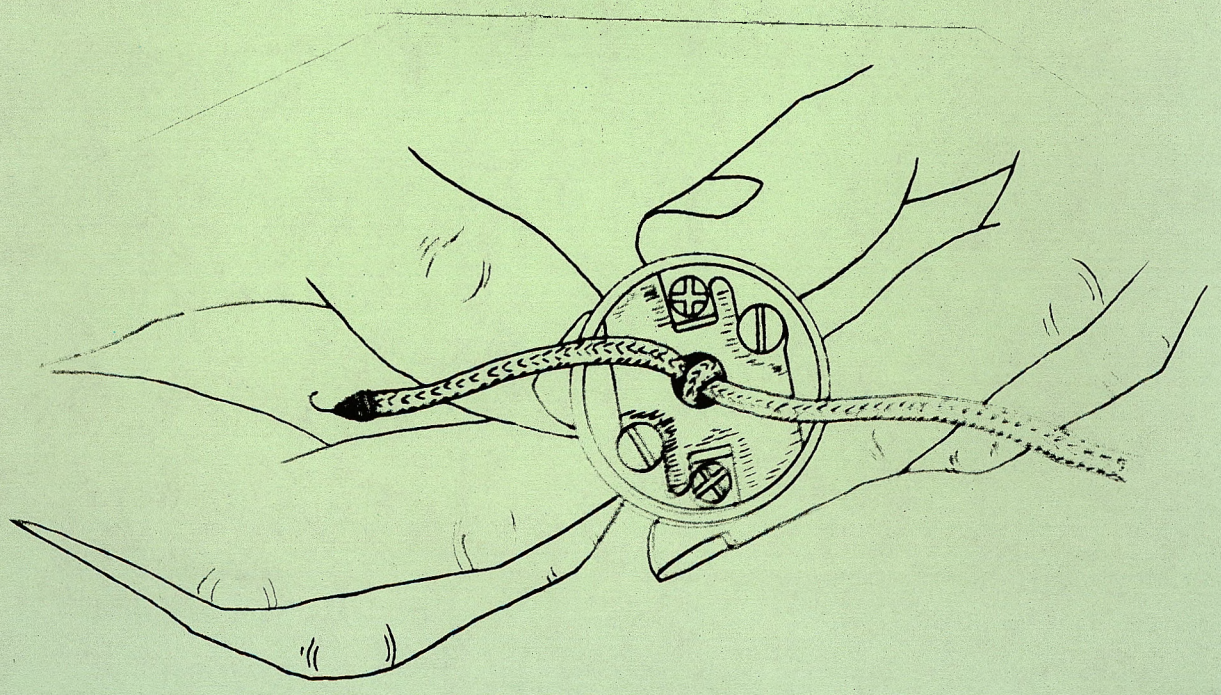
DL 41.3/4.60

## HOW TO REPAIR: (continued)



- Make an underwriter's knot to prevent pull on electric wiring.

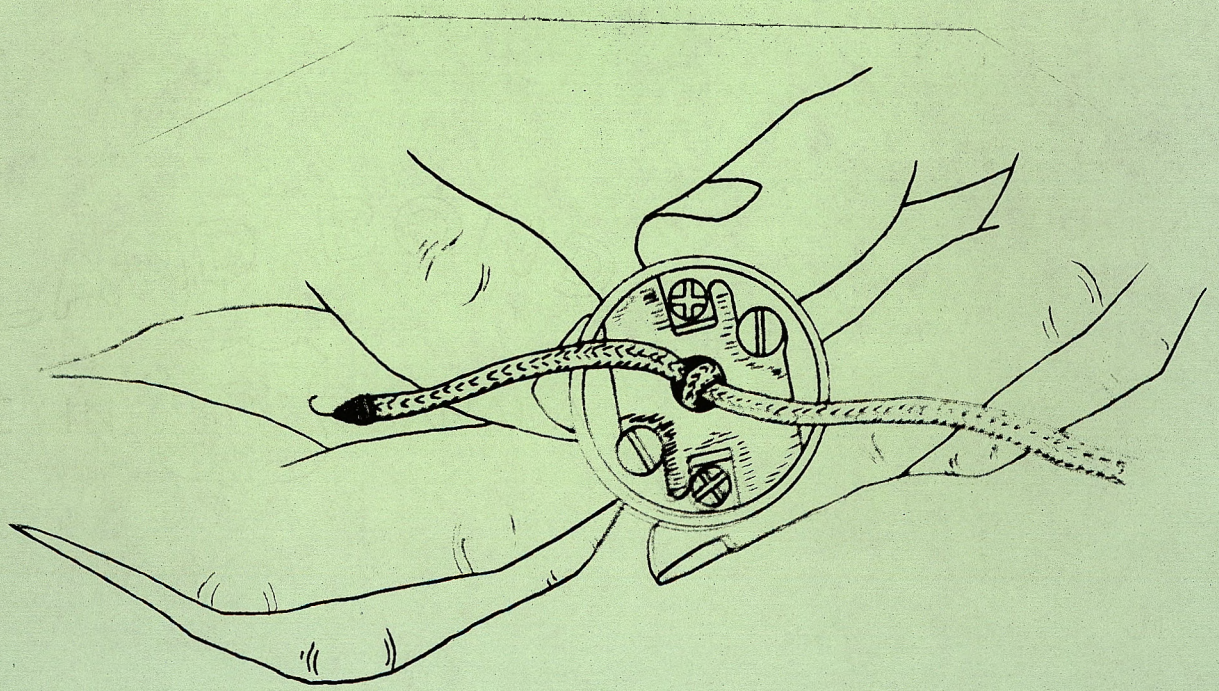
- pull the knot down into the plug.



## HOW TO REPAIR: (continued)

- Make an underwriter's knot to prevent pull on electric wiring.

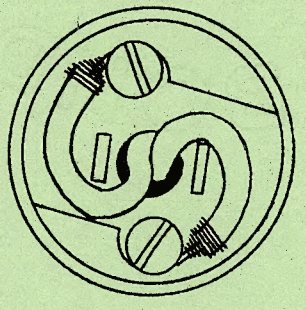
- pull the knot down into the plug.



## HOW TO REPAIR: (continued)

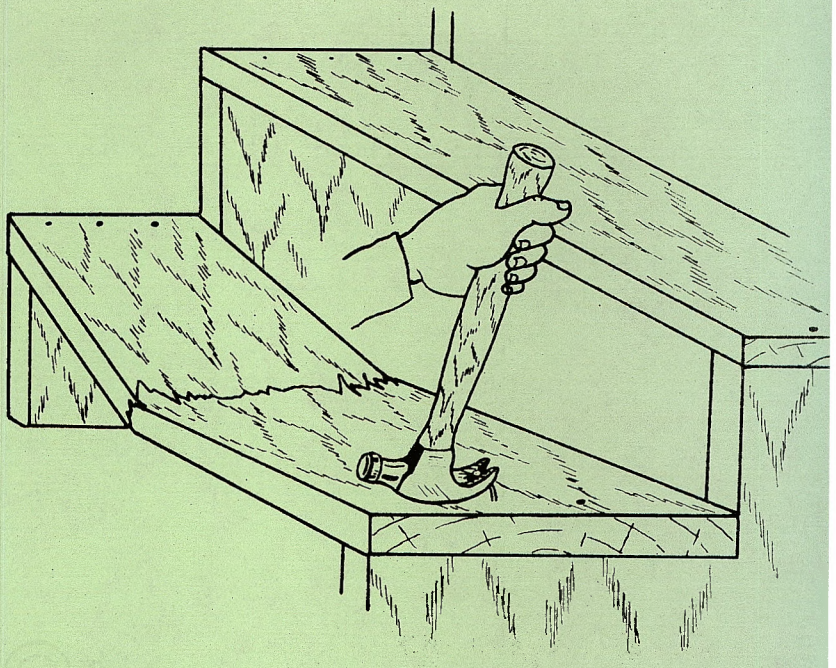
- Connect the ends of the wires around the screws in a clockwise direction.

  Tighten screws.

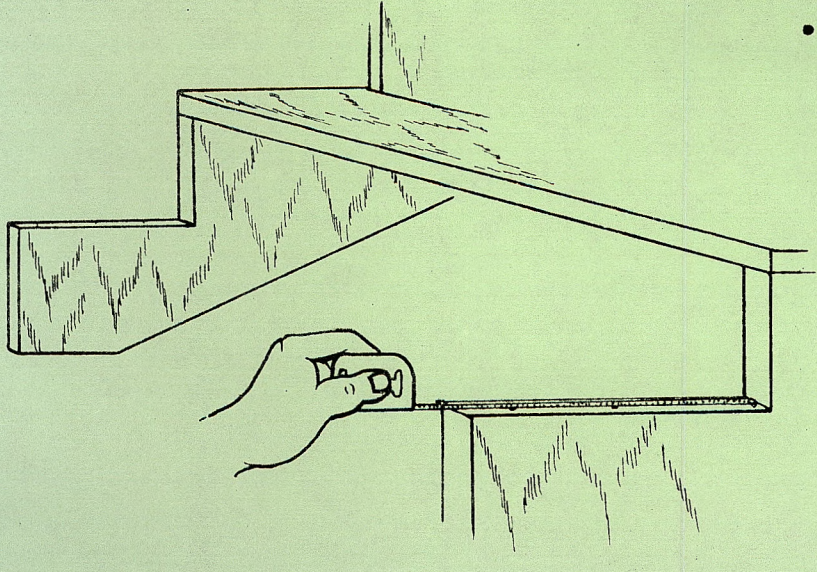


# REPAIRING A BROKEN STEP

# REPAIRING A BROKEN STEP



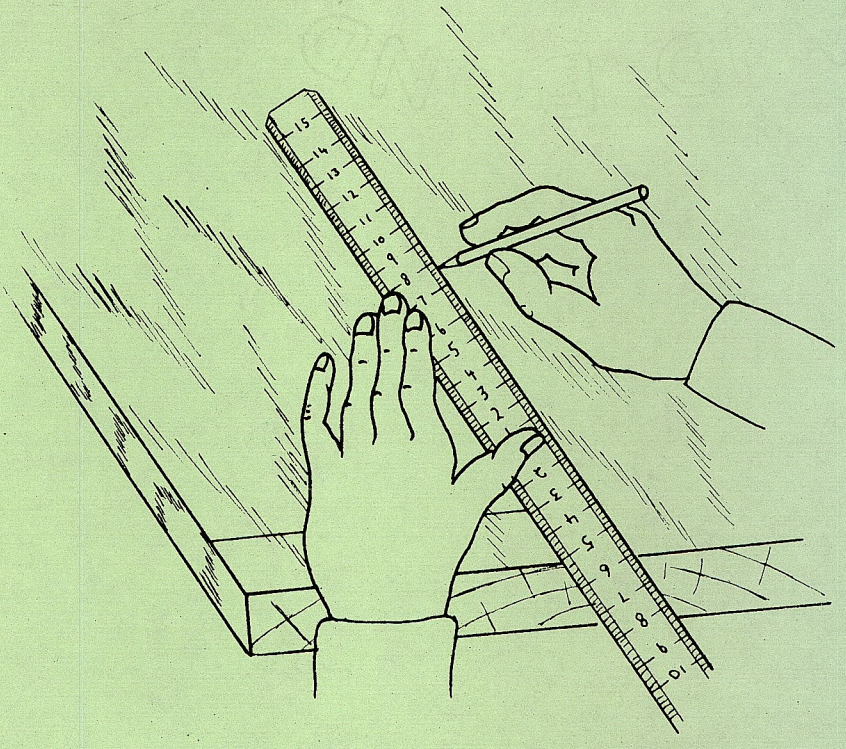
- Remove the broken materials.
  Pry out nails.

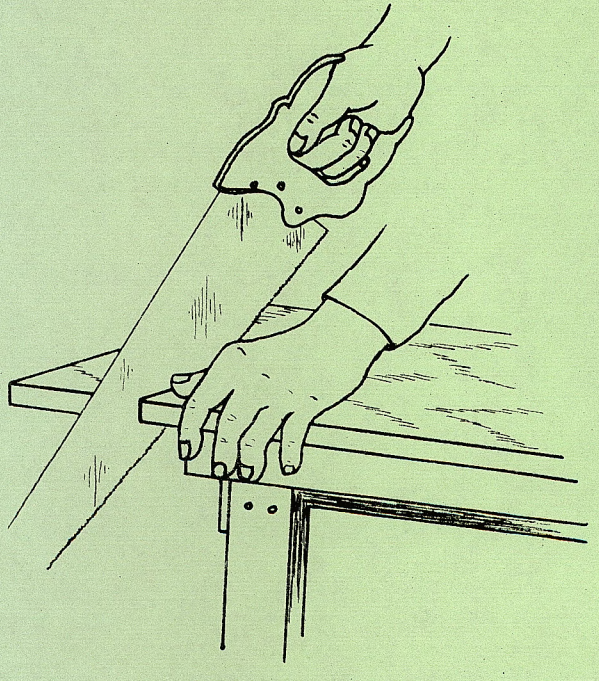


- Measure the size of the step to be replaced.
- Obtain a board 1½" thick with sufficient width and length to make the step. If only ¾" material is available, cut 2 pieces and nail together.

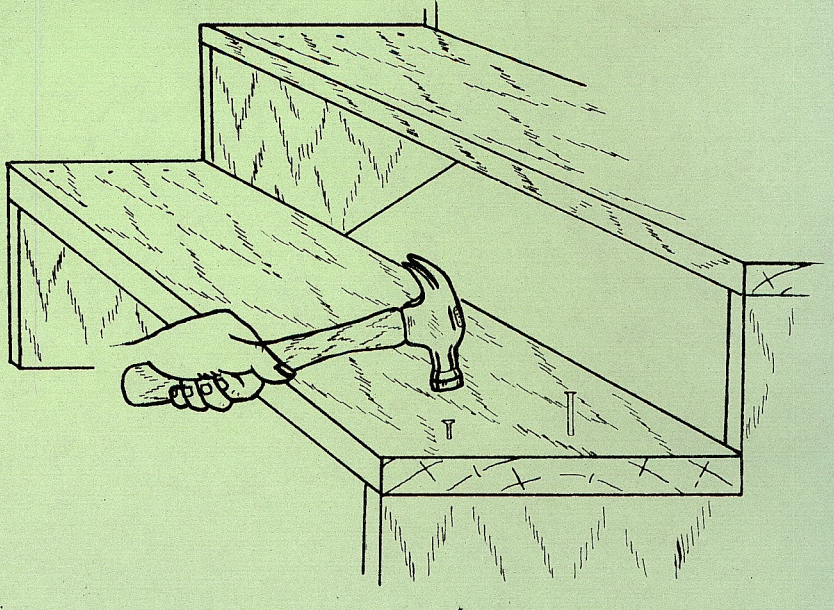
# REPAIRING A BROKEN STEP

- Cut board to length.
- Cut board to width.





- Hold step in place. Nail step in position through stringers.



Adult Education Program
Northern Rental Housing
Phase IV Local Leadership

# SAFETY

# SAFETY

A. 10. 30/30. 68. ACCIDENTS IN THE HOME. (CHART)

S. 11 18/18. 68. THE DANGER OF FIRE. (CHART)

S. 12. 2/2. 68. AGAR CULTURE FOR GERM GROWTH.

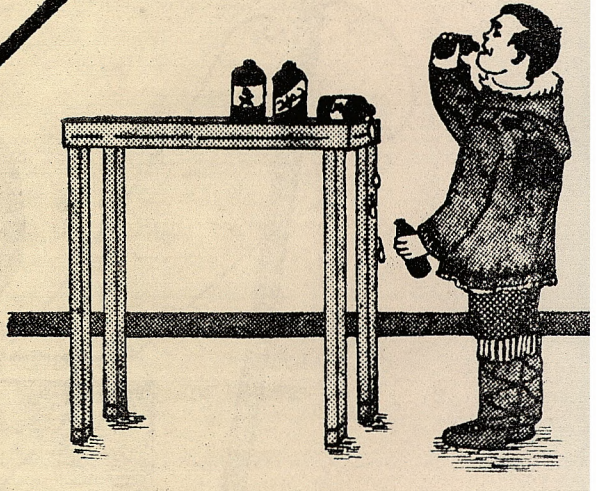
S. 13. 3/3. 68. THE FIRE EXTINGUISHER.

S 14 2/2. 68. FIRE SAFETY HINTS FOR BABY-SITTERS.

Adult Education Program
Rental Housing Project

Experimental Edition

# ACCIDENTS



Education Division
Northern Administration Branch
Department of Indian Affairs and Northern Development
Ottawa, 1968

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A.10.3/28.68

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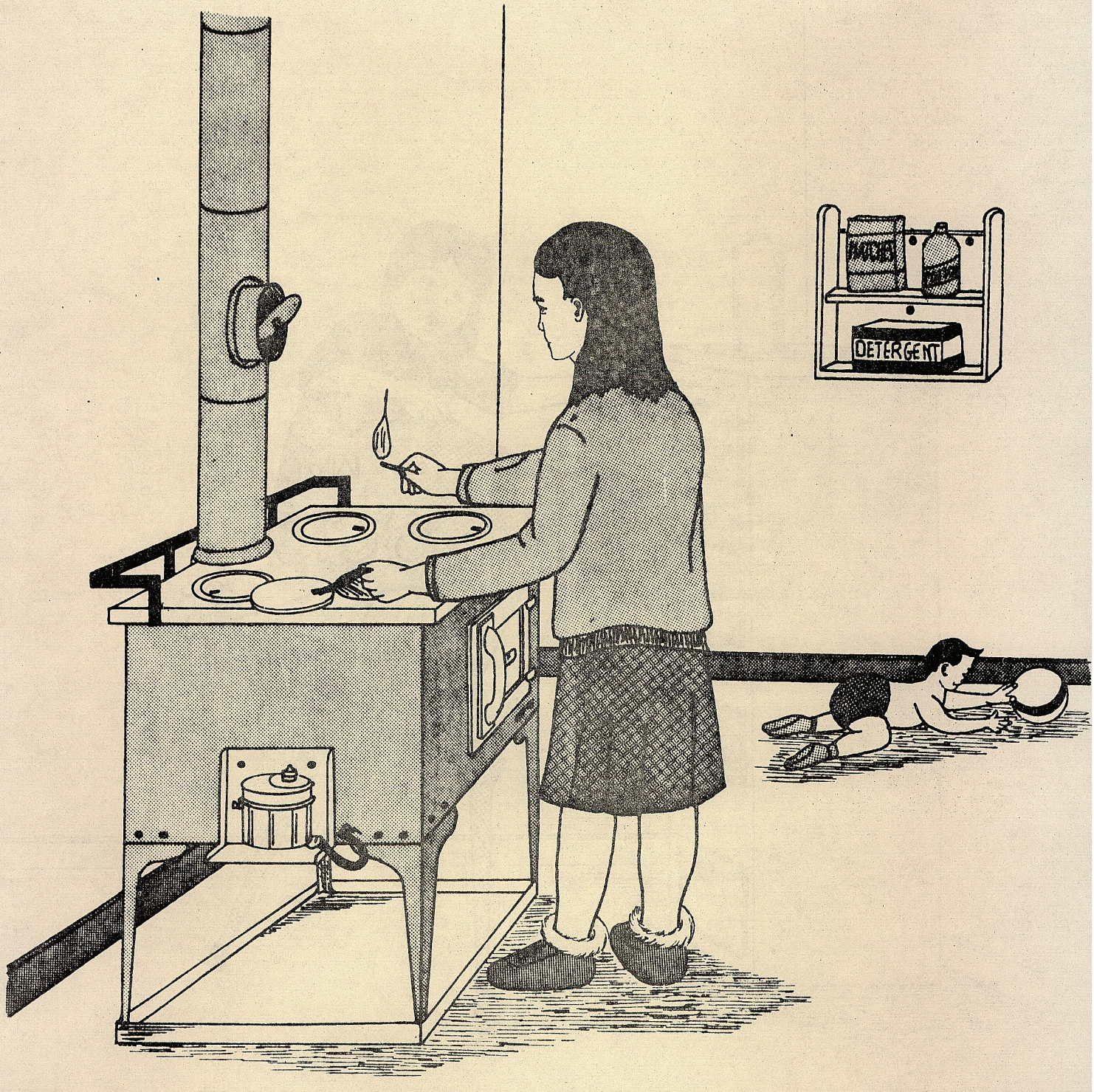

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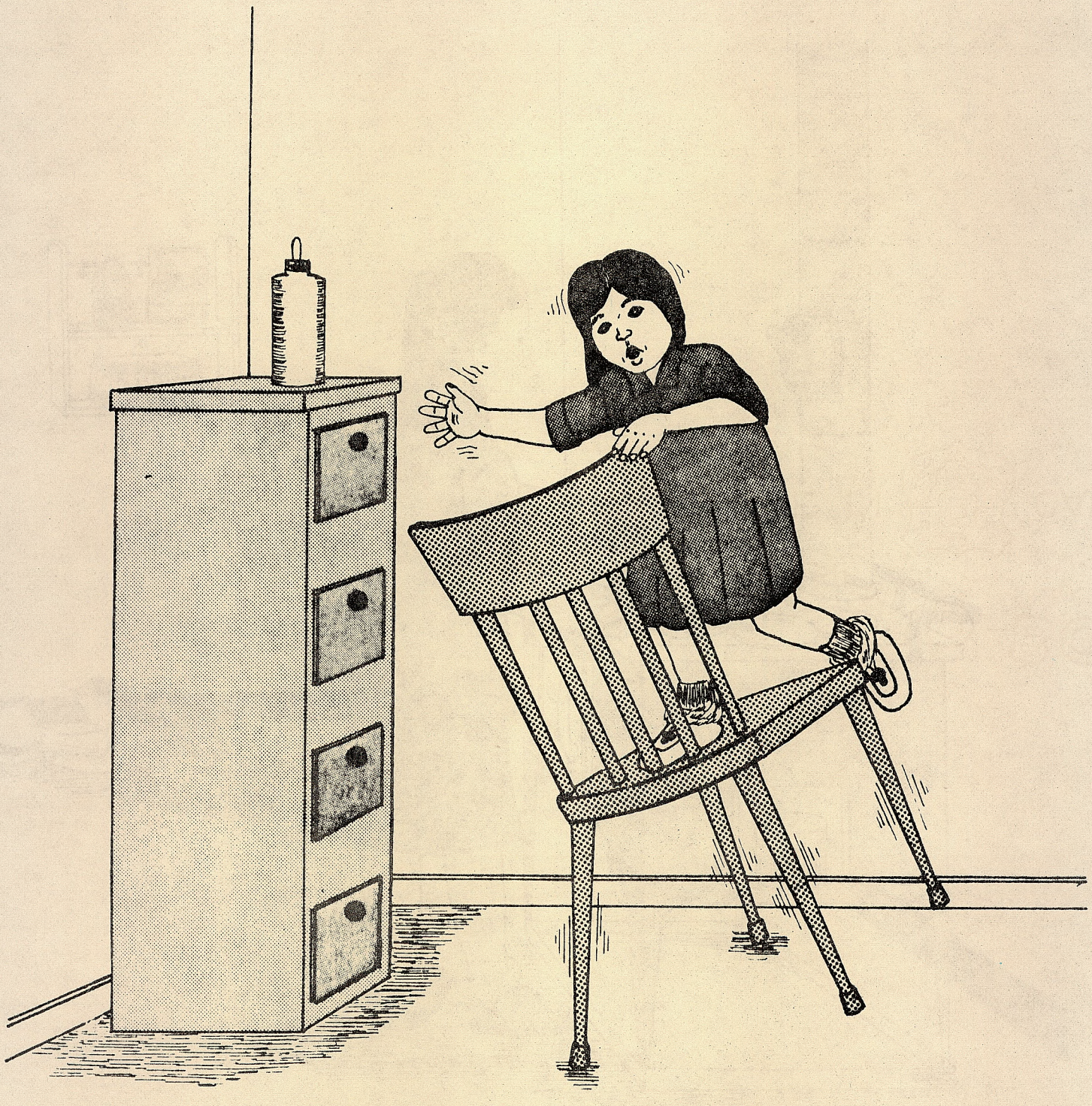

