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Philadelphia, Pennsylvania: J. B. Lippincott Company, 1912

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TRAINING THE  
LITTLE HOME MAKER

BY  
KITCHENGARDEN METHODS

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MABEL LOUISE KEECH, A.B.

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**TRAINING THE LITTLE  
HOME MAKER**

**BY KITCHENGARDEN METHODS**









COMPLETE EQUIPMENT FOR KITCHENGARDEN WORK

# TRAINING THE LITTLE HOME MAKER

BY KITCHENGARDEN METHODS

BY

MABEL LOUISE KEECH, A.B.



PHILADELPHIA AND LONDON  
J. B. LIPPINCOTT COMPANY

1912

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**PRINTED BY J. B. LIPPINCOTT COMPANY**  
**AT THE WASHINGTON SQUARE PRESS**  
**PHILADELPHIA, U. S. A.**

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TO ALL WHO HAVE  
DIRECTLY OR INDIRECTLY MADE POSSIBLE ITS PUBLICATION  
THIS BOOK IS GRATEFULLY DEDICATED



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## INTRODUCTION

KITCHENGARDEN was originated in 1876 by Miss Emily Huntington of New York City, and since that time has been taught in many industrial schools throughout the country. During these years progress has been made along every line of industrial training, new systems have been developed according to the needs of the day, and new methods of teaching children have been advanced by educators in all branches.

The purpose of this book is to supply a demand from industrial workers who have not found past methods practical for their particular fields of work, and who wish to introduce more of the real work in their classes instead of the play-work and games.

The plan is for the use of one set of toys for the entire class, large enough for the girls to handle easily, and also small enough to be attractive, and to appeal to those who so often find housework at home drudgery.

Instructors are not expected to use all of these outlines in detail, but to exercise their own judgment according to their equipment and the size of the class. Simple rules of housework, familiar to everyone, are given in full for the benefit of those who are not accustomed to planning the work to teach to children. To a competent teacher, especially one experienced in domestic affairs, many ideas will occur, and she will be able to make additions, omissions, or changes as circumstances require. The words of an author of a text-book on Physics are very appropriate:

“No matter how well an author’s work may have been done, it can never take the place of the living and live teacher; it may be a help, but it certainly cannot be a substitute.”

For aid in the preparation of this book, as well as for thorough training in this branch of industrial work, the author is greatly indebted to Miss



## INTRODUCTION

Bertha Fowler and Miss Winetta L. Stacks, who have had years of experience as superintendents of industrial institutions. She wishes also to express her gratitude to Miss Emma A. Robinson of the Junior Epworth League Bureau, for valuable suggestions and advice, and to Mrs. Joslyn and Mrs. Fish, who have with such a sympathetic spirit written the words of the new songs. From Miss Grace G. McCormick, the author has received the plan for making the pictures of the rooms described in the last lessons.

# TRAINING THE LITTLE HOME MAKER

## BY KITCHENGARDEN METHODS

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### ESSENTIALS FOR TEACHERS

THE course as outlined will cover two school years, with one lesson a week. It is not advisable to attempt to give the course in one year with two lessons a week, for the girls will not be capable of grasping the last lessons within so short a time, any more than ten-year-old girls could master elementary grammar and advanced rhetoric in one year, granting the time. They need a gradual growth.

The order of lessons given is not obligatory. Experience and thought will reveal the fact that it is a natural order. The lessons which are easiest, and which the girls will probably use in their homes the most, are given first. In some instances lessons relating to one subject follow in close succession.

The outlines are especially adapted to girls from eight to eleven years of age. Girls under eight cannot grasp all of the details nor apply themselves to the work as well as older ones. As a rule girls over eleven feel too old for the rest of the class and for the toys, but if they are willing to enter the class, they should be encouraged to do so, as they can gain much benefit from the lessons.

Twelve girls in one class are all that a teacher can thoroughly instruct, but a few more than that number might be enrolled at the beginning of the year, to allow for those who do not continue.

A new girl, or one who has been very irregular during the first year, should never be permitted to enter the advanced class, if the instructor intends to carry out the two years' course. She is not capable of doing the work, and retards the progress of the class.

The class hour should not exceed an hour and a quarter, unless five or ten minutes more would complete a lesson and save time another week.

If Kitchengarden is conducted in an institution where Kindergarten or industrial classes are taught, there will probably be conveniences that the teacher may have the advantage of, such as work tables, small chairs, and the Kindergarten table around which the girls may be seated during the lessons on sprinkling, polishing silver, decorating, etc., and while learning the songs.

There should be water at hand, and a stove for the washing and ironing lessons.

If the instructor is living at home or in the institution in which she teaches, she may perhaps borrow some of the utensils that are needed only occasionally. In the list only those articles are named which belong to a Kitchengarden set.

It is best not to have the furniture kept in the room where the class is held, as that which is not in use will attract too much attention; then, too, there would be no surprises for the girls if they should see the whole outfit at one time.

Work in parlor, library, hall and bathroom may be talked about during the lessons on the bedroom and kitchen, thus saving the expense of additional furniture.

Discipline in Kitchengarden is essential, but not difficult if the instructor has her lesson well planned and makes the work so attractive that the girls will have neither desire nor time to think of outside matters. They will soon learn to keep their places, wait their turns, and talk only about the lesson. The class should be informal, both teacher and pupils asking and answering questions in a natural but dignified manner. Do not have stereotyped questions and answers, but, by tactful questioning, draw out remarks and suggestions as related to the work being done. They should know the reason for every method of procedure by seeing and doing, not by learning a certain sentence, which has no meaning for them.

The instructor should plan in each lesson to give all the girls an equal

chance for work, if possible, and it is better for each to have two turns than for one to work until the others grow restless. As soon as they know what is expected of them, and can be relied upon for good attention and good behavior, two or three may work at one time.

Marching to and from class-work will have to be determined by the size and arrangement of the room. The writer gathers her class about a Kindergarten table near the piano, for the songs, then plays for them to march to the other side of the room or to another room, wherever the work is arranged, striking chords for rising and being seated. After the lesson is over they march back to the piano, where they sing the "Good-Night Song."

Teachers and pupils should always appear in white caps and aprons, which may be made alike, and be a part of the equipment. A cap which is easily made and laundered, is a circle cut from an eighteen inch square of cambric or muslin, hemmed, and rubber tape drawn in and fastened. If an eyelet is made in the hem, tape can be removed easily, before the cap is laundered.

The songs are a very important part of the lessons, and if the instructor cannot play or sing, she should have some one to assist her with the music. The songs selected will become fixed in the pupils' minds and will be constant reminders at home of what they have learned in the Kitchengarden. They should be learned and sung before the work is done, and be reviewed occasionally. Singing during the lesson detracts from the quality of the work.

Drills and games are omitted from this book; however, if a teacher can find time for them during the class hour, there certainly can be no objection to them. The work itself is of such a nature that the children need no games to make it attractive or to impress it upon their minds. Observation games are instructive and particularly interesting to beginners. Two are suggested: girls may guess what article has been changed or hidden by one, while they have had their eyes closed; they may make a list of things they have seen on a table when a cover has been removed for an instant. Drills with brooms, trays, etc., add interest to a public exhibition.

Cut from Ladies' Home Journals and other good magazines, pictures of well-ordered rooms, arrange artistically on uniform sheets of mounting board, and show them to the girls, encouraging them to note the good points about the furnishings. Use pictures of tables and dining-rooms for dining-room lessons, kitchens for kitchen lessons, etc.

At the end of the two years' course as mapped out in this book, each regular member of the class is entitled to a diploma certifying that she has completed the course in Kitchengarden as prescribed by the institution.

## EQUIPMENT

In securing the equipment, instructor has the choice of size, style, price, and the place of purchasing.  
Also home-made articles of furniture may often answer every purpose

### APPROXIMATE COST

BEDROOM				
Bed (including mattress).....	\$3.50	Coat.....	\$0.50	
Bedding (set).....	2.50	Hat.....	.15	
Dresser.....	3.00	Rubbers.....	.15	
Washstand.....	3.00	Dresses (2)		
Wardrobe.....	3.00	Petticoats (2)	}	
Scarfs and splashers.....	.25	Underwaists (2)		Sets.....
Comb.....	.10	Drawers (2)		
Brush.....	.15	Furs.....	.75	
Hand mirror.....	.10	Vests (2).....	.10	
Clothes brush.....	.25	Shoes (2).....	.10	
Manicure set.....	.25	Stockings (2).....	.10	
Pin-tray.....	.10	Nightdresses (2).....	.50	
Pins.....		Bathrobe.....		
Handkerchief case.....	.10	Slippers.....	.10	
Handkerchiefs (6).....	.05	Aprons.....	.25	
Cologne (sample).....		Coat hangers (2).....	.05	
Box of ribbons.....	.10	Dusters for dresses.....		
Combing towel.....	.05	Laundry bag.....		
Pocket book.....	.10	Slipper bag.....		
Chamber set.....	1.75	Desk and chair.....	3.00	
Towels (3) at 10 cts.....	.30	Stationery.....	.40	
Washcloths.....		Inkstand, pen, pencil.....	.15	
Soap (sample).....		Clock.....	.20	
Toothbrush.....	.10	Candlesticks.....	.10	
Tooth powder (sample).....		Telephone.....	.05	
Hot water bottle.....	.10	Wastebasket.....	.25	
Hot water bottle case.....		Table.....	.50	
Doll.....	1.00	Books.....		

