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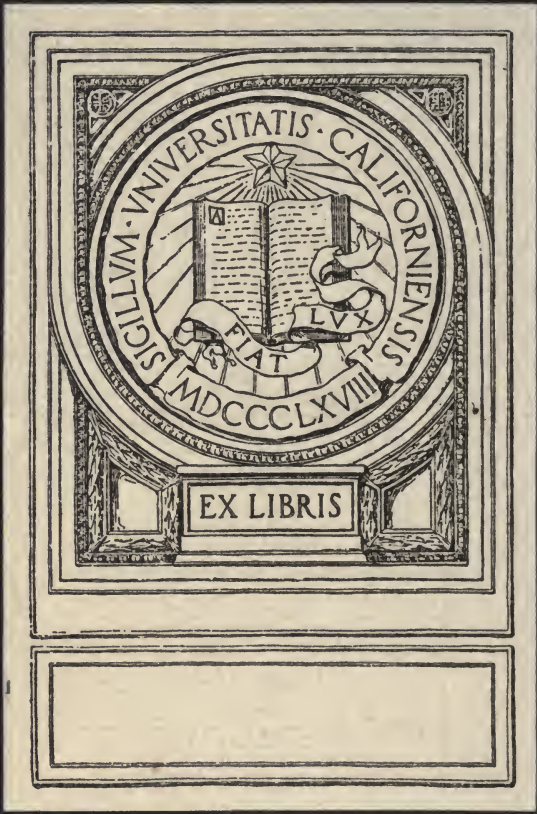
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LONDON COUNTY COUNCIL.

EVENING INSTITUTES.

SUGGESTIONS TO RESPONSIBLE TEACHERS AND INSTRUCTORS OF THE DOMESTIC CRAFTS AND HOME ORGANISATION

AND

Suggestions for Syllabuses of Instruction in the following Subjects:—Laundrywork, Cookery, Needle Crafts, Housework and Home Organisation, Scientific Method in Relation to the Domestic Crafts, Home Planning, Domestic Handicraft, Design Applied to Needlecraft, Domestic Calculations, Cookery for the Sick, and Camp Cookery.

1915-16.

R. BLAIR,
Education Officer.

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LONDON COUNTY COUNCIL.

EVENING INSTITUTES.

Suggestions to Responsible Teachers and Instructors of the Domestic Crafts and Home Organisation.

PART I.

There should be clear differentiation between the domestic crafts and home organisation. In teaching the crafts—laundry-work, housework, cookery, needlework and the minor home crafts—various pieces of work such as garments or dishes may be chosen as typical, that is as representing certain processes of manipulation, or certain scientific principles applied to practical work. The Domestic Crafts.

These "typical pieces of work" must each be considered as a whole, and then in parts, which may be called the items of technique. By classification and arrangement, by grouping together and comparison of the items which are akin, or different, time may be saved and over-lapping prevented. Typical pieces of work.

Wherever possible, it is preferable to deal with the principles underlying what is done either before or parallel with the manipulative work; but, as in other walks of life, things must often be dealt with practically first, even where some explanation can be given later. Processes and Principles.

In a model home, like a housewifery centre, a standard should be presented, an ideal as a whole. In the housewifery classes the subjects of instruction may be considered in detail, data collected, and the various processes and principles used for spending and saving energy, time and money in home organisation discussed, compared and commented upon. Each student must be given (in rotation) a good deal of individual responsibility and practical work, so only can her sense of value and proportion, her power of initiation, investigation, organisation and manipulation be trained. Home Organisation.

Domestic training is taken to include :—

Home environment.—The different types of home available in London. Choice of place, and plan of house, accommodation, aspect, soil, sanitation, water, heating, lighting, garden, etc.

Home Responsibilities.—As member of family and as citizen; law as it affects the home, the family budget, control of income. Depleted income in time of war or other distress, wise curtailment, etc.

Home Fittings, Furnishings, Utensils and Clothing.—Knowledge and care of wares and textiles. The relation of price to value, etc.

HOME DUTIES AND PURSUITS.

House-work, laundrywork, cookery, dietetics, catering, storing and preserving; the needle crafts, "odd jobbing," control of time—systematic distribution of work, time-tables; *control of money*—systematic spending, accounts; *infant care, child tending, plant tending; i.e., window box gardening, etc.*

Health teaching—Control of energy—physical exercises, organised games, dancing; *recreation*—music, drawing, colouring, embroidery; *home reading and studies*—newspaper class, reading circle, English study, social history, industrial history, geography; *child study; care of sick; rest and relaxation; use of deck chairs.*

Before compiling a syllabus it is necessary to study all circumstances, to know the students, their age, type, conditions, circumstances and temperaments, their home environment, work, habits, wages, budgets and previous study of the subjects. A mental picture must be formed of the standard of living and the needs of *the class as a whole.*

It will be necessary to exercise much tact to obtain these facts without personal questioning, but without such knowledge it is impossible to decide what matter shall be included in the syllabus. These facts will be the basis from which to decide the gradation and sequence of the Courses of Lessons. Unless lessons meet the need of the students, their appeal can never be strong or attractive. Special courses may be arranged for scouts, girl guides, voluntary aid detachments, nurses and servants, etc.

Courses of Lessons.—See handbook.

Age of junior and other students.—See handbook.

The specialist mistresses will draw up a separate syllabus of lessons for each class and group within a class, which will be approved and signed by the responsible teacher of the institute before the third meeting of the class. Development should take place naturally by gradual stages; as a rule logical gradation and sequence should be observed, but the value of psychological sequence, and both of imitative and original work should be recognised and adopted when the purpose is best served in that way. By good gradation is meant that the steps from easy to difficult are gentle and progressive and follow each other in good sequence. A good sequence may be either a logical sequence, that is, a reasonable and natural evolution of one stage from another, or a psychological sequence which means (used in this connection) the taking of an attractive thing first, because it will appeal to the mind of the student. The subject matter must never be considered of more value than the development of

Domestic
Subjects.

Allied Subjects.

Preparation for
Syllabus
Building.

Syllabus
of lessons.

the student. *It must be noted that responsible teachers should require all students who attend these classes to follow the approved syllabus.*

All syllabuses should be used with freedom and elasticity, but every change must be noted as each lesson evolves naturally from the last one. Each scheme and course of lessons should be considered first as a whole, the matter then divided and sub-divided, showing what it is hoped will be taken each year, each term, and each lesson. The record will show what has been achieved.

Syllabuses will only be approved by the Council's Inspector when such have been considered in connection with the class and the teacher concerned. Approval will be more valuable at the end of the session when the syllabus has been tested and criticised by the compiler, whose notes of changes should be made in red ink as time goes on. It is difficult to criticise syllabuses helpfully unless it is possible to get a good view of the teacher's intention in true perspective. Therefore it is well to draw up a complete set of syllabuses, even if they are not all in use. This will prove that serious thought has been given to the problem before the term began ; *that there has been a definite aim from the beginning.*

Approval of
Syllabuses.

Points to be noted when analysing and criticising a syllabus :—

1. Are *the Lessons* all attractive and interesting ?
2. Do they meet the *real needs* of the students in a systematic way ?
3. What *article* or articles are to be made ?
4. On analysis, what *items of technique or information* are included in the construction of that article ?
5. Are these items to be treated as *new matter* or *revision* ?
6. Is the new matter to be *well presented* and *placed in suitable gradation and sequence throughout the course* of lessons ?
7. Is the revision wisely arranged ?
8. The scientific principles represented in each lesson.
9. The processes of manipulation represented in each lesson.
10. The order of common use, *i.e.*, the arrangement of typical dishes to form a meal.
11. The economical disposal of the output from the class.
12. The suitability of the style and cost of work to the budgets of the students.
13. The time to be given to the lesson.
14. The importance of giving each student an opportunity for testing her power of controlling energy, time and money during the lessons, and of realising the economic and educative value of system and standard in domestic work.
15. The use of the card index to domestic caterers and others.

The gradation should be based upon the quality, style and type of the craftsmanship, not upon the years the students have been in attendance, nor (in the first instance) their age, or any other reason.

Grade I. (juniors) in each subject should be suited to school leavers and follow on from their day school work.

Grade II. (juniors) follows on 2nd year.
intermediate work (a).

Grade III. (juniors) follows on 3rd year.
advanced work (a).

Grade I. (seniors) elementary work for older students.

Grade II. (seniors) intermediate work (b).

Grade III. (seniors) advanced work (b).