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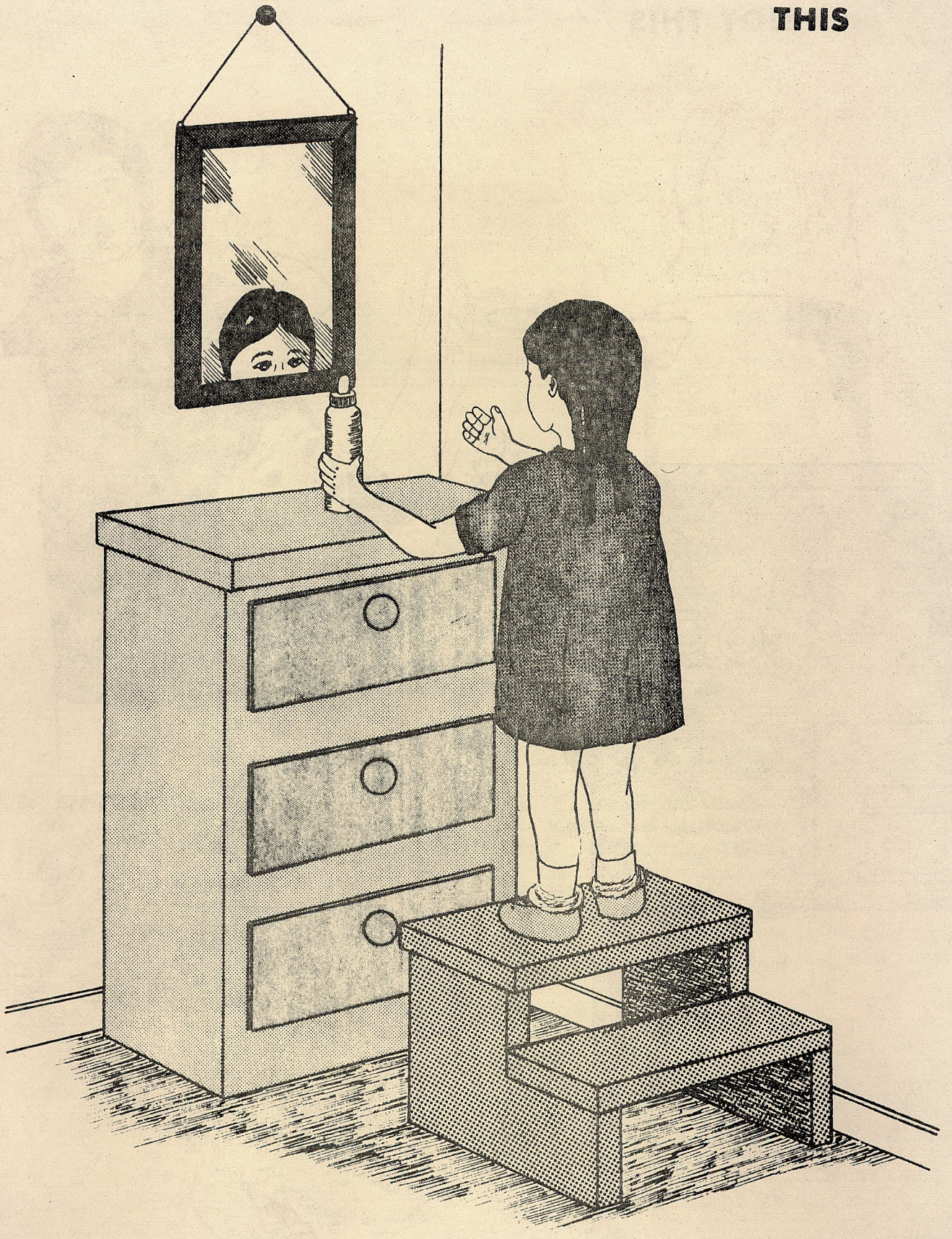

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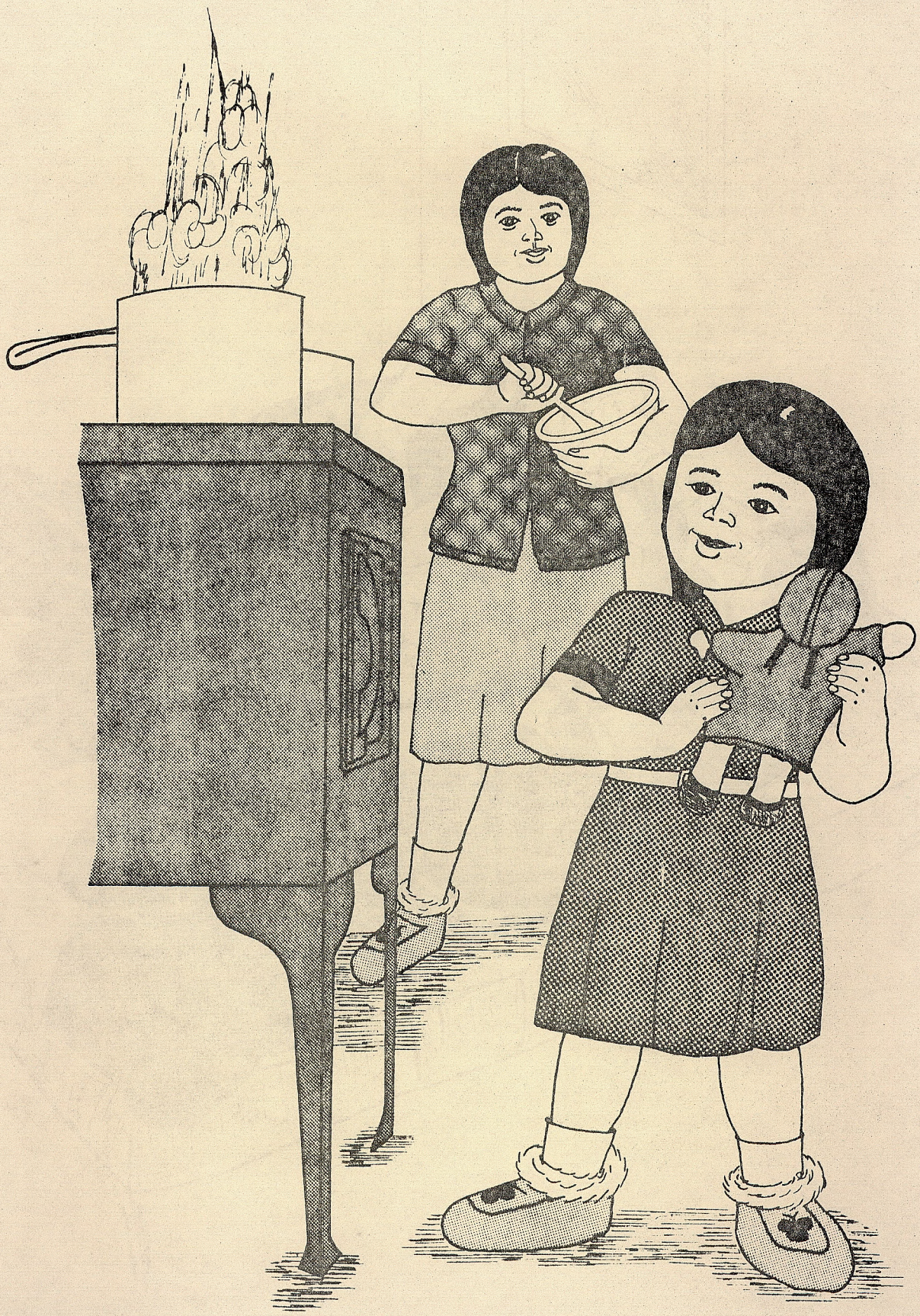

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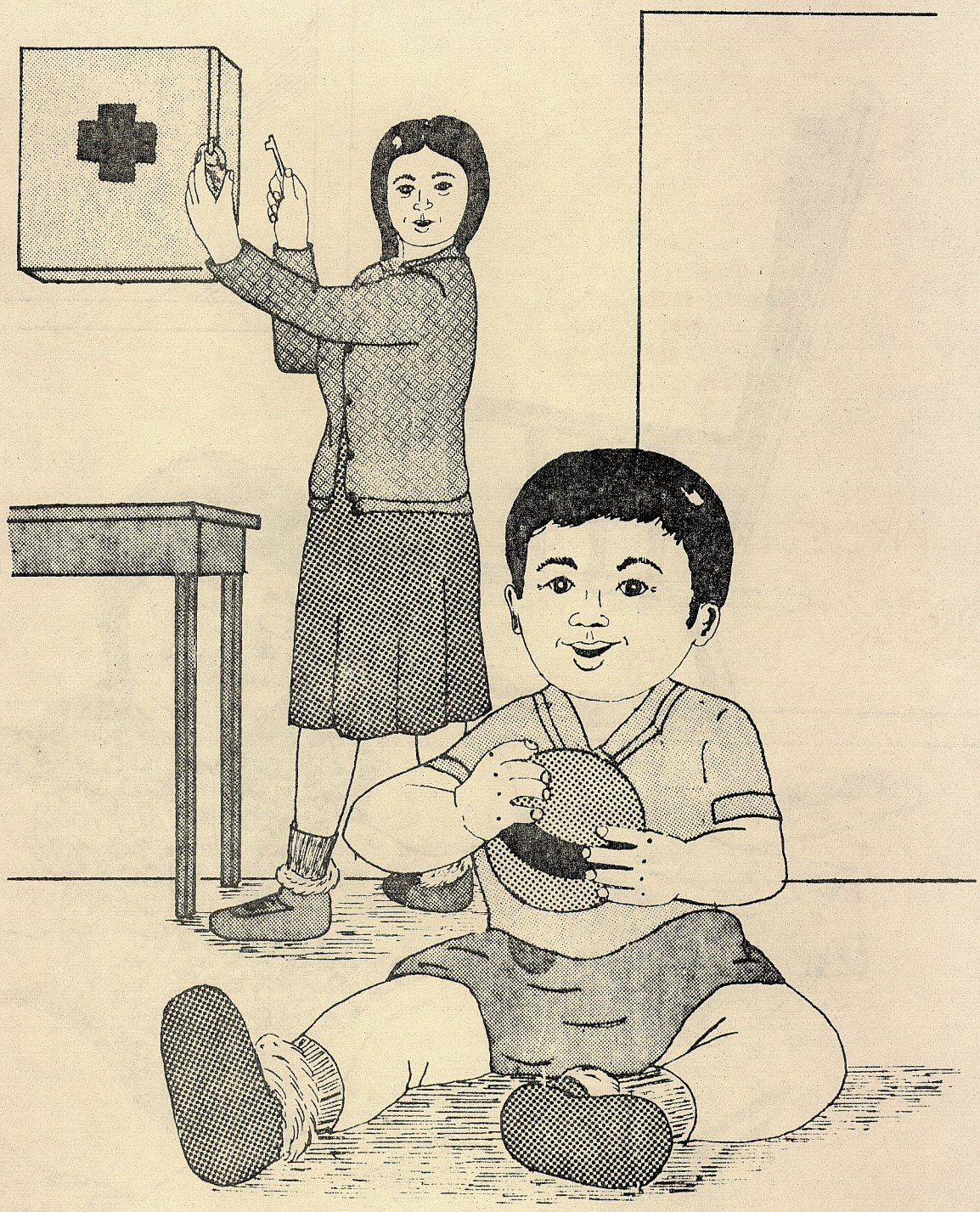

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A.10.21/28.68

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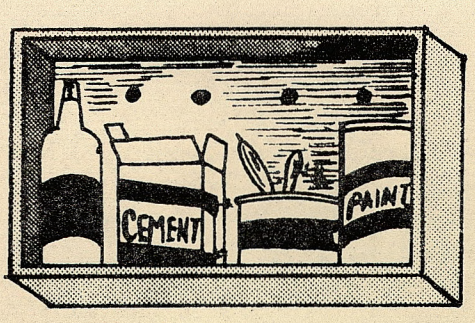


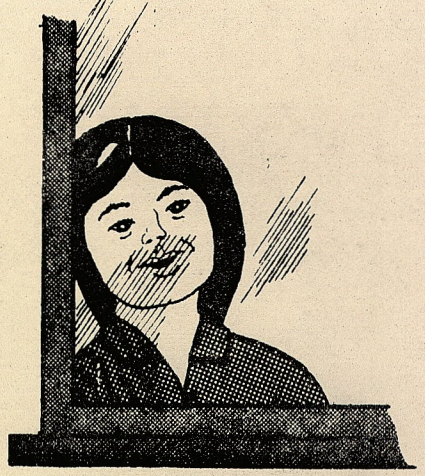

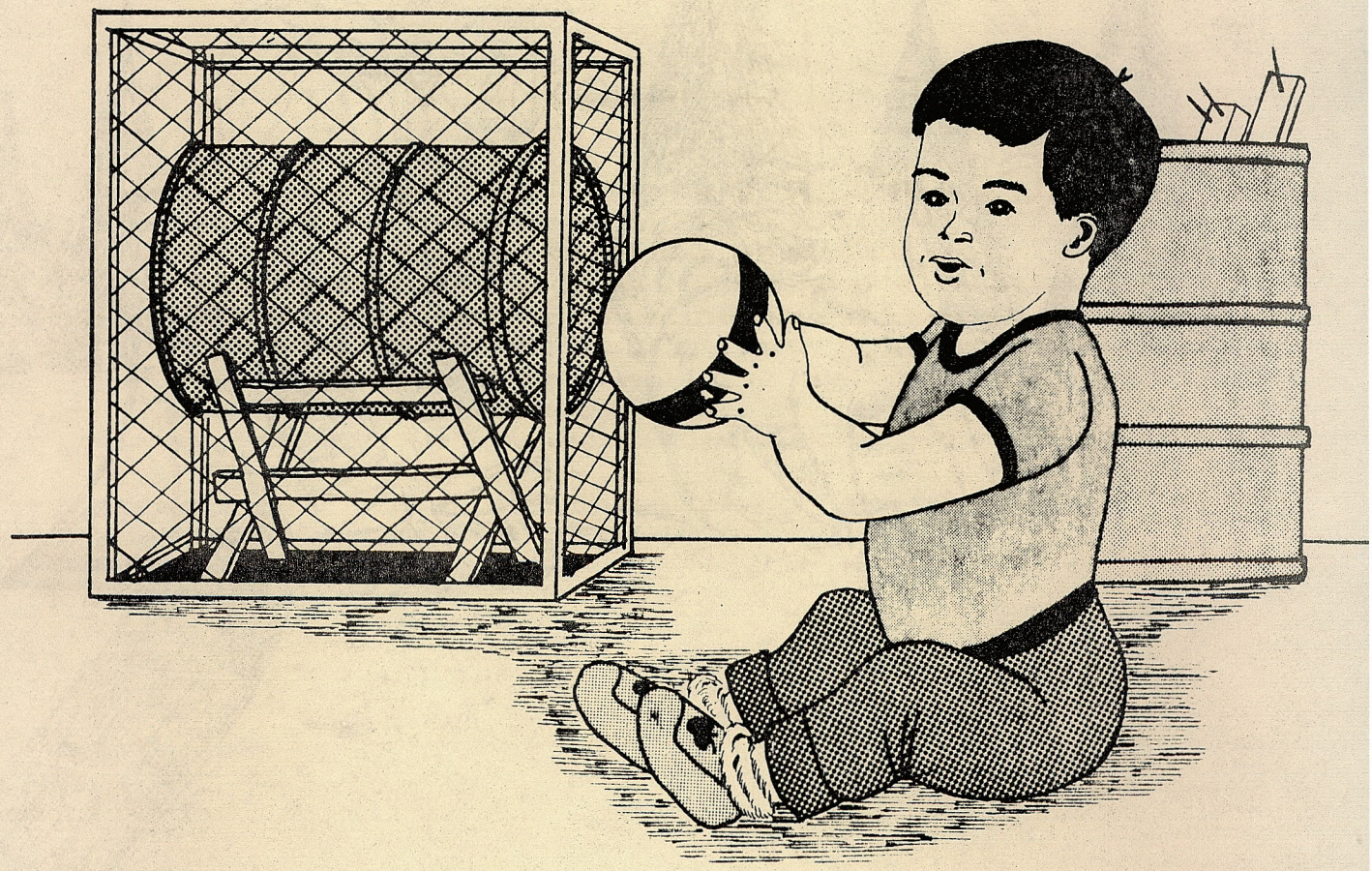

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A.10.24/28.68

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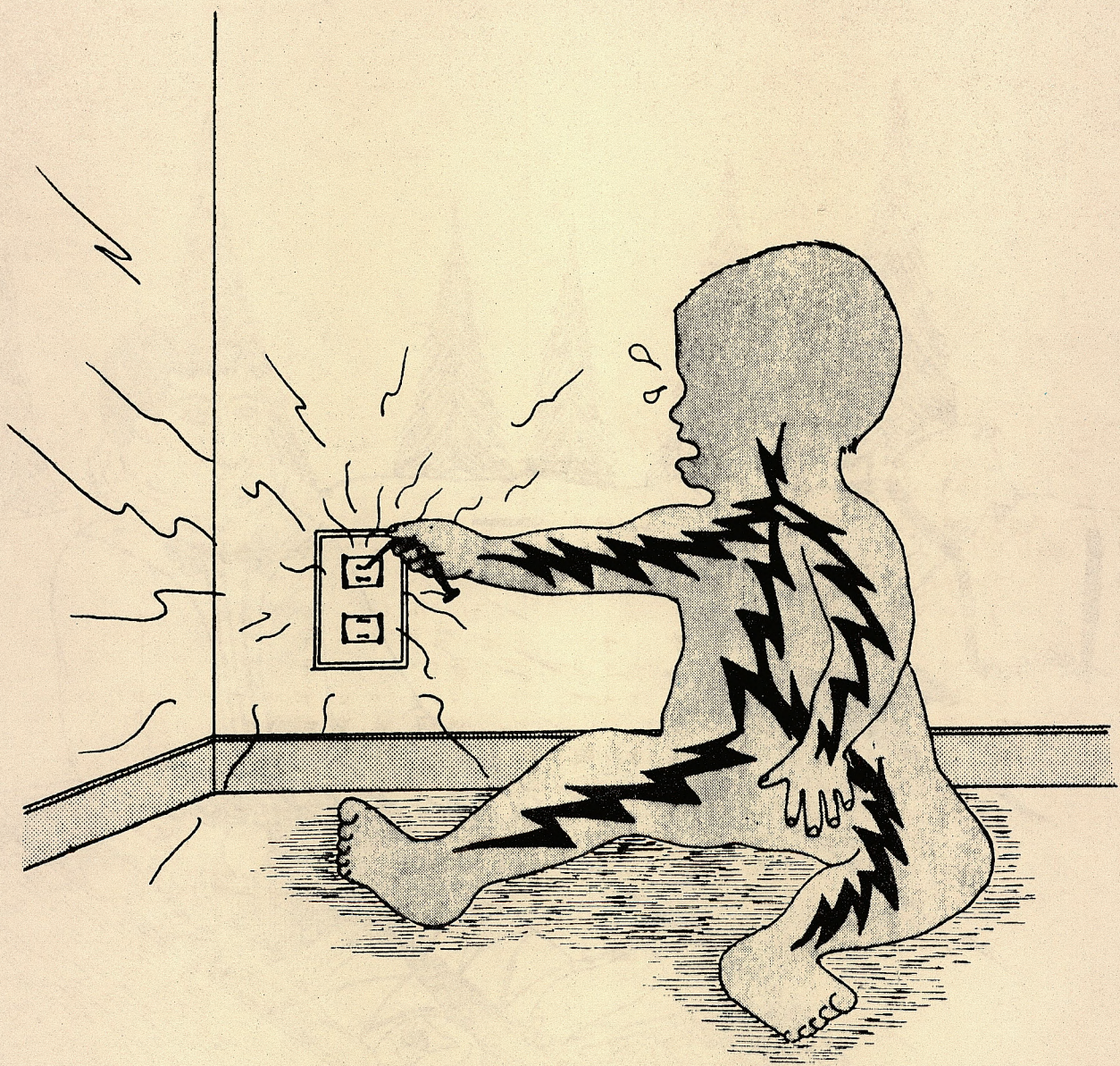

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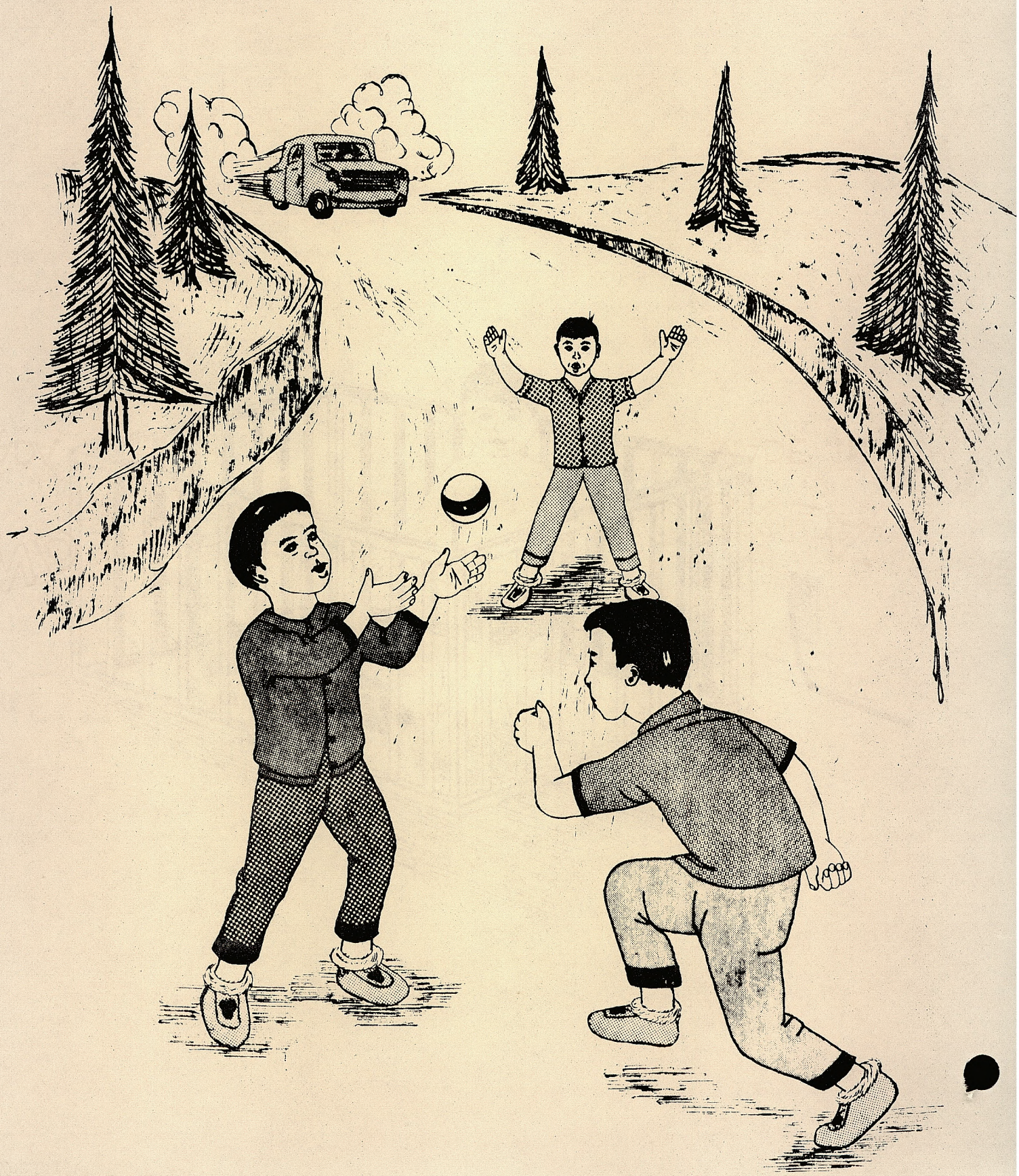

A.10.27/28.68

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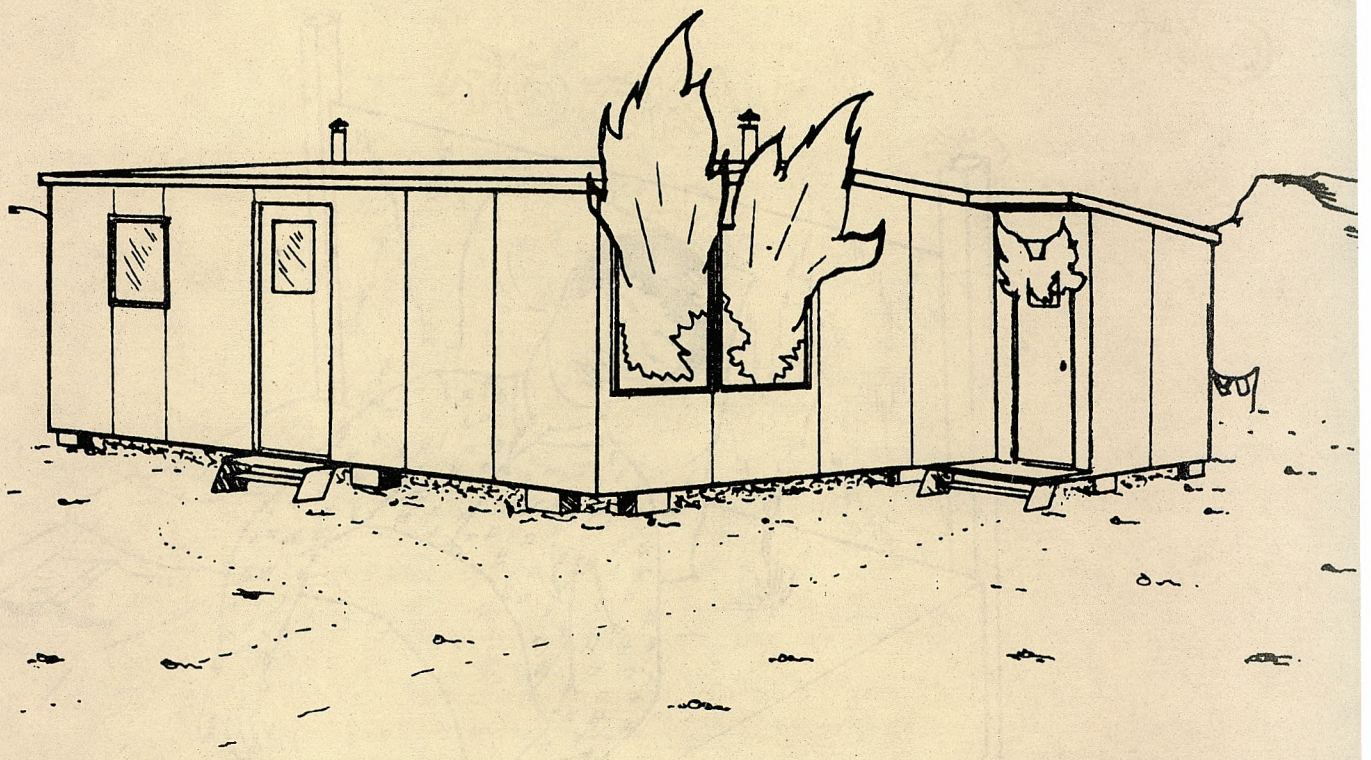
# THE DANGER OF FIRE