# ESSENTIALS FOR TEACHERS

## BEDROOM—Continued

Sewing table.....	\$0.10	Rug.....	\$0.10
Sewing box (filled).....	.20	Chairs (2) at 10 cts.....	.20
Taborette.....	.15	Settee.....	.10
Plant.....	.10	Trunk.....	.50
Window seat.....	.20	Suitcase.....	.10
Cushions.....			
Screen.....	.40	Total.....	\$30.90

## DINING-ROOM

Sideboard.....	\$3.00	Vinegar, salt, and pepper set.....	\$0.10
Table.....	1.50	Glass water set.....	.10
Tablecloth and napkins.....	2.75	Cups and saucers (2), odd pieces.....	.20
Table pad.....	.25	Tea stand.....	.05
Dinner set.....	3.00	Crumb brush and tray.....	.10
Knives (6) at 10 cts.....	.60	Serving tray.....	.10
Forks (6) at 10 cts.....	.60	Tray cloth.....	.10
Spoons (6) at 10 cts.....	.60	Doilies (3) at 10 cts.....	.30
Glasses (6) at 5 cts.....	.30		
Glass sauce dishes (set).....	.10	Total.....	\$13.75

## KITCHEN

Stove.....	\$4.00	Toaster.....	\$0.10
Table.....	.50	Grater.....	.10
Cabinet.....	2.00	Measuring cup.....	.08
Refrigerator.....	2.00	Strainer.....	.08
Tea kettle.....	.25	Funnel.....	.08
Frying pan.....	.10	Flour scoop.....	.05
Stewpan.....	.10	Egg beater.....	.05
Pans (2) at 5 cts.....	.10	Potato masher.....	.05
Pastry set.....	.25	Knives (2) at 5 cts.....	.10
Dishpan.....	.15	Forks (2) at 5 cts.....	.10
Bread pan.....	.10	Spoons (2) at 4 cts.....	.08
Water pail.....	.10	Dishes of food (4) at 25 cts.....	1.00
Dipper.....	.08	Grocer's samples.....	
Wash dish.....	.10	Dish towels (2).....	
Meat grinder.....	.10	Face towels (2).....	
Coffee pot.....	.10		
Colander.....	.15	Total.....	\$12.05

## LAUNDRY

Wash tubs (3) at 65 cts.....	\$1.95	Clothespins (2 barrels) at 10 cts.....	\$0.20
Wash boards (2) at 25 cts.....	.50	Ironing board.....	.10
Hand boiler.....	.90	Flatirons (6) at 20 cts.....	1.20
Clothes basket.....	.25	Clothes bars.....	.10
Clothespin basket.....	.10	Total.....	\$5.30

## CLEANING UTENSILS

Broom.....	\$0.15	Dust cloths (6).....	\$0.05
Dustpan.....	.10	Scrubbing brushes (3) at 5 cts.....	.15
Carpet sweeper.....	.15	Total.....	\$0.60

Total cost of equipment.....\$62.50

Expense can be reduced about \$6.00 by making the bed linen, table linen, doll clothes, and other accessories. During summer sales, shop-worn furniture may be bought at a reduction and repainted. All of the articles are not required to open a Kitchengarden: in case the instructor's fund is limited, she may select those which are absolutely necessary, and add to the outfit from time to time as her fund increases.

#### APPROXIMATE SIZE

Dresser three feet high; bed two and a half feet long; dining table three and a half feet by two feet by twenty inches; dinner set, plates about the size of a dessert plate; stove fifteen inches long; kitchen cabinet twenty inches high; other furnishings in proportion, as far as possible. It is not necessary, nor always possible, for the rooms to be proportionate to each other.

**FIRST YEAR**



## SETTING THE TABLE

A. H. P.

ELEANOR SMITH.

*Moderato.*

1. See the lit - tle ta - ble here!  
 2. Get the spoons and forks; a dish For  
 3. Bright, clean knives we'll not for - get, And

The first system of the musical score features a vocal line in treble clef and piano accompaniment in bass clef. The key signature is B-flat major (two flats) and the time signature is common time (C). The piano part includes a prominent chordal accompaniment in the right hand and a bass line in the left hand.

Come, and help me set it, dear, Lay the cloth all  
 soup and meat and fish, Glass - es for the  
 when our ta - ble's nice - ly set, You the din - ner -

The second system continues the musical score with the same vocal and piano parts. The lyrics are aligned with the notes of the vocal line.

smooth and straight, Now go bring for each a plate.  
 wa - ter bring, Put a nap - kin in each ring.  
 bell may ring, That all may hear its ling - a - ting.

The third system concludes the musical score. The piano accompaniment features a more active bass line in the final measures, and the vocal line ends with a final note and a double bar line.



TABLE SETTING



## TABLE SETTING \*

Time: Two class hours, one for teaching lesson as suggested, the other for review, allowing girls to do as much of the work as possible without the instructor's aid.

Materials: Sideboard, table, table pad, cloth, napkins, dinner set, knives, forks, spoons, glasses, and tea stand.

Preparation and arrangement of class: As this is the first lesson, there should be something complete to attract the girls, as they enter the room. The sideboard should be neatly arranged with some of the glass-ware and small dishes. Doilies and a few odd dishes add to its attractiveness. Linen and silver should be in the drawer. Have a table near at hand containing the dishes for the lesson, which the sideboard cannot hold, and which, in a home, would be in the cupboard. Place chairs for the class around the dining table, at a distance to allow the girls to work between the table and class.

- Outline:
1. Talk about the sideboard.
  2. Placing of pad.
  3. Placing of tablecloth.
  4. Setting individual places.
  5. Placing of remainder of dishes.

Class at work: 1. Let the girls note the arrangement of the sideboard, and suggest changes that could be made. Speak of simplicity of arrangement as being good taste.

2. Place pad on table and talk about its uses.
3. Place tablecloth straight, right side up, crease in centre of table, ends even.

---

\* For convenience in writing, some of the directions for work are given for the teachers, others for the pupil, but the girls should always do the work themselves, the teacher's part being to direct and correct.

4. The individual place includes knife, fork, spoons, napkin, glass, salt and pepper, and butter plate. Taste differs in the placing of these pieces, but the following rules should be observed: Place knife with blade toward the left, and napkin with corner at upper right hand.

5. *a.* Place cups and saucers, sugar bowl, cream pitcher, and tea stand at "Mother's place."

*b.* Place plates, large spoons, and extra knife for serving at "Father's place."

*c.* Place dishes and spoon for serving vegetables at one of the side places.

*d.* Place vinegar cruet near one end, in the centre.

*e.* Place teapot on tea stand at "Mother's place"; platter in front, and vegetable dishes at side of "Father's place."

Additional suggestions: A work table about three and a half feet by two feet may be cut down to the height of a Kindergarten table—twenty inches.

Pattern tablecloths and napkins may be bought, or table linen with a small design, cut the required size and hemmed.

A complete dinner set should be bought, but other dishes such as vinegar, salt and pepper dishes, glass fruit sets, etc., are available at toy counters.

Children's sets containing knife, fork, and spoon will be a desirable size.

A small plant or bouquet in the centre of the table will bring cheer.

A tea stand may be made of braided raffia.

Teach the girls not to carry dishes against their clothes, nor handle silver by the blade, nor put their fingers inside cups and glasses.

---

NOTE.—The following "Good-bye Song" may be used at the close of each lesson during the first year, and "Now the Day is Over," page 77, for the second year. Other closing songs may be substituted, as the instructor desires.

# GOOD-BYE SONG

MARY BROWN JOSLYN.

MABEL LOUISE KEECH.

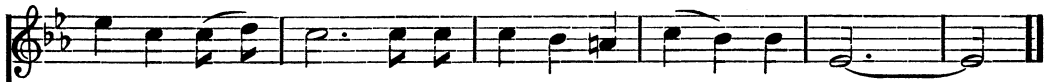
*Quietly.*



1. Good - bye, Good - bye, till we meet you a - gain, Our work is all  
2. Good - bye, Good - bye, till we meet you a - gain, For the work of an -



done for the day. . . . . We have worked with a will, Now we'll  
oth - er day. . . . . Keep us, Lord, in thy care, Guard and



play with a will, And be gen - tle and hap - py al - way. . . . .  
guide us ev - ery - where, Lead our feet in the nar - row way. . . . .



## SWEEPING AND DUSTING

MARY BROWN JOSLYN.

MABEL LOUISE KERCH.

*Brightly.*

1. Come, all ye lit - tle las - sies Who love a daint - y room, Don  
 2. Roll bed - stead, chairs, and bu - reau To the cen - tre of the room; Sweep  
 3. When sweep - ing is all o - ver, Wipe all the dust - a - way, Then



sweep - ing cap and a - pron, Bring dust - ing cloth and broom.  
 all the nooks and cor - ners, And lev - el keep your broom.  
 leave all things in or - der, So you may run and play.



## SWEEPING AND DUSTING

**Time:** Two class hours, one to prepare room and sweep, one to dust and arrange room.

**Materials:** Dresser, dresser cover, comb, brush, mirror, clothes brush, manicure set, button hook, pin tray, pins (from ribbon bolts), hairpins, cologne (samples).

Washstand, washstand cover, splasher, wash-bowl and pitcher, soap dish, soap, tooth-mug, toothbrush, tooth-powder (sample).

Bed and bedding. In the Bedmaking lesson, page 27, is given a list of the bedding to be used.

Chairs, table, table cover, books, magazines.

Medium-sized broom, dustpan, clean dust cloth, cover for bed, dish of water, clean cloths, soap.

**Preparation and arrangement of class:** Furniture may be arranged to form a room, and the chairs placed in a semicircle in front of it. The bed should be well made. See that the articles on the dresser and washstand are tastily arranged.

- Outline:**
1. Dusting and putting away small articles.
  2. Dusting and removing chairs from room.
  3. Sweeping.
  4. Airing.
  5. Dusting.
  6. Replacing furniture and articles.

**Class at work:** Other rooms with different furniture and floor-covering should be talked about, and suggestions made as to their care.

1. Cover the bed. With the clean dust cloth, dust the articles on dresser, washstand, and table, and place in drawers or under cover.



## TRAINING THE LITTLE HOME MAKER

2. Dust chairs thoroughly, and remove them from the room.
3. Sweep the room, taking care that the broom is held with right hand near the top, and kept close to the floor to prevent dust from flying. Move all furniture, sweep well in corners and every part of the room. Sweep dirt in small pile, and hold dustpan close to the floor while sweeping dirt upon it.
4. If the wind blows through the room, the windows should not be opened until the sweeping is over.
5. When the dust is settled, dust thoroughly the molding, pictures, window sills, baseboards, and every piece of furniture. Small girls do not always realize that dust collects on vertical as well as on horizontal surfaces. Wash and wipe china and glass articles.
6. Put in proper places all articles belonging in the room. In placing articles on the dresser, give several girls a chance to arrange them, commenting on each arrangement, and suggesting such changes as will make the dresser more attractive.

Additional suggestions: Little books and magazines may be made by enclosing blank paper in a soft leather cover, and printing a title page.

Fine barred muslin or dimity, hemmed, makes neat dresser and wash-stand covers, and splashers. For such small pieces of furniture, fancy pieces are not suitable, and those suggested are an example of economy and good taste.

It is not wise to teach children to use damp dust cloths.

Hints as to the frequent use of comb, brush, manicure set, and toothbrush may be given while those articles are being put away.

Scalding and thorough cleaning of crockery should be emphasized.