N.B.—The juniors' and seniors' work may or may not be parallel. Only one grade may be included in one class at one time as a rule.

Two groups may be arranged within a class, for any of the following reasons, more are unmanageable:—

Slow workers and quick workers soon fall into separate groups within a class.

Students attending twice a week cannot work in the same groups with those attending once only, unless the balance is retained by allowing only slow workers to attend twice.

In small schools juniors and seniors working at the same grade have to be taught in the same class in separate groups.

Students in one class needing lessons in two different kinds of work, for example: In dressmaking the students deal mainly with two typical shapes in outline—

Tunic type—Blouses, bodices, jackets.

Skirt type—Skirts.

These grades will not correspond in all districts, the work included in each is determined in conference between the responsible mistress and the Specialist teachers concerned. The work must be graded according to the difficulty of "the items of technique" used in the making.

The gradation of the domestic subjects is considered from four points of view in respect of (1) elementary, (2) intermediate and (3) advanced grades of work.

1. *The selection of the type of work.*

Only one *type of work* can be dealt with in one group at one time, but that type may be illustrated in a variety of ways. The output need not consist of a number of articles all alike.

2. *The selection of the items of technique taught as part of each grade.*

3. *The order of common use*, i.e., the arrangement of dishes to form a meal, the arrangement of materials, processes and stitches, etc., to form a garment.

4. *The division of the students according to their capability and age.*

Students may bring their own materials for use, if approved Materials. by the teacher—materials unsuited for the purpose of the lesson cannot be used—or they may purchase them in class. If school materials are used, the worker will be given the first opportunity for purchasing the finished article.

The style and type of work done will be up-to-date and simple in character, such as should be useful to girls in business, young housewives and others, and always in accord with a given budget. Style and Type of Work.

Wherever possible only work which presents difficulties should be done in the Institute during a lesson, and sufficient revision to secure reasonable dexterity. Home practice should be encouraged. Class-work and Home-work.

Length of lesson. See handbook.

Students must be trained to think definitely about the price and value of their work, and discussion should be arranged about the quality and suitability for the purpose of materials which might be used, and the hygienic effect of the use of the article, also the value of pleasure in good craftsmanship, and beauty of shape and colour. A simple specification of cost in time and money should always be written for work done. The students should learn to seek information from daily observation, from museums, from books and elsewhere, to be careful to observe accurately, to experiment and to record their impressions, and the facts collected, in notes compiled by themselves. It must be remembered, however, that it is better to spend time in doing than in writing about doing. Training in Definite Thought

The relation of the domestic crafts and home organisation to each other and to *the general course* should be considered thoroughly. It is of the greatest importance and each teacher should do her utmost to present a picture of the scheme as a whole to the minds of the students, and to get them to see the wisdom of going through it all, always giving special attention to the needs of the moment, particularly in times of distress. In this way a wider outlook, discrimination and a well-balanced sense of proportion will be developed. It may be well to consider the opinion that modern civilisation has no greater problem to determine than how to help life by the classification of experience, and that the need for collecting data and establishing facts to serve as a basis for ultimate standardisation is perhaps more obvious in home organisation than in any other social service. This intricate and far reaching work is part of the duty of domestic economy instructors, and meditation in this direction may afford inspiration. The general course.

Teachers'
Demonstrations

Demonstrations concerning technical details should be given by the teachers at their discretion, during each lesson; they may last from three to thirty minutes. Each group within a class will need separate demonstrations very often.

Record of
Work.

Elasticity will be allowed in the use of the syllabus but accuracy will be expected in the keeping of records. The official notes must be made. Elasticity must not be read to mean slackness.

The original syllabus will show that the teacher had a definite aim to begin with. Alterations which should be made in red ink will show as time goes on, what experience has taught, and the teachers' own criticisms at the end of the year will be of the greatest value to all concerned.

Where it is helpful, students may be encouraged to assess the quality of the pieces of work done, for themselves (as *passable*, *2nd class*, *1st class*, or *honours work*) and to determine assessment by the following points—(1) quality of technique, (2) sense of value and proportion, (3) power of initiation, (4) power of organisation—but these must occur naturally to the mind, it is impossible to use them in definite rotation; this suggestion will apply to only a few classes.

Revision.

Students should not be allowed to repeat "back work" to suit their private convenience. In revision, students should give back the essential points of previous lessons to the teacher in their own words or work. Enough practice to ensure reasonable dexterity is permissible, but *not more*. Responsible Teachers should exercise care that the balance may be kept true in this respect.

Instructors should realise their liability to be questioned about the *Revision* done in class, particularly in cases where students come from homes of the type where *Home Work* can be encouraged.

All Revision, "free work" and "pick-up work" (like crochet or knitting) needs carefully watching by the responsible mistress.

The expression "free work" is used to describe work done in class by individuals who are quick workers and have *completed their lesson*; they are therefore given a little extra scope for using their own initiative. It is unnecessary for students to "keep together" when dealing with revision work.

The expression "pick-up work" is used to describe work done during odd moments in class, such as knitting or crochet. Both are valuable if used with discretion.

The success of the complete Course will be helped when instructors can undertake to teach the different sections in successive years, that they may take their students through the whole range of subjects so far as possible, more especially those dealing with the domestic crafts and home organisation.

There is a feeling amongst some teachers that interest, charm and life will go from class work, if it is made as systematic as the suggestions indicate.

The need for charm, vitality, system, and standard.

It is of the first importance that capable and enthusiastic teachers should realise (a) that technical work without standardisation must lack the full measure of efficiency we hope to attain; (b) that systematic work does not necessarily lack charm, and when it does, the teacher's method of handling the subject is wrong in some way; she needs advice, and should ask for it.

A difficulty which interferes with gradation in many cases is the personal attachment between students and teacher.

A healthy affection and respect will be bracing to the student and inspire a desire for efficiency. The healthiness of the feeling will be shown by its effect. There should be no place in Evening Institutes for sentimental or financial motives for organisation.

Proper accommodation for work is most important.

Tables six feet long, accommodate two women or three girls for dressmaking, needlework or cookery, three women or girls for millinery, and no more conveniently.

Accommodation.

One sewing machine is allowed for every class of 15 students in dressmaking and needlework.

The Domestic Economy Centre accommodation is assessed officially in all cases and must not be exceeded.

Responsible mistresses who cannot arrange adequate accommodation for their students should notify the Inspector concerned at once, and fully explain their circumstances.

The housewives' classes are part of a systematic effort to raise the standard of domestic work.

Housewives' classes.

The lessons will be specially arranged to suit the women who attend; the teacher and the class will work together.

This is called a very simple SEMINAR, because the teacher "sows the seed," and the students help by their investigations, experiments and observations to form a *standard of possibilities*.

These students cannot *all* do practical work at each lesson, but home organisation will be discussed in all detail, and typical pieces of work will be submitted to time and method tests.

The syllabus will include the consideration of the assessment of the energy, time and money at command, how to make the best of what is there, and how to improve matters; wise omissions and curtailments when income is depleted, and some ideals.

Students attending classes for Mothers should be allowed credit for absence for an approved reason; their absent mark might be noted with comment in a special book, and a record should be kept of the work done and marks gained by each student so that it may be possible to remember *what* and *how* each one has done in practical work.

Those who organise classes for Mothers should see that proper arrangements are made for the care and amusement of their infants and children during class time.

Syllabuses for these classes may be arranged in short 6 lesson sections, to be dealt with in interchangeable order, to complete a course.

Each section must include a systematic sequence of lessons.

General aim of
training in
Home
Organisation.

The aim of training in home organisation is: To raise the standard of home-making; To make pleasure in the domestic crafts duties and pursuits possible and acceptable to all students; To make clear the value of effective home organisation, essential to national efficiency as the inspiration and objective of commercial and technical work.

Problems should be dealt with in a systematic and practical manner, but there should be freshness and life in the methods adopted and *day school lessons and lessons already given should never be repeated automatically.*

Thoughtfulness should be encouraged, so that the outcome may be the natural expression of real feelings and ideals.

Scheme for
training in the
Domestic
Crafts and
Home and
Institutional
Organisation!