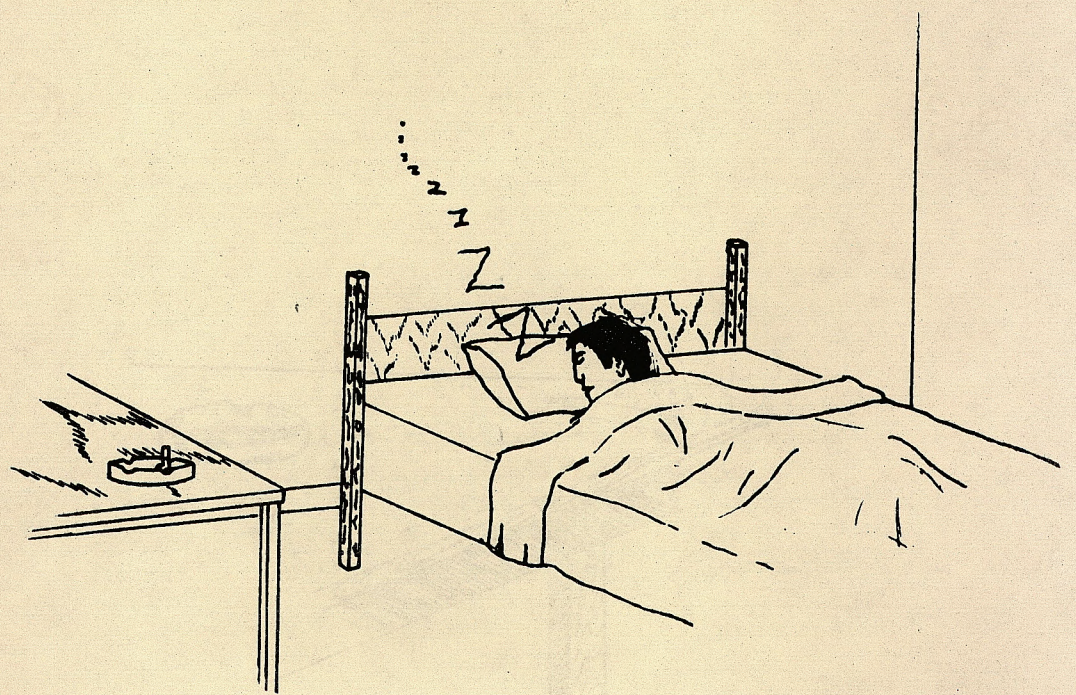
## FIRE IS SO FINAL

## HOW FIRES START

. Smoking in bed.

# HOW TO PREVENT FIRES

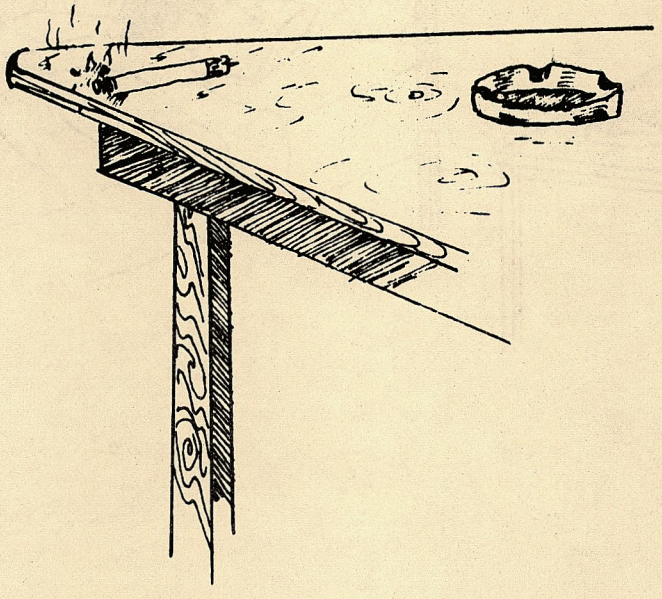
.Don't smoke in bed.



S.11.3/17.68

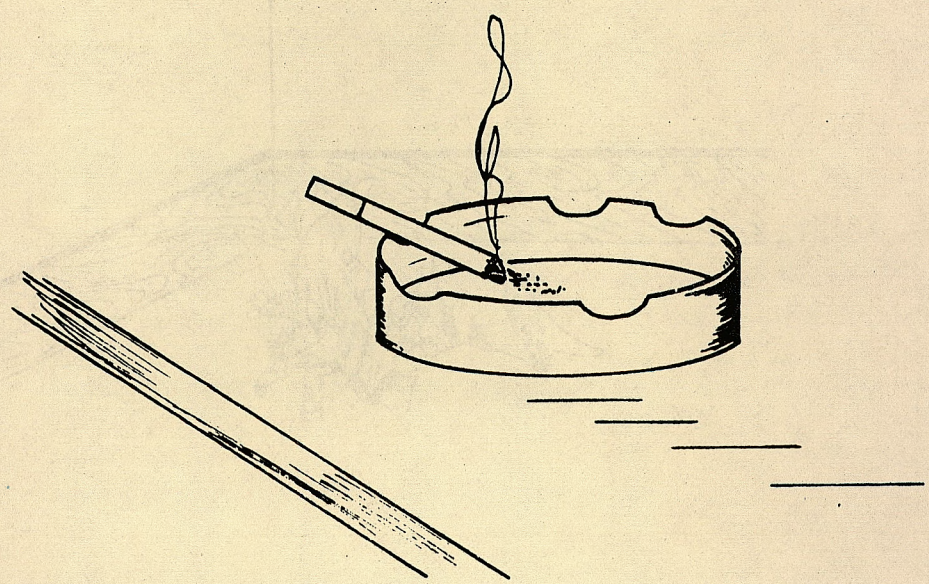
## HOW FIRES START

- Leaving a lighted cigarette butt lying on the edge of a table or counter top.



# HOW TO PREVENT FIRES

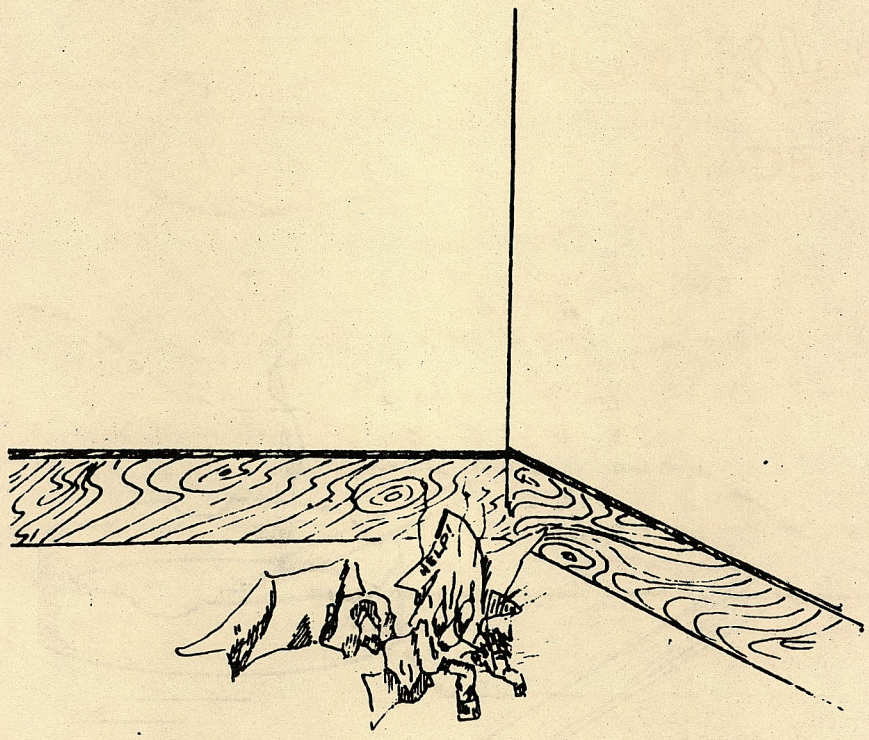
.Set a lighted cigarette in an ashtray.



S.11.5/17.68

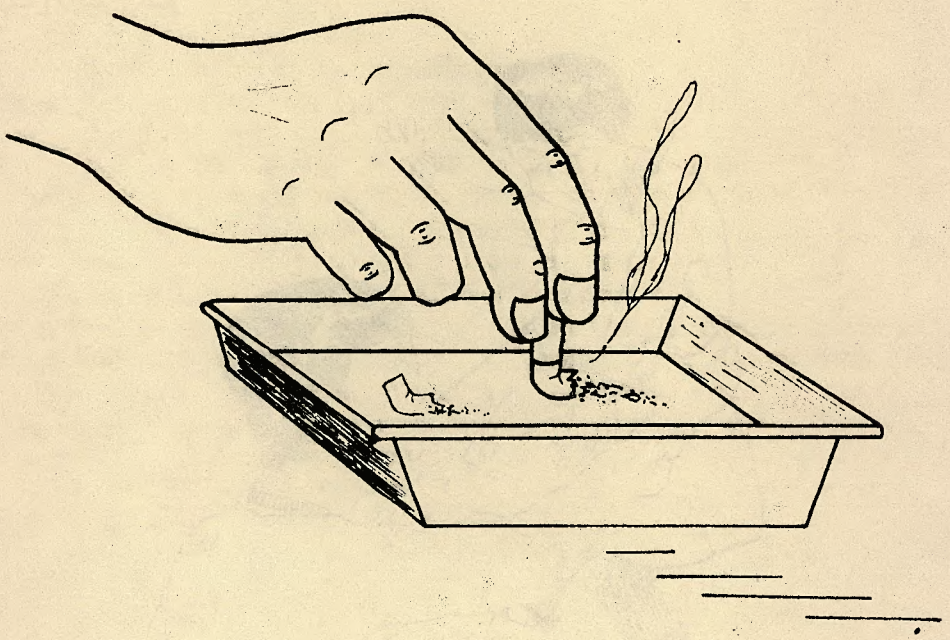
## HOW FIRES START

.Throwing away a lighted cigarette butt.



## HOW TO PREVENT FIRES

.Butt out cigarettes in an ashtray.



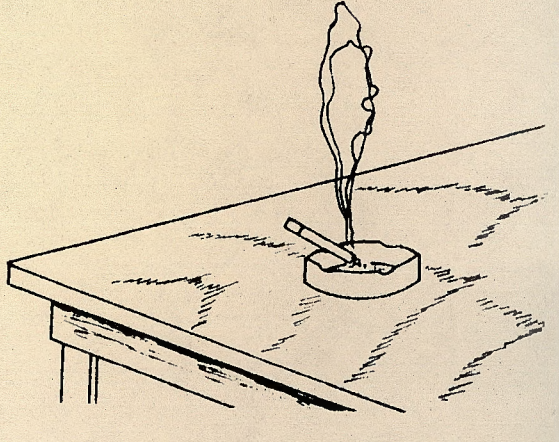
S.11.7/17.68

## HOW FIRES START

. Picking up a child with a lighted cigarette in your mouth or hand.

# HOW TO PREVENT FIRES

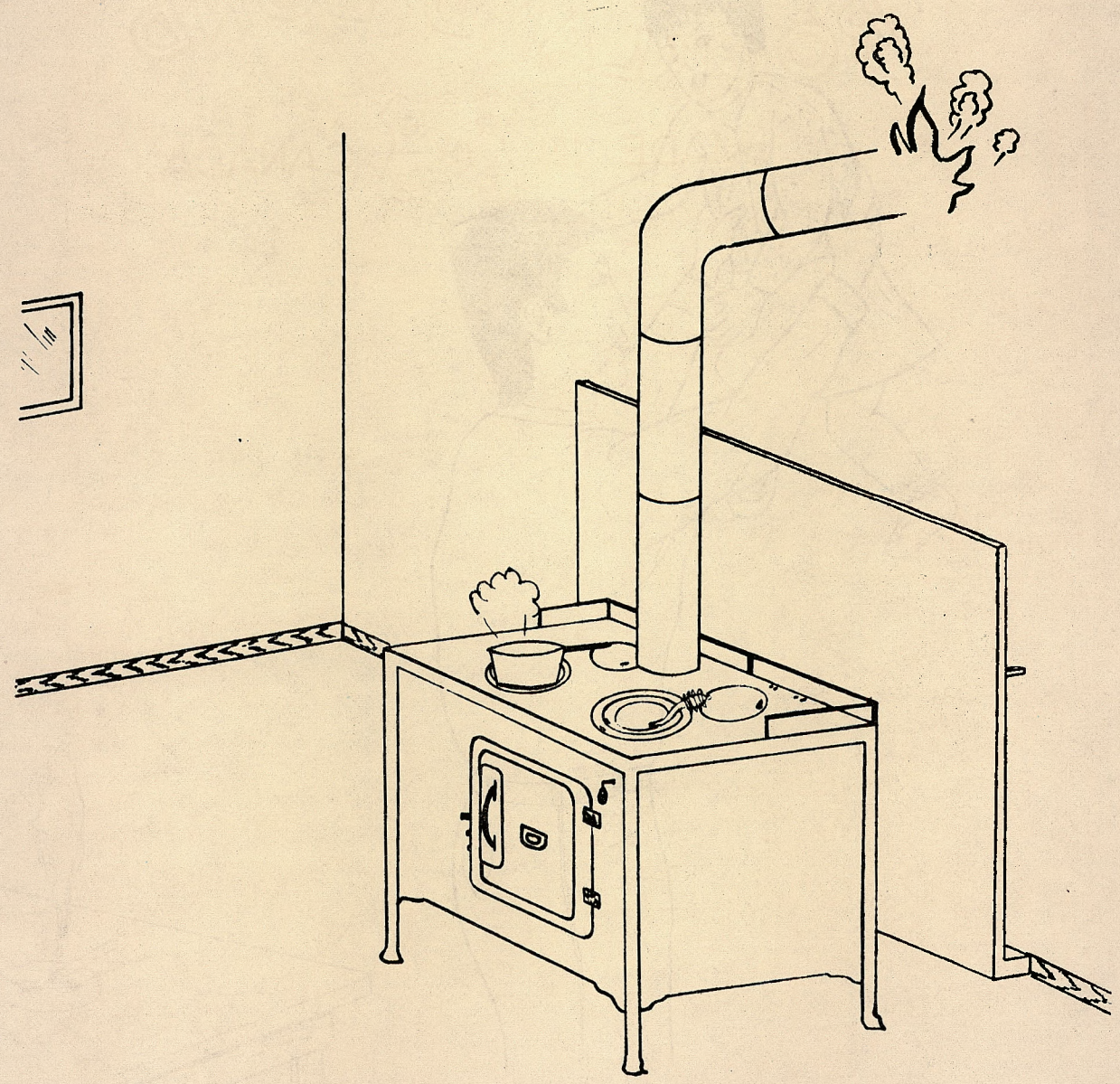
. Set your cigarette in an ashtray before picking up your child.



S.11.9/17.68

## HOW FIRES START

- Letting large deposits of soot accumulate in stove pipes.

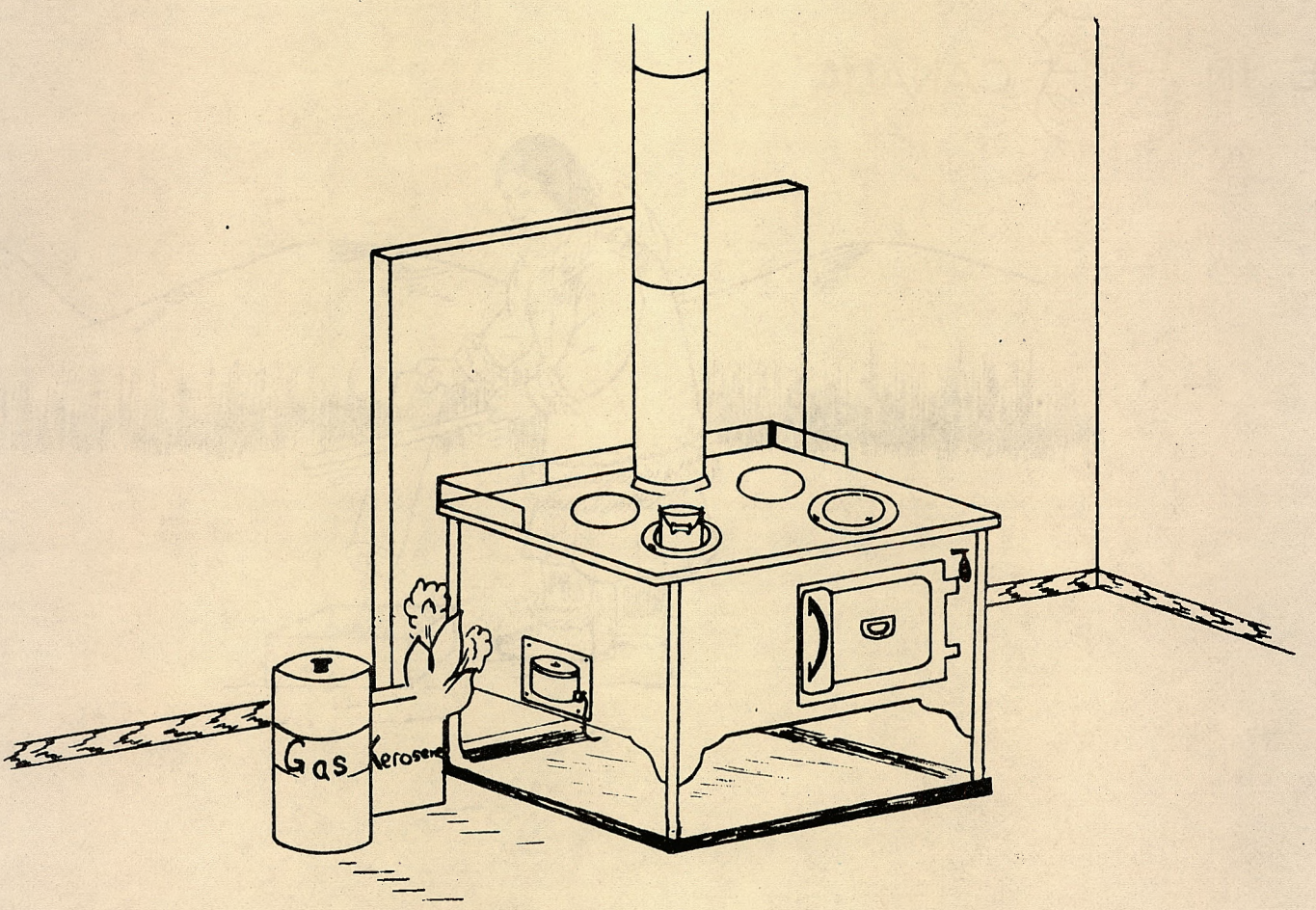


## HOW TO PREVENT FIRES

. Take stove pipes apart and clean out the soot each summer.

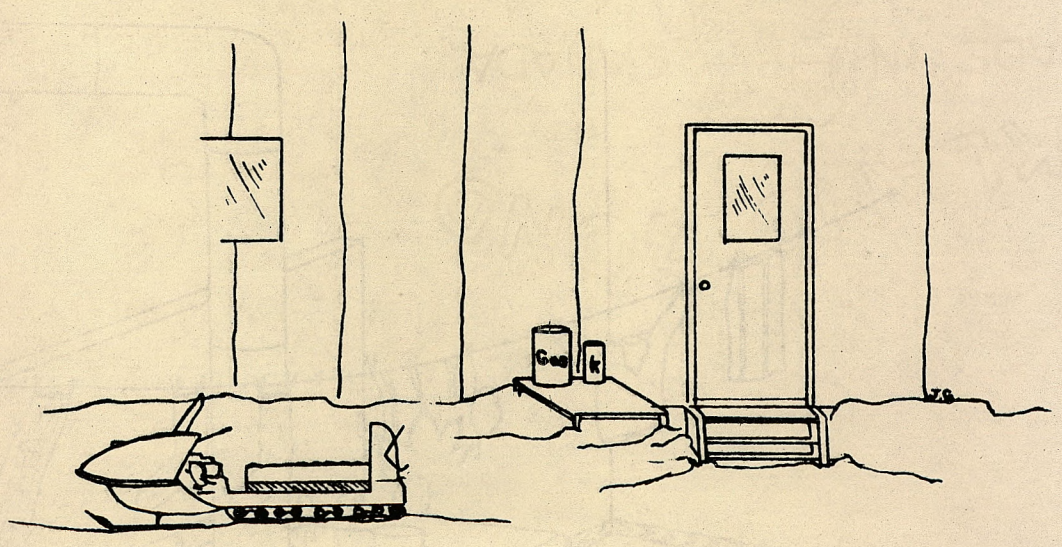
## HOW FIRES START

. Keeping gasolene or kerosene close to a stove or heater.



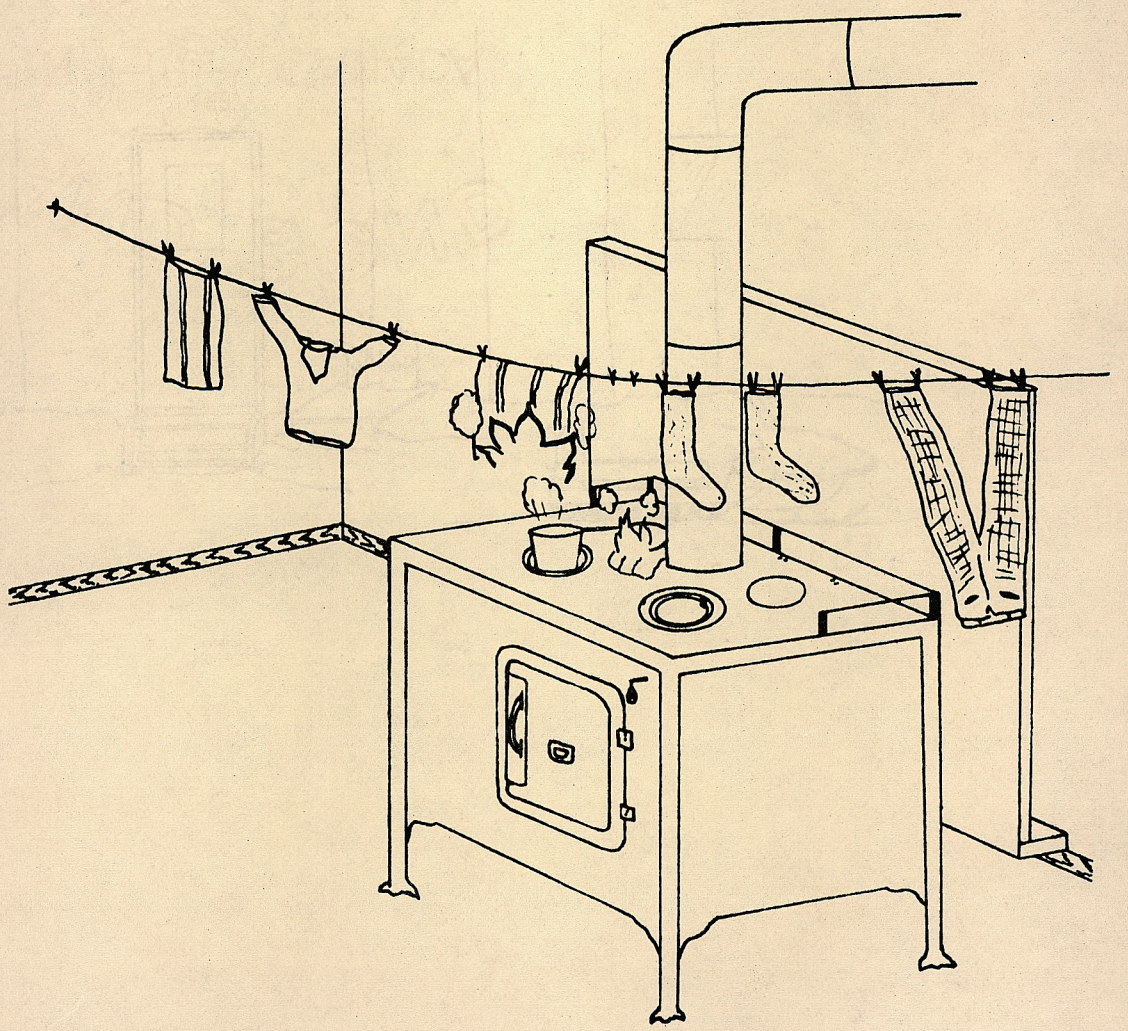
# HOW TO PREVENT FIRES

. Store gasolene and kerosene outside the house.