An important part of this lesson is the care of the utensils after the sweeping is over, that they may be ready for future use. Clean the broom, wipe the dustpan, wash the dust cloths, and put them all in their proper places.

The broom should occasionally be turned while sweeping, to prevent its losing shape, and, for the same reason, should be hung up, or placed against the wall with the handle down.

## BEDMAKING SONG

MARY BROWN JOSLYN.

MABEL LOUISE KEECH.

*With life.*

1. Throw the win - dows o - pen wide, Sun and air are free;  
 2. Turn the mat - tress, place the sheets Wide hems at the head,  
 3. Tuck the edg - es in so smooth, Turn the top sheet down,

*mf*

Where they en - ter, health a - bides, Hap - py we shall be.  
 Right sides are to - geth - er laid, Blank - ets next and spread.  
 Shake the pil - lows, set them square, Right for Sand - man's town.

## BEDMAKING

### DAILY CARE OF THE BED

**Time:** One class hour.

**Materials:** Bed, preferably one low at the sides.

Mattress, mattress pad, two sheets, quilt or blanket, spread, two pillows, two pillowcases.

**Preparation and arrangement of class:** The bed must be perfectly made. If it is placed on a table, and the chairs put around the table, leaving one space free for a pupil to stand, the work can be done conveniently.

- Outline:**
1. Arranging bed for night.
  2. Airing in the morning.
  3. Placing bedding.
    - a. Pad.
    - b. Sheets.
    - c. Covers.
    - d. Counterpane.
    - e. Pillows.

**Class at work:** 1. Turn down bed-clothes neatly for the occupant at night. Counterpane should be removed or folded back to prevent wrinkling. If pillowshams are not used, an extra pillowcase may be kept for use in the day-time and exchanged at night.

2. Open windows wide, turn clothes over foot of bed, and put pillows near windows so that the bed may have thorough airing each morning.

3. After breakfast, or after breakfast work is over, bed should be made.

- a. Pull pad smooth and straight.
- b. Spread the sheets smoothly, tuck lower one in well at headboard, leaving upper one loose at top.

## TRAINING THE LITTLE HOME MAKER

- c. Spread quilt or blanket, taking care that no wrinkles be left. Turn upper sheet down over quilt, and tuck all bedding in tightly and smoothly at sides and end, turning neat, square corners.
- d. Spread counterpane, tucking it in or allowing it to hang, according to the kind of bed. It should never be tucked in so as to show the springs, but below the springs and let fall in a vertical line from the top of bed.
- e. Shake pillows, form them straight and square, placing upright with corners together and top edges in straight line. If case is too large, draw tight at top of pillow and fold under bottom.

Additional suggestions: It is sometimes impossible to buy a good square mattress to fit the bed. One may be made by sewing a strip of the ticking two or three inches wide between the two sides, and sewing in strips of cardboard the same width, so as to form a box mattress. Fill in with layers of cotton and tuft it.

Pillows, sheets, and pillowcases are easily made, and more satisfactory than those purchased. Blankets, too, may be made of flannel bound with ribbon. Some patterns of towels make excellent counterpanes.

Ventilation should be a topic of conversation. Tell the girls that in order to have good circulation of air, they must have more than one window open, or one open both from top and bottom.

## BEDMAKING

### WEEKLY CHANGING OF BED

Time: One class hour.

Materials: Same as in previous lesson, adding one clean sheet, and pair of pillowcases.

Preparation and arrangement of class: Same as in previous lesson. Extra chairs or tables should be placed near at hand on which to place bedding.

- Outline:
1. Removing clothing and airing it.
  2. Placing of bedding.
    - a. Mattress.
    - b. Pad.
    - c. Sheets.
    - d. Covers.
    - e. Counterpane.
    - f. Pillows.

Class at work: 1. Remove clothing, and on sunny days hang pad, quilts, and pillows on the line, and lay mattress in the sun, as the sun kills germs.

2. After bedding is thoroughly sunned and aired, make the bed.
  - a. Turn the mattress over, and turn end for end, that it may keep its shape.
  - b. Stretch pad smooth and straight.
  - c. Use the upper sheet, just removed, for the bottom, and a clean one for the top. A simple rule for placing sheets is, "Right sides together, wide hems at top." Centre crease should be in centre of bed.

## TRAINING THE LITTLE HOME MAKER

- d.* Place quilt with centre in centre of bed, the upper edge a few inches from head of bed. Tuck in smoothly at foot and sides, and turn upper sheet over the edge.
- e.* Put the edge of counterpane at the headboard, and tuck in as suggested in previous lesson.
- f.* Shake the pillows and put on clean pillowcases, holding pillow under the chin, instead of in the mouth. Inside of the case pull corners and edge of pillow and case together. Place on bed as in previous lesson.

## BEDMAKING

### MAKING INVALID'S BED

Time: One class hour.

Materials: Bed, usual clothing, three clean sheets, and one pair of clean pillowcases. Doll, dressed neatly with clothes that button. Clean nightdress to fit her.

Preparation: Bed should be made and covers turned back.

- Outline: 1. Preparing doll for bed.  
2. Changing bed without removing doll.  
3. Bathing.

Class at work: 1. The teacher should hold the doll, and undress her by slipping the nightdress over her, and removing the clothes from underneath the gown, meanwhile talking about modesty in dressing. Put the sick doll carefully in the bed and cover her.

2. On unoccupied side of bed, remove pillow and fold each soiled sheet back lengthwise till it nearly touches patient. Spread one half of clean sheet on bed, folding other half flat next to folded soiled sheet. Fold another sheet crosswise two or three times for a draw-sheet. With safety pins, pin one end securely under mattress at the centre of the same side of bed, spread it smoothly across to the other folded sheets and lay it as flat as possible. Put on upper sheet in the same way as the lower one, tucking both sheets and the other covers securely in at the foot. Change pillowcase and replace pillow. Without removing covers from the patient, reach under the top sheet, and carefully lift her across to the clean side of the bed. Then from opposite side remove soiled clothing, pull all sheets down smoothly, tuck them in, and change the pillowcase. Work carefully and quietly so as not to disturb patient nor remove covers.

3. Talk about bathing the patient under the covers.



## WASHING DISHES

MARY BROWN JOSLYN.

MABEL LOUISE KEECH.

*Allegretto.*

1. What a stack of dir - ty dish - es, Let us wash them right a - way.  
 2. In the first put nice warm soap - suds, That's to wash them in you see;  
 3. Use the third for drain - ing dish - es; Then the towels come in - to play;  
 4. Last we'll scour the tins and ket - tles, Out as well as in - side clean.

Get three pans, white soap, clean tow - els, That will make a jol - ly play.  
 Sec - ond pan holds clear hot wa - ter, That's for rin - sing, we'll a - gree.  
 Glass - es first, and next the sil - ver, Then the crock - er - y they say.  
 There's a pile of nice clean dish - es, Bright e - nough to serve a queen.

## WASHING DISHES

**Time:** Two class hours, possibly divided as follows: one hour for piling the dishes and for washing most of the table dishes; one hour for the remainder of the work.

**Materials:** Two pans for washing and rinsing; one pan or tray for draining; soap dish containing soap and scouring soap; towels and dish-cloths, hemmed and clean; dishes, those used in table setting, also small kitchen utensils. The utensils suggested for the cupboard in the kitchen are too small for this work. A small frying pan, basin, coffee pot, cake tin, etc., such as used for individual cooking or in Domestic Science classes, will be more practical.

**Preparation and arrangement of class:** A work table may contain the working utensils and the dishes, which should be arranged as if they had just been brought from the dining-room. Place the row of chairs facing the table and allow three girls to stand on the opposite side of the table, one to wash and two to wipe the dishes. At the beginning of the second lesson, the table should be just as it was left at the end of the first lesson.

- Outline:**
1. Scraping and piling dishes.
  2. Washing.
  3. Rinsing.
  4. Draining.
  5. Wiping.
  6. Putting away.
  7. Caring for towels, pans, and table.

**Class at work:** The food will be imaginary, but water and soap should be used and the girls taught to use them carefully.

1. *a.* Scrape dishes clean, putting scraps in covered garbage can and good food in refrigerator or cupboard.
  - b.* Pile dishes neatly.
  - c.* Clean crumbs from table.
2. Wash dishes in hot soapsuds, glasses first, then silver, china, and kitchen utensils, cleanest dishes first.
3. Rinse in very hot water, scalding milk dishes.
4. Drain, to prevent towels from becoming wet.
5. Wipe dishes dry, holding them over table so they will not break if dropped.
6. Put in cupboard in orderly piles, those of one size and shape together.
7. *a.* Wash and wipe kitchen utensils thoroughly leaving no crevices greasy.
  - b.* Allow tin dishes to dry perfectly before putting away.
8. *a.* Wash out towels and hang them up to dry.
  - b.* Wash or scrub table.
  - c.* Wash and dry soap dish, soap, and pans, and put them away.

Additional suggestions: Cooking dishes should be put to soak or washed as soon as possible after food is removed.

Pieces of silver placed in glassware will prevent it cracking in very hot water.

Knives and forks with wooden or bone handles should not be allowed to soak in water, neither should any sharp piece which might cut the hand be left in the dishpan while other things are being washed.

Small pieces of soap may be used in dish washing by placing them in a shaker. A soap-shaker is easily made by punching holes in a small tin can.

In washing and wiping, knives should be held with the dull edge next to the cloth and hand.

This lesson will give an opportunity for a talk on arranging a dish cupboard. While different cupboards will necessarily be arranged differently because of the size of the shelves and the variety and number of

dishes, a natural order is to place the glassware together, plates by themselves, piled according to sizes, and, in like manner, vegetable dishes, cups and saucers, etc. The heavy dishes should stand on the lower shelf that they may be handled easily, and dishes that are not often used, on upper shelves.

The kitchen cupboard may also be discussed, the same idea of order being maintained as that of the cupboard for china.

## KITCHEN SONG

MARY BROWN JOSLYN.

MABEL LOUISE KEECH.

*Allegretto.*

1. I've ten lit - tle fai - ries, who play with me, And we'll  
 2. We'll sweep down the webs, and wipe off the paint, Pol - ish  
 3. We'll pol - ish the stove till it's black as a crow, Clean  
 4. O see the poor fai - ries, they're soiled now and tired; They must

*mf*

clean up the kitch - en to - day. Some folks call it work, but  
 bright - ly the win - dows and lamp; The clock on the shelf is  
 cor - ners, and cup - boards and sink; Scrub floors, and the chairs and the  
 have a warm bath right a - way. They look fresh and clean, and al -

real - ly I think Such work is as much fun as play.  
 tick - ing com - plaint, Wash its face with a cloth clean and damp.  
 ta - ble like snow. There, ev - 'ry - thing's done now, I think.  
 read - y to rest, They have worked like true he - roes to - day.

