CAROLINE FRENCH BENTON

THE COMPLETE CLUB BOOK FOR WOMEN

Caroline Benton

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The Complete Club Book for Women / Including Subjects, Material and References for Study Programs; together with a Constitution and By-Laws; Rules of Order; Instructions how to make a Year Book; Suggestions for Practical Community Work; a Resume of what Some Clubs are Doing, etc., etc.:
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Содержание

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PREFACE

In a previous volume, called "Work and Programs for

Women's Clubs," more than twenty leading subjects were given for club study, including Shakespeare, the opera, the drama and child study, each with ten programs made out under it, comprising papers, talks, readings and discussions, with the names of books for reference. Probably many of the clubs which have used that book may still prefer the subjects and method employed there, and some who have not used it will find in it their work made easy.

Others, however, who believe in "self help," or who wish to harmonize their study programs with some practical work the club is doing, or who find it necessary to adjust their work to the varying tastes of the members, will prefer the method followed in this second volume.

Subjects are here presented with suggestions for divisions into separate meetings; then the papers or talks are outlined under each, with many references to books by contemporary writers. From the mass of material given each club is to select what best suits its individual needs and arrange from it a year book.

If a club wishes to have sixteen meetings a year on one subject and four on another, the chairman may select one of the large subjects, shape the material offered into sixteen large divisions, add the necessary subdivisions beneath with the references, and then selecting a shorter program, divide this in the same way and combine the two.

Or, supposing a club wished to master a subject with unusual thoroughness, a large subject may be divided into a two-year

study course. Several of the subjects indeed might easily be taken up for still a longer time. Any one of them has in it material enough for serious work, yet some are capable also of being taken up in six meetings if that is desirable.

A model Constitution is offered which any club may easily adapt to its own needs. Some condensed Rules of Order are also given. It is earnestly hoped that in this little book every club woman may find everything she requires.

CHAPTER I
Suggestions for Club Work

There is no difficulty in starting a club; any group of women who are interested in the same things may form themselves into a simple organization. But the great question will surely arise: What shall we study? And here club members are certain to divide into three distinct classes.

The first group consists of women who have for years been absorbed in home-making and child-rearing. The world of books has been practically closed to them. The club to which they wish to belong must offer them an opportunity for self-development, one in which they will obtain the culture which comes from the study of art and music and literature; one where their hungry minds will be fed.

But the group of young women, – perhaps college graduates, – have no sympathy with this desire; they have had enough of books! They demand that all the energies of the club shall be devoted to the good of the community, to the "larger housekeeping," to preparation for citizenship. Who can stop to write dull papers on Italian Art in this day of efficiency?

Between these two groups of women there is a third, made up of women who have kept up their reading in spite of family cares, and who also believe in the practical work outside the

home which seems to them almost within their grasp. But they lack self-confidence; speaking in public is absolutely impossible; even to lift a voice in a club discussion is a serious matter.

Now the perfect club takes cognizance of these three classes of women and provides for them all. It offers to the first group an opportunity for study; and surely no woman ever grows beyond the place where she still has something to learn. There are always fresh fields of poetry and travel, of music and art which unfold with the years and tempt one on.

And then it offers training to the timid woman who fears to hear her own voice. At first she may merely read a club paper, but little by little she learns to give a quotation, to put a motion or offer a suggestion; and finally she finds she can speak without notes, or take her part in a debate and hold her own with self-possession and dignity. And that means that she has acquired a liberal education.

As to the energetic class between these two, the ideal club has plenty for them, also. There has never been an opportunity for community work like that offered to-day, offered especially to those women who have been made capable by their training in their own little study clubs to cope with questions of hygiene, of tenement house wrongs and immigrants' problems; they have the widest scope for their energies. If they are wise, they will accept the opportunity of using the woman's club and make it a center of social service.

The following programs are planned to cover all these

requirements. The first one is intended to lay out many lines of community work from which each club is asked to choose what best suits the needs of her own locality. Every second club meeting may be given to the study of the various problems presented by the town, and remedies may first be suggested and then resolved upon. Coöperation with other clubs is also urged, and also the need of working with, rather than against, the city fathers.

Alternating with meetings on these practical and helpful lines clubs are invited to study some one of the subjects which follow this first comprehensive program. Whatever appeals most to club members, music or history, literature or travel, may be selected. References to books are offered to assist in preparation of club papers.

It will be found that, on the whole, it is seldom best for a club to choose a miscellaneous program for an entire year's work. Too often such a choice means a grotesque range from Life in Early Egypt to the Waverley Novels, and from the Panama Canal to Spring Flowers. When one wishes to have a year of work with a different subject for each meeting it is at least possible to choose those which have some relation, and vary the program by having musical meetings also.

A word may be added as to the personal side of club life. A president, above all her other duties, should see to it that the atmosphere of the club is warm and friendly. If in other ways it is successful, if the study gives intellectual stimulus, and practical

work is carried on effectively, still it is a failure if the members are either snobbish or unsympathetic. All the members of a club must be in harmony and work together in a spirit of comradeship if it is ever to reach its highest possibilities.

Last of all, should not a club extend its membership to as many as possible, rather than have a waiting list? Whatever prestige may accrue to it through that, will it not be of the greater good in the long run if its doors are always open to take in any woman who has something fresh to give to its life, or has a need that the club can gratify?

CHAPTER II
Community Improvement

One of the up-to-date subjects for clubs is what is sometimes called "The Larger Housekeeping." It is the study of the economic conditions of one's own neighborhood with the determination to find ways to make the place more hygienic, more sanitary, moral and beautiful. It is the development of the idea of social betterment.