## HOW FIRES START

. Clothes drying on lines hung over a stove or heater fall off the line.

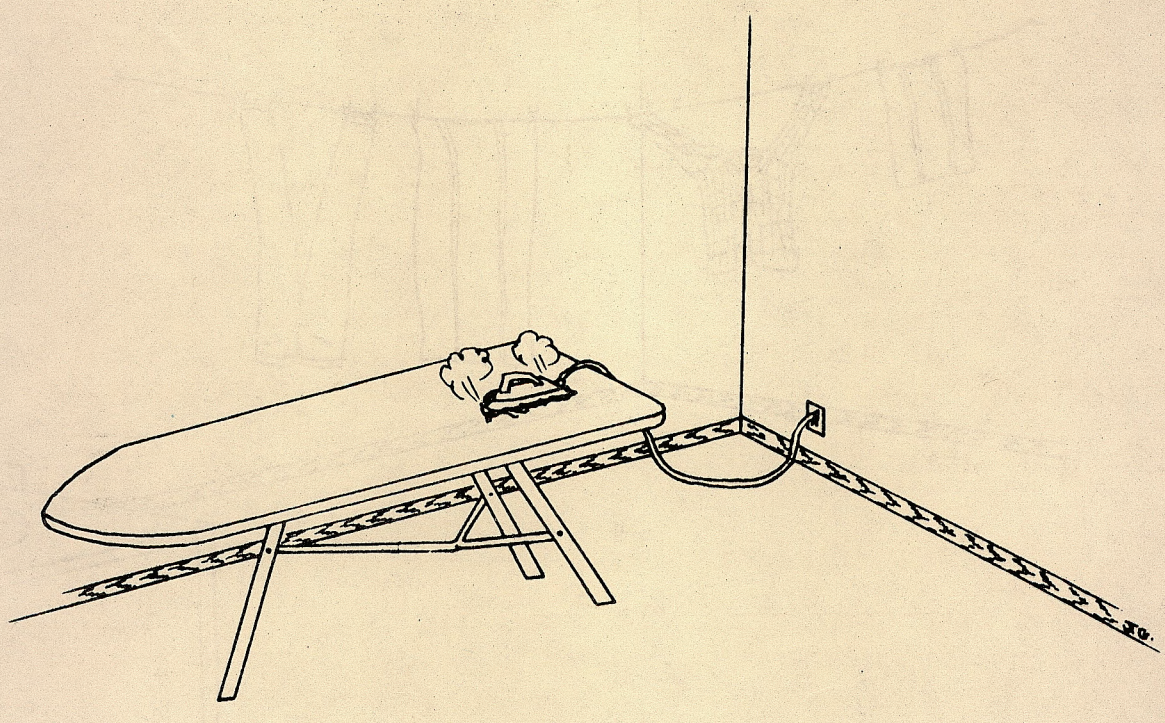


## HOW TO PREVENT FIRES

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

## HOW FIRES START

. Leaving an electric iron connected when you leave the house.



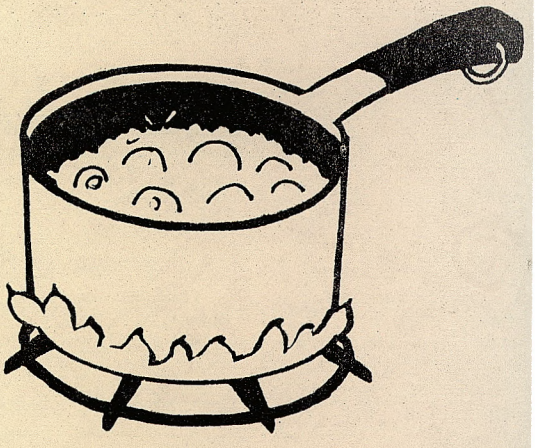
# AGAR CULTURE TO SHOW GERM GROWTH

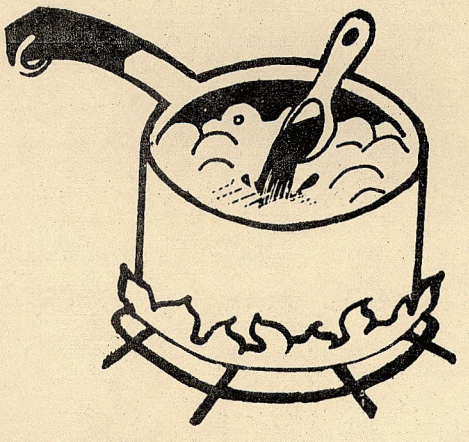
## WHAT YOU NEED

3 tbsp. 3% agar
2 c boiling water
2 tbsp. blood (animal will do)

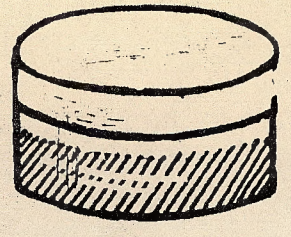
## WHAT YOU DO

- Bring water to a boil
- Add agar, stir and continue boiling for 10 minutes.

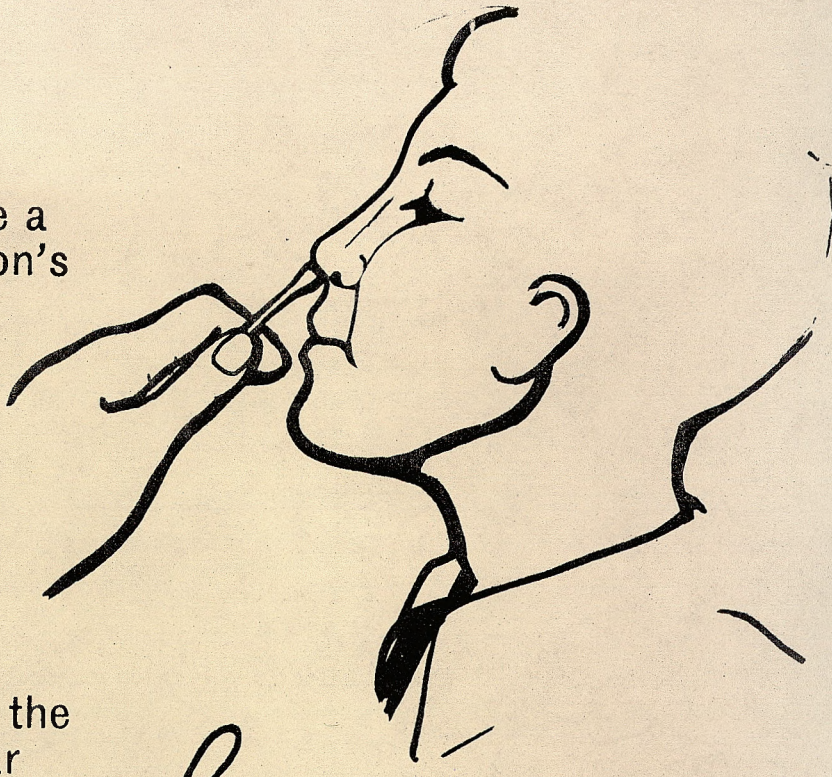




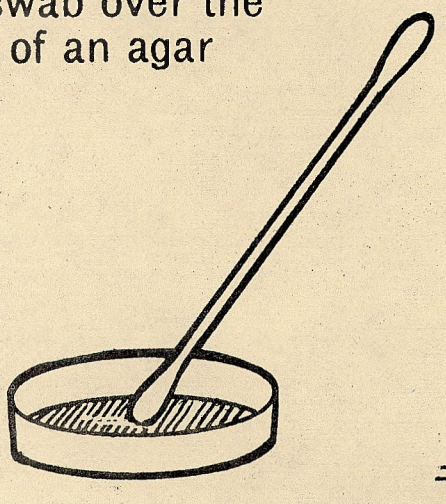
- Let mixture cool. (5-7 min.)
- Stir in blood.
- Fill petri dishes $\frac{1}{2}$ full. Cover and let cool.

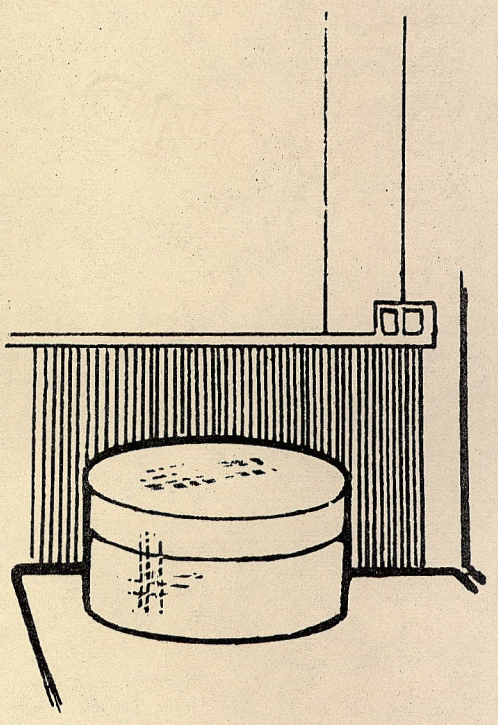


- With a Q tip, take a swab from a person's throat or nose.



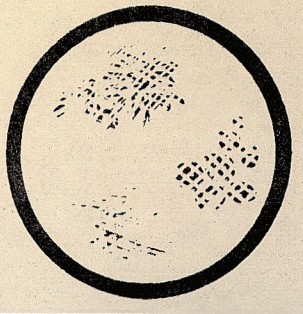
- Brush swab over the surface of an agar culture.





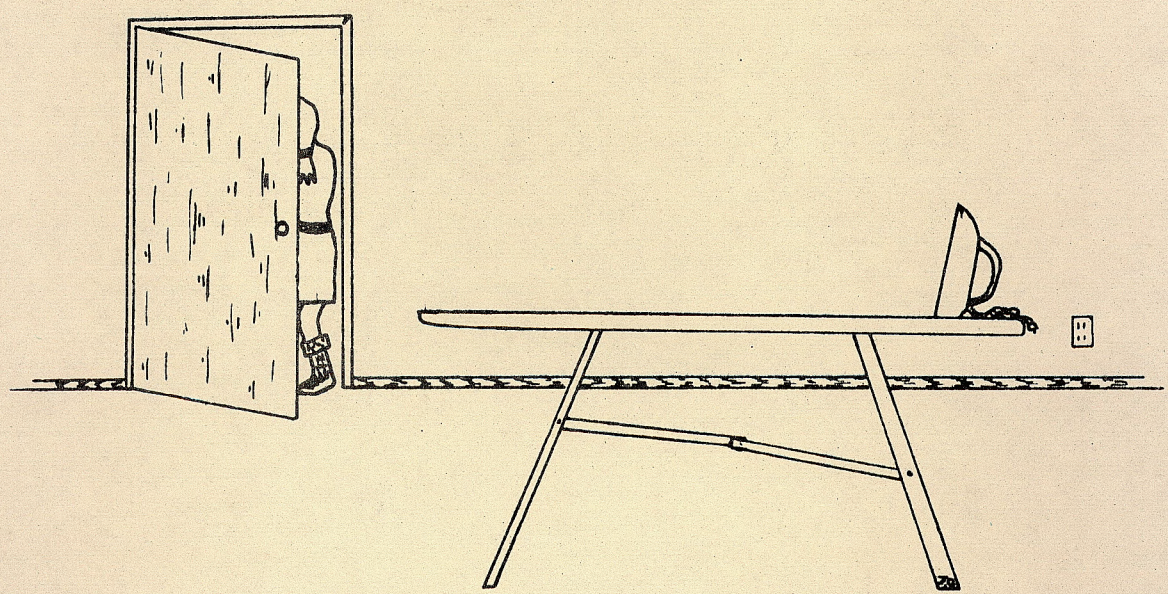
- Place culture in a warm place for 24 hrs. (On a chair near a stove or heater)

- Culture shows germs and bacteria growing.



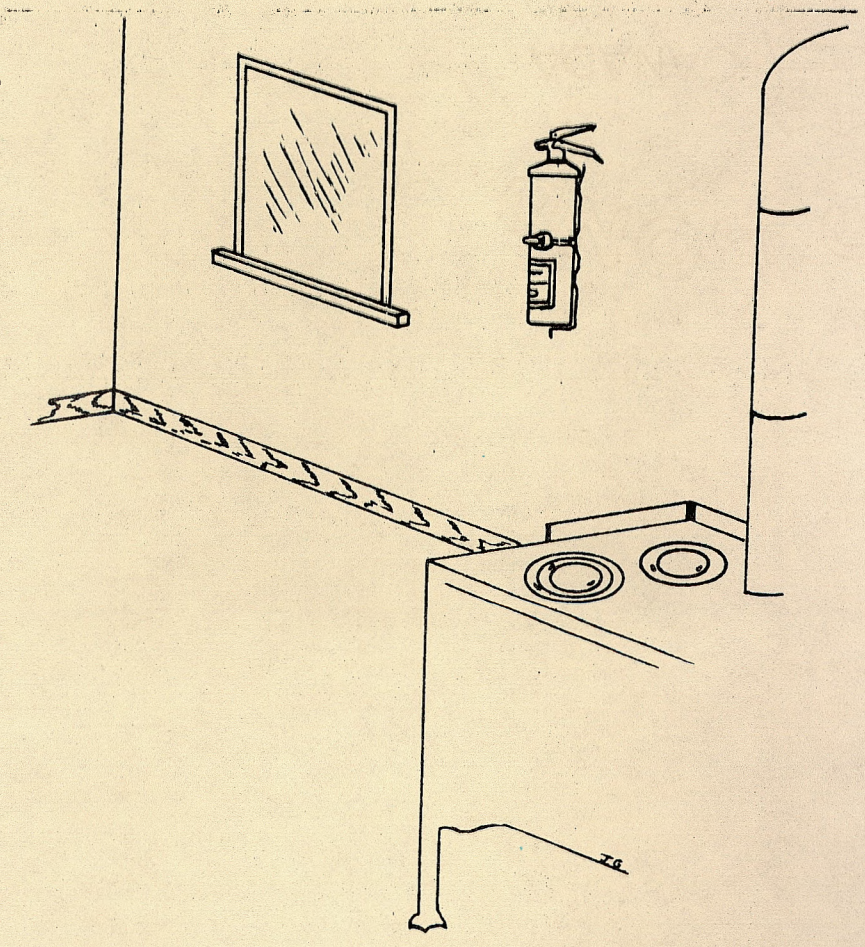
## HOW TO PREVENT FIRES

- Disconnect the iron before you leave the room.



# THE FIRE EXTINGUISHER

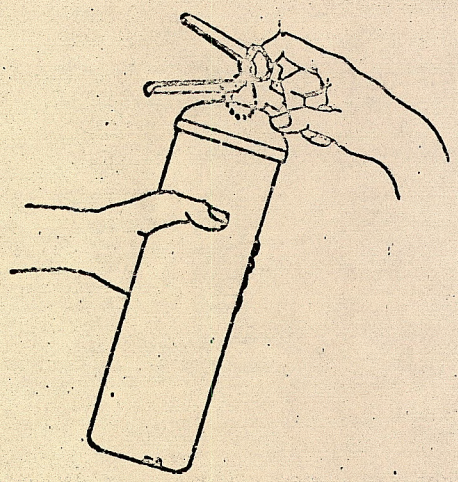
- can be used for any type of fire
- keep hanging on wall near a danger area (kitchen)
- must be recharged after using



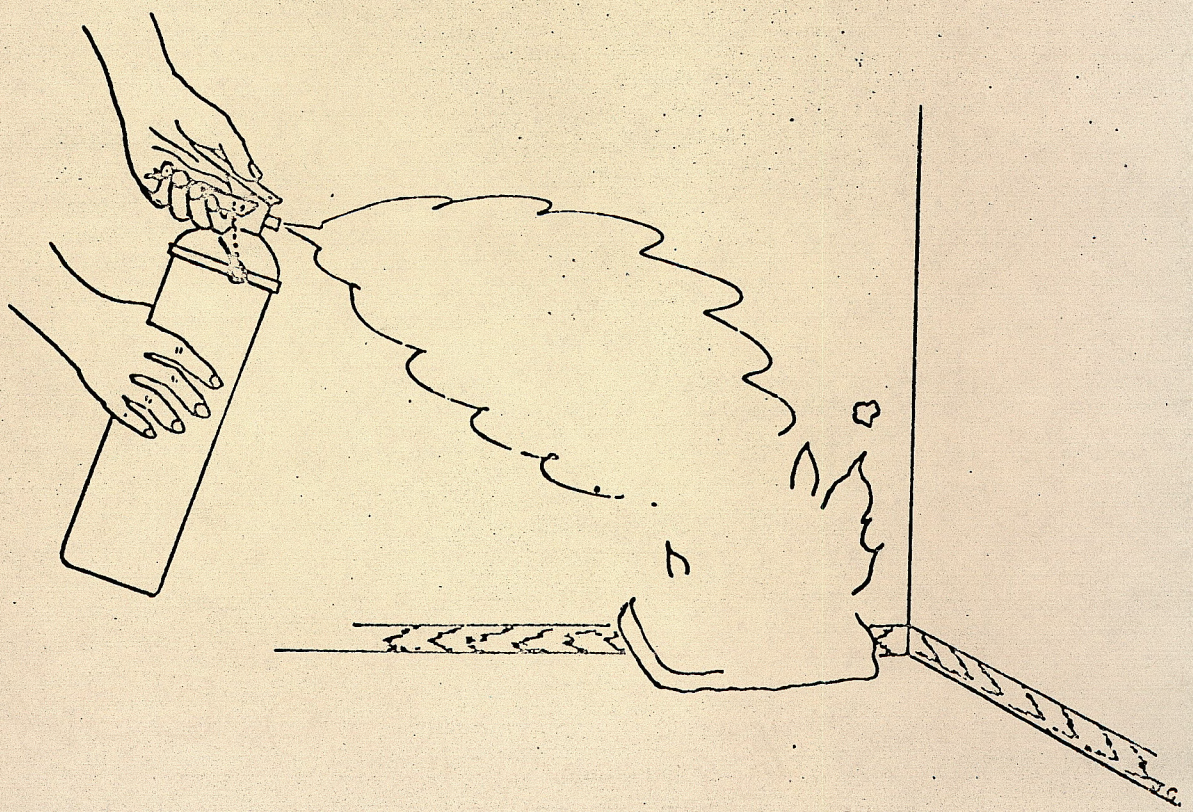
TELL THE HOUSING ASSOCIATION COUNCIL AFTER USING

# HOW TO USE THE FIRE EXTINGUISHER

- Pull out the lock-pin



- Aim at base of flame
- Squeeze lever



# FIRE EXTINGUISHERS

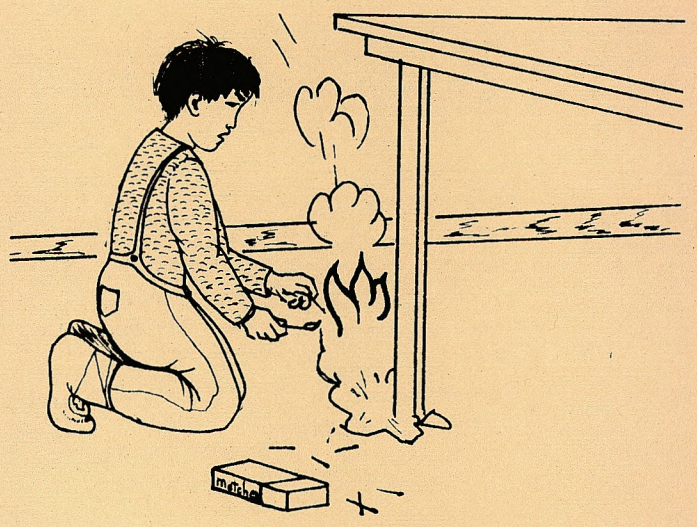
THIS EXTINGUISHER MUST BE RE-CHARGED AFTER USING.

DO NOT HANG BACK ON WALL AFTER USING.

TAKE IT TO THE HOUSING ASSOCIATION COUNCIL.

S.13.3/3.68

# FIRE SAFETY HINTS FOR BABY–SITTERS



As a baby sitter you have a great responsibility—the SAFETY of the children you are looking after. You are also responsible for your employer's house. Here are some things to remember.

## IF FIRE BREAKS OUT, IF YOU SMELL SMOKE OR GAS.

- Wrap the children in blankets (do not take time to dress them) and get them out of the house.
- Phone the fire department (or call for help) after the children are out of the house. You can use a neighbour's phone. Then phone or contact the parents.
- Stay with the children until you are sure they are safe.

## ALWAYS

- Be sure you are familiar with the house in which you are working.
- Be sure you know the quickest route out of the house.
- Ask your employer how to control the furnace.
- Be sure to ask your employers where they may be reached.