## KITCHEN WORK

**Time:** Three or four class hours. The instructor can best divide the time according to her own equipment.

**Materials:** Stove, cupboard, refrigerator, table, chair, stove blacking, soap, scouring soap (of fine composition, such as sapolio or bon ami), clean cloths, three or four scrubbing brushes, small pieces of coal, wood, and paper. One or two medium-sized pans or washdishes will be found convenient, not only for this lesson but for other cleaning lessons.

The stove should be of good material that it may take the blacking well, and should have a hearth, oven, and reservoir. Stove lifter, coal scuttle, and shovel should accompany it.

A cupboard may not be found in every toy department but is easily made to the instructor's liking. A convenient one is as follows—a box containing three shelves, two doors enclosing the upper shelf, one door opening down on the middle shelf, that it may be used as a table, two drawers below the middle shelf, and two doors enclosing the lower shelf.

The cupboard should be filled with a variety of kitchen dishes, a list of those obtainable being given in the front of the book. One drawer should hold dish and hand towels, the other knives, forks, spoons, etc.

The refrigerator, also, will probably have to be made by a carpenter, and may be painted and enamelled white on the inside. It should hold a variety of the toy dishes of food that can be bought at the toy stores. Thick glass may represent ice.

Preparation and arrangement of class: Arrange the furniture in the form of a kitchen. A table will be needed at the side at which the girls will do some of the work. Paper should be placed under the stove while blacking.

If possible, have a small room or section of a room where the girls can scrub the floor; also a sink, that they may scour the faucets.

- Outline:
1. Making fire.
  2. Blacking stove.
  3. Cleaning cupboards.
  4. Caring for refrigerator.
  5. Disposing of garbage.
  6. Cleaning table.
  7. Cleaning sink.
  8. Scrubbing floors.
  9. Miscellaneous.

Class at work: 1. Roll and crumple the paper and lay it in the grate of the stove, place sticks across each other on the paper so that the air and flames can get between them. Put on the coal a little at a time until the fire is well started. It would not be wise to light the fuel; but talk about it, and speak of the dangers of using matches carelessly, of striking them on walls, and dropping the burning portions on the floor.

2. With a brush, or a cloth over a stick, apply blacking to stove, polish with a woolen cloth. Polish nickel trimmings with scouring soap.

3. Remove dishes from shelves of cupboard, clean shelves thoroughly, put on clean papers, wash dishes not in common use, and replace them all.

4. Remove food from refrigerator, wash shelves and sides with hot soapsuds, and rinse with clear cold water. Never put away unnecessary dishes of food in refrigerator, and do not allow food to remain until it becomes stale as it contaminates the other food. The same care should be taken of any cupboard holding food, whether it contains ice or not. When ice is low, clean compartment thoroughly.

5. Have a closed receptacle for garbage, and keep it outside kitchen door. Clean and scald it every time it is emptied. If it is necessary to put garbage on street for collection, use covered receptacle; also for the sake of people passing and that it may not call flies and thus spread disease.

6. Scrub table, using scouring soap for grease spots.

7. Clean faucets with scouring soap, rubbing hard to remove the spots. Polish bright with dry woolen cloth. Wash sink with scouring soap, scraping with sink scraper or whisk-broom all rough places and cracks where particles of food could collect. Allow no food or soap to go down in the drain to clog the pipes. Every sink should have a sink strainer.

8. Scrub floor the way of the grain, working well into the corners. Use cloth to wash and rinse the section scrubbed, and wash a little over the clean part so as not to leave streaks. Change water often.

9. Clean lamp or globes, windows, mirror. Keep tea kettle and other utensils bright. Clean tea kettle and reservoir on inside, when empty. Dust hearth and floor after removing ashes from stove. Each kitchen has its own extra things to be kept clean and in order.

Additional suggestions: Talk about the sweeping but do not take the time for the work itself as it so closely follows the sweeping lesson.

Sample packages of breakfast foods, baking powder, cocoa, etc., for the kitchen cabinet, can be procured at groceries.

Speak of the things that need to be done every day, and those weekly and occasionally.



## WASHING DAY

LYDIA A. COONLEY.

ELEANOR SMITH.

*Allegro.*

1. Put the clothes in - to the tub, They must soak be -  
 2. Boil and boil and boil a - way, Fire is hot on  
 3. In the rins - ing wa - - ter dash, Up and down now  
 4. Wring the piec - es, one and all, In the bas - ket  
 5. Now we go in - to the yard, Lines are wait - ing -

*mf*

fore we rub, Soap must go on ev - 'ry spot, Rub and  
 wash - ing day, Lift the clothes up - on the stick, Soap - suds  
 splash and splash, Thrice we rinse our clean white clothes, Here's the  
 let them fall; Starch is read - y, dip each cuff, Col - lars and  
 stretch them hard; Then hang all the clothes up high, Sun and

rub, . . . . . and put in wa - ter hot. . . .  
 drip . . . . . ping drip - ping, white and thick. . . .  
 blu - . . . . . ing, care - ful! in it goes. . . .  
 too, . . . . . till stiff . . . . . e - . . . . . nough. . . .  
 wind. . . . . will make them white and dry. . . .



WASHING CLOTHES



## WASHING CLOTHES

**Time:** This lesson can never be completed in one class hour. The best division is in three periods, as follows: 1st, Washing and boiling white clothes; 2nd, Washing colored clothes, rinsing white and colored clothes; 3rd, Bluing, starching, hanging on line.

**Materials:** Three tubs, two boards, hand boiler, clothes stick, clothes basket, clothes-pin basket, clothes pins, heavy cord for clothes line, soap, bluing, starch, dishes and wooden spoon for starch, a bench, or stools or chairs to serve as a bench. The table and bed linen, towels, and doll clothes used in other lessons, variety rather than quantity necessary.

**Preparation and arrangement of class:** A side table should hold bluing, starch dishes for starch, etc. Clothes should lie unsorted in a basket, and hot and cold water should be at hand. Arrange chairs in semicircle facing tubs. After the class is dismissed it will be necessary for the teacher to hang up the clothes to dry, and the next week prepare the lesson so that the girls can begin where they left the work the week before.

- Outline:**
1. Preparing tubs and boards.
  2. Sorting clothes.
  3. Washing.
  4. Boiling.
  5. Making starch.
  6. Rinsing.
  7. Bluing.
  8. Starching.
  9. Hanging on line.
  10. Cleaning utensils.

**Class at work:** 1. Thoroughly wash, and if necessary, scrub tub and boards before using.

2. Sort white from colored clothes, putting cleanest white clothes in tub first.

3. Fill tub with very warm water, and soap the clothes well. How long the clothes should soak will depend on the time at one's disposal, the longer the better. In this lesson the girls should be taught not to splash water unnecessarily, to rub without injuring fingers and without tearing fine clothes, to wash thoroughly the soiled portions, how to wring with the hands, etc.

4. Soap clothes and put in boiler in cold water, allowing them to boil only a few minutes. This method will prevent the clothes from turning yellow. Colored clothes must not be boiled.

5. In a convenient interval make the starch. A good recipe which will be adequate for this class is as follows: Dissolve a large teaspoonful of starch in a little cold water while a pint of water is coming to a boil on the stove. Pour starch into boiling water, stirring constantly with a wooden spoon for a few minutes until it thickens and is clear. Set aside to cool, leaving spoon in dish. When cool enough to use lift scum with spoon.

6. In a tub containing clear, luke-warm water, put the boiled clothes, rinsing them thoroughly. Also rinse the colored clothes after they have been washed.

7. Pour bluing in clear water until the water looks blue in the hand; wring clothes from rinsing water and put through bluing water, not allowing them to remain long. Wring them, dropping those that should be starched in one end of the basket by themselves.

8. Dip in starch and wring thoroughly the clothes and portions of clothes that need starch.

9. Stretch clothes line tight. In the most conspicuous place hang tablecloths, sheets, pillowcases, and other large white pieces. Tablecloths and sheets should be hung double, pillowcases by the closed end, skirts by the hem, waists by the bottom, fine handkerchiefs and doilies over the sheets. Those of one kind should be side by side; underclothing should be hung so as not to show the shape. In taking down the clothes in the winter, care should be taken not to tear the frozen pieces.

10. Wash and dry all *maché* or tin utensils used, and put them away. If the tubs are wooden, leave a little water in them to prevent leaking.

Additional suggestions: Put fine handkerchiefs, etc., in a pillowcase to prevent their being torn by the weight of the other pieces.

Pour hot water through fruit stains before washing the linen.

In this lesson, two girls may wash at the same time, and one or two others be kept busy by emptying tubs, sorting clothes, looking after starch, etc. It is a hard lesson in which to keep the attention of all the girls, although a most interesting one to those at work. The instructor will have to be unusually alert.

## SPRINKLING THE CLOTHES

EMILIE POULSSON.

J. H. CHAPEK.

*Allegro moderato.*

First system of piano introduction. Treble and bass clefs, key signature of three sharps (F#, C#, G#), and 4/4 time signature. The music features a steady accompaniment in the left hand and a melodic line in the right hand. A dynamic marking of *f* (forte) is present.

First line of vocal melody. Treble clef, key signature of three sharps, and 4/4 time signature. The melody is marked with a dynamic of *p* (piano).

1. Flut - ter - ing and wav - ing,      Soon the clothes are dry;  
 2. In the bas - ket pile them,      Oh! how fresh and pure!  
 3. From your drip - ping fin - gers,      On the clothes so white,  
 4. Fold the clothes and roll them      Tight - ly as can be,

Second system of piano accompaniment. Treble and bass clefs, key signature of three sharps, and 4/4 time signature. The music continues with a dynamic marking of *p*.

Second line of vocal melody. Treble clef, key signature of three sharps, and 4/4 time signature. The melody is marked with a dynamic of *f* (forte).

Down we quick - ly take them      From the clothes-line high.  
 Clean things are a pleas - ure,      That is ve - ry sure.  
 Shake the sparkling wa - ter      In a show - er bright.  
 For to - mor - row's i - ron - ing      Rea - dy now are we.

Third system of piano accompaniment. Treble and bass clefs, key signature of three sharps, and 4/4 time signature. The music concludes with a dynamic marking of *f*.