The domestic subjects and those allied to them are so closely related and interwoven that it is impossible to treat them independently, but some classification is necessary to give point and definite aim in the course to be followed. Everything cannot be included in this scheme, but it supplies much data; additions, omissions and other changes must be made as the work grows. In formulating SYLLABUSES the lines of division into sets of six or more lessons or single lessons must be seriously considered to meet the need of each place, and the material given here, arranged, re-arranged and transposed in wording to meet the necessities of each case. The subjects gain in interest and educational value when treated in relation to language, literature, science and art, and a sane sense of value is developed. So treated, scholarly and manipulative powers get into truer perspective for use in dealing with the problems of daily life. A good teacher will often save her time by a short demonstration, where a weak teacher prefers individual teaching, but she will never neglect individuals through devotion to class teaching. The lessons must not be dull, or they will be uninspiring. The personality of the teacher must make itself felt and the atmosphere of the class must be bright and refreshing. The teacher must distribute her attentions with justice, her enthusiasm must be contagious, she must show patience and persistence, sympathy and tact, and she must be practical and resourceful. She must steer the class and not let the class, or any member of it, steer for her. She should be happy with her class and she will often find that a sense of humour is the saving of a situation. The curriculum of each Women's Institute must include due provision for English and Literary subjects and use of Library. In connection with this provision, Responsible Teachers and Instructors are referred to the separate pamphlet in which memoranda and syllabuses on these subjects have been collected and published.

PART II.

SUGGESTIONS FOR THE SYLLABUS OF INSTRUCTION IN

LAUNDRY WORK (*Subject to Revision.*)

The principles and processes of laundrywork taught should be those concerning :—

Cleanliness a necessity for health. Clean air, homes, bodies and clothes. Advantages and economy of home laundrywork as compared with "putting the washing out." Public wash-houses.

Preparation for the family wash. Mending, removal of stains, sorting, steeping, provision of materials. Planning a suitable meal for the family on washing day.

Washing day. Order of the work. How to economise. time, labour and materials. Choice and care of utensils.

Cost and value of wool as a clothing material. How to prevent hardening and shrinking of woollen materials.

Washing, boiling, rinsing and blueing white clothes. How to keep the clothes a good colour without injuring the fabric.

How to preserve the colour of prints and coloured cotton materials. Use of salt, vinegar and alum.

Dangers of flannelette. Its use and abuse. How to render it less inflammable. Comparison of its inflammability with that of other cotton and woollen fabrics of the same price.

The washing of coarse, greasy or very dirty cloths. Use and abuse of soda.

Drying clothes. Comparison of outdoor and indoor method. How to "peg out."

How to damp and fold clothes for mangling. Care and use of the mangle and how to do without it. Necessity for airing clothes before putting away. Comparison of well and poorly mangled articles.

Damping for ironing—comparison with method required for mangling. Choice, cost and care of irons. The ironing table. Rules for ironing plain and fancy handkerchiefs.

Comparison of methods of heating irons—(a) open fire or range, (b) gas, (c) electricity. How to make up an ironing fire. Precautions necessary when heating by gas. How to iron bed and underlinen. Relationship between pattern drawing and cutting in needlework and laundering.

Recipe for boiling water starch. How to adapt it for use to articles requiring varying degrees of stiffness. How to starch, iron and fold table linen.

Starching applied to prints and muslins. How to iron a simple apron or pinafore.

Cotton and linen for articles of clothing, advantages and disadvantages. Cost and value. How to iron a plain blouse. The sleeve board and its substitutes.

Silk as an article of clothing—comparison with wool, cotton and linen. Cost and value. How to wash and finish plain and fancy silks.

Hand made, machine and coloured laces. Comparison of methods required for washing and finishing.

Use of bran in the laundry. How to wash and finish chintz and cretonne.

Recipe for cold water starch. Its use. How to iron collars and cuffs.

Comparison of the value of hard and soft water as cleansing agents. Homely methods of softening hard water. Golden rule for the laundry—"use plenty of water."

Soap and soda. Their use, how to choose, buy and store them. Cost.

Blue, borax and starch. Cost and use in the laundry. Simple substitutes for starch.

Paraffin as a cleansing agent. How to manage a washing day without rubbing.

Salammoniac and its uses in the laundry.

Clothing for infants. Precautions to be taken when washing and finishing infants' clothing.

How to clean and renovate straw and felt hats.

Methods of cleaning and preserving fur, and imitations.

How to isolate and disinfect clothes that have come from the sick room, pocket handkerchiefs, etc.

Care of the linen cupboard, napery, inventories, washing lists. Experiments.

Also other suitable matter which the teacher may wish to include.

Special short courses in finery ironing and "getting up," starching, and shirt and collar ironing, may be arranged for advanced adult students.

SUGGESTIONS FOR THE SYLLABUS OF INSTRUCTION IN

COOKERY. (*Subject to Revision.*)

The principles and processes of plain cookery taught should be those concerning:—

1. *Stock and plain soups.*—Thickened soups and broths, and sieved soups.

2. *Rendering fat and clarifying dripping.*

3. *Choosing and Cooking meat and fish.*—Roasting, baking, boiling, stewing, use of frozen meat, frying in deep and shallow fat, steaming, broiling and grilling. Dangers of using shell or tinned fish.

4. *Re-cooking meats, etc.*—Potted meats, hashes, minces, croquettes, use for scraps, etc.

5. *Economical dishes and substitutes for meat.*—Peas, beans, lentils and cheaply made dishes. *N.B.*—Where necessary a special syllabus should be compiled dealing with *cheap and nutritious food*, in accord with depleted incomes, for use in time of war, strikes or other distress.

6. *Vegetables.*—Storing and baking, boiling, steaming, crisping and frying potatoes; storing and cooking other tubers, root and green vegetables.

7. *Sauces.*—Melted butter, white, brown, custard, mint, arrowroot, horse-radish and jam sauces, etc.

8. *Pastry.*—Short, flaky, suet, hot-water, etc.

9. *Bread and Cake Making.*—White bread, brown or whole-meal bread, teacakes and buns; use of yeast and baking powder; cakes with shortening rubbed in, creamed and beaten.

10. *Puddings.*—Milk, the cereals, custard, suet and batter puddings; cake-like and bread puddings; omelettes, pancakes and fritters; cheap sweets, such as junket, blanc-mange, stewed fruit, etc.

11. *Cookery for invalids and young children.*—Meat teas and broths, egg and milk dishes, simple jellies, cooling drinks, gruel, etc.

12. *Beverages.*—Tea, coffee, cocoa, lemonade, barley water, etc.

13. *Extras.*—Brown crumbs, caramel, making jam, marmalade and other suitable preparations. Baking powder. Use and abuse of condiments and spices.

Students should be taught to plan and prepare inexpensive meals of various kinds at a given cost per head, purchasing the materials themselves when possible; they should be expected to work independently and as far as possible to use their own judgment in their work and to organise in accord with a stated budget. Lessons should be included on the regulation of diet under different typical conditions and modes of life, for adults, invalids and children. The use and abuse of fresh, preserved and salted food with methods of preservation and precautions; the reason for cooking and the need of variety. The use and care of various typical cooking stoves—coal, gas, electric and oil, and of the thermometer. How to manage without an oven; the fireless cooker. The names of the different joints, fish and fowl and other foods with their local and market prices and times in season. Catering, the use of the card index in that connection, marketing and storing. Price in relation to value. Experiments. The use of the meat

safe or substitute, milk vessels, casserole, marmite hot water jacket or double pan. The formulation of recipes, proper proportions for various typical dishes should be taught, and comparisons made. The organisation of general routine and scullery work; the destruction of refuse. Also other suitable matter the teacher may wish to include. *Cost should be calculated in all cases and noted in record.* Students should compile their own lists for meals. Special syllabuses may be arranged for (1) cookery for the sick and convalescent, (2) cookery in accord with depleted incomes, (3) camp cookery. These courses must include twelve lessons at least.

SUGGESTIONS FOR THE SYLLABUS OF INSTRUCTION IN

NEEDLE CRAFTS. (*Subject to Revision.*)

The principles and processes taught should be those concerning needlework, dressmaking, millinery and home upholstery, mending and renovations.

Lessons will be given in making useful and pretty garments and household articles and in mending and renovating those which have seen service.

Simple Blouses, Dresses and Coats of attractive design will be included, Children's Clothing of all sorts, some Home Millinery and the fashioning of Simple Finery.

The work done should be up-to-date, simple in construction, effective in appearance and easily laundered, such as should be useful to girls in business, young housewives and others. All work should be considered in its relation to the money at command.

Hand-made trimmings should be encouraged, and a vigorous effort should be made to secure the best possible value for the time and money spent in the beauty, simplicity and fitness for purpose of the finished articles.

Each lesson must be of not less than two hours' duration for senior students. Shorter lessons may be arranged for junior students. The demonstrations may last from 3 to 30 minutes and may be given at the teacher's discretion.