Adult Education Program
Northern Rental Housing
Phase IV Local Leadership

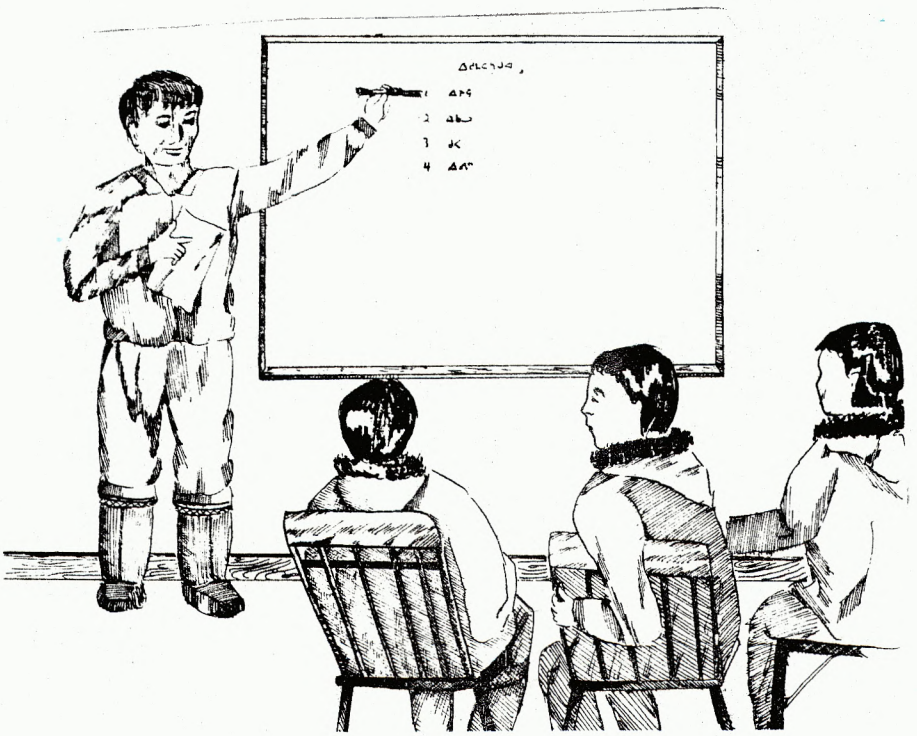
# THE RENTAL HOUSING TENANTS

## Rental Housing

| | | |
|---|---|---|
| RH.10.1/1.68 | - | Rental Housing Tenants |
| RH.11.1/2.68 | - | The Housing Association Council - What It Is |
| RH.11.2/2.68 | - | The Housing Association Council - What It Does |
| RH.12.1/1.68 | - | Tenant Responsibilities |
| RH.13.1/6.68 | - | Aid For The Housing Association Council |
| RH.13.2/6.68 | - | The Housing Educator |
| RH.13.3/6.68 | - | The Phase I Housing Educator |
| RH.13.4/6.68 | - | The Phase II Housing Educator |
| RH.13.5/6.68 | - | The Phase III Housing Educator |
| RH.13.6/6.68 | - | The Phase IV Housing Educator |
| RH.14.1/1.68 | - | Using The Housing Association Council |
| RH.15.2/2.68 | - | What To Do - If The Bedrooms Are Too Cold |
| RH.16.1/1.68 | - | What To Do - If The House Is Too Hot In Summer |
| RH.17.2/2.68 | - | What To Do - If Ice and Snow Build Up Around Outside Doors |
| RH.18.2/2.68 | - | What To Do - If Interior Walls Need Painting |
| RH.19.1/1.68 | - | What To Do - If Many Tenants Have To Pay For Extra Oil |
| RH.20.2/2.68 | - | What To Do - If The Roof Leaks |
| RH.21.2/2.68 | - | What To Do - Flies In The Summer? |

# RENTAL HOUSING TENANTS

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



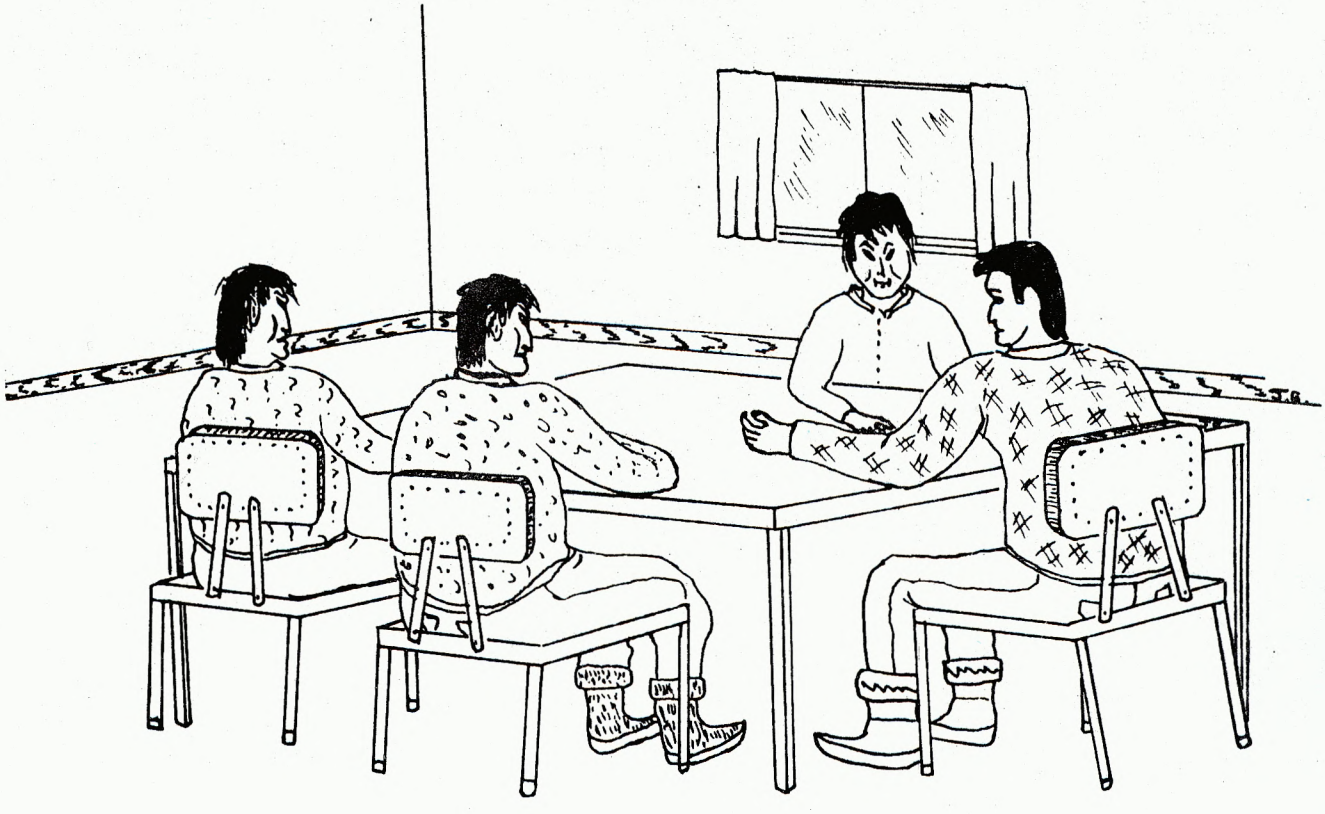
- may elect a number of directors to a Housing Association Council at an annual meeting.

- 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 director for approximately every ten rental houses in each settlement. (3-9 members.)



# THE HOUSING ASSOCIATION COUNCIL

## 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.

# TENANT RESPONSIBILITIES

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

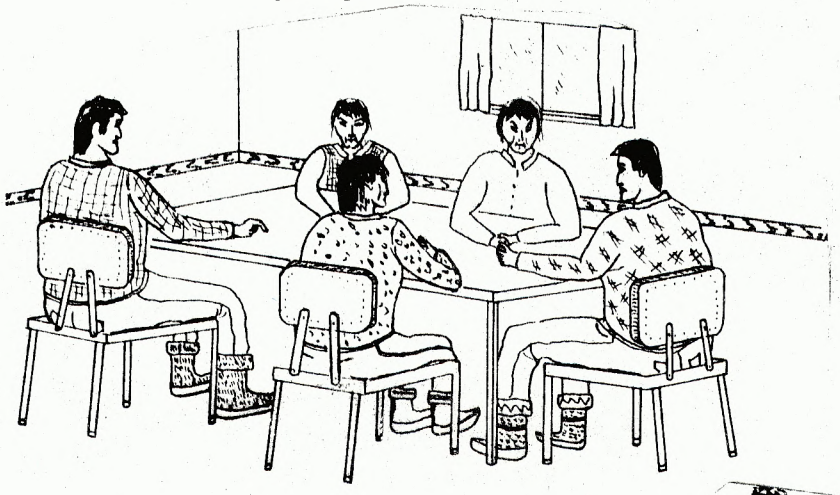
- painting the interior
- repairs to door catches
- replace broken steps
- replace broken windows
- replace burnt-out light bulbs.

OTHER THINGS such as:

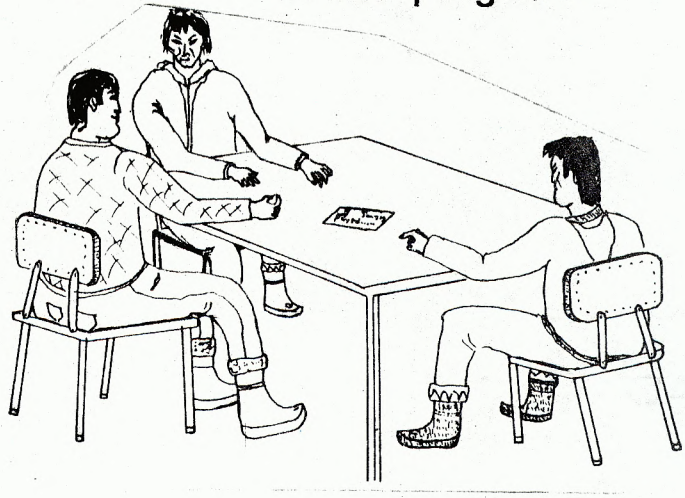
- staying within the quotas set for water, fuel oil and electricity
- having garbage and sewage ready for pick-up
- protecting the linoleum floors and kitchen counter top from cuts
- replacing furnishings provided with the house
- keeping outer door frames free of ice and snow.

# 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. RH.13.1/6.68

# THE PHASE I HOUSING EDUCATOR

The Phase I housing educator:

- prepares the people for the coming of the new houses.
- explains the rental concept.
- arranges for the election of a Housing Association Council (3 - 9 directors) from among the rental housing tenants.

# THE HOUSING EDUCATOR

- Housing Educators are persons chosen by the Department to explain the rental housing program to the native people of a settlement and help them adjust to a new living pattern

- There are four phases of housing education.

# THE PHASE II HOUSING EDUCATOR

The Phase II housing educator:

- shows the skills involved in keeping the house clean and in good repair.
- encourages the tenants in making the house meet each family's needs by building storage cupboards, a folding table or desk, a book-case, etc.
- encourages the tenant to use the Housing Association Council to let the Department know if anything is wrong with the houses.

# THE PHASE III HOUSING EDUCATOR

The Phase III housing educator:

- shows the Housing Association Council members:
  - —how to keep records and accounts.
  - —how to conduct a meeting.
  - —how to collect and keep a record of the rental payments.

# 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.

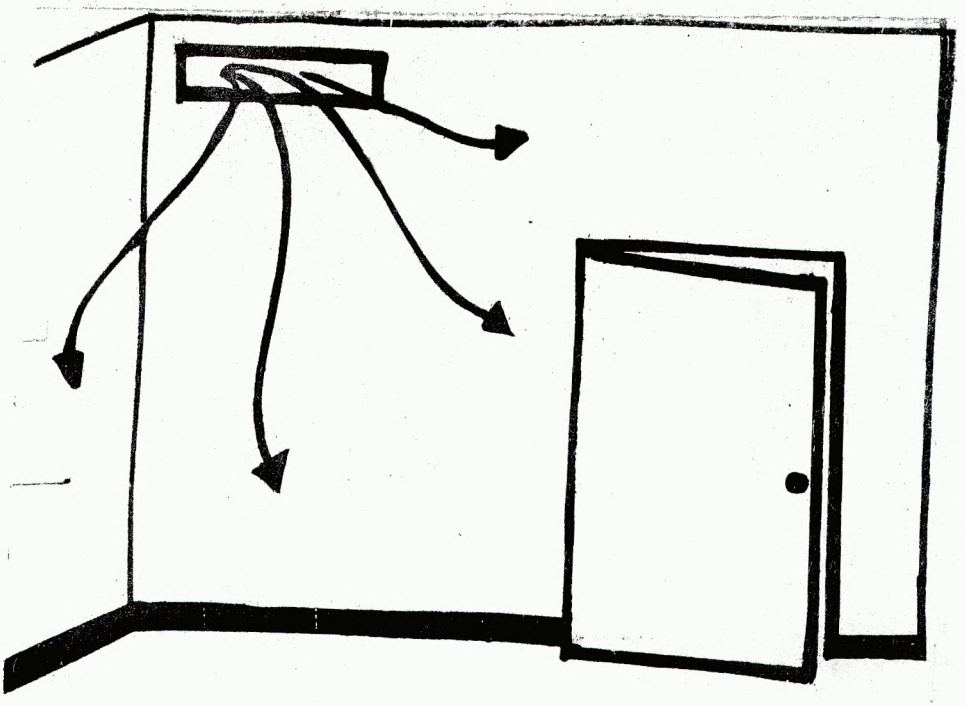
# THE PHASE IV HOUSING EDUCATOR

The Phase IV housing educator:

- is a local person chosen by the area administrator of the settlement in consultation with Indian/Eskimo Bands or Councils.
- carries on a homemaking program similar to that of Phase II but not in such great detail.

TELL A HOUSING ASSOCIATION
COUNCIL DIRECTOR.

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



THE HOUSING ASSOCIATION COUNCIL
MAY ARRANGE TO HAVE AIR VENTS
MADE IN BEDROOM WALLS

# WHAT TO DO

## - IF THE BEDROOMS ARE COLD

# WHAT TO DO
## - IF INTERIOR WALLS NEED PAINTING

THE TENANT MAY GET PAINT FROM
THE HOUSING ASSOCIATION COUNCIL.

SANDPAPERING WALLS MAKES THEM SMOOTH.

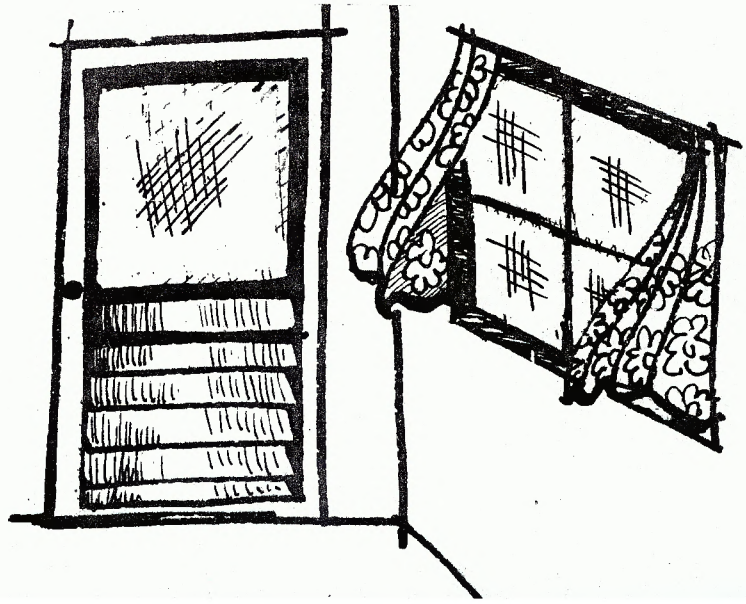
TENANTS SHOULD DO THE PAINTING OF INTERIOR WALLS IF THEY CAN

# WHAT TO DO

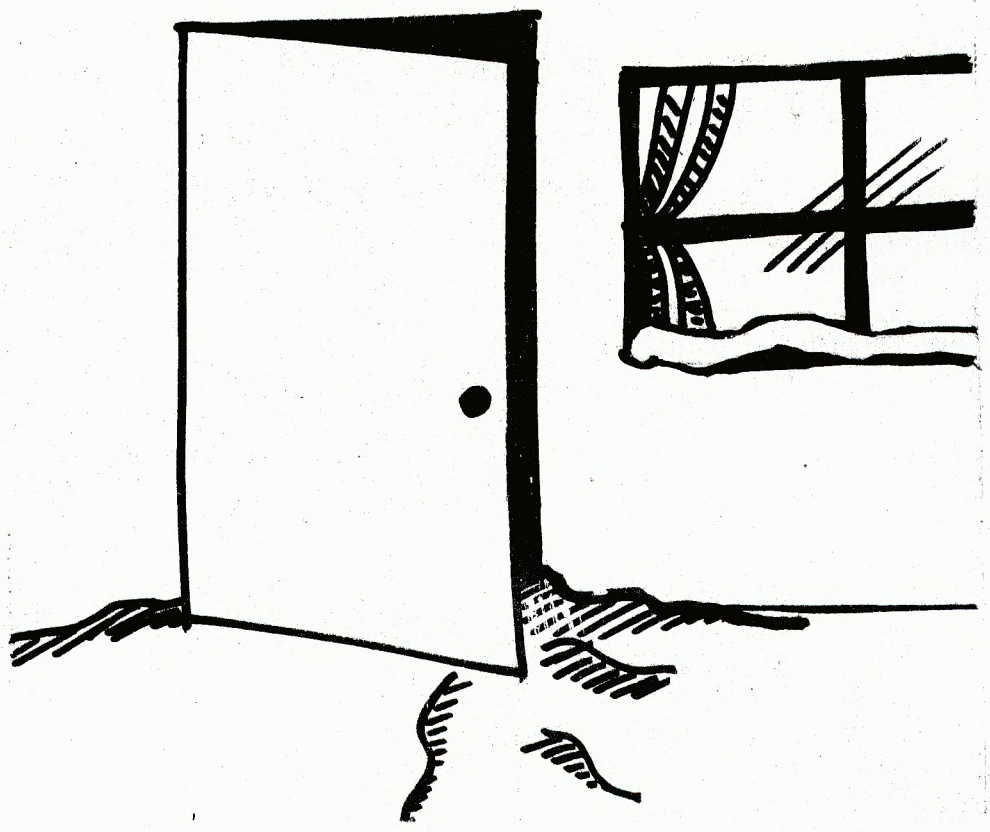
## - IF THE HOUSE IS TOO HOT IN SUMMER

TELL A HOUSING ASSOCIATION COUNCIL DIRECTOR.

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



# WHAT TO DO
# - IF ICE AND SNOW BUILD UP AROUND OUTSIDE DOORS



THIS IS SOMETHING THE TENANT CAN PREVENT HAPPENING.

# THE TENANT SHOULD KEEP SNOW AND ICE SHOVELLED AWAY FROM AROUND OUTSIDE DOORS.

# WHAT TO DO
# - IF MANY TENANTS HAVE TO PAY FOR EXTRA OIL

IT COSTS THE TENANT MORE MONEY EACH MONTH.

THE HOUSING ASSOCIATION COUNCIL MAY DECIDE TO RAISE THE QUOTA OF OIL.

# WHAT TO DO
# - IF THE ROOF LEAKS

TELL A HOUSING ASSOCIATION
COUNCIL DIRECTOR.

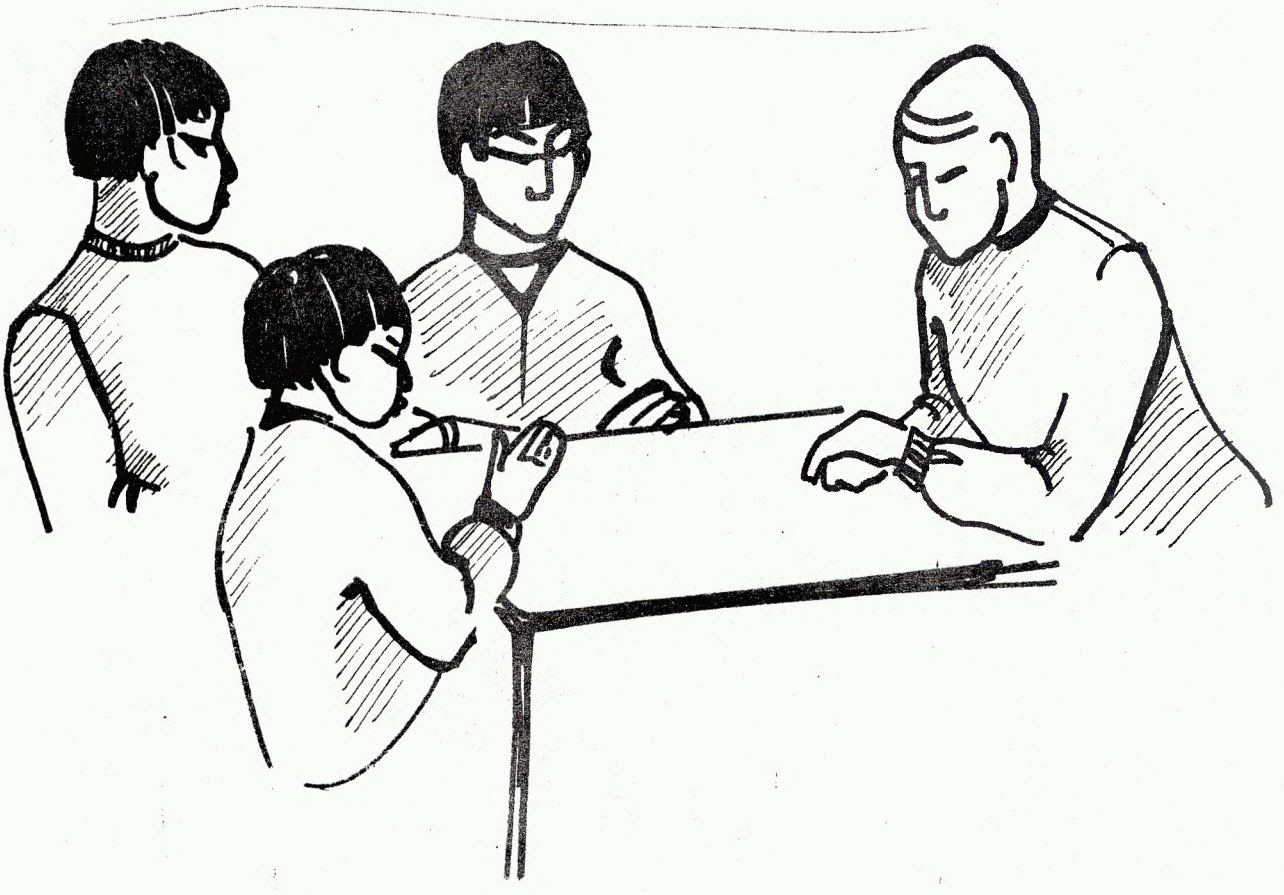
THE HOUSING ASSOCIATION COUNCIL
WILL HAVE THE ROOF REPAIRED.

# WHAT TO DO

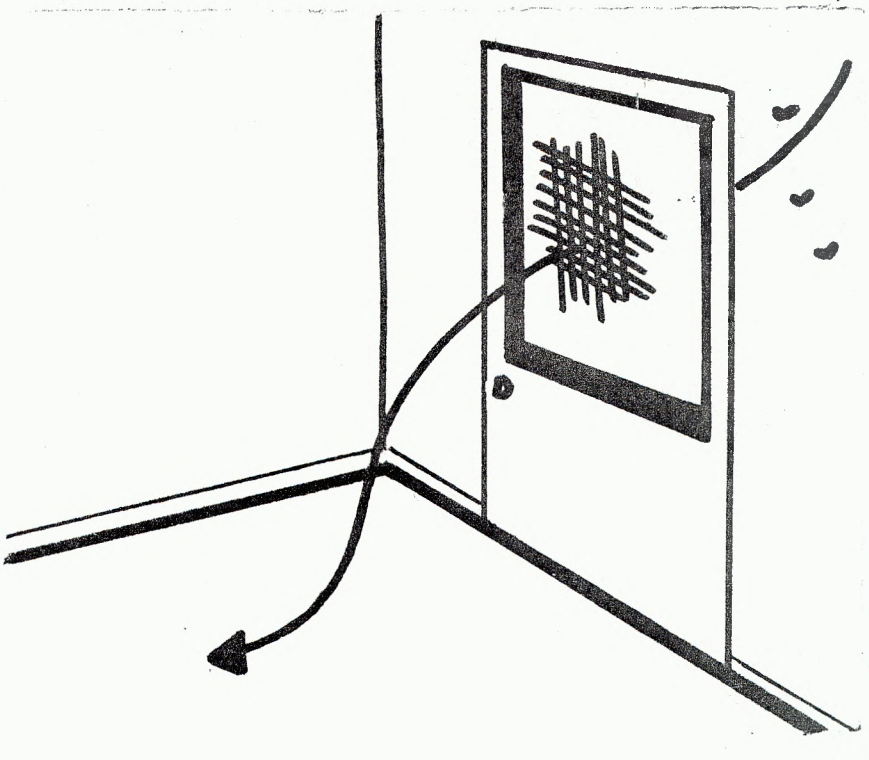
## FLIES IN THE SUMMER?

TELL THE HOUSING ASSOCIATION COUNCIL.

THE HOUSING ASSOCIATION COUNCIL MEETS AND MAKES A DECISION.



SCREEN DOORS FOR ALL RENTAL HOUSES



Adult Education Program
Northern Rental Housing
Phase IV Local Leadership

# LEGAL RENTAL AGREEMENT

# SCHEDULE "B"

THIS LEASE made this day of , 19 .

BETWEEN HER MAJESTY THE QUEEN in right of Canada, hereinafter called "Her Majesty".

OF THE FIRST PART,

AND

of the community of
in the
hereafter called "the Lessee",

OF THE SECOND PART,

WITNESSETH that in consideration of the rents, convenants and agreements herein reserved and contained on the part of the Lessee to be paid, observed, performed and kept, Her Majesty demises and leases unto the Lessee

all that certain parcel or tract of land and premises situate, lying and being in the community of
in the and being composed of

hereinafter called "the dwelling unit",

TO HAVE AND TO HOLD for and during the term of years commencing on the day of , 19 ;

YIELDING AND PAYING THEREFOR a rent of $ dollars per year, payable monthly in advance, in equal payments of $ each on the day of each month during the said term. The amount of the said monthly payments may be reviewed by the Minister and changed by the Minister because of any change in the income of the Lessee and his dependants, and the Minister will advise the Lessee of the amount of such changed monthly payment, and thereafter the Lessee will make the rental payments in the amounts specified in such advice. In no event will the monthly payments exceed the sum of $ each during the said term. The Lessee hereby acknowledges that it has been explained to him and that he undertakes and agrees that the yearly and monthly rental which he is required to pay hereunder may vary and is subject to review by the Minister because such rental is based upon the income of the Lessee and his dependants.

THE PARTIES CONVENANT AND AGREE AS FOLLOWS:

1. The Lessee will during the said term pay the said rent.
2. The Lessee will provide the Minister with evidence in writing whenever and as often as the Minister may require, as to the amount of the income of the Lessee and his dependants.
3. The Lessee will ensure that the interior walls, woodwork and ceiling of the dwelling unit are maintained to the satisfaction of the Minister.
4. The Lessee will ensure that all furniture in the dwelling unit is maintained and repaired to the satisfaction of the Minister.
5. The Lessee will maintain the dwelling unit in good tenantable condition and state of repair (reasonable wear and tear and damage by fire, lightning, and tempest only excepted) and on termination of tenancy will leave the premises in a clean and tenantable condition.
6. The Lessee will ensure that pipes, chimneys, sink, plumbing apparatus, furniture, locks, stoves and heaters, electric switches and wiring, and fastenings of all kinds on the dwelling unit are kept in a state of efficiency and good working order satisfactory to the Minister.

7. The Lessee will maintain and preserve in good order and sanitary condition the area appurtenant to the dwelling unit, or the lot on which those premises are situated, whichever is applicable, to the satisfaction of the Minister.

8. The Lessee will repair any damages to the dwelling unit and furniture resulting from his neglect, or violation of any of the terms of this lease at his own expense.

9. In all other matters of maintenance as may be required to the dwelling unit, the placing of responsibility for effecting repairs will be decided by a local Housing Association in the community according to by-laws established by the Minister, and the Lessee shall be bound by such decision or decisions.