## SPRINKLING CLOTHES

Time: One class hour.

Materials: Table covered with clean white paper or oilcloth, dish of luke-warm water, basket filled with the recently washed clothes.

Preparation and arrangement of class: The girls may be seated around the table, where they will do their work.

Class at work: Shake the water from the fingers with a loose hand, dropping it evenly on all parts of the piece.

Fold the clothes tightly, so that the edges, especially those starched, will be turned inside.

Table linen should be very damp, towels and the coarser clothes the least damp.

Napkins, towels, handkerchiefs, etc., should be rolled in bundles by themselves, to save time in ironing.

Tablecloths should be folded lengthwise twice, then crosswise, and sheets crosswise twice, then lengthwise, as they are folded in ironing, that they may be conveniently handled.

Additional suggestions: Clothes will need to be dried after this lesson, and those to be used re-sprinkled for the ironing lesson.



## IRONING SONG

EMILIE POULSSON.

J. H. CHAPEK.

*Allegro ma non troppo.*

1. Hot i - rons! hot i - rons! All read - y to use, Hot  
 2. Hot i - rons! hot i - rons! Must nev - er stand still; So,

i - rons! hot i - rons! Which one will you choose? As for - ward and back - ward We  
 rub - bing and press - ing, We work with a will; Thus all the long morn - ing The

move them a - bout, The wrink - les and crink - les Are quick - ly smoothed out.  
 i - rons we guide, Then fold the clothes neat - ly, And hang them a - side.

## IRONING CLOTHES

**Time:** Two or three class hours.

**Materials:** Three small irons, one large and one small ironing board, iron stand, papers, wax, clothes bars, basket of sprinkled clothes, dish of water, and clean cloth.

**Preparation and arrangement of class:** To make this class a complete success, the instructor should have an assistant, for the following reasons: First, the ironing process is a long one, and will take two, or perhaps three lessons, even with two teachers; second, the children get very tired watching one girl iron, and waiting their turns, but with two teachers, their turns come oftener, and there is a chance for all of them to gather around the two boards to observe and change about if they wish.

Six irons and two boards will be necessary for two teachers.

Irons and stove should be thoroughly cleaned, and irons hot. Ironing sheet should be tightly drawn and neatly tacked or pinned to board over padding.

Although small irons should be used on account of the size of the child's hand, and also the size of the clothes, a large board is almost necessary for the table and bed linen, and is steadier for all the work; but for the little skirts it is better to have a small board, which also adds to the attractiveness of the outfit when used in an exhibit.

For this lesson sprinkle only as many pieces as will probably be ironed.

**Class at work:** Iron flat clothes first, so that the girls may get accustomed to handling the irons before they attempt more difficult pieces.

Some points to be emphasized are as follows:

All spots washed out with clean cloth before ironing.

Table linen ironed perfectly dry.

Flat pieces folded straight, corners together.

Sleeves ironed before the rest of the garment.

Lace ironed on right side, embroidery on wrong side.

Clothes hung carefully on the bars.

## MENDING DAY

MARY BROWN JOSLYN.

MABEL LOUISE KEECH.

*Con moto.*

1. Wash - ing o - ver, iron - ing done, Mend - ing's next in line.  
 2. Ta - ble lin - en, bed - ding, too, Hose and un - der - wear;  
 3. Hooks and but - tons, sewn on tight, Ev - ery hole we'll patch,  
 4. Darn the stock - ings that are worn, Pairs to - geth - er place,

*cresc.**dim.*

We must look for ti - ny rips, A stitch in time saves nine.  
 Dress - es dark, and dress - es light, Let's mend them all with care.  
 If the cloth has checks or stripes, Do make the pat - tern match.  
 Ti - dy lit - tle maids we'll be, And each with smil - ing face.

# PUTTING CLOTHES AWAY

49

MABEL CHRISTY FISH.

MABEL LOUISE KEECH.

*Sprightly.*

1. See the stack of neat clean clothes, Dress - es,  
 2. Fold on fold, straight on the shelf, Ev - ery  
 3. "See those clothes in ti - dy nooks, See the  
 4. Why! what's this but pairs of hose! We al -

*mf*

lin - en, pairs of hose; Sort them out, as  
 sort quite by it - self, Till the neat - est  
 dress - es on their hooks, See the chil - dren's  
 most ne - glect - ed those, Place the pairs in

each one goes With her pile a - way.  
 fair - y elf See - ing them will say,  
 hap - py looks; Come, let's frisk and play."  
 pret - ty rows; How we've worked to - day!

*cresc.*

## MENDING AND PUTTING AWAY CLOTHES

**Time:** One class hour with lesson as outlined; two hours if the teacher wishes to have the girls mend the clothes. As a rule, the girls are not handy enough with the needle to mend such small garments neatly, and the sewing school is the place to teach them.

**Materials:** Bedroom furniture is all that is really necessary, as the girls may talk about where the table linen and kitchen towels belong. Wardrobe should be added to the bedroom outfit. Clothes, laundered in recent lesson. Sewing basket, furnished with thimbles, scissors, needles, threads of the colors needed, buttons, hooks, and eyes.

**Preparation and arrangement of class:** Room may be arranged as for the sweeping lesson, with a table at the side holding the clean clothes, and chairs arranged in semicircle facing the room.

- Outline:** 1. Mending.  
2. Putting away clothes.

**Class at work:** 1. Look over each garment to find places needing stitches. Instructor should ask the girls to tell as much as they know about how to mend each hole, then correct and add to their statements. She should also explain to them how to mend other places in case they were torn or worn, and teach them how to sew on buttons, hooks, and eyes.

2. Make a neat pile of each kind of clothing, and have a place for everything. While housekeepers may differ and furniture necessitate a different order, the order in common use is as follows:

Dresses on hanger in wardrobe.

Cotton underclothing in lower dresser drawer.

Outing and knit underclothing, and stockings, in lower washstand drawer.

Neckwear, belts, and handkerchiefs in upper dresser drawer.

Towels and washcloths in upper washstand drawer.

Bed linen in wardrobe drawer, the folds at the outer edge.

Additional suggestions: A general talk on neatness of appearance will be opportune, assuring the girls that there is no excuse for ragged clothing, and instilling in them a pride to keep their garments in good order. Also, a talk should be given on keeping all the drawers in order and closing them after using.



## **SECOND YEAR**



## POLISHING SILVER

Time: One class hour.

Materials: Silver used in table setting, flannel case made with compartments to hold each piece, silver polish, several dishes in which to divide the polish, one large dish for rinsing silver, towels, two soft cloths, not woolen, for each pupil, and two or three old toothbrushes.

Preparation and arrangement of class: Seat the whole class at table on which have been spread papers or oilcloth.

Class at work: Instructor should clean one piece, while the girls watch her work the cloth or brush into the crevices, and remove all black spots. Then they may go to work, cleaning and polishing until all pieces are done. One of the two cloths should be used for cleaning, the other for polishing. Each piece must be inspected by the instructor, who may encourage rivalry in the quality of the work done.

It should be suggested to the girls that in their own homes, not only the table silver, but all other pieces in the house should be cleaned at one time.

Instructor will need to use her own judgment in regard to the silver polish, as each year new kinds are placed on the market. Sparklene and Silver Suds are two good preparations.

This lesson may be given first in the second year's course in order that the silver will be in readiness for the table setting lessons.

## REVIEW

**Time:** Three class hours.

Table setting, bedmaking, and kitchen work should be reviewed at the beginning of the second year, the girls being allowed to do the work as far as possible without the aid of the instructor.

Scrubbing floors and polishing faucets may be omitted from the review of the kitchen work. Sweeping and dusting will be reviewed in the general housecleaning lesson.

## GENERAL CLEANING DAY

MARY BROWN JOSLYN.  
*Cheerfully.*

MABEL LOUISE KEECH.

1. This is gen - eral clean - ing day, We must work be - fore we play.  
2. Dust till not a speck be seen, Wash the lamps and win - dows clean,

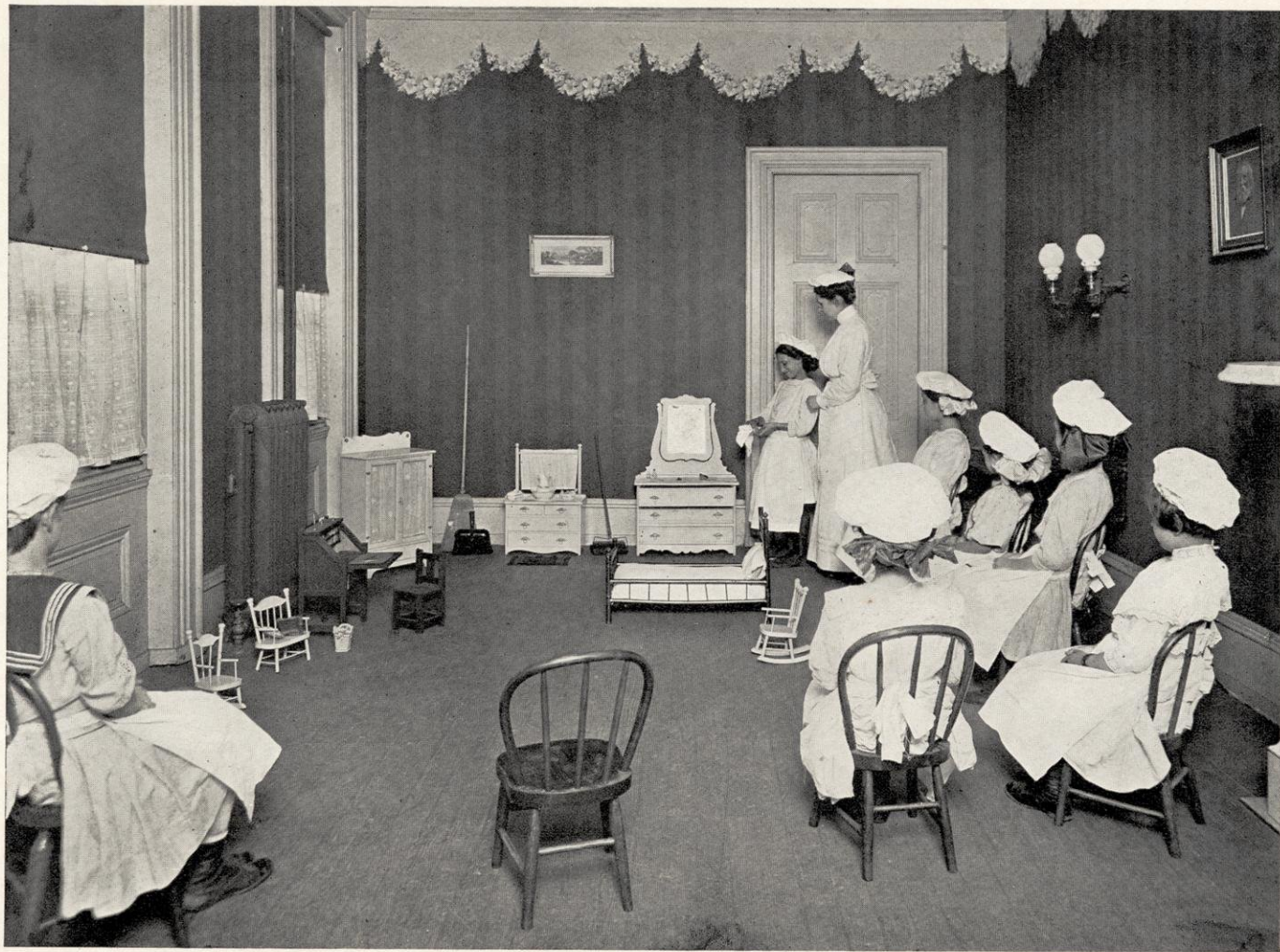
*cresc.* *cresc.*

Shake the rugs out in the air. Take the broom and sweep with care,  
Pol - ish up the sil - ver bright, Spread the rugs a - gain al - right;