The needle subjects consist of five parts, each of which must be dealt with in every syllabus.

- I. *Working drawings* of typical shapes in outline using a scale of $\frac{1}{4}$ in. to the inch. (pencil work).
- II. *Pattern making, placing and cutting* in paper and materials. (scissors work).
Specification of cost in time and money.
- III. *Fixing processes.* (finger work).
- IV. *Stitching* by hand and machine. (needlework).

V. *General rules* as to proportion for garments and articles of each type.

General methods.

General facts concerning materials and cost.

Budgets in relation to expenditure on the clothing, drapery and napery for the household. (mental work). Where necessary, a special syllabus should be compiled dealing with *renovations and adaptations* in accord with depleted incomes, for use in time of war, strikes, or other distress.

Special attention must be given in detail, to the *Gradation* and *Sequence* of these five parts during a course of lessons. The type, age, circumstances and knowledge of the students must be ascertained and each syllabus must be formed to meet the needs of *the class as a whole*, so that development may happen naturally by means of gradual stages.

Different classes should be formed if possible for students attending twice in a week.

A few "practising pieces" will be necessary during class work, but no "miniature articles" or "specimens" must be allowed, except as home or "odd minute" work.

Corrections should be done by the teacher in class for the benefit of the class.

I. *Working drawings* of typical shapes in outline using a scale of $\frac{1}{4}$ in. to the inch.

1. Line type—*i.e.*, articles square, round, oblong or oval in shape—covers for furniture, hats, toques and bonnets for children and adults, etc., etc.
2. Tunic type—*i.e.*, all garments which hang from the shoulders:—
 - (a) Simple.
 - (b) Kimono.
 - (c) Yoked.
3. Knickers type.
4. Skirt type.

After simple examples of each type have been learned, the likeness and difference between patterns of the same type should be compared and contrasted, and variations of each should be arranged to meet the fashion of the moment or the taste of the student.

Working drawings should be made upon sheets of chequered foolscap paper $\frac{1}{4}$ in. to represent the inch and kept in a brown paper file made by the student.

II. *Pattern making, placing and cutting* in paper and material.

Paper patterns should be cut full size, ready for use in "extension" or brown paper or in strong newspaper and kept in an envelope.

lope with the specification of cost in time and money for the article written outside.

(NOTE.—The keeping of a record of *time spent* upon work should be encouraged, and for educative reasons discussions may be based on the assumption that plain needlework is worth 4½d. per hour, and decorative needlework 6d. per hour.)

A diagram $\frac{1}{8}$ in. to represent the inch should be made, when necessary (in white paper on brown) showing the economical method of placing the pattern on the material.

III. *The fixing processes, in ordinary use.*

IV. *The stitches, in ordinary use. Use of sewing machine and decorative stitchery.*

In DECORATIVE STITCHERY the stitch is the ornament. No “*bought transfer patterns*” should be used in the Needlework, Dress-making or Millinery classes, but the students may be encouraged to design decoration which is suitable in pattern and quickly worked, to trim the articles they have in hand, with simple stitchery. Special consideration should be given to beauty of colour, form, and texture.

KNITTING AND CROCHET may be taught if chiefly practised as home-work and little institute time given to the subjects.

MODIFICATIONS NECESSARY FOR CLASSES FOR HOUSEWIVES.

GRADE I. (Seniors).

Working drawings and written notes should only be attempted at the request of the class in these cases.

Patterns should be cut out, first in paper and then in material, from a stock pattern lent by the teacher, but *all* cutting and placing must be done by the students for themselves. *All fixing processes and sewing*, whether by hand or machine, *must* be done by each student for herself.

Specifications of cost both in time and money should be given by the teacher to each student for every article made, in *all* other grades these calculations must be made by each student for herself.

The gradation of the work for classes of this kind needs special care.

Unsystematic miscellaneous work is not permitted. Students must take a systematic course of lessons, but it is unnecessary to “keep together” in revision work.

A well arranged plan makes the lessons more useful and interesting and leads to a more efficient result.

It is often wiser to unpick and wash and remodel secondhand garments of good material than to buy new material of inferior quality. Woollen clothing is expensive and often must be obtained in this way.

The essential points for consideration when arranging clothing for infants and children are :—

- (1) The hygienic effect of wearing—
- (a) cotton.
 - (b) wool.
 - (c) articles which cause pressure, friction, unhealthy heat or chill.
 - (d) too many garments.
 - (e) too few garments.
 - (f) badly distributed thickness of garments.
 - (g) change of garments for night wear.

(2) The assessment of *cost price* and *wearing value* of articles made.

(3) The assessment of time necessary for the construction of the articles in relation to their laundering and repairing when in use.

(4) The consideration of the statement that children need "three coatings of wool" in winter for indoor wear, *i.e.*, combinations, knicker-waist, with knickers, and over-all. When pretty and suitable *specimen kits* can be shown to classes, it will be found very helpful to the imagination and wishes of the students.

SUGGESTIONS FOR THE SYLLABUS OF INSTRUCTION IN HOUSEWORK AND HOME ORGANISATION.

(*Subject to Revision.*)

The principles and processes taught should be those concerning ordinary housework and organisation, but in the advanced courses, institution and commercial methods may be included where satisfactory arrangements can be made. A syllabus of lessons in Housewifery is a peculiarly difficult and intricate matter. These even more particularly must not be *dull*, however good, or they will be useless for those who need them most.

It is advisable in some cases to break up a course into interchangeable sections of six or more lessons.

It is necessary to bring familiar things within the scope of definite critical analysis and discussion, in a simple and attractive way, *which can be appreciated by the class in attendance*, this calls for ingenuity and keenness on the part of the teacher.

Some suggestions for syllabuses are added and others will be issued later. One on "The knowledge of wares and textiles," will be ready shortly.

The syllabuses must deal with :—

Home environment.—(1) Accommodation available in London—modern cottage, small house, half or other part of large house, flat, "model dwellings," houses made into tenements, difficulties *re* laundrywork and sanitation peculiar to tenements, unfurnished lodgings, furnished lodgings, hotel, institution. Discussion *re* good

and bad types, showing plans and stating rents and other charges ; (2) Characteristics of the district under consideration, accessibility and choice of place, open space near, aspect, soil, water supply, sanitation. Relation of house planning to home organisation, number, size and shape of rooms in relation to needs of family. Structure, materials used, garden or yard, baby's corner, and an improvised bathroom.

Home responsibilities.—(1) As member of family, the subtle force of character, its power and influence ; (2) As a citizen, ideals, legal, economic, sociological considerations ; (3) The family budget, control of income, etc., depleted income due to war, strikes or other distress, wise curtailments.

Home fittings, furnishing and utensils.—(1) Efforts should be made to improve the taste in colour and design for home surroundings, to encourage a desire for beauty, simplicity and fitness, and to establish a standard of practicable and pleasant home life under stated financial and other limitations ; (2) Methods of purchasing—precautions necessary—retail, cash, instalments, hire purchase, safeguard, “second hand.” It is useful to compile inventories or specifications of cost of furnishing for a stated sum so acquiring a standard of possibilities invaluable when the need arises for furnishing within limitations. A minimum price for (a) *first equipment* for a couple, a list of (b) *articles to be added later*, in order of importance, with the addition of some suggestions for (c) *extra conveniences*, should be collected from catalogues, price lists and many sources, and carefully noted.

Choice and care of equipment.—(1) Care should be taken to consider suitability, durability, beauty, convenience and economy of energy, time and money ; (2) Walls, woodwork and floor-papered, white-washed, distempered, painted, stained, oiled, polished, varnished ; (3) Fixtures—Shelves, cupboards, improvised ; (4) Furniture—Upholstered, plain, improvised ; (5) Beds and bedding—The great importance of clean bedding, Swiss and camp methods and customs ; (6) Hardware—including knobs, locks, latches, etc. ; (7) Cutlery ; (8) Silver and plated goods ; (9) Floor coverings—oilcloth, linoleum, carpet, matting ; (10) Brooms, brushes, floor polishers, household cloths ; (11) Cleaning materials—recipes and principles.

Control of Lighting.—(1) Windows—Choice of blinds and curtains ; (2) Candles ; (3) Lamps—Choice and care, how to avoid accidents ; (4) Gas—Meters, choice and care of burners, how to act when gas escapes ; (5) Electricity.