10. The Lessee will not install in the dwelling unit additional heating or electrical units, or additional wiring without the prior approval of the Minister in writing.

11. The Lessee will not make any changes, modifications, or additions to the structure of the dwelling unit without the prior approval of the Minister in writing.

12. The Lessee will not assign or sublet the dwelling unit without the prior approval of the Minister in writing, and any purported assignment or sublease without such prior approval of the Minister is void.

13. The Lessee will allow the Minister at all reasonable times to enter the dwelling unit to view its state of repair and conformance to other responsibilities of the Lessee as provided in this lease.

14. Her Majesty will provide electricity in an amount recommended by the Minister to the Lessee.

15. The Lessee will pay all costs of fuel and electricity consumed over the quotas established on the recommendation of the Minister in this Lease for each month's operation of the dwelling unit.

16. Her Majesty will provide adequate fuel for heating and cooking in the dwelling unit.

17. The Lessee will replace and maintain furniture that has been provided by Her Majesty, in the dwelling unit at his own expense.

18. In the case of fire, lightning, or tempest rendering the dwelling unit uninhabitable all rent shall cease until the dwelling unit is rebuilt or alternative accommodation is leased by the Lessee from Her Majesty.

19. The Lessee will at all times indemnify and save harmless Her Majesty from and against all manner of actions, claims, demands, damages, matters and things whatsoever arising or resulting from the occupation and use of the dwelling unit.

20. Her Majesty will provide the Lessee with credits towards the accumulation of an equity in the eventual purchase of the dwelling unit, and these credits will be provided as follows:

(a) 33% of the rents actually paid by the Lessee or his family;

(b) based on signed invoices and receipts, a credit for any improvements or additions to the dwelling unit done at the expense of the Lessee or his dependants with the approval in writing of the Minister;

(c) a credit equal in amount to any payment of rent by the Lessee or his dependants, over the amount prescribed as rental by the Minister; and

(d) based on the inspection and approval of the Minister a credit of up to $100.00 per year for day to day maintenance provided to the dwelling unit by the Lessee or his dependants.

21. The equity and credits mentioned in section 20

(a) will not have a cash value and may not be transferred as payment on rental due for the dwelling unit;

(b) in the event of death of the Lessee, may be transferred to the Lessee's surviving spouse;

(c) in the event of the movement of the Lessee from one dwelling unit to another, or to a new location, may with the Minister's consent, be applied on account of the purchase of another dwelling unit;

(d) may not be sold, passed on for value received, or used to pay debts;

(e) may not be given to occupants of Government staff housing; and

(f) shall have a maximum accumulated value of $4,000 for each tenant.

22. The Lessee may terminate this Lease by giving one month's notice to the Minister and by vacating the dwelling unit prior to the expiration of this notice.

23. The Minister may terminate this Lease by giving three month's notice to the Lessee in writing.

24. The Minister may resume possession of the dwelling unit for non-payment of rent or non-performance of any of the convenants as stated in this Lease.

25. In this Lease,

(a) "Minister" means the Minister of Indian Affairs and Northern Development and any person authorized to act on his behalf; and

(b) "spouse" includes a person who cohabits with the Lessee as his or her spouse.

IN WITNESS WHEREOF the parties hereto have hereunto set their hands.

SIGNED AND DELIVERED
by the Area Administrator
on the behalf of Her Majesty
in the presence of

Witness _____ _____

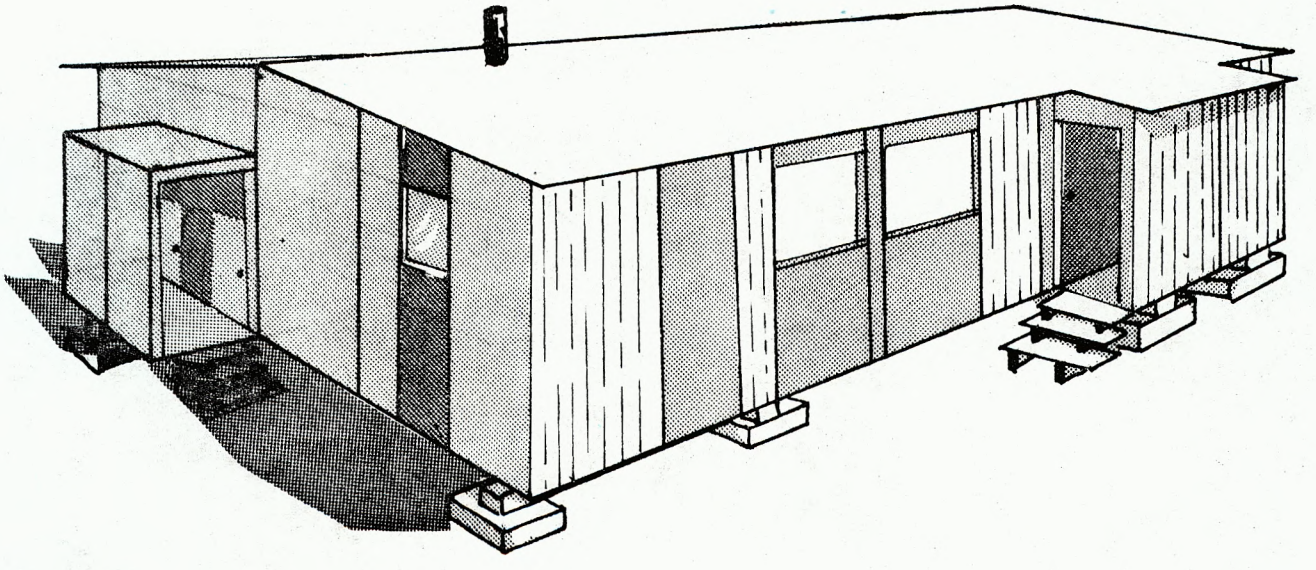
AND by the Lessee
in the presence of

Witness _____ _____

AND by the Lessee, he being unable to read English, I the undersigned witness having first truly, distinctly and audibly read over and explained to him the contents of the above written Lease, when he appeared to perfectly understand it and signed his name thereto in my presence.

_____ _____

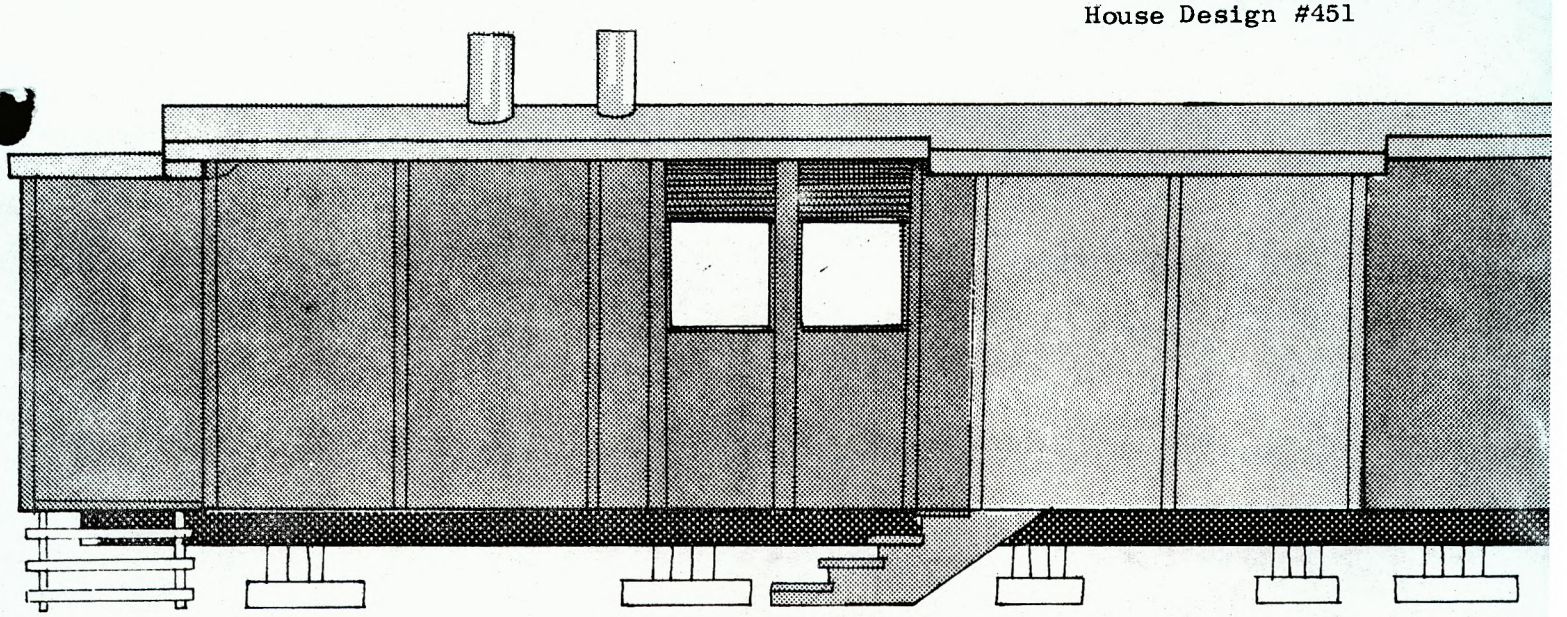
Adult Education Program
Rental Housing Project



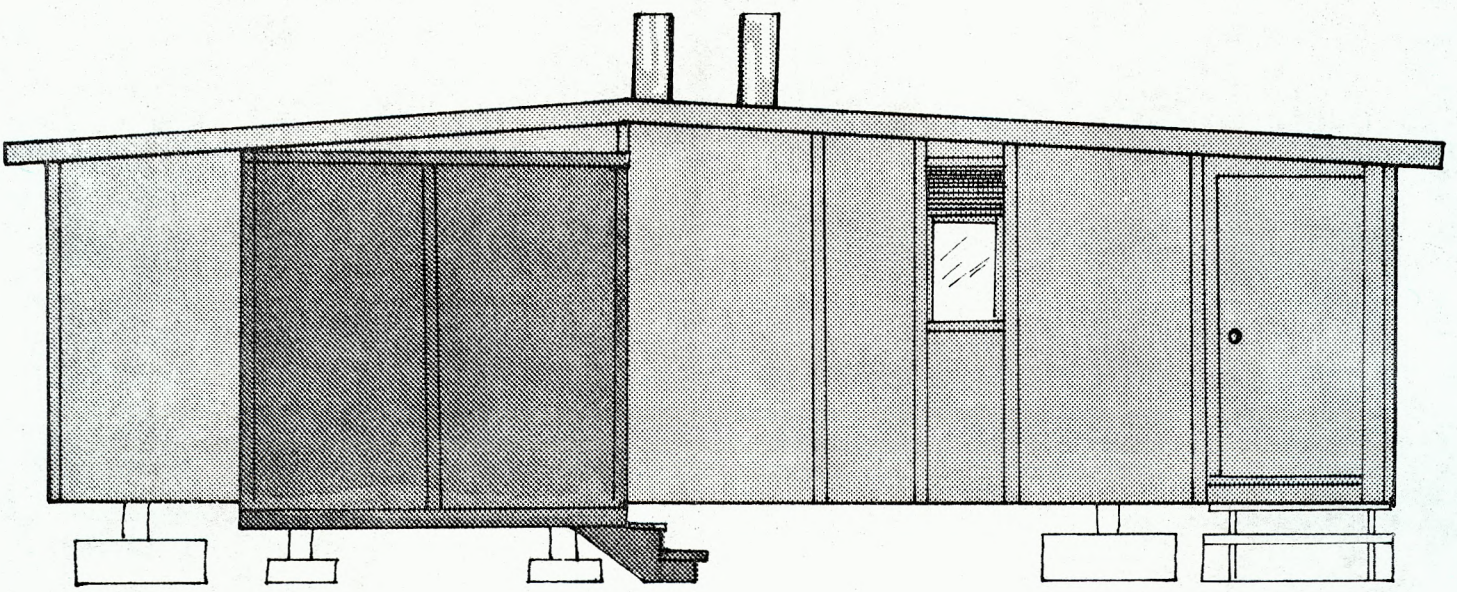
House Design #451

HD.10.1/4.68

House Design #451



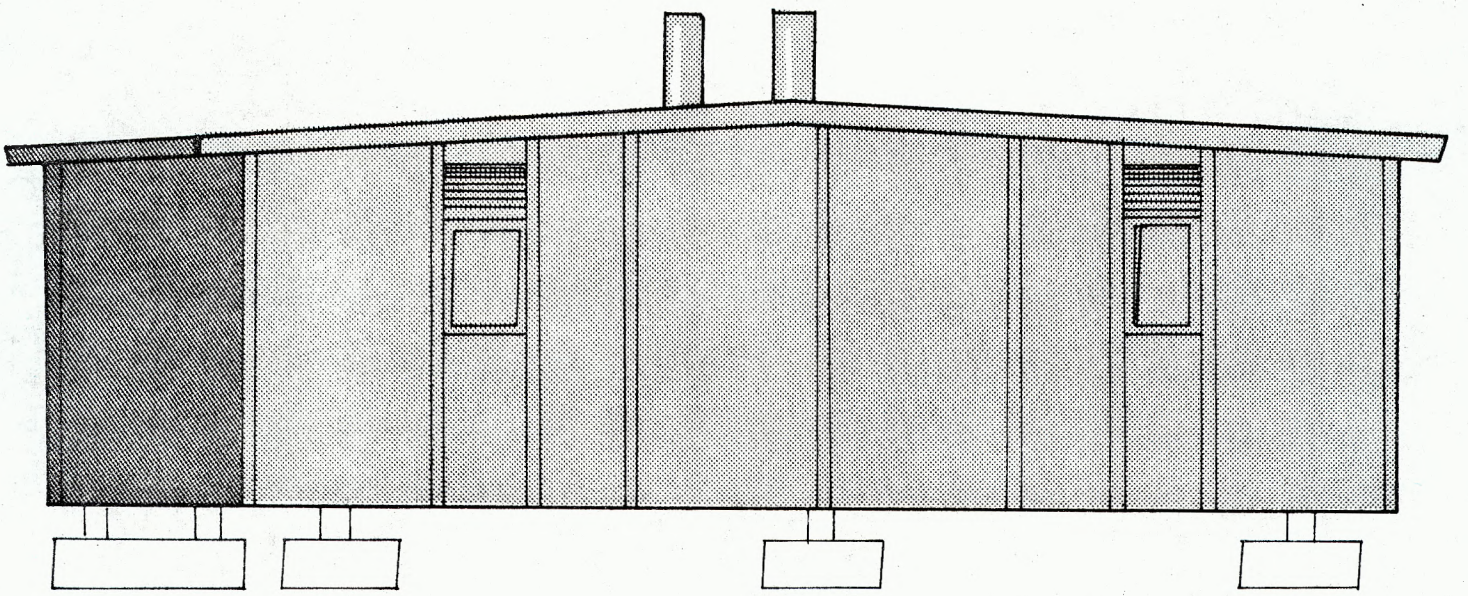
Front Elevation



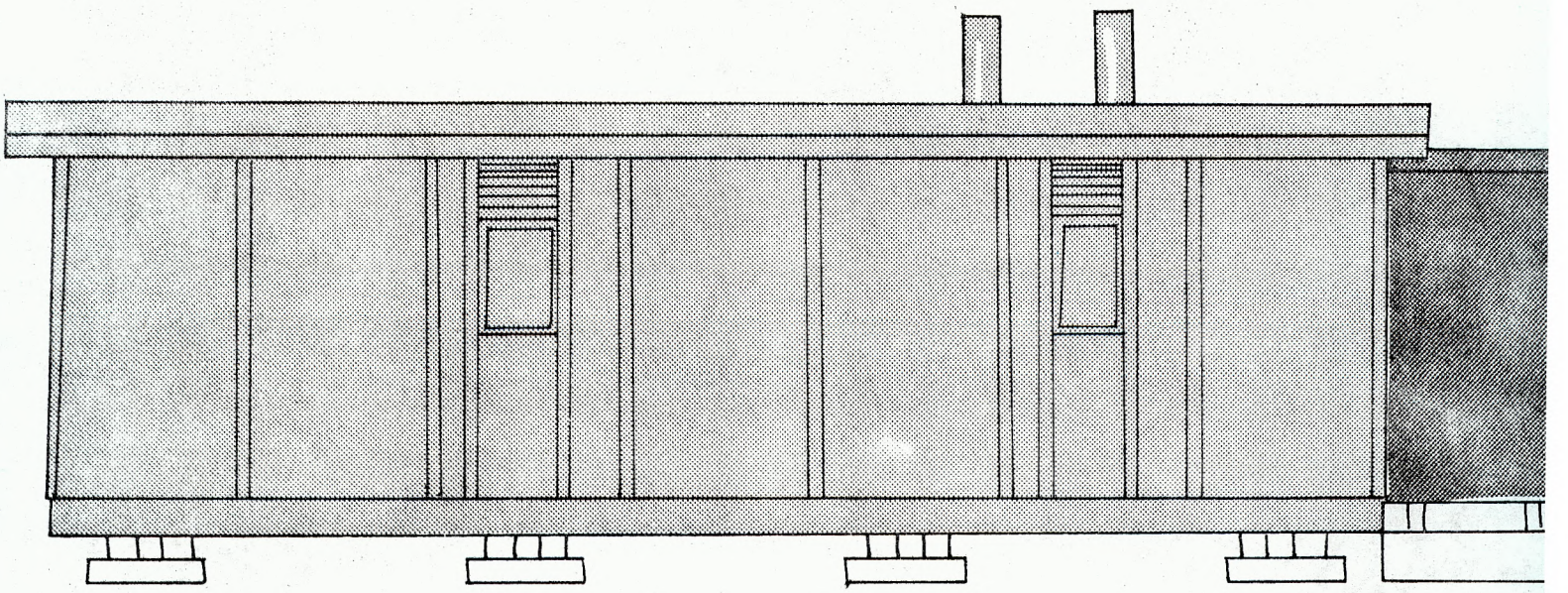
Left Side Elevation

HD.10.2/4.68

House Design #451



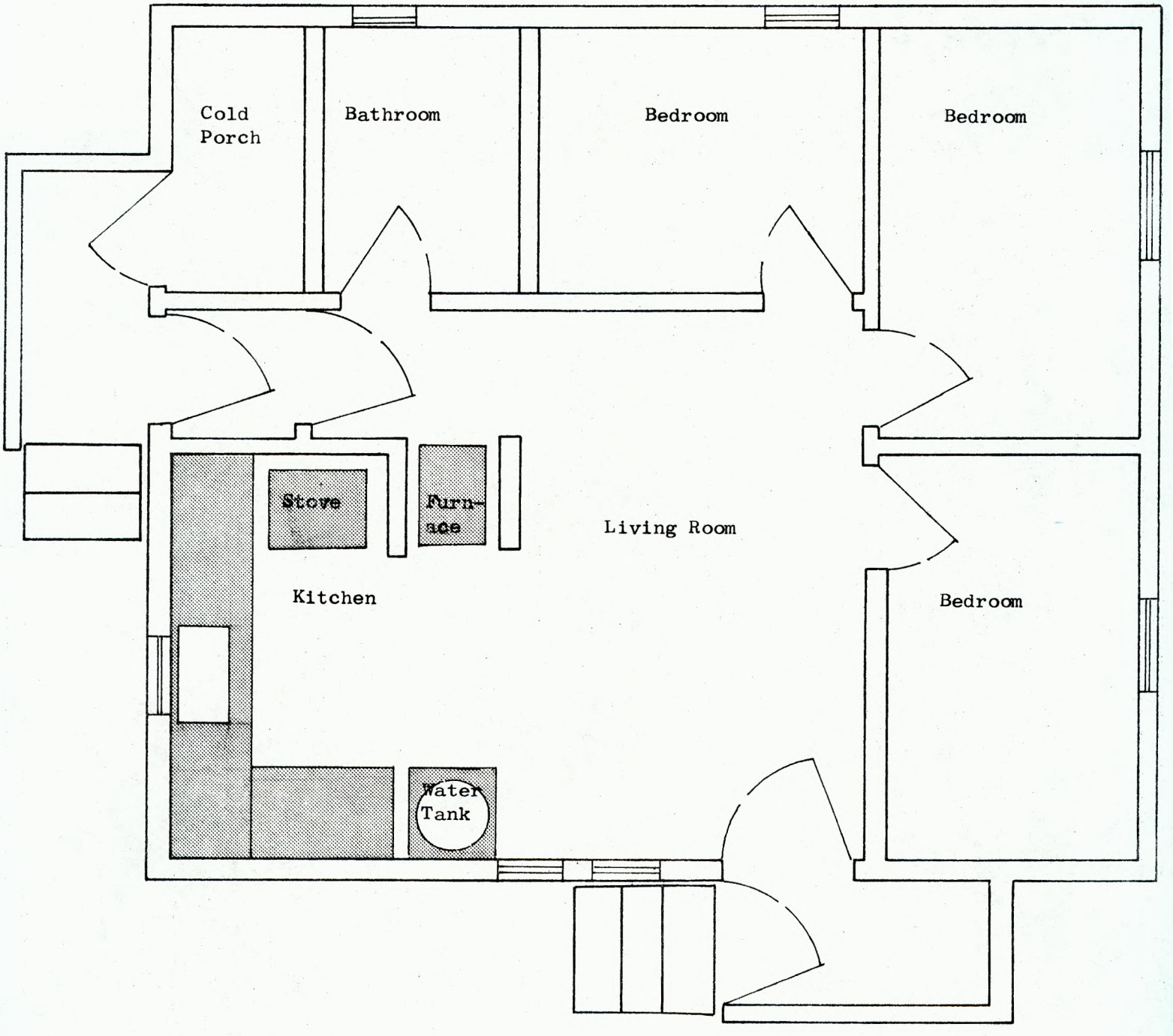
Right Side Elevation



Rear Elevation

HD.10.3/4.68

Floor Plan




HD.10.4/4.68

# TENANT'S RECEIPT

- The Rental Housing Tenant receives a receipt when he pays the rent money each month.

- The receipt shows how much rent the tenant paid and the date the money was paid.

| Date | Amount Assessed | Amount Paid | Rec'd By | House Ref. No. | Arrears Forward | M No. |
|---|---|---|---|---|---|---|
| ᐅᓗᒐ | ᐃᓗᑉ<br>ᑕᑭᑕᒪ<br>ᐊᑭᑲᑎ-<br>ᐊᑲᓂᒐ | ᐊᑭᓕᑎ-<br>ᓱᒪᔪᑉ<br>ᐃᒪᓇ | ᐅᒪ<br>ᑭᓇ-<br>ᐅᔭ<br>ᐱᔭᕕᓂᒋ | ᐃᓗᑉ ᓇᓴᐅ-<br>ᑎᒐ | ᐊᑭᓕᑎ-<br>ᑕᐅᒋᓂ-<br>ᑯᑦ | ᑕ<br>ᑭ<br>ᒐ |

Dept. of Indian Affairs and Northern Development Low Cost Housing Rent Receipt

ᐃᓄᓕᑎᔨᑯᑦ ᐃᓗᑯᑎᒋᓂ ᐊᑭᓕᑕᐅᐸᒋᐊᓕᓂ
ᐊᑭᑭᑐᓂ ᐊᑭᓕᑕᐅᓂᒋᓄ ᓇᓗᓇᐃᑯᑕ.

- The rental receipt is proof that the tenant has paid the amount of money named on the receipt or that he is in arrears or has prepaid his rent.

- The tenant should see that his rent receipts and the entries on the Tenant's Rent Record Card are the same on March 31.

THE TENANT SHOULD KEEP ALL HIS RECEIPTS AND HIS LEASE IN A SAFE PLACE.

# THE TENANT'S RENT RECORD CARD

- This card is kept for each Tenant who is renting a house from the Government.
- The Tenant's Rent Record Card is kept in the Area Administrator's Office until such time as the Housing Association Council is ready to assume responsibility for the collection of rents.
- The entry on the Tenant's Rent Record Card should always be a carbon copy of the receipt issued to the Tenant.

CANADA

DEPARTMENT OF INDIAN AFFAIRS
AND NORTHERN DEVELOPMENT
NORTHERN ADMINISTRATION BRANCH

Occupants name Gerg Bowne

Rent or Resale

| | Month No. 4 | Month No. | Month No. |
|---|---|---|---|
| Gross Rent or repay | 40.00 | | |
| Electricity | 25.00 | | |
| Water Service | 10.00 | | |
| Sewage Service | 10.00 | | |
| Fuel | 40.00 | | |
| Total Cost | 125.00 | | |
| Less Subsidy | 95.00 | 85.00 | |
| Net Monthly Paym't. | 30.00 | 40.00 | |

**Important** This is the Tenant's permanent record of payments. It is his privilege to examine this card upon request.

ᐅᓇᑕᕐ ᐃᓗᒥ ᐊᑐᑕᒥᓂ ᐊᑭᓕᕐᑐ ᐊᑭᓕᕐᓂᒥᓂ ᐅᑲᓯᒪᔪ ᐊᓯᐅᔭᒥᓗᑎᓗ. ᑲᒪᑐᐃᓇ ᑕᑯᔪᒪᓕᕈᓂᒥ ᑲᐅᔨᓇᓯᓗᓂ ᑕᑯᑲᑕᕈᓇᑕᒥ.