*dim.*

Brush out cor - ners far and near, Make the pict - ure glass - es clear,  
See how nice and neat we'll be, When Fa - ther, dear, comes home to tea.

This is gen - eral clean - ing day; Sing - ing makes it seem like play.  
This has been a bus - y day, Work all done, there's time for play.



GENERAL CLEANING DAY



## GENERAL CLEANING

Time: Two or three class hours.

Materials: Bedroom set, as in sweeping lesson, adding wardrobe and desk, with their contents, and wastebasket. One or two rugs, broom, dustpan, whisk-broom, soap, scouring soap, cloths, manila paper to fit drawers.

Preparation and arrangement of class: Arrange bedroom as in former lessons.

Class at work: The plan of this lesson is like that of the sweeping lesson, but the work should be much more thorough, including everything that needs to be cleaned. Whatever is lacking in the outfit, that would be found in the average living-room, or bedroom, should be talked about and instructions given about the cleaning.

Clean cupboards and drawers, putting in clean papers, and brush the upholstered chairs before sweeping. Wash paint, windows, mirrors, and picture glasses, polish all brass and silver, wash china and glassware, beat pillows and rugs, shake covers, etc.

Additional suggestions: Small rugs may be made from pieces of carpet, or woven rugs may be bought at exhibits of children's school work.

Beside the set of writing paper, envelopes, postcards, and stamps, and the set of ink well, pen, and pencil, which can be bought for the desk, the instructor should add a calendar and blotters. Little blotter corners may be made of brass or leather for the large blotter.

# SERVING SONG

MARY BROWN JOSLYN.  
*Gracefully.*

MABEL LOUISE KEECH.

1. Put on . . . . . clean cap and a - - pron, And  
 2. Please serve. . . . . at first the hos - - tess, Then  
 3. Side dish - - - es go on right side, Now

dress . . . the tray in white; Don't let the dish - es  
 guests . . . and fam - i - ly. In pass - - ing serve at  
 pray . . . you don't for - get— Re - - move . . . all dirt - y

rat - tle, And let . . . your steps be light.  
 left side And do . . . it qui - et - ly.  
 dish - es, Be - fore . . . next course is set.

*Piano only.*

## SERVING LESSON

**Time:** Three class hours, one for each meal.

**Materials:** Sideboard, side table, four chairs, table, table linen, dishes, tray, tray cloth, crumb brush, and tray.

**Preparation and arrangement of class:** Set table for four, with a chair at each place. On a side table, supposed to be in the kitchen, place tray and the dishes which are to be brought in containing imaginary food. Arrange other chairs at a short distance from the table on either side.

(Simple menus for convenience in writing outlines are given, not to be considered as models.)

- Outline:**
1. Seating.
  2. Serving.
  3. Eating.

**Class at work:** Breakfast—1st course, fruit.

2nd course, cereal.

3rd course, creamed potatoes, omelet,  
toast, coffee.

1. Seat four girls, representing Father, Mother, daughter, and guest, and choose one for waitress.

2. 1st Course. The fruit plates may be on the table, when the family take their seats. When fruit is eaten, waitress removes plates, always serving at left of person. Hostess first, guest next, then remainder of family.

2nd Course. Waitress brings in cereal in small dishes to each person, or sets large dishes in front of Father, passing individual dishes as he serves them. She removes cereal dishes.

3rd Course. Waitress sets the omelet in front of Father, potatoes at right, plates at left or in front, and passes plates, as served, to each person. She then brings in the coffee, setting it at Mother's right and serves cups



at the right of each person. She passes cream and sugar and toast, keeps glasses filled with water, and looks after needs of each one.

3. Eating. This part of the lesson should not be neglected, for in many homes table etiquette is not taught. With imaginary food, the girls may go through the form of eating, while the instructor observes and carefully corrects any improprieties, such as eating with knives, eating noisily with mouth open, leaving spoon in cup and handles of knife and fork on tablecloth, holding silver awkwardly, etc.

Dinner. 1st course. Soup, crackers.

2nd course. Meat, potatoes, squash, tomatoes, bread,  
butter, tea.

3rd course. Pie.

Serving. *a.* Waitress brings in soup to each person, passes crackers, removes plates.

*b.* She sets platter of meat in front of Father, dish containing potatoes on one side, squash on the other, plates in the middle, then passes plates as Father serves them. She may bring in tomatoes in individual dishes, setting them at the right, or bring in large dish for daughter to serve. She then serves the tea, which Mother has poured. After this course, she removes all dishes used in the course, and brushes the crumbs carefully from each place.

*c.* She brings pie to each person.

Supper: There would be no different methods in serving supper, so the girls may be allowed to go through the lesson without instructions.

Additional suggestions: If the instructor deems it wise, she might serve a simple meal at one lesson.

The method of serving given here is used generally in ordinary homes, but is not authoritative, and may be altered in any details by the instructor.

## REPAIRING FURNITURE\*

Have in the class a chair that needs a round glued in, and show the girls how to put the glue in without smearing the chair, and how to tie the chair securely until the glue dries.

Teach them how to apply stain and varnish to furniture, and how to recover chairs that are not too difficult.

Talk over with them the numerous things that they may freshen in their homes by using a little paint, and a brush, carefully: gilding gas jets, enamelling beds, varnishing furniture. If the girls are too young to do such work themselves, they will take the inspiration home to their Mothers, and also remember in later years how to make their homes look brighter.

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\*This and the following lesson should immediately precede the house furnishing lessons, but there are so many hard lessons in succession, that the guest room lesson has been inserted to break the monotony.

## MAKING FURNITURE

Talk over with the girls ways that they make dressing tables, book cases, cupboards, etc., out of boxes.

Some small pieces of furniture for the kitchengarden outfit may be made in class. Two suggestions are made, others will occur to the teacher as the need arises.

Considerable time will have to be spent on these by the instructor outside of the class, because any of the articles would require more time to make, than can be spared from regular class work, and because there is much monotonous work that the class as a whole will not enjoy. However, the girls should all have their turn with the hammer and paint brush, and should be given explicit direction how to do each part. The lesson can be made very fascinating, if well planned.

Suggestions: Windowseat. Make from small wooden box, put on hinged lid, cover with denim or cretonne, and line with a thinner material.

Screen. Paint small clothes bars a color to harmonize with bedroom furniture, tack goods desired on the rods, and with tiny brass tacks finish with a binding of tape or the wrong side of a narrow ribbon.

## GUEST ROOM

**Time:** One class hour, or two hours if desired. (See additional suggestions.)

**Materials:** Entire bedroom furnishing, as in housecleaning; sewing table, sewing basket or box with contents, windowseat, cushions, screen, taborette, plant, trunk, suitcase, doll.

Add to former equipment articles that would be enjoyed by a guest, such as combing towel, dusters for dresses, slipper bag, laundry bag, hot water bottle in flannel case, telephone, clock.

Also add articles a guest might bring with her, such as rubbers, bathrobe and slippers, hats and furs, purse.

**Preparation and arrangement of class:** Arrange furniture for bedroom, with bed made, leaving dresser, washstand, wardrobe, and desk empty.

Pack in suitcase articles a traveller requires for a night's journey or to provide for delay of trunk: nightdresses, comb, brush, toothbrush, towel, washcloth, rubbers. In trunk pack all clothes, and personal effects such as handkerchiefs and ribbons.

In a large box or large suitcase place all furnishings of the dresser, washstand, desk, and tables. Also hide from view or place in another room the taborette, plant, window seat, sewing table, rug, trunk, suitcase, and doll dressed for travelling. If possible, place the doll in a coach.

Place box containing articles by instructor's chair, and arrange pupils' chairs as in other lessons.

- Outline:**
1. Furnishing room for guest.
  2. Arrival of guest.
  3. Unpacking and putting away guest's wardrobe.

Class at work: 1. First ask girls to name the things they have had before, hand to them from the box as called for, and let them arrange the room as they have learned in former lessons. Then ask them to suggest other things they would enjoy if they were guests, being sure that all articles which are likely to be named are ready. Many of these articles will be new to the class, and there will be some which they will not think to mention, but which the instructor can talk about until they are guessed.

2. When the room is in perfect order, send girls to bring doll in coach, the trunk, and the suit case. Make the little guest very welcome, and take her to her room.

3. As the guest is quite incapable of unpacking, the girls will be only too glad to offer their assistance. The lesson in putting away the clothes will serve as a guide.

Additional suggestions: The week before, tell the pupils what this lesson is to be, and ask them to think about additions that could be made to the bedroom furnishings to make it more attractive and comfortable for a visiting friend.

Little cushions for the settee and windowseat can easily be made by the instructor, and the girls taught how to arrange them.

This lesson affords opportunity of many little side talks which will instil in the girls a sense of daintiness and thoughtfulness.

The cheer of plants and flowers in the room, the use of screen and bathrobe, the convenience of combing towel, and other subjects will suggest themselves to the watchful instructor.