Control of Temperature.—(1) Open fires—Slow combustion stoves, well grates, etc. ; (2) Closed stoves—Anthracite, oil ; (3) Gas stoves—Choice, care, control ; (4) Electric stoves—Choice ; care, control ; (5) Central systems of heating—Water, air, etc. ; (6) Effects of heat, cold and damp, on ventilation, dustiness of air, etc. ; (7) Use of Thermometer, Record Charts.

Cooking Stoves.—(1) Fire—Kitchener, open grate, use and care of flues ; (2) Oil—Various kinds of stoves, management ; (3) Gas—Various kinds of stoves, management ; (4) Electricity—Mention some different kinds of stoves, management ; (5) Cost, economy in use and comparison of fuel, wood, oil, coal, coke, charcoal, peat, gas, electricity ; penny in slot system, meters ; use of thermometer ; (6) Fireless cooker ; (7) Insulating materials—Air space, vacuum, felt, hair, hay, cork dust, asbestos, etc.

Ventilation.—(1) Windows, doors, fireplaces, mechanical contrivances ; (2) Use and abuse—Special need for bedroom ventilation, absence of rubbish and useless things ; (3) Air space required per head.

Water Supply.—(1) Constant, intermittent—Hard and soft water ; (2) Means of softening water in simple domestic ways ; (3) Care of cisterns and tanks—The stop tap ; (4) Taps—Pumps ; (5) Effect of frost.

Removal of waste and impurities.—(1) Varieties of house refuse, kitchen refuse, sewage systems, dry methods, water carriage system ; (2) Care of the dustbin ; (3) The hay-box for scouts and country use.

Control of time.—(1) Systematic distribution and arrangement of work, time tables, house planning, the possibility of time saving, if there be a “ short walking circuit ” for the house-worker, compact and orderly storing arrangements. Practice in arranging and working systems for daily, weekly and occasional cleaning and housework, comparison and criticism of the methods adopted by other students for practical work in their turn ; (2) Daily duties, serving and clearing of meals, importance of regular habits, rhythm, peacefulness, dainty and thoughtful service in relation to temperate ways.

Control of money.—(1) The income as a whole. Systematic spending and saving. The value of keeping simple accounts, weekly, quarterly and annual expenditure ; (2) The family budget—Items for consideration, rent, rates, taxes, food, furniture, fittings, utensils (new, repairs and renewals), heating, lighting, cleaning materials, extra help, laundering, clothing, savings, pocket money, holidays and travelling, books and stationery, insurance, petty expenses, unexpected expenses. Weekly incomes suitable for consideration in London, 28s., 35s., and £3. In London, income below 28s. a week is regarded as “ depleted income.” During time of war, strikes and other distress, special attention should be given to the study of wise curtailment. Special syllabuses dealing with this matter may be arranged wherever necessary.

Choice and care of clothing considered in relation to health, the needle subjects, laundering and cleaning, suitability, fitness, fashion. Special service clothes, ridiculous effect of wrong kit, comparison of hand and machine-made clothing, comparison of cost and value of home made and ready made articles. Purchase of materials. Second hand clothes—precautions Mending and renovations. The importance of light warm washable garments. Stock—

too few and too many clothes. Choice and care of boots and shoes. Cupboards, wardrobes—improvisations for either. Experiments of various kinds. The pleasure of craftsmanship—clothes as a means of expression.

Books of reference.—Cost of living of the Working Classes, 1908, Board of Trade Report (Wyman, 6s.), Board of Trade Report "Accounts of Expenditure of Wage-Earning Women and Girls," 1911 (Wyman, 5d.), "Round about a pound a week," Mrs. Pember Reeves (Bell, 2s. 6d.).

Infant care, health training, control of energy, child tending, child study, care of the sick, plant tending, home reading, rest and recreation, will be dealt with elsewhere.

SUGGESTIONS FOR THE SYLLABUS OF INSTRUCTION. SCIENTIFIC METHOD IN RELATION TO THE DOMESTIC CRAFTS.

(*Subject to Revision.*)

(1) The Domestic Crafts, a branch of applied science. Contrast meanings of the terms Empiric method and Scientific method. Many limitations to our ability to explain at present the processes used and changes observed in the domestic crafts. As example of scientific explanation consider the study of bacteria, yeasts and moulds, and how it explains many operations in everyday household routine. (2) Recent work on ventilation. Gas fires, gas stoves, gas cookers, hay cookers. (3) Textile fabrics; cleansing agents and bleaching agents. Methods and processes adopted in laundry-work. (4) Cookery; milk, butter, margarine, cheese. (5) Cookery; flour and starchy foods in general, bread. (6) Cookery; eggs, meat, meat extracts, vegetables.

The aim of this course of lessons is to direct attention to the more important recent developments in the application of scientific methods and knowledge to the teaching of the domestic crafts, so as to make such teaching more interesting and stimulating to the students and of more general educational and practical value.

Wherever possible, simple experiments might be carried out by the students so that they may understand the reasons for the methods adopted.

SUGGESTIONS FOR THE SYLLABUS OF INSTRUCTION IN HOME PLANNING. (*Subject to revision.*)

A course of twelve lectures illustrated by lantern slides, maps and diagrams. Each followed by a short seminar.

The principles and processes taught should be those concerning home planning, so that the business of house-keeping may be placed upon an intelligent and labour-saving basis.

Simple, direct and practical reasoning are essential, students should be encouraged to discriminate between essentials and non-essentials and to make wise decisions; to this end information should be given by the lecturer and gathered by the students from their daily observations, from special visits, from books and elsewhere; they should be trained to observe accurately and to record their impressions with pen and pencil, in notes, plans, maps and diagrams. For this purpose chequered foolscap paper should be supplied, scale $\frac{1}{8}$ inch chequers to the inch, feint ruling; 1 inch darker ruling.

During some courses a plan should be set out full size upon the floor of the hall, places for fittings and furniture could be indicated and discussed.

The lectures will in all cases be specially arranged and adapted to the needs of the class for which they are prepared, but a suitable sequence might be:—

Possibilities good and bad; things to seek and things to avoid—how to form an ideal.

Responsibilities of various tenures; their advantages and disadvantages. Apportionment of Income.

Necessities. Methods of minimising their cost in money, time and energy, and assessing their value.

Accommodation available, its selection and adaptation. Methods of comparison.

House Furnishing and labour saving appliances.

House Planning and selection of site.

The following points may be included:—

A survey of London—small houses, “model” dwellings, tenements, houses made into tenements, part-houses, maisonettes, flats, modern cottages, unfurnished and furnished lodgings, “cheap hotels” for men, for women and for families. Institutions—good and bad types of each kind, advantages and disadvantages—Particular disadvantages of basements, etc. Garden suburbs. Lantern slides showing exteriors and interiors. Rents, rates and taxes.

Characteristics and health of available districts in London. Medical officer's returns, accessibility, possibility of choice, open space near, geology, subsoils, “made-up ground,” drainage of subsoil, altitude, certificate of fitness for habitation, distance from Bank or Charing Cross, cost of transit, nature of local government, local rates, local rents, gas, electric light, cost, water supply, sanitation, schools, institutes, polytechnics, churches, parks, recreation grounds, etc. Lantern slides showing ordnance maps and diagrams.

Law between landlord and tenant, householder and lodger, legal points, liability for repairs, recovery for damage on account of non-repairs, method of ejection and recovery of arrears of rent, duties as a citizen, as a neighbour, as a parent, the family budget. The old rule for division of income—Rent four-twentieths, Food and Fuel ten-twentieths, Repairs one-twentieth, Reserve two-twentieths, Remainder three-twentieths, how far is it good?

House property as an investment; the landlord's point of view.

Rates and taxes, assessment, appeals, insurance, fire, etc.

What William Morris hoped Architecture would mean to civilisation. Appreciation of quality, value and fitness. Lantern slides showing dwellings for workers which would have given pleasure to Morris. Comparison of cost and value.

Points for consideration when house planning—number, size, shape and height of rooms, the needs of a family, parents, youths, girls and children, a couple with young children, a single person, a family with one or more lodgers, a shared house, how to make the best of crowded quarters. What to do with a London back yard or garden. How to draw a plan, to place the house, aspects, compact arrangements for house-work; is a parlour necessary? Pros and cons for bed-sitting rooms, convenient places for doors, windows, fire-places and arrangement of rooms. A baby's corner, an improvised bathroom. Lantern slides showing some good and bad plans.