TENANT'S RENT RECORD Yr 1967

Location Bramlee Region Fort Umiak

House Ref. No. 196-23 Coding

Tenant Gerg Bowne Disc No. D-311

The entries below are a complete and accurate record of rent payment transactions.

ᑕᑯᐊ ᐊᑕᓂᑐ ᓱᓕᑎᐊᓗᑎ ᐊᑭᓕᕆᓯᒪᔪᓂᓗ ᐊᑭᓕᕆᓯᒪᒥᓐᑐᓂᓗ ᑕᒣᓂ ᐅᑲᓯᒪᑎᐊᑐ.

Signature .....

ᐃᓗᒥ ᐊᑐᑐᑉ ᐊᑎᓕᐅᐱᓴᒐ

| Date | Amount Assessed | Amount Paid | Rec'd By | House Ref. No. | Arrears Forward | Month No. |
|---|---|---|---|---|---|---|
| ᐅᓗᒐ | ᐃᓗᑉ ᑕᑭᑕᒪ ᐊᑭᑲᑎᓐᑲᓂᒐ | ᐊᑭᓕᑎᓯᒪᔪᑉ ᐃᒪᓇ | ᐅᒪ ᑭᓇᐅᔭᐱᔭᐱᓂᒥ | ᐃᓗᑉ ᓇᓴᐅᑎᒐ | ᐊᑭᓕᑎᑕᐅᒥᓂᑯᑦ | ᑕᑭᒐ |
| April 1 | 30 00 | 10 00 | RC | 196-23 | 20 00 | 1 |
| May 1 | 40 00 | 50 00 | RC | 196-23 | 10 00 | 2 |
| June 1 | 40 00 | 50 00 | RC | 196-23 | ✓ | 3 |
| July 1 | 40 00 | 40 00 | RC | 196-23 | ✓ | 4 |
| Aug. 1 | 40 00 | 40 00 | RC | 196-23 | 10 00 | PP 5 |
| Sept. | | | | | | 6 |
| Oct. | | | | | | 7 |
| Nov. | | | | | | 8 |
| Dec. | | | | | | 9 |
| Jan. | | | | | | 10 |
| Feb. | | | | | | 11 |
| Mar. | | | | | | 12 |

PK.PR.12.9/31.68

# THE TENANT'S RENT RECORD CARD

- On March 31, the tenant will sign his name on his Tenant's Rent Record Card only if he is satisfied that all the entries are correct.

- The Tenant's Rent Record Card should be filed for that year and a new card made out beginning April 1.

- If the tenant owes money to the government, this amount of money will be entered on his new Tenant Rent Record Card.
  The tenant will then be in <u>debt</u> to the government.

- If the tenant has paid more money than stated in the rental agreement, the tenant will have <u>prepaid</u> marked on his card in black.
  This will show that the tenant has some rent paid to the government - the tenant has <u>credit</u> with the government.

# TENANT'S RENT RECORD CARD & RECEIPT

**TENANT'S RENT RECORD** Yr 1967

Location Bramlee Region Fort Umiak

House Ref. No. 196-23 Coding

Tenant Gerg Bowne Disc No. D - 311

The entries below are a complete and accurate record of rent payment transactions.
ᑕᑯᐊ ᐊᑕᓂ) ᓭᓕᑎᐊᔭᑎ ᐊᑭᓕᑎᓭᒪᓪᓂᓂᓗ ᐊᑭᓕᑎᓭᒪᒋᑦ-
)ᓂᓗ ᑕᒣᓂ ᐅᑲᓭᒪᑎᐊᑐ.

Signature .....
ᐃᓗᒥ ᐊᑐᑦ ᐊᑎᓕᐅᕕᖏᒪ

| Date | Amount Assessed | Amount Paid | Rec'd By | House Ref. No. | Arrears Forward | Month No. |
|---|---|---|---|---|---|---|
| ᐅᓗᒪ | ᐃᓗᐸ ᑕᑭ ᑕᒪ ᐊᑭᑲᑎ- ᐊᑲᓂᒪ | ᐊᑭᓕᑎ- ᓭᒪᐸᐸ ᐃᒪᓐᐊ | ᐅᒪ ᑭᓐ- ᐅᐅ ᐱᕕᐱᓂᒋᑦ | ᐃᓗᐸ ᓐᖏᐅ- ᑎᒪ | ᐊᑭᓕᑎ- ᑕᐅᒥᓂ- ᑯᑦ | ᑕᑭᒪ |
| April 1 | 30 00 | 10 00 | | 196-23 | 20 00 | 1 |
| May 1 | 40 00 | 50 00 | | 196-23 | 10 00 | 2 |
| June 1 | 40 00 | 50 00 | | 196-23 | 10 00 | 3 |

| Date | Amount Assessed | Amount Paid | Rec'd By | House Ref. No. | Arrears Forward | M No. |
|---|---|---|---|---|---|---|
| | | | | | | 4 |
| | | | | | | 5 |
| ᐅᓗᒪ | ᐃᓗᐸ ᑕᑭ ᑕᒪ ᐊᑭᑲᑎ- ᐊᑲᓂᒪ | ᐊᑭᓕᑎ- ᓭᒪᐸᐸ ᐃᒪᓐᐊ | ᐅᒪ ᑭᓐ- ᐅᐅ ᐱᕕᐱᓂᒋᑦ | ᐃᓗᐸ ᓐᖏᐅ- ᑎᒪ | ᐊᑭᓕᑎ- ᑕᐅᒥᓂ- ᑯᑦ | ᑕ 6<br>ᑭ 7<br>ᒪ |
| | | | | | | 8 |

Dept. of Indian Affairs and Northern Development Low Cost Housing Rent Receipt

ᐃᓕᓐᓂᐅᑯᑦ ᐃᓗᑯᑎᒥᓂ ᐊᑭᓕ ᑕᐅᐸᒥ ᐊᓕᓂᓂᑭᑎᓂᓂ ᐊᑭᓂᑭᑎᓂᓂ ᐊᑭᑭᑐᓂ ᐊᑭᓕᑎᓭᒪᒋᑦ ᑕᒣᓂ ᐃᓗᓕᐃᑯᑦ.

9 10 11 12

The receipt will be detached each month and given to the tenant. After the last payment of the year, the tenant will sign his name on the card. This will show that the tenant's rent record card is correct.

PK.PR.12.11/31.68

# PAYING RENT

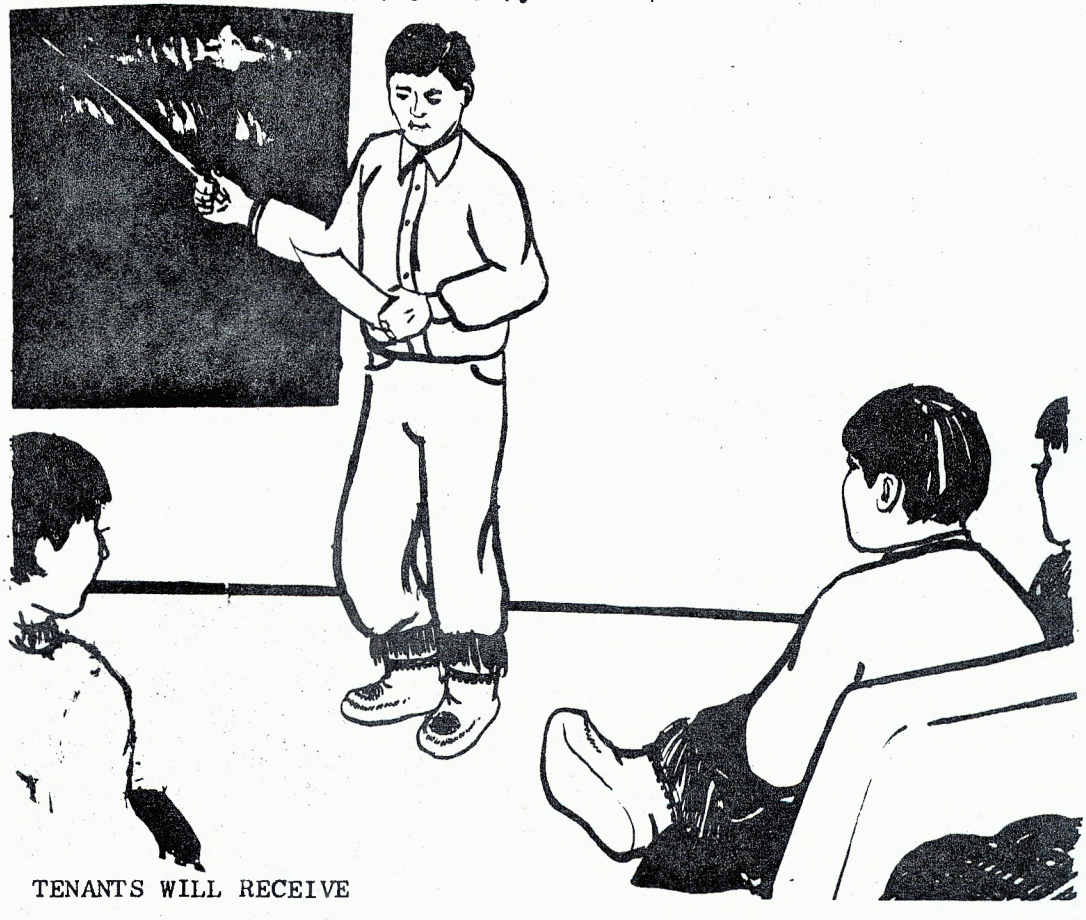
# THE LEASE

- The lease is a legal document explaining the terms of the rental agreement between the tenant and the government.
- The lease cannot legally be translated. For this reason, make certain that you understand what it says before signing it.
- The lease or rental agreement tells the amount of rent you must pay, your responsibilities as a tenant and the things the government agrees to supply.
- You and the government will both have a copy of the agreement made between you. Keep your copy in a safe place.

# RENTAL HOUSING TENANTS

. Rental Housing Tenants are people living in a settlement who sign a rental agreement with the government.

. The tenants elect a number of directors to a Housing Association Council ( 3 - 9 ).



TENANTS WILL RECEIVE

- A RENTAL HOUSE ACCORDING TO THE FAMILY'S NEEDS AND AVAILABILITY OF THE HOUSES.
- WILL PAY RENT ACCORDING TO FAMILY INCOME.
- MAY VOTE ON ALL MATTERS CONCERNING THE RENTAL HOUSES AT AN ANNUAL MEETING.

SCHEDULE "A"

THIS LEASE made this day of , 19 .

BETWEEN HER MAJESTY THE QUEEN in right of Canada, hereinafter called "Her Majesty",

OF THE FIRST PART,

AND

of the community of
in the
hereafter called "the Lessee",

OF THE SECOND PART,

WITNESSETH that in consideration of the rents, covenants and agreements herein reserved and contained on the part of the Lessee to be paid, observed, performed and kept, Her Majesty demises and leases unto the Lessee

all that certain parcel or tract of land and premises situate, lying and being in the community of
in the and being composed of

hereinafter called "the dwelling unit",

TO HAVE AND TO HOLD for and during the term of years commencing on the day of , 19 ;

YIELDING AND PAYING THEREFOR a rent of $ dollars per year, payable monthly in advance, in equal payments of $ each on the day of each month during the said term. The amount of the said monthly payments may be reviewed by the Minister and changed by the Minister because of any change in the income of the Lessee and his dependants, and the Minister will advise the Lessee of the amount of such changed monthly payment, and thereafter the Lessee will make the rental payments in the amounts specified in such advice. In no event will the monthly payments exceed the sum of $ each during the said term. The Lessee hereby acknowledges that it has been explained to him and that he undertakes and agrees that the yearly and monthly rental which he is required to pay hereunder may vary and is subject to review by the Minister because such rental is based upon the income of the Lessee and his dependants.

THE PARTIES COVENANT AND AGREE AS FOLLOWS:

1. The Lessee will during the said term pay the said rent.

2. The Lessee will provide the Minister with evidence in writing whenever and as often as the Minister may require, as to the amount of the income of the Lessee and his dependants.

3. The Lessee will ensure that the interior walls, woodwork and ceiling of the dwelling unit are maintained to the satisfaction of the Minister.

4. The Lessee will ensure that all furniture in the dwelling unit is maintained and repaired to the satisfaction of the Minister.

5. The Lessee will maintain the dwelling unit in good tenantable condition and state of repair (reasonable wear and tear and damage by fire, lightning, and tempest only excepted) and on termination of tenancy will leave the premises in a clean and tenantable condition.

6. The Lessee will ensure that pipes, chimneys, sink, plumbing apparatus, furniture,locks, stoves and heaters, electric switches and wiring, and fastenings of all kinds on the dwelling unit are kept in a state of efficiency and good working order satisfactory to the Minister.

7. The Lessee will maintain and preserve in good order and sanitary condition the area appurtenant to the dwelling unit, or the lot on which those premises are situated, whichever is applicable, to the satisfaction of the Minister.

8 The Lessee will repair any damages to the dwelling unit and furniture resulting from his neglect, or violation of any of the terms of this lease at his own expense.

9. In all other matters of maintenance as may be required to the dwelling unit, the placing of responsibility for effecting repairs will be decided by a local Housing Association in the community according to by-laws established by the Minister, and the Lessee shall be bound by such decision or decisions.

10. The Lessee will not install in the dwelling unit additional heating or electrical units, or additional wiring without the prior approval of the Minister in writing.

11. The Lessee will not make any changes, modifications, or additions to the structure of the dwelling unit without the prior approval of the Minister in writing.

12. The Lessee will not assign or sublet the dwelling unit without the prior approval of the Minister in writing, and any purported assignment or sublease without such prior approval of the Minister is void.

13. The Lessee will allow the Minister at all reasonable times to enter the dwelling unit to view its state of repair and conformance to other responsibilities of the Lessee as provided in this lease.

14. Her Majesty will provide electricity in an amount recommended by the Minister to the Lessee.

15. The Lessee will pay all costs of fuel and electricity consumed over the quotas established on the recommendation of the Minister in this Lease for each month's operation of the dwelling unit.

16. Her Majesty will provide adequate fuel for heating and cooking in the dwelling unit.

17. The Lessee will replace and maintain furniture that has been provided by Her Majesty, in the dwelling unit at his own expense.

18. In the case of fire, lightning, or tempest rendering the dwelling unit uninhabitable all rent shall cease until the dwelling unit is rebuilt or alternative accomodation is leased by the Lessee from Her Majesty.

19. The Lessee will at all times indemnify and save harmless Her Majesty from and against all manner of actions, claims, demands, damages, matters and things whatsoever arising or resulting from the occupation and use of the dwelling unit.

20. Her Majesty will provide the Lessee with credits towards the accumulation of an equity in the eventual purchase of the dwelling unit, and these credits will be provided as follows:

(a) 33% of the rents actually paid by the Lessee or his family;
(b) based on signed invoices and receipts, a credit for any improvements or additions to the dwelling unit done at the expense of the Lessee or his dependants with the approval in writing of the Minister;
(c) a credit equal in amount to any payment of rent by the Lessee or his dependants, over the amount prescribed as rental by the Minister; and
(d) based on the inspection and approval of the Minister a credit of up to $100.00 per year for day to day maintenance provided to the dwelling unit by the Lessee or his dependants.

21. The equity and credits mentioned in section 20

(a) will not have a cash value and may not be transferred as payment on rental due for the dwelling unit;
(b) in the event of death of the Lessee, may be transferred to the Lessee's surviving spouse;
(c) in the event of the movement of the Lessee from one dwelling unit to another, or to a new location, may with the Minister's consent, be applied on account of the purchase of another dwelling unit;
(d) may not be sold, passed on for value received, or used to pay debts;
(e) may not be given to occupants of Government staff housing; and
(f) shall have a maximum accumulated value of $4,000 for each tenant.

22. The Lessee may terminate this Lease by giving one month's notice to the Minister and by vacating the dwelling unit prior to the expiration of this notice.

23. The Minister may terminate this Lease by giving three month's notice to the Lessee in writing.

24. The Minister may resume possession of the dwelling unit for non-payment of rent or non-performance of any of the covenants as stated in this Lease.

25. In this Lease,

(a) "Minister" means the Minister of Indian Affairs and Northern Development and any person authorized to act on his behalf; and

(b) "spouse" includes a person who cohabits with the Lessee as his or her spouse.

IN WITNESS WHEREOF the parties hereto have hereunto set their hands.

SIGNED AND DELIVERED
by the Area Administrator
on the behalf of Her Majesty
in the presence of

_____ _____

Witness

AND by the Lessee
in the presence of

_____ _____

Witness

AND by the Lessee, he being unable to read English, I the undersigned witness having first truly, distinctly and audibly read over and explained to him the contents of the above written Lease, when he appeared to perfectly understand it and signed his name thereto in my presence.

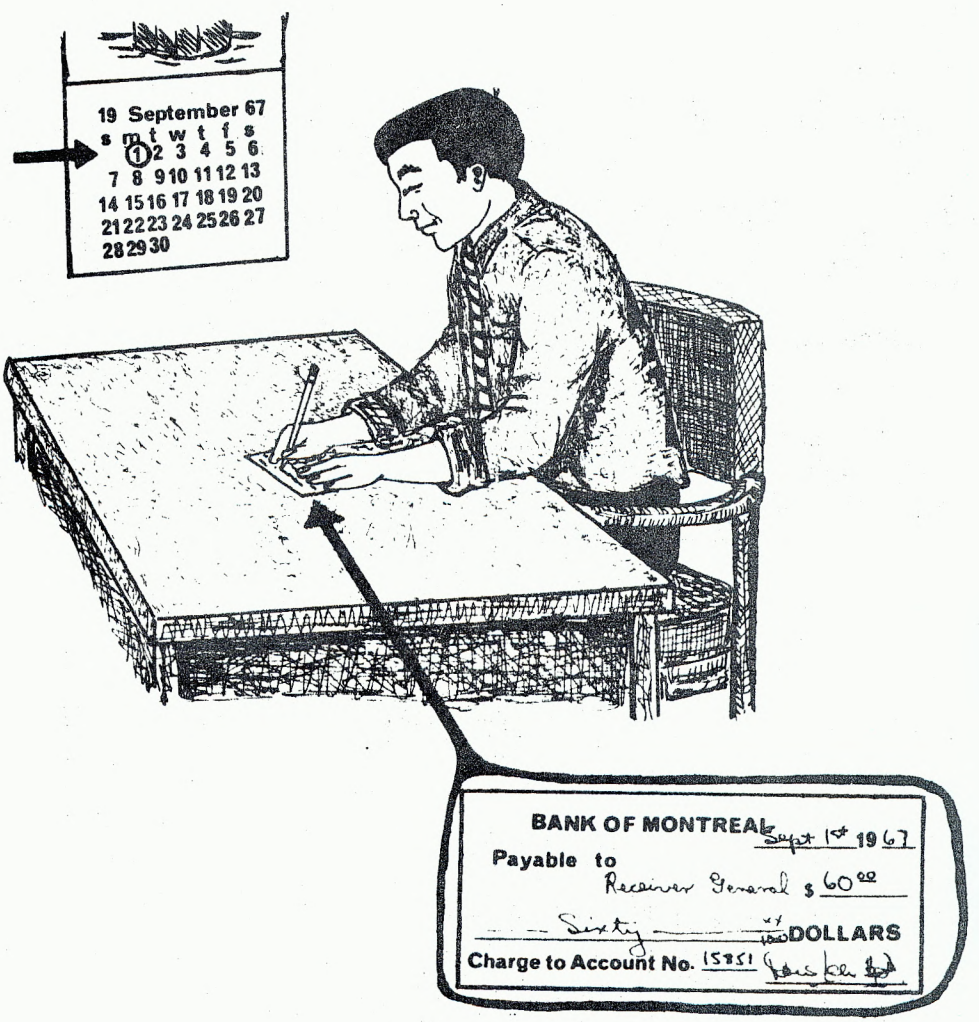
_____ _____

# PAYING RENT

- Rent is paid in advance. Therefore rent is due on the first day of each month for that particular month.

- The arrangement for paying rent may not be the same for every settlement. For example, one Housing Association Council may set up a rental office where the tenant comes to pay his rent. Another Housing Association Council may appoint a rental collector to call at each rental house to collect the rent on the first day of each month.

- It is the tenant's responsibility to see that the rent is paid on time. If you would prefer to pay for the whole year at one time you may do so. Or, if you cannot be at home the day the rent collector comes, arrange to pay in advance.



# FAMILY INCOME

Family Income is the total amount of money all members of a household earn over a given period of time usually a year.

- Family Income will vary for each family.

# YOU NEED MONEY TO PAY RENT

Some people would like to believe
that money grows on trees.

These Are Foolish Day Dreams.
Most People Must Work To Get Money.

PK.PR.12.13/31.68

# THE WAGE EARNERS

Wage earners are responsible for a special job throughout the year.

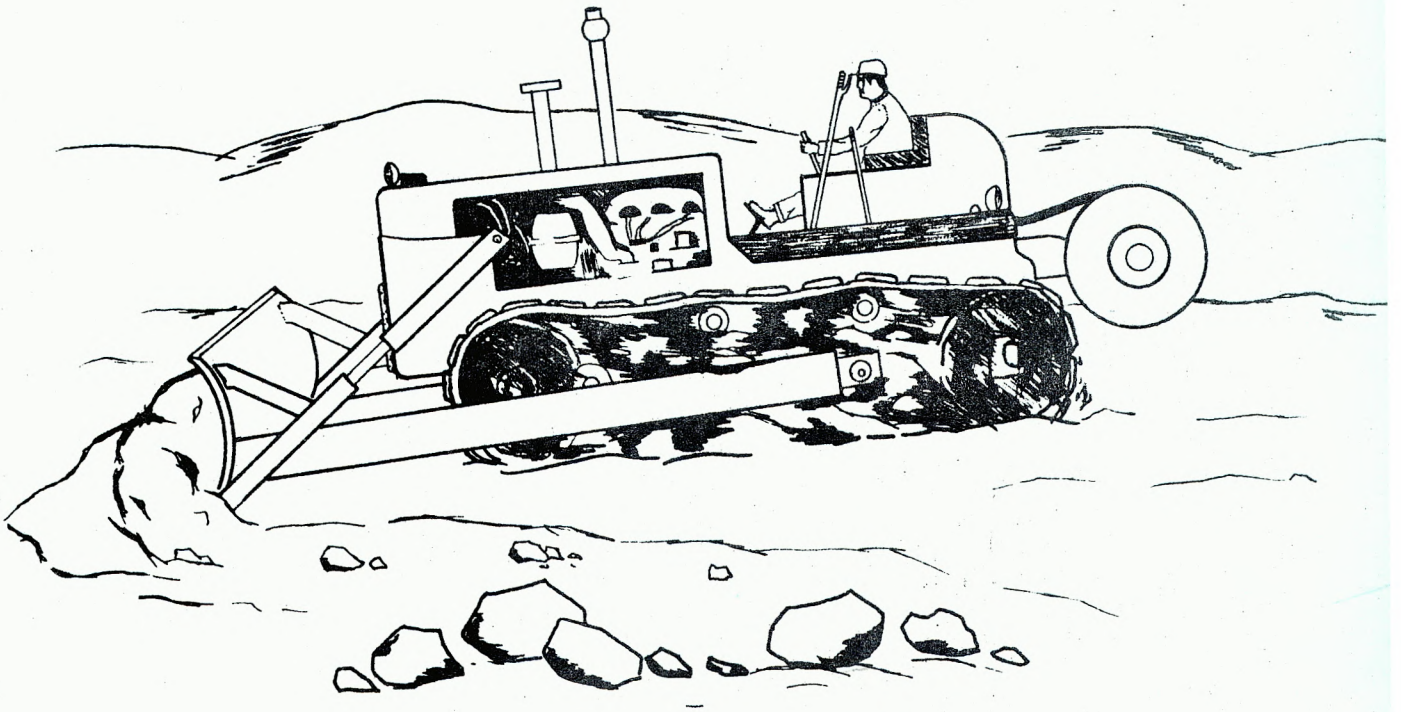
PK.PR.12.15/31.68

# HOW PEOPLE GET MONEY

- by working at a regular job on a full-time basis.
  These people are called wage earners.

- by working only part of the year.
  Hunters, trappers, casual labourers (unloading ships) belong to this group.

- through family allowance cheques, old age pensions, welfare allowance.
  Cheques are received monthly from the government.