Owing to the more serious nature of later lessons, another lesson on this subject may be added, that the girls may further enjoy the new furnishings. The writer does not believe in negative teaching, as a rule, but, as the class is now well founded in its principles, the following sug-

gestion will not prove harmful, but will be both amusing and impressive.

Prepare the same room, misplacing every article in such an absurd manner that when the girls arrive and see it, they will hail with delight the chance of rearranging. Impress upon them the fact that a guest will never leave a room in disorder.

## TABLE DECORATION

A lesson for Washington's Birthday is outlined because, according to the course, this kind of a lesson would come nearer to that holiday than any other. A similar plan may be carried out for another occasion if the instructor so desires. In the order here given, the lesson would form a bridge between practical housework and house decorating and furnishing.

Time: Two class hours, one for making the decorations, one for decorating the table.

Materials: Table, tablecloth, dishes for individual places, small plant or bouquet, candlesticks, scissors, paste, paste sticks or brushes, paste cloths, bristol board, appropriate paper napkins, red, white, and blue crepe and coated paper, the tricolor ribbon or cord, miniature pictures of Washington, and other similar materials as needed.

Preparation and arrangement of class: The instructor should have her plans very definitely in mind, and should know just how to make each piece. She should make all patterns, cut all pieces too difficult for the children, arrange all materials in orderly piles on the table, so that no unnecessary time will be consumed during the class hour.

- Outline:
1. Making decorations.
  2. Decorating table.
  3. Songs.

Class at work: 1. Only a few suggestions will be given here, as the instructor will gather her own ideas from magazines, parties, and socials.

*a.* Place cards: Red hatchets, shields with colored stripes, cards with painted cherries or with cherries or flags cut from paper napkins and pasted on them.

*b.* Napkin rings: Two shields or flags of cardboard, tied together at each side with cord or ribbon; round napkin rings covered with the stripes.

c. Bonbon boxes representing drums or cocked hats, square or oblong boxes with cover and sides decorated.

d. Candle shades of white paper, decorated with stripes, flags, or cherries.

e. Doilies may be cut from the centre of paper napkins, and decorated; the plant may be covered with a paper napkin and tied with the tricolor ribbon. Miniature Washington pictures may be pasted on any of the above pieces.

Teach the girls to be painstaking, neat, and accurate in all their cutting and pasting, allowing them to do as much of the work as possible, but helping them over difficult places.

2. A large square or round table would be better for this lesson than the small one used in table setting.

Set the table for four or six, using the paper napkins, and perhaps a Dennison paper tablecloth.

Lay the bonbon boxes and place cards at each place. Candy cherries or hatchets in the boxes will not be expensive.

From the centrepiece which will be a plant, bouquet, or perhaps a bouquet of flags, may radiate cords or ribbons with hatchets tied to the ends.

Festoons of crepe paper from the chandelier to the corners of the table, and strips of the colors hanging from the edge of the table, are effective. Other ideas will grow out of these.

3. As the girls gather around the completed table to admire their handiwork, let them sing "America" and other patriotic songs.

Additional suggestions: Talk with the girls about decorations for other occasions, tell them where they can buy materials, and encourage them to surprise their people at home by working out such ideas there.

A star punch is very convenient for the flags and shields, and will often be found useful in other lines of work.

Allow the girls to take home some of their work, leaving one set for exhibit.



# HOUSE DECORATION AND FURNISHING

## OBSERVATION LESSONS

The following lessons may not at first appeal to the instructor as very practical for such young pupils, but we must remember that the impressions on a child's mind are lasting, and although the girls of nine, ten, and eleven may forget many details of these lessons for the time being, they will be reminded of them when the occasion arises in future years. Meanwhile they are forming ideas of good taste and harmony, and acquiring habits of observation, application, neatness, and accuracy, which will be firm foundation stones in their character building.

Time: Four class hours, one for each subject.

- Outline: 1. Wall paper.  
2. Carpets, rugs, and curtains.  
3. Furniture.  
4. Pictures.

Class at work: There are two methods of teaching these lessons: the first, which is preferable, to take the class to the stores; the second, to have wall-paper books, furniture catalogues, and pictures, from which they may select, under the teacher's direction, the proper furnishings for different rooms.

The points which should be impressed on the girls' minds while they are making their selections are these:

1. Wall paper.

For all rooms, restful paper without dazzling figures and colors, light shades in dark rooms.

For halls, libraries, and dining-rooms, heavy paper such as the crepes and felts in rich tones of red, green, brown, etc.; for bedrooms lighter colors, delicate figures, stripes, or flowers, flowers mainly in border.

## 2. Carpets, rugs, curtains.

Carpets and hangings should harmonize with wall paper, and as a rule should not contain large figures. It pays to buy good carpets.

## 3. Furniture.

Plain furniture lends more dignity to a room than that which is fancifully shaped and carved. Upholstered chairs are not as sanitary as those with seats of cane, wood, or leather.

## 4. Pictures.

Inexpensive prints of the masterpieces, neatly framed, are far more preferable than cheap pictures, which have no meaning. The frame should never be more conspicuous than the picture.

After these lessons have been given, if it is possible, take the class to a fine hotel or to a residence that is furnished and decorated in good taste, where the girls may observe closely and make comments on the furnishings of the different rooms. The results of the former lessons will quickly be noticed by the instructor as she questions the girls on their observations.

## THE PICTURE

The following are interesting facts about the accompanying picture, suggesting unlimited possibilities in making other pictures.

Girls nine and ten years of age who had covered the two years' course in Kitchengarden, did most of the cutting and pasting.

The doorway was made from another door, the pieces cut and rejoined to form the right perspective.

The stovepipe, which had to look round, is the door of the warming oven from another stove, turned on end.

The articles on the stove and the table are cut from other pictures, while the water-tank and chairs are only portions, the defects being covered.

In pictures of other rooms there would naturally be more furniture in the foreground, making a better arrangement.



REPRODUCTION OF A PICTURE MADE BY A KITCHENGARDEN PUPIL



## MAKING PICTURES OF ROOMS

A very appropriate climax to the Kitchengarden course is the picturing of rooms which combine the teachings of the two years. Each girl should take her picture home to keep as a reminder of her training in neatness and good taste in housekeeping and housefurnishing.

Time: From four to six class hours.

Materials: Small wall-paper sample books containing plain papers and binders, which can be secured from dealers after the first of January and June; pictures of rooms and furniture cut from magazines and furniture catalogues; manila drawing pad nine by twelve inches; scissors for each member of the class; paste, sticks, and cloths; sheets of white paper, about nine by twelve inches; cardboard for mounting finished pictures.

Preparation: As these pictures require work by the teacher throughout the making, the preparatory suggestions will be given in "class at work."

- Outline:
1. Selection of rooms and paper.
  2. Settings.
  3. Selection of furniture.
  4. Outline of room.
  5. Making rugs.
  6. Cutting furniture.
  7. Pasting.
  8. Mounting.

Class at work: 1. Each girl should choose the room she would like to make, and the colors of the paper and carpet for it, but the instructor should guide the choice, so that each room in a house is made, and the colors in adjoining rooms are in harmony. In large classes, two may have to make the same kind of a room, but furniture for the following ten rooms is

easily found: Hall, parlor, library, dining-room, kitchen, laundry, bedroom, nursery, bath-room, and sewing-room; and a beginning class of twelve or sixteen would rarely number more than ten, at the end of a second year.

Paper must be selected for the ceiling, side walls, carpet, rugs, and borders of rugs. It will be necessary to use plain or mottled papers, as stripes or figures will not give the right perspective. Stripes or figures cannot diminish in the background, and therefore, if used for the side wall, will make the wall seem the same distance from you at all points; or for the carpet, will make the floor appear vertical, instead of horizontal. The pupils should be carefully guided in their selection of combination of colors.

2. The work given in paragraphs "2," "3," and "4" will have to be done by the instructor outside of class, but should be explained to pupils.

The easiest and best way to make most of the pictures, especially halls, parlors, libraries, and dining-rooms, is to find a large and clear picture of a room from a magazine, such as "Country Life in America" or "House and Garden." Cut out perfectly on the lines all the framework of the room, that is, doors, windows, mantels, staircase, or whatever would form the setting, cutting all in one piece if possible. If the molding cannot be left with the woodwork, cut on the lower line of the molding, and leave the upper part of the side wall so that line may be a guide for the outline. Enough of the floor line must be left to show its direction on each side of the room. If in the picture there are pieces of furniture or pictures that may be used in this room or in other rooms, cut them out and lay them aside. Now lay this skeleton of a room on wall paper, and the possibilities of a room will soon appear. In case no setting can be found, or in a kitchen, or laundry or bath-room, where a setting is never necessary, find two or three pieces of furniture which would stand against the wall and which face each other, and draw outline from these. More instructions for this are in paragraphs "3" and "4."

3. The selection of furniture cannot be left to the children, because they would not be able to detect the small differences in perspective and size. They have already had lessons on this subject. The main points to be remembered in choosing furniture are these:

Keep the tones of the different pieces in one room as near the same as possible.

Small pieces go in the background and large ones in the foreground.

Wall pieces such as bookcases, upright pianos, beds, dressers, stoves, kitchen cabinets, etc., must be the right perspective for the floor, that is, if the base of the piece is set on or parallel with the floor line, the sides must be perpendicular.

Choose pieces that have not much fine cutting, as between the rounds of chairs, etc.

4. *a.* How to make the outline with a setting:

Lay the setting in the centre of a sheet from the manila pad. With a sharp pencil make points where ceiling and side wall, side wall and floor, join; also at the edges of the picture on the side-wall lines, above and below. Remove the setting and draw on the paper, from point to point, the lines which join the side wall to the ceiling and to the floor. Now with impression paper over the paper to be used as side wall, and the manila paper over the impression paper, mark the points on the side wall. Draw lines on the side-wall paper from the dots, and cut the top and bottom lines exact. The sides may be left a little wider than the setting, for convenience. This piece should fit exactly on the side wall, as marked on the manila paper. Cut the ceiling and carpet the same way, leaving an inch or two on the top of the ceiling and the bottom of the carpet in case the room needs to be a little larger. The floor can be extended as far as desired, but with a setting, the side walls can be extended only when the molding disappears toward the foreground; even then a portion of a door or window might make extension impossible.