The entrance; is an entrance hall necessary? Points concerning staircases and passages, kitchen and scullery arrangements, washing-day arrangements, larder, cupboards, coal-cellar and storage, bedrooms, attics, a bath, "offices." Landlord's fixtures, such as kitchen dresser, cupboards, etc. Where to place furniture and fittings. Beauty, economy and fitness for purpose. American ideas. Lantern slides showing more plans and elevations, illustrating points of interest in construction, cost, value, etc. Suggestions for making the best of some ordinary types. Materials, sanitation, disposal of refuse, drainage, pipes, traps and ventilation, fittings, use and care. Hot water supply, cold water supply, stop tap, care of cisterns, knobs, locks and latches, walls, woodwork and floor treatment; types of windows, control of lighting and temperature, cooking stoves, ventilation, with other useful and interesting items. Lantern slides showing details and useful examples. Some ideal dwelling houses.

Recapitulation and discussion—

"I will not cease from mental fight,
Nor shall my sword sleep in my hand,
Till we have built Jerusalem
In England's green and pleasant land."

SUGGESTIONS FOR THE SYLLABUS OF INSTRUCTION IN
DOMESTIC HANDICRAFT.

(Subject to revision.)

TWO YEARS' COURSE.

Course to consist of at least 24 lessons, 2 hours each.

The principles and processes taught should be those concerning (1) *Paper-work*, (2) *Cardboard-work*, (3) *Paper and Cardboard-work*, (4) *Simple Wood-work* (rough to fine), (5) the treatment of *Surfaces*, (6) "*Odd jobbing*," (7) *Repairs and Renovations*, (8) *String-work*. A course of lessons may be arranged for each of these subjects or for a combination of two or more, these must be classified as: *Elementary (Grade I.)*, *Intermediate (Grade II.)*, or *Advanced (Grade III.)*. Instruction in these subjects involves as a rule the consideration of:—(1) Principle underlying the process, (2) Working drawings, (3) Typical processes, (4) Knowledge of Materials, (5) Knowledge of tools and implements. Special attention must be given in detail to the gradation and sequence of these during the course of lessons, and also to the choice of typical articles of useful nature which will represent what is necessary for educative purposes.

DIRECTIONS.

The teaching of theory must always be closely associated with practice.

All students will be required to follow the syllabus approved by the Responsible Teacher and Handicraft Instructor, miscellaneous work in the earlier stages will not be permitted, and when it is allowed in the later stages it must always conform to the conditions of the syllabus.

The syllabus and record book must be used in accordance with the printed instructions contained therein.

Students may bring their own materials for use, if approved by the teacher—materials unsuited for the purpose of the lesson may not be used. Materials for class work or the finished article may be purchased at the class.

The style and type of work chosen must be simple, and sound in construction.

Note-books must be kept carefully.

The students should be required to keep detailed notes of the work done in the class, and particulars of any special method or process of handicraft.

PAPER AND CARDBOARD-WORK.

Working drawings (including freehand sketches), and at a later stage a brief description of the method of executing the work should be required of the student.

Typical processes.—Setting out, cutting, fixing, sewing, covering, eyeletting, the use of adhesives, paste making.

Materials.—Paper of various colours, wall-paper, book-binder's canvas, leatherette, card-board, binding strips, linoleum, adhesives, paper fasteners.

Tools and implements.—Rule, scissors, set square, card-board and carton knives, "straight edge," punch for eyeletting and rivetting.

Typical articles.—Bags, envelopes, cardboard boxes, trays, coverings, linings, book-covers, folios. Lino cutting and planning, passe partout frames, repairs.

SIMPLE WOODWORK.

Drawing.—All lessons in woodwork must be associated with drawing. Each member of the class should make a dimensioned working drawing (plan and elevation or isometric view), including freehand sketches of each exercise before proceeding to the work at the bench: this drawing should always be available for reference. Students should be required to "take off" the quantities of all materials used. The actual cost of the material can then be calculated from the price list given in the "Gazette." This should be done on Form T4/338, and attached to the student's drawing.

Theory.—A series of lessons in the following subjects should accompany the practical work:—

Timber.—The seasoning, characteristics, properties and uses of the different kinds of timber commonly used.

Tools.—The names of tools and the mechanical principles underlying their construction, and uses.

Fastenings.—Nails, screws, glue, etc.

Furniture.—Hinges, locks, bolts, etc.

Paint, Varnish, French and Wax Polishes.—Their composition and use.

Practical Work.—Students who have not had any previous training in woodwork must be given a definite course of introductory work involving the use of the saw, plane and chisel in the order named. As soon as the student has gained sufficient experience in handling the woodworking tools she should be encouraged to prepare sketches of articles required for home purposes, such as boxes, shelves, frames, stools, embroidery frames, knife boards, and conversion of kitchen table into bench. The teacher should see that the method of construction adopted includes appropriate joints.

Treatment of surfaces by staining, sizing, varnishing, polishing, painting and enamelling.

Odd jobbing, repairs and renovations.—Instruction should be given as to the best method of fitting or repairing as the case demands of the following articles:—

Venetian blinds.

Spring blinds.

Door fittings and fastenings.

Castors.
 Stair eyes.
 Water taps (Washers).
 Door stops.
 Gas fittings (care and cleaning of incandescent burners).
 Escape of Gas (how to avoid an explosion).
 Metal fittings (how to secure them to glass).
 Electric Bells (how to recharge the battery).
 Pictures (how to hang).
 Soldering—its use in domestic repairs.
 Enamelling.

String work.—String netting in the making of shopping bags, etc. The various forms of knots and splices. *Methods of repairing*.

REPAIRING CHILDREN'S BOOTS AND SHOES. (For Housewives' Classes only.)

The principles and processes taught should be those concerning boot and shoe repairing suitable for use in the homes of the students.

An arrangement may be made for the supply of cast-off boots and shoes for repair.

Tools and their uses, sharpening of knives. Thread making. Materials used for threads, the origin of flax, hemp, bristles, wax. Different kinds of sewing in boot repairing: stabbing, sewing, stitching, looping. The different kinds of nails and rivets used. Leathers for bottom stuffs. Division of hides into parts and wearing properties of different parts and different kinds of leather. Repairing all classes of boots and shoes.

N.B.—When carrying out repairs, opportunity should be taken to call attention to different methods employed in boot-making.

For these classes very simple tools and equipment should be supplied such as could be obtained where the income was considerably depleted.

SUGGESTIONS FOR THE SYLLABUS OF INSTRUCTION IN DESIGN APPLIED TO NEEDLECRAFT. (Subject to Revision.)

INTRODUCTORY COURSE.—I hour per week.

I. The first eight or nine lessons to be devoted to Freehand Drawing from copies of Historic Ornamental Forms which are suitable for use in embroidery and needlework. The exercises to be graded and the aim of the teaching to be to prepare for the design course, the forms drawn to be utilised in that course. The forms to be drawn in pencil and tinted in water colour.

It is suggested that such simple forms as the lotus, palm, tulip, pink, pomegranate, rose and rosette, might be utilised. There are, of course, other equally simple and historic forms which may

suggest themselves to an instructor. Simple leaf forms should also be included. A syllabus must be prepared and submitted.

II. Eight or nine lessons, given during the middle period of the session, in drawing from plant form. A progressive course of work must be arranged. There must be a series of exercises and a proper selection of simple forms for study followed later by more difficult ones.

The work to be done in pencil, pen and ink or water colour. Practice in the use of colour is considered essential.

III. Eight or nine lessons, during the latter part of the session, on Formal Writing and Lettering.

A systematic course of work to be provided.

All work to be class work and not individual instruction. A detailed syllabus showing a carefully graded course of exercises on the lines suggested must be submitted by the Instructor to the Responsible Mistress of the Institute.

All students' work must be retained in the Institute and kept in a convenient form for inspection.

It is suggested that opportunity should be taken of interesting the students in Art matters and awakening an interest generally in works of art by means of the Instructor occasionally giving short talks at the end of a lesson on subjects of which the teachers may have special knowledge, or in which they may be specially interested. There would be an opportunity of saying something about history during the first eight or nine lessons in the introductory drawing class, and on flower-lore and the origin of the alphabet in the succeeding lessons.

TWO YEARS' COURSE.

Two hour classes.—Each evening there should be some design and some needlecraft. The division of time to be recorded.

(All work to be class work and not individual instruction.)

A detailed syllabus, showing a carefully graded course of exercises on the lines suggested, to be submitted by the instructor.