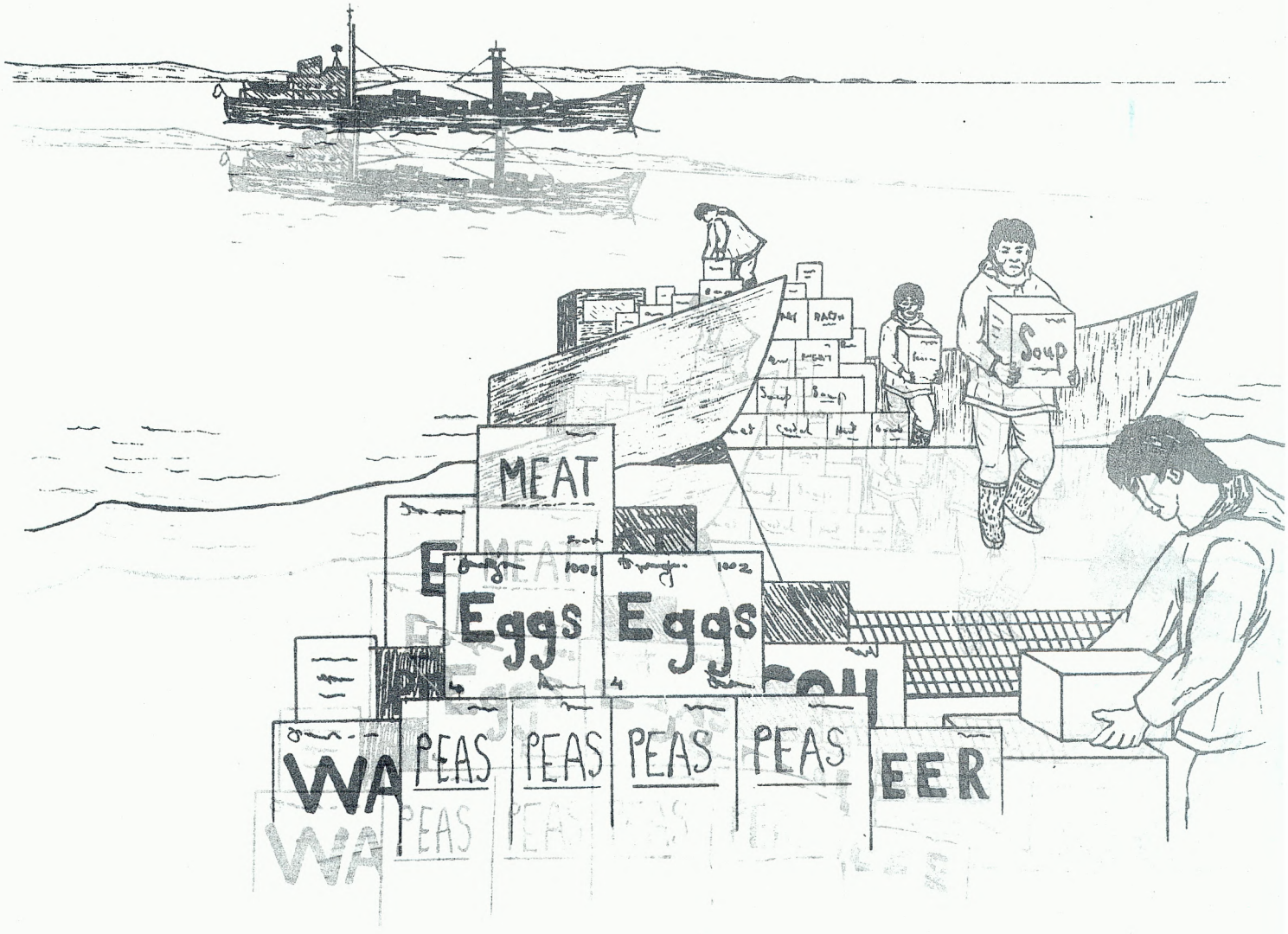
# SEASONAL EMPLOYMENT

Seasonal workers are people such as hunters or trappers, or people who help unload boats or barges who work only part of the year.

PK.PR.12.17/31.68

# ODD-JOB WORKERS

These are usually part-time workers. They may help unload the ship when it arrives in port or be employed by Government or the R.C.M.P. on a part-time basis.




PK.PR.12.18/31.68

# PART-TIME WORKERS

- Certain people have special ability to make things to sell for money such as carvings, fur parkas, mukluks, prints, etc. These could be part-time workers unless they work for a co-operative on a full-time basis.

PK.PR.12.19/31.68

# OTHER WAYS OF GETTING MONEY

Through old-age pension cheques, child allowance cheques and welfare assistance.

# THE AMOUNT OF RENT

The amount of rent a family pays is determined by the family income over a year.

- The amount of rent may be different for each family.
- If father gets sick and cannot work for a long time, the Housing Ass'n Council may lower the rent.

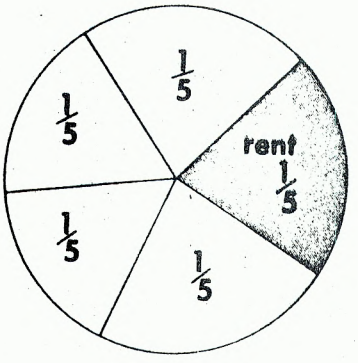
PK.PR.12.21/31.68

# HOW RENT IS DETERMINED

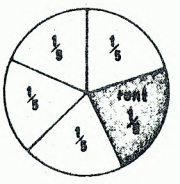
- Wage earners pay 20 per cent of their wages providing the amount is not more than the top rent allowable for their size of house.
- Hunters, trappers and occasional workers pay 20 per cent of the average for the group.
- Persons on welfare allowance or old age pensions pay $2 per month for any size of house.

(1) **Wage Earners**

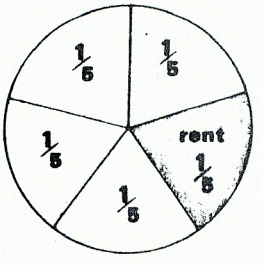
**Large Income**




**Small Income**




(2) **Seasonal Workers**
(1/5 of average for group)




(3) **Welfare or Old Age Pensioners**

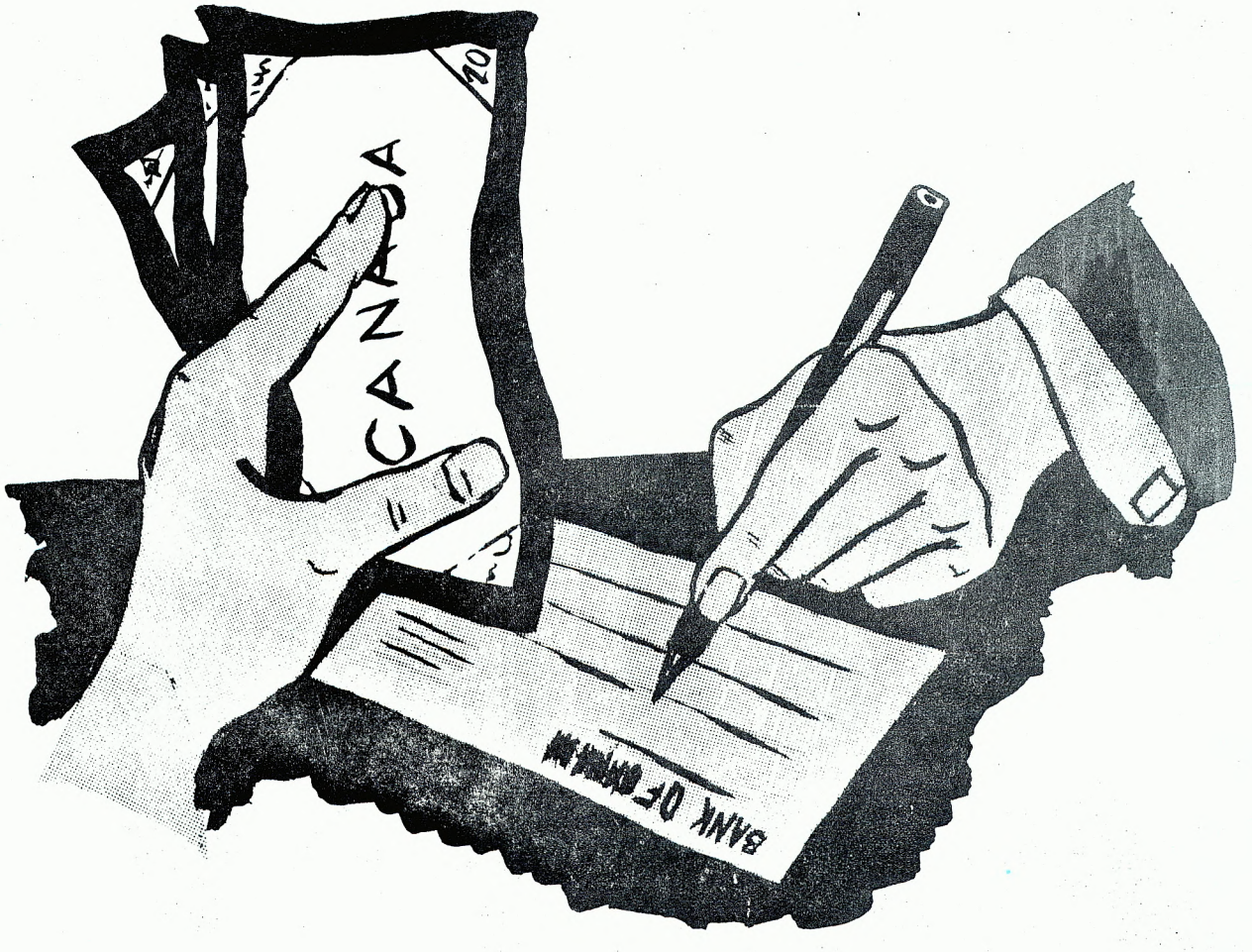
PK.PR.12.22/31.68

# HOW RENT MAY BE PAID

- Rent may be deducted (taken off) from pay cheques.

- Each tenant may pay the rent with cash (dollar bills) or by writing a cheque on his bank account.

- Tenants who pay all or a large part of the rent for a year at one time may find it easier to pay by cheque.

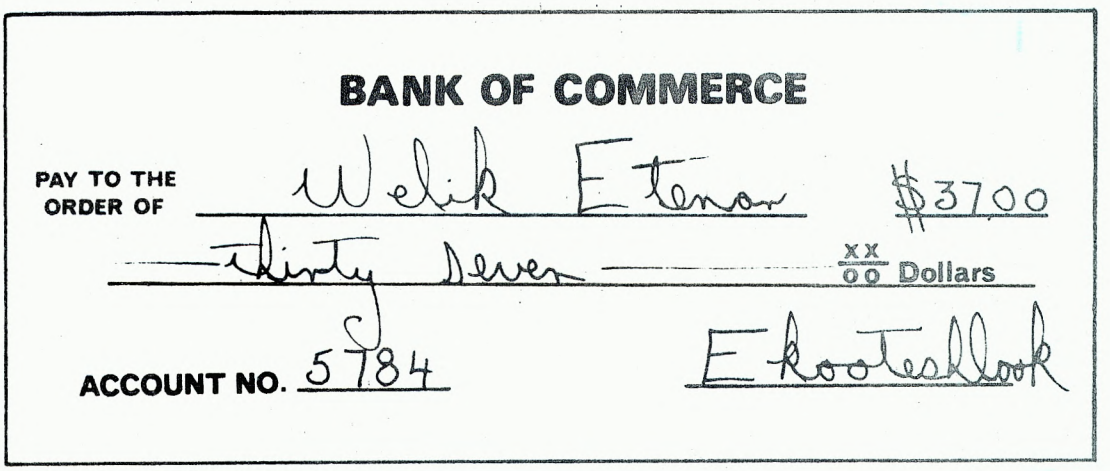



PK.PR.12.23/31.68

# RENT TAKEN OFF THE PAY CHEQUE

1. Amount deducted from your pay cheque.

| | | |
|---|---|---|
| e.g. | What you earn | $55.00 |
| | Amount of rent | 18.00 |
| | Cheque you receive | $37.00 |



BANK OF COMMERCE

PAY TO THE ORDER OF Welik Etenon $37.00

Thirty Seven xx/oo Dollars

ACCOUNT NO. 5784 E Kootesbook

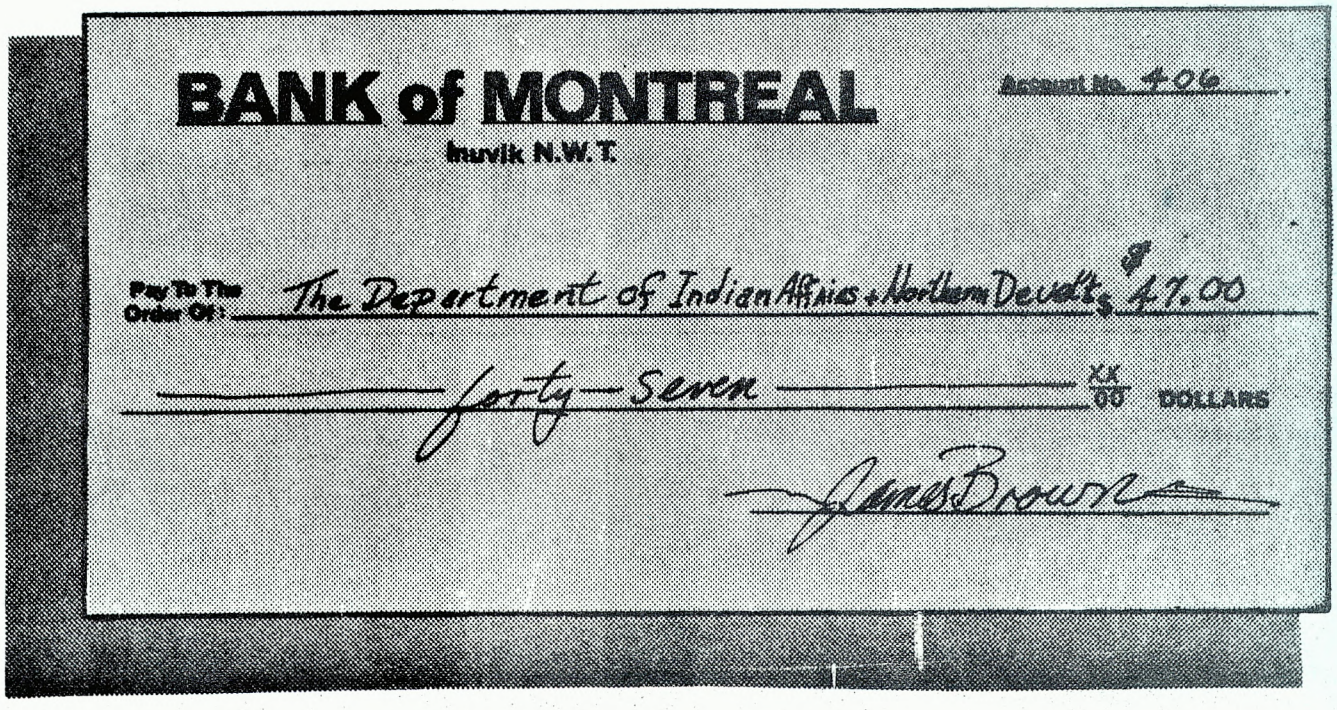
This is the cheque you would get after rent is deducted from pay.

PK.PR.12.24/31.68

# PAYING RENT BY CHEQUE

- You may find it easier and safer to pay the rent by cheque if you have a bank account.

- Here is a cheque that James Brown wrote to pay his rent for April 1967.



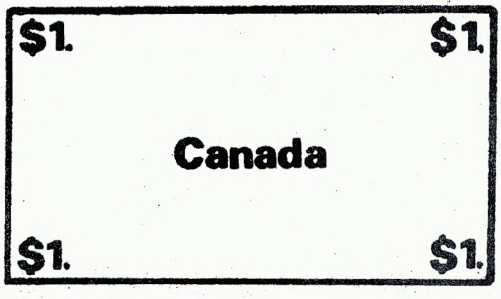

- When you pay by cheque you must be sure that you have enough money in the bank to cover the amount on the cheque.

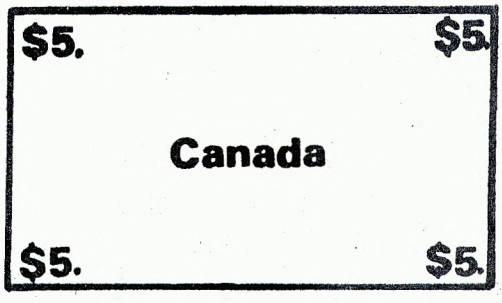
# PAYING RENT BY CASH

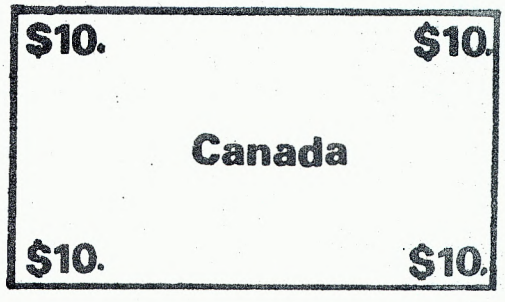
PK.PR.12.26/31.68

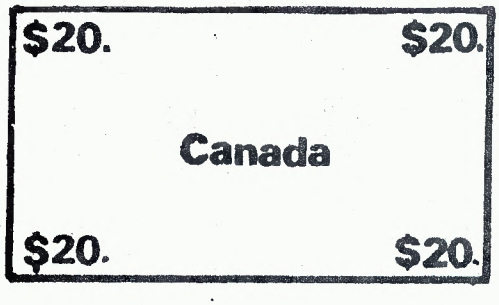
# PAYING RENT WITH CASH

. When paying rent by cash you will use dollar bills of different denominations.
The most commonly used ones are:






You Will Find The Attached Number Sequence Chart Valuable In Deciding What Bills To Use.

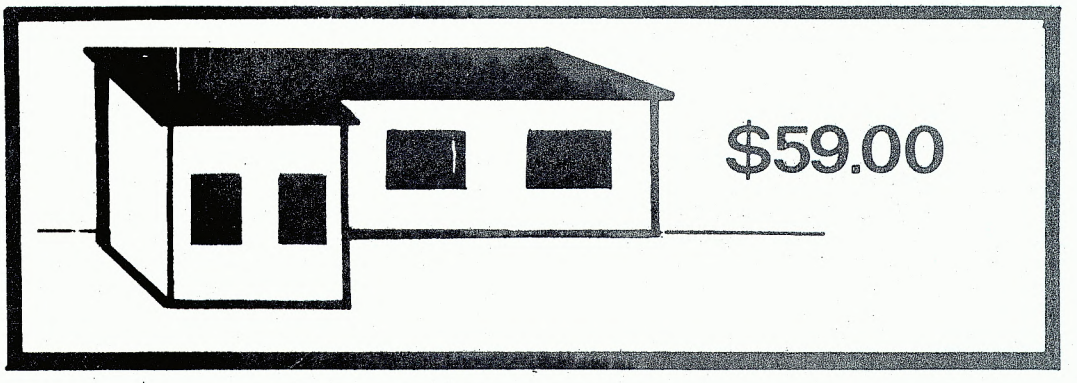
PK.PR.12.27/31.68

PK.PR.12.28/31.68

# Numbers to 100

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

# IF THE RENT IS $59.




## You would pay:

five $10 bills — $10.00 | 10. | 10. | 10. | 10.

one $ 5 bill

two $ 2 bills — $5.00 | $ 2.00 | $2.00

**or...**

two $20 bills — $20.00 | $20.00

one $10 bill

one $ 5 bill — $10.00 | $5.00 | $2.00

two $ 2 bills | $2.00

or four $1

## or if you pay...

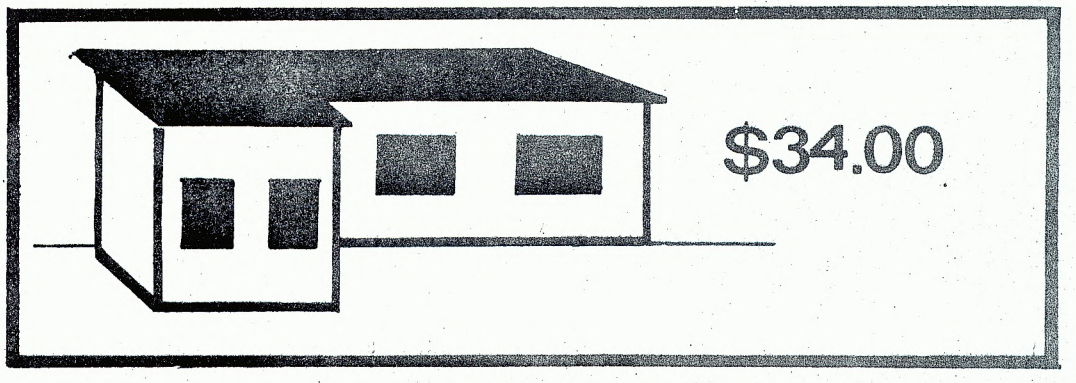
three $20 bills — $20.00 | $20.00 | $20.00

you would get back in change one $1 bill.

$1.00

PK.PR.12.30/31.68

# IF THE RENT IS $34.




## You would pay:

three $10 bills
two $ 2 bills

| | | | | |
|---|---|---|---|---|
| $10. | $10. | $10. | $2. | $2. |

**or...**

one $20 bill
one $10 bill
two $ 2 bills

| | | | |
|---|---|---|---|
| $20. | $10. | $2. | $2. |

**or...**

one $20 bill
one $10 bill
four $ 1 bills

| | | | | | |
|---|---|---|---|---|---|
| $20. | $10. | $1. | $1. | $1. | $1. |

**or...**

one $20 bill
one $10 bill
one $ 5 bill

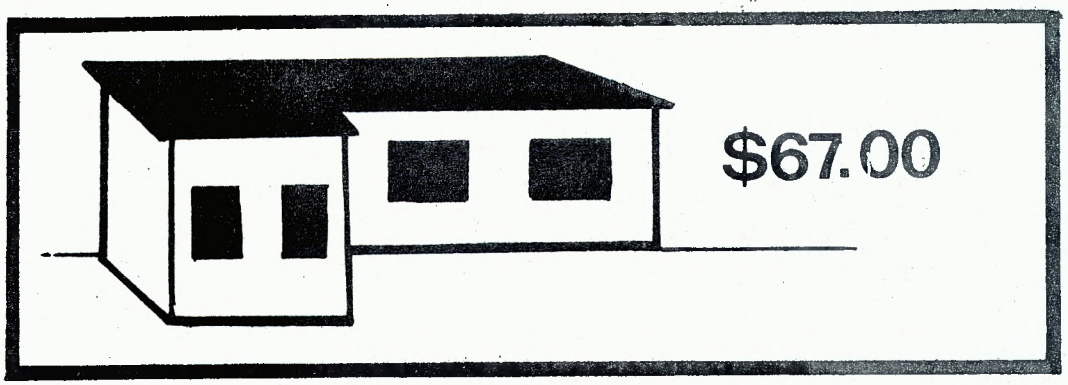
| | | |
|---|---|---|
| $20. | $10. | $5. |

and you get back one $1 bill.

| |
|---|
| $1. |

PK.PR.12.29/31.68

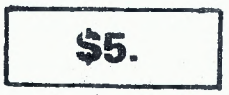
# IF THE RENT IS $67.




## You would pay:

6 - $10 bills

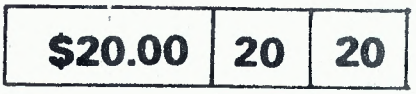
1 - $ 5 bill




1 - $ 2 bill

**or...**

3 - $20 bills




1 - $ 5 bill

1 - $ 2 bill

PK.PR.12.31/31.68

# 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.

<u>During the Demonstration</u>

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.

<u>After the Demonstration</u>

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.

# THE USE OF FILMS, FILMSTRIPS AND SLIDES

Films, filmstrips and slides can be effective teaching aids. They add interest and dimension to many topics planned for discussion.

Careful selection is important to expand the area of knowledge, or clarify a teaching point. The presentation should fall into four main parts: the introduction, the presentation itself, the discussion and the summarization.

## The Introduction

Prior to the showing, the educator should have previewed the film (filmstrip, slides), and prepared an introduction. This could consist of a general statement concerning content and the key points to watch for during the viewing. These could be summarized on a chalkboard to reinforce what has been said, and to enable the group to refer back as the need arises.

## The Presentation

For proper viewing, there should be someone, other than the educator, operate the machine. The educator will then be free to stand near the screen to make special comments, or use a pointer to direct attention to something of particular interest. If there is no sound track, the educator should comment on the

film (filmstrip or slide) as each frame is presented. An occasional question directed toward the group, keeps them attentive and alert.

The Discussion

This is a very important part of the showing of a film (filmstrip or slide). Questions should be carefully prepared ahead of time, and should be planned to stimulate discussion.

The Summarization

The educator could tabulate a summary of the main points learned from the film (filmstrip or slides) on a chalkboard, or the group could be asked to make a summary of the things they had learned.

N.B.:

A two-hour film such as Four Lands is much too long for one viewing. It lends itself to four separate but inter-related sections, showing family life in Japan, India, France, and Canada (Saskatchewan - rural). Each part could be dealt with separately, following the outline indicated above. In the final summarization, questions could focus on how the role of the child is governed by certain specific acts of parents to develop characteristics peculiar to a particular culture.

# 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.

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

# 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.

# 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 women 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.