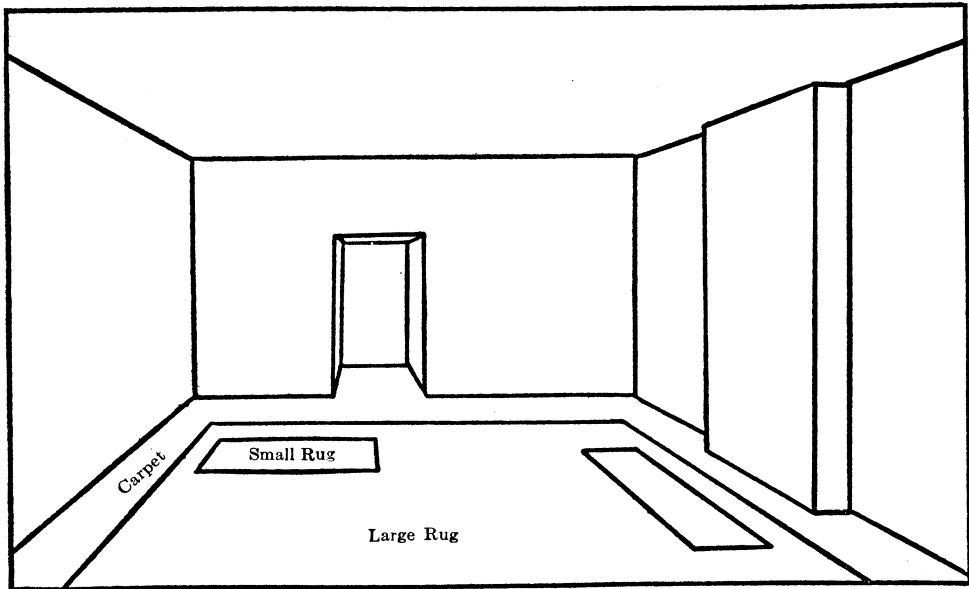
*b.* How to make the outline without a setting:

When there is no setting, trim the pieces of furniture closely enough so that the perspective can be ascertained, leaving the finished cutting for the pupils. Place the furniture on a sheet of manila paper about as it should stand, moving it until the best arrangement is found. It must be remembered that the large pieces go in the foreground, and that all wall



pieces on one side must be in the same perspective. Draw a line along the base or feet of the wall pieces on the different sides of the room until the lines intersect. From these intersections erect perpendicular lines, which form the corners of the room. At a height proportionate to the size of the room draw the ceiling lines. If there is to be a wall in the background, parallel to the mounting paper, draw the ceiling line parallel to the floor line, and the lines forming the adjoining side walls diverging toward the foreground from the corners of the rectangle, which is the rear wall. Cut the wall paper the same as with the setting.

DIAGRAM



5. A large rug would be effective in some rooms, in others small rugs, in front of mantel, bed, dresser, etc. A pattern for every rug should be made first, and sometimes the wall paper pasted on it. In making a large rug, if there is a wall in the background, parallel to the mounting paper, the corresponding side should be parallel with that wall. But on the adjoining wall the distance between the rug and the wall should widen according to the perspective. The border may go on the edge, or in from the edge. For the border, different colored stripes may be pasted together, or a good

color combination found in binders or border papers. The border stripes should also widen toward the foreground. A definite rule cannot be given for the perspective of small rugs, but in nearly every case the lines nearest the two walls should be parallel to them, and the other widen toward the foreground.

6. The lesson following the selection of the wall paper will be given to cutting the furniture. Give each girl a labelled envelope containing her work. Teach the girls to cut very carefully, turning the paper instead of the scissors; to detect the difference between the real and the shadow lines; to cut between the rounds before cutting the outside of chairs; to cut exactly on lines leaving no white edges, nor spoiling the shape of the furniture.

7. Everything is now ready for the pasting, which will require several lessons, according to the size of the class and to the complexity of the pictures. Teach the girls to apply the paste evenly and smoothly and far enough from the edge to prevent oozing out when the paper is pressed down, and to *press* the paper, as rubbing stretches it. The side wall should be pasted first, then the ceiling, carpet, setting, rugs, and last the furniture. Before pasting the furniture, allow the girls to arrange it, then correct mistakes, and give reasons for changes. Urge the girls to use care in placing all furniture exactly straight before pressing it down.

8. When the pasting is finished, cut the picture the desired size, and mount on sheets of white paper, which extend an eighth of an inch on each side of the picture. Mount these with glue on a light gray board, allowing a two-inch margin on each side.

Additional suggestions: For the encouragement of teachers unaccustomed to this particular kind of work, the writer wishes to say that the eye *can* be trained to see the different parts of the pictures in their right relations, and that, by following these directions accurately, anyone can produce a good picture.

Furniture for different rooms should be kept in separate labelled envelopes, and that which is not used saved for another year.

In some wall-paper books are sheets of oil paper for bath-rooms and

kitchens. The plain and mottled effects are the only ones that can be used, and as there can be little variety in floor and wall, it will be the best plan to draw the lines which form the side wall and floor on the oil paper, omitting the ceiling. This will save cutting and matching and gives much better effect than two kinds of paper.

Select clear pictures for the wall of the rooms and take note of the perspective.

Moldings may be cut from gilt strips in borders, and should be in proper perspective.

White paper brushed over with faint water-color of the predominating color in the room, and cut the proper size, will answer for baseboards. Sometimes baseboards may be pieced from baseboards or other woodwork cut from different pictures.

Adjoining rooms may be made very attractive through open doorways by cutting out the wall paper and carpet printed, and inserting such colored papers as would harmonize with the room being made.

When no setting is used, wall lines may be drawn so as to show chimney extensions for mantels, recesses for windowseats, doorways leading into other rooms, through narrow passages, alcoves, etc., and mantels, windowseats, door and window casings, pasted in their respective places.

Many little things can be done to make these pictures attractive. Books for tables, bric-a-brac for mantels and bookcases, pillows for couches, plants, lamps, telephones, clocks—all such furnishings that we would enjoy in our homes can be found, and thus instil into the minds of the girls added ideas of beautifying their homes.

# NOW THE DAY IS OVER

77

S. BARING-GOULD.

ARR. FROM JOSEPH BARNBY.

1. Now the day is o - ver, Night is draw - ing nigh, . . .  
2. Je - sus, give the wea - ry Calm and sweet re - pose; . . .

The first system of the musical score consists of a vocal line and a piano accompaniment. The vocal line is written on a single treble clef staff in common time (C). It begins with a quarter rest, followed by a series of quarter notes: G4, A4, B4, C5, B4, A4, G4. The piano accompaniment is written on two staves (treble and bass clefs) in common time. The right hand plays chords and moving lines, while the left hand plays a steady bass line.

Shad - ows of the even - ing Steal a - cross the sky.  
With thy tend' - rest bless - ing May our eye - lids close.

The second system of the musical score continues the vocal line and piano accompaniment. The vocal line continues with quarter notes: D5, C5, B4, A4, G4. The piano accompaniment continues with chords and moving lines, ending with a double bar line.



**SUPPLEMENTARY LESSONS FOR  
SPECIAL DAYS**

## SERVING REFRESHMENTS

Thanksgiving Day may be appropriately celebrated by using this lesson both years.

**Materials:** A choice of two or three articles of food may be made from a list, such as the fall fruits, individual pumpkin pies, popcorn, nuts, assorted cakes, etc.; such dishes as are needed for the serving; appropriate paper napkins and souvenirs.

**Preparation and arrangement of class:** Prepare a table with fresh cloth, an autumn bouquet, candlesticks, if possible. Place on the table the folded napkins, the dishes containing the food, the plates and silver. Arrange chairs in a circle with the table at the side or in the centre. Place chairs at the table by the dishes to be served.

**Class at work:** The instructor may act as hostess, and welcome her class to the Thanksgiving party. Two girls may be seated at the table to serve the food, while the others take turns passing the napkins and plates and removing them. Each girl should have some part. The conversation will naturally be turned toward the subject of Thanksgiving, but the hostess can, by an occasional word, or even by example, make some improvements in the manners of the girls at such occasions.

## CHRISTMAS LESSON

If there is time near Christmas for such a lesson, each girl will enjoy making a little gift for her Mother. These gifts should be something pertaining to housekeeping, and should consume no more time than two class hours. A few suggestions are here given:

Tea stands of reed, or of braided raffia; napkin rings of wound raffia; workbaskets, whiskbroom holders, handkerchief boxes of cardboard, decorated with flowers, cut from crepe papers or wall paper; matchesafes may be made by putting a small glass in a ribbon case; needlebooks, etc.

Teach the girls how to wrap them neatly with the Christmas colors and ask them to pay for the materials and wrappings. Nearly all the articles mentioned cost less than eight cents each, and many others as inexpensive may be added to the list.







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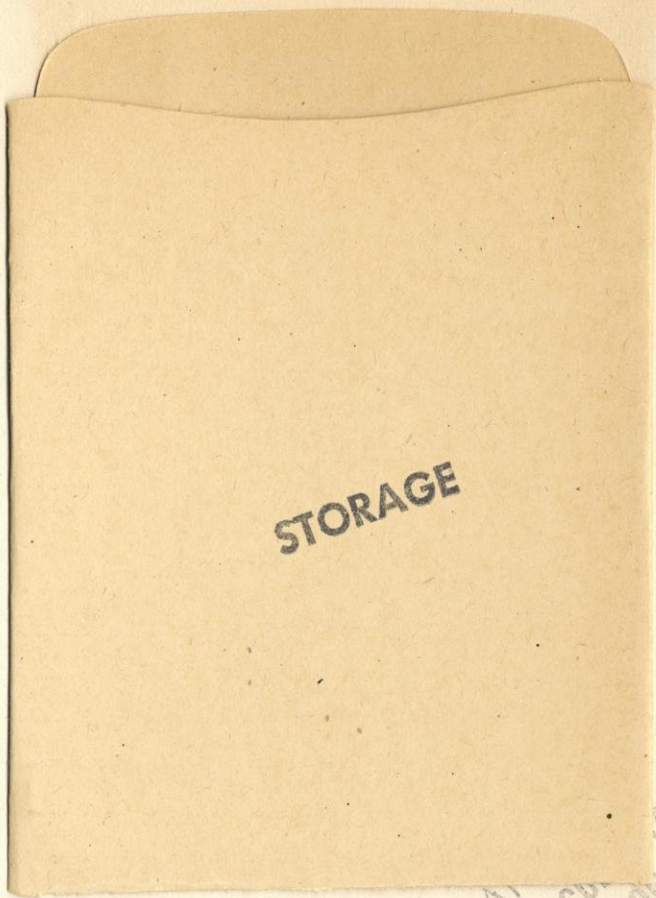
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