The first work to be in the nature of a small sampler of stitches, and it is suggested that it should consist of a series of simple exercises giving various arrangements of stitches and combinations, such as right lines in various positions and combinations. Introduction of more than one colour. Introduction of abstract or geometric forms. Combinations of simple stitches suggestive of floral forms. Curved lines such as the wave, serpentine, and combinations of same. The scroll, etc., the addition of simple forms to these. Design for small panel on sampler, utilising some of the previous or new combinations of simple stitches for the border, and also utilising in the panel one or more of the historic forms drawn in the introductory drawing courses. *Application and development of the above to objects of use*, introducing the historic and other forms drawn in the introductory drawing course. The knowledge of lettering obtained in this same course might be

used in making an alphabet sampler of marking, initial, cipher and monogram work. It should be borne in mind that the patterns should be evolved from stitchery, and the design not made independent of it.

The sampler design or work must be planned on paper. The drawing is not necessarily to be a highly finished drawing or art work, it should be regarded as a working drawing.

All students' work must be retained in the institute, and kept in a convenient form for inspection.

It is suggested that opportunity should be taken of interesting the pupils in art matters, and awakening an interest generally in works of art by means of the instructors occasionally giving short talks at the end of a lesson on subjects of which the teachers may have special knowledge or in which they may be specially interested.

SUGGESTIONS FOR THE SYLLABUS OF INSTRUCTION IN DOMESTIC CALCULATIONS.—(*Subject to Revision.*)

This course of lessons should include information and discussions on various types of transactions with which exercises in Arithmetic deal. In order to make it as practical and interesting as possible, material for problems and examples should be derived from needs, facts and events of daily life, in the house, street, shop, workroom, as well as from the larger field of public affairs, local and national expenditure, taxation, and general as well as arithmetical instruction on these topics should be given.

FIRST YEAR COURSE.

Special attention should be given to mental work. This should find a place in every lesson. Problems attempted should all be concerned with practical matters. Rough tests for accuracy should be applied and the students should have practice whenever possible in approximating by inspection. Work done in class must be supplemented by homework.

- (1) Revision of the first four rules, simple and compound.
Long and cross tots.
- (2) Divisions of the ruler (or yard tape) and simple measurements.
- (3) Simple vulgar and decimal fractions with practical demonstrations and applications. Percentages.
- (4) Simple graphs to show the relation of quantity to price; and the variation of current prices from time to time.
- (5) Square measure. Relation of long measure to square measure.

Perimeters and areas. Mensuration problems. Calculation of cost and of amount of material required in household handicraft, *e.g.*, painting, papering, household and personal needlework. Actual patterns and price lists should be obtained, and plans of rooms and houses used, and simple scale drawings made.

- (6) Simple methods of keeping and balancing household accounts. Current prices, wholesale and retail invoices, and statements of account, order notes and receipts. Cash, credit and instalment systems, explained, examined and compared.
- (7) Simple problems on profit and loss.
- (8) Averages. Household budgets, wages, regular and extraordinary outgoings and earnings.
- (9) Simple interest, particularly applied to Post Office and other Savings Banks.
- (10) Control of Income—

In order to spend and save wisely the income must be considered as a whole—A clear opinion and ideal must be formed as to what are necessities and what are luxuries under stated circumstances—All the factors of the case must be considered—Account keeping should be made as simple as possible for working women, merely sufficient to show how the money has gone. Schedules for analysis of expenditure should be prepared but are not for such use—Such preliminary exercises are intended to train girls to think definitely about the matter, to encourage experiment, observation and discussion, and so cultivate a well-balanced sense of proportion in spending and saving—These items should be set out (1) That each problem may be graphically presented ; (2) That sufficient detail may be set out to show clearly where restraint or freedom may be possible ; (3) That the minds of mistresses and students may be free to consider the wise placing of money—Different problems should be compiled by degrees, some by the mistress with the class, some by individual students, or by two consulting together. Each one should be discussed thoroughly—Weekly incomes suitable for consideration in London, to begin with, are 35s., £3, and 28s., taken in that order.

SECOND YEAR COURSE.

Revision of the foregoing and in addition :—

- (11) Insurances and annuities explained. Problems on these. Life insurance. Fire insurance. Health insurance, etc. (Actual real examples should be used.) Graphs on these.
- (12) balance sheet. Club accounts. A public balance sheet and how to understand it.
- (13) Rates and taxes. Gross value and rateable value of a house. Analysis of the rate paper. Distribution of expenditure to different public services. Income tax.
- (14) The National Budget. Heads of public expenditure—Sources of public revenue.
- (15) Metric system. Foreign money (various) and weights and measures compared with English. Show graphically relation of English to foreign monies, yards to metres, pounds to kilogrammes, etc.

- (16) Statistics. Vital statistics. Birth rate. Death rate. Labour statistics, etc.
- (17) Revision of the above with more varied examples. Problems on working expenses of small and large enterprises. Law of increasing returns, *e.g.*, catering, workroom returns.

SUGGESTIONS FOR THE SYLLABUS FOR A COURSE OF TWELVE LESSONS
IN COOKERY FOR THE SICK AND CONVALESCENT.

(*Subject to revision.*)

Time : Two hours each lesson.

To be arranged by the teacher in any suitable sequence and gradation, items may be deleted, substituted or re-arranged to suit the needs of the class. Two lessons might be devoted to each section.

(*a*)—*Meat tea* : beef, mutton, chicken, ordinary, quick, raw, savoury and peptonised.

Meat essence. Dainty dishes : egg wine, egg flip, gruel and others.

Discussion. Inventory of utensils, price, value, quantity and care. General points to be remembered when cooking for the sick.

(*b*)—*Rules for choosing meat and fish for roasting, baking and steaming*. Roast chicken, steamed fish, steamed and baked custard—in hot water jacket. Lemonade, rice water and others.

Discussion on the control of time and methodical arrangement of work, punctuality, regularity and quietness.

(*c*)—*Rules for broth and soup making* and for *stewing* mutton broth, plain and ordinary, a sieved soup, a thickened soup, gravy soup, milk soup.

Dainty dishes : stewed cow's heel (bought partly cooked), apple water, treacle posset, black currant tea and others.

Discussion on the classification, digestion and absorption of food.

(*d*)—*Rules for choosing and cooking potatoes, root and green vegetables and fruit*.—Potatoes, many variations ; root and green vegetables ; salads, stewed celery or sea-kale in milk. Stewed fruit compôte.

Dainty dishes. A cup of arrowroot, steamed cutlet, linseed tea, biscuits, oat-cake and others.

Discussion on the effect of cooking upon food, use of thermometer, average temperatures for various purposes. Time necessary for preparation and cooking of food at stated temperatures.

(*e*)—*Rules for cooking eggs, milk and farinaceous foods and pudding making*. Omelets, souffées, rice, cornflour, etc., poached egg, batter and fritters.

Dainty dishes.—Beverages, simple mock-turtle soup, sweet-bread, tripe, fillets of fish, barley water (thin and thick), steamed or braised chicken or pigeon or other dishes.

Discussion on the storage of milk, butter and other foods, absolute cleanliness, care with hot and cold foods, sweetening, seasoning and flavouring. Typical methods and proportions.

(f)—*Rules for making simple jellies, special foods and diets, sauces and gravies.*—Calf's foot, orange and Irish moss jellies. Malt infusion, malted gruel, peptonised milk and water gruel, sauces "to coat" and "to pour," gravies. More *dainty dishes*.

Discussion on Catering for Invalids, consideration of patient's tastes, habits and idiosyncrasies. Dainty service, tact, marketing.

SUGGESTIONS FOR THE SYLLABUS FOR A COURSE OF TWELVE LESSONS IN CAMP COOKING.

TO BE ARRANGED AS LESSONS BY THE INSTRUCTOR TO MEET THE
REQUIREMENTS OF THE CLASS.

(Subject to revision.)

Two hours for each lesson.

HOW TO MAKE A CAMP KITCHEN.

How to boil water in a "dixie" or a "billy" (service kettle and mess tin) or a biscuit tin, how to build a camp fire, *the three B's of camp life*, bannocks (bread buns), beans and bacon, how to bake and boil them.

The many uses of a dixie.

How to cook potatoes, root and green vegetables and fruit, in a plain way and for variety if opportunity serves.

How to cook eggs, milk, farinaceous foods and pulse in a plain way and for variety when possible.

Light Drinks—Barley or Oatmeal water, Egg flips, Apple Water, Lemonade.

How to milk—if a visit to a dairy can be arranged.

The great importance of cleanliness—Care of utensils, food and water. How to cope with the fly pest. How to treat "questionable" water.

How to cook meat, birds and fish—Roasting or broiling, steaming, boiling, stewing, frying.

A stick for a "meat jack."

A coating of clay as an oven, or some sheets of wet paper; when clay is used birds need not be plucked before cooking.

Use of a red hot pebble when grilling a bird.

How to pluck and clean a bird—(if possible dip it, feathers and all, into boiling water for a minute).

How to clean and fillet fish.

How to stew tough meat tender. "Hasten slowly."

How to make a stew savoury.

How to "roast" in a saucepan.

How to make a *good* thickened soup from "what is there."

Visit a butcher and learn to joint meat.

SOME IMPROVISED GEAR.

1. *Set of three ration bags* from linen or calico, to aid clean transit of food.
 2. *A table or pastry board* from a piece of clean canvas.
 3. *A rolling pin* from a clean bottle.
 4. *A steamer* from a 4 lb. soup tin, or a similar tin.
 5. *A fish strainer* from bottom of a tin.
 6. *A double saucepan* from a 14 lb. and 6 lb. butter tin, or similar tins.
 7. *A bucket* from a hoop of a keg and a bit of clean canvas, to carry drinking water.
 8. *A strainer* from a bit of bunting.
 9. *A refuse box* from a sugar box half full of hay.
- Other things which the teacher may consider useful.

SOME MEASURES TO REMEMBER.

- 2 Tablespoonsful of water weigh one ounce. New spoons should be tested.
- 5 Tablespoonsful = 1 wineglassful.
- 3 Teacupsful of flour (not heaped) = 1 lb. New cups should be tested.

Book of reference.

40
War Office Manual of Military Cooking prepared at the Army
1089. School of Cookery (reprinted 1914).

Price 6d. Wyman & Sons.

SUGGESTIONS FOR THE SYLLABUS OF INSTRUCTION IN
CHILD TENDING.

(*Subject to Revision.*)

A course of twelve lessons to mothers and others in charge of children ; the points dealt with in lessons on Infant Care and those on the care of Women, Children and the Home (Handbook 1693) are not to be included.

These lessons should in all cases be specially arranged and adapted to the needs of the class for which they are prepared, but a suitable sequence might be :—

The observation of a child.—Points which might be noted and recorded—beginnings, developments and progress in power, necessary encouragement and discouragement.

The Children's Room where quarters are small ; essentials, non-essentials, a baby's corner, a baby's "pound," an improvised bath-room, furniture and fittings, space for playing.

A child's habits and pleasures.—The joy of bathing, washing and helping mother and others, the power of appreciating "little things" ; the necessity for enough rest and sleep, the necessary

quantity and quality ; the necessity for regularity in routine, particularly in eating, drinking and resting. Habits formed early are lasting.

The washing corner.—How to make one, its use and care, a source of pleasure and good habits.

The pleasure of ownership.—The child's own shelf, box, bed, clothes and colour, etc.

The need for "fair play" to other owners.

The power of control.—This may be illustrated by a man with a horse, a taxi-cab or engine ; a child with a paint brush, a top or a kite ; a woman with a baby, a water tap or a cooking stove. All persons with their bodies and their minds, and their fairness to others.

How to encourage this power of control in children ; always gently, often indirectly.

Occupations for Children—Indoors—Helping mother, helping oneself and others ; care of the children's room ; a doll's party ; a birthday party ; care of clothes ; a scrap book ; drawing ; paper work ; cardboard work ; a window-box and its care ; herb and salad growing ; games, songs and recitations (allow all acting to be spontaneous, never teach a child how to act) ; story telling ; paper tearing (for cushion stuffing, etc.) ; the care of clothing, sewing, knitting, timely stitches, weaving—in string, straw, raffia paper, wool or waste materials ; pattern making ; bead threading ; the use of waste things, such as spent matches, used boxes, old bobbins, etc. ; painting ; modelling ; a sand-tray ; books ; pictures, and so on.

Out-doors.—Games ; walks ; daily observations ; museums ; shops, parks, etc. ; nature study ; calendar making, and so on.

N.B.—Children may be *left* to discover things for themselves ; *led* to discover things for themselves and this way is the surest, or they may be *told* about things.

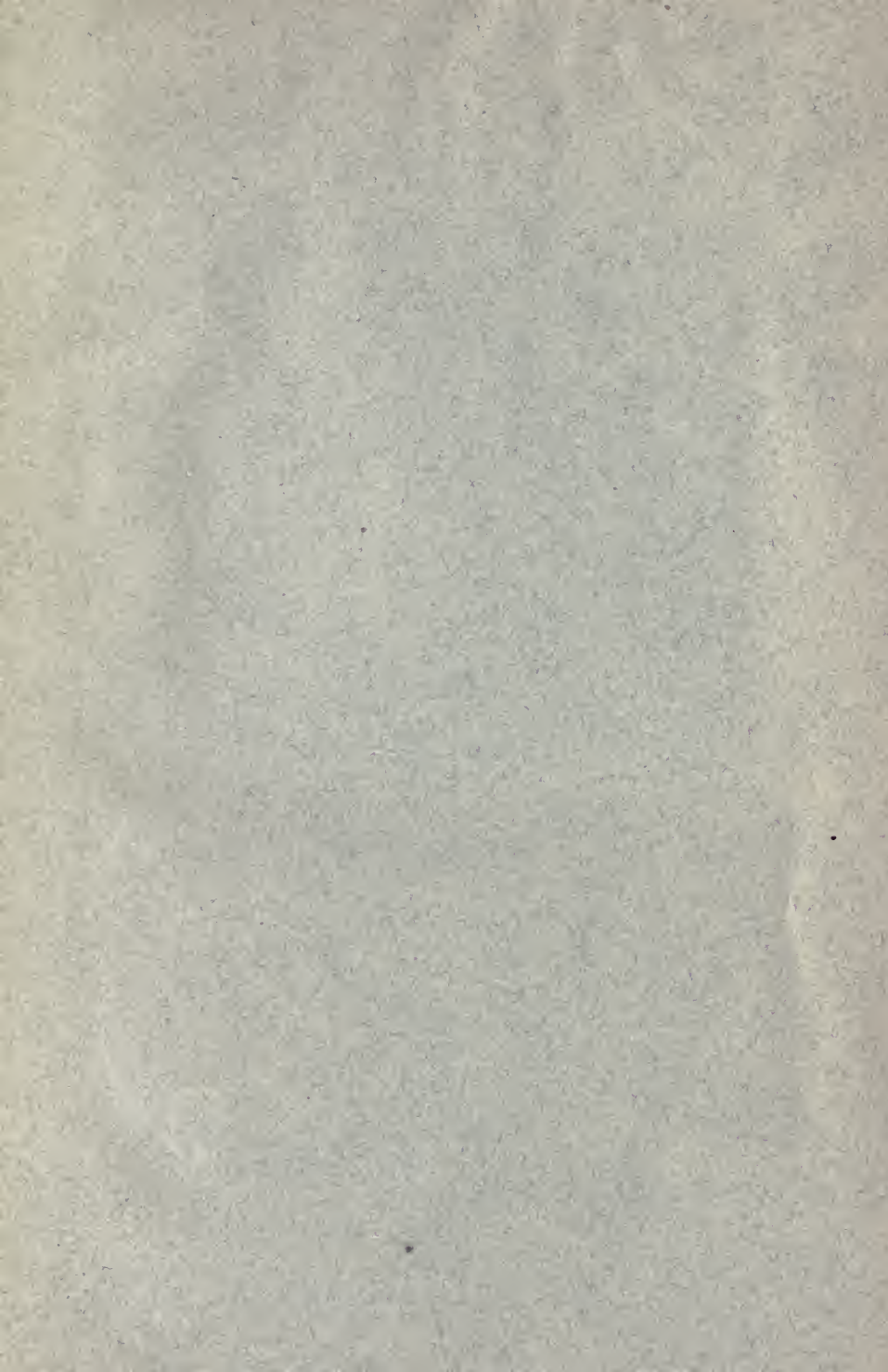
Special lessons on children's occupations may be arranged if necessary, and visits to an Infant school may be planned after consultation with the head mistress concerned.

A book, which should be useful to teachers of this subject, is "The Biography of a Baby," by Milicent W. Shinn, to be seen in the L.C.C. Library (Education Offices).

The curriculum of each Women's Institute must include due provision for English and Literary subjects. In connection with this provision, responsible teachers and instructors are referred to the separate pamphlet in which memoranda and syllabuses on these subjects have been collected and published.

R. BLAIR,

Education Officer.



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