A woman's club is an ideal social center from which this work may grow. It is an excellent plan to enlist all the clubs in town, if that is possible. They may carry on other work besides, but each club may also have some particular line of study on the common theme, and at monthly meetings all the women may meet and discuss the one topic of community improvement. The men of the place may be invited later to join these public meetings; their coöperation, and that of the city officials especially, should be secured from the beginning. The one essential of success is "team work."

The first thing is to understand the actual conditions which exist in the town. The club should first learn who the town officials are, and what are their duties.

Next, find out what the town assets are: if there is a good courthouse and railroad station, good schools, a park, attractive

streets, and so on. In contrast to these there should be a complete list of what the town lacks; better paving and lighting, better sewerage and water, a new milk supply, or sanitary groceries, and so on. Study and discussion make this list a long one.

Then, when once the club knows its own town (and here the first pamphlet mentioned at the close of this article should be read), each item on the list may be taken up and really mastered in its every detail; committees should be appointed for each.

I – SUBJECTS TO INVESTIGATE

The question of roads and pavements may come first. What is their condition?

The yards of the place may come next. Are they in good order? Are the alleys clean? Is the garbage well taken care of? Does the town need a "clean-up" day? Is the sewerage system in good order? Is the town water pure? Discuss the milk supply. A committee should inspect the dairies.

Parks and playgrounds are subjects which will bring up many questions. Are they well cared for and attractive? Are there any playgrounds for children? Have they swings, parallel bars and the like? Is there a supervisor?

Next the town schools; members should be appointed to visit each school and carefully go over it. Are there vines, flowers and grass around the building?

Are there cheap theaters in town? Are the shows clean? Do

children patronize them? Is the theater building sanitary? Have a committee unannounced attend some performance.

Is there a hotel in town? Is it a clean, well-kept place? Are there saloons, and, if so, do they in any way evade the law? Are they loafing places?

Is the railroad station attractive? Is there any one in charge of the waiting-room? Is the town jail sanitary? How is the poorhouse managed?

Are there tenements? Are they sanitary? How many churches are there and in what financial condition? Is there a town library? Is it up-to-date? Is there any town nuisance, such as soft coal smoke or malodorous factories? Are advertisements painted on rocks or put up in fields?

These are only suggestions as to lines of investigation. When finally the needs and shortcomings of the town are known to all, practical work to improve conditions may be undertaken.

The best plan is to get a few of the many books on town betterment and read them before any reform is undertaken. In addition to readings from these, and papers showing what has been done in other towns on similar lines specialists should be asked to speak to the club, and the public invited to hear them. For instance, a professor from the nearest agricultural college may lecture on pure milk; on water supply the town engineer may speak; on the question of bettering the public schools the state superintendent may be invited. It is better to spend a whole club year in study and accomplish only one practical work for the

town betterment, than enthusiastically to begin on a dozen lines and yet really gain nothing substantial in the end.

II – THE BEGINNING OF SOCIAL SERVICE

When at last, the town is clean and sanitary, and the improvements made which have been outlined, then, and not till then, some of the interesting new lines of social service may be studied and put in practice.

And first, a charity organization should be founded, no matter how small the town may be. All the churches and every individual should work in coöperation with it.

After this, if there are mills in the place these may be visited, and with the consent of the owners night schools and recreation centers of all kinds for the employees may be established.

Another committee may get new books for the town library.

Medical and dental inspection of school children will also be of value, and the town doctors will aid in it.

Pure food should certainly be studied, with investigations and recommendations of clean markets and groceries.

Child welfare is a most important subject. Fresh air funds, children's summer camps, the prevention of infant mortality, children's clinics and the like will grow out of its study.

Child labor comes in this connection. If there are mills or canneries near by, it must be seen that the state laws are enforced there. The state care of the defective child should be studied.

What can be done to rid the town of flies and mosquitoes in summer? As to the schools, cannot manual and vocational training be secured? Are open-air schools needed? Cannot music and art be better taught? Is there any place in town which affects good morals?

Is it possible to establish a rest room for farmers' wives who come to town? Are coffee rooms needed to supplant the saloon?

Remember that children are always delighted to help in community improvement, and will investigate conditions as to alleys, playgrounds, or help clean up the town.

Much legislation on many of the topics will come up. A lawyer may be asked to come into the club and talk about the state laws, child labor, or any of the other subjects under discussion. Indeed college professors, school superintendents and teachers, settlement workers, physicians, clergymen, librarians, mill owners, theatrical managers and editors may all be asked to help on this great work of community improvement, and they will be found to respond gladly. The whole population will gradually be drawn into touch and made to assist in the great project of transforming the home town into an ideal spot in which to live and bring up a family.

III – BOOKS FOR REFERENCE

Among the many books to be had are these:

"Knowing One's Own Community," Carol Aronovici. Social

Service Series, Bulletin 20 (National Municipal-League Series, Appleton); "The Country Town," W. L. Anderson (Doubleday, Page & Co.); "Village Improvement," Parris T. Farwell (Sturges and Walton); "Re-planning Small Cities," John Nolen (B. W. Huebsch); "American Municipal Progress," Chas. Zeublin (Macmillan Co.); "The Improvement of Towns and Cities," C. M. Robinson (Putnam); "American City Government," Chas. A. Beard (Century Co.); "American Playgrounds," E. B. Mero (American Gymnasia Co., Boston); in the Woman's Citizens' Library, edited by Shailer Matthews, there are excellent articles on most of the above topics. (Civics Society, Chicago.) Bulletins of Department of Social and Public Service are excellent. (American Unitarian Association, 25 Beacon St., Boston.)

"Social Forces," Miss L. E. Stearns. (Capitol Bldg., Madison, Wis.) Remarkable list of books on all subjects needed.

American Civics Association; pamphlets on all subjects needed. (Union Trust Bldg., Washington, D. C.)

There are many magazines dealing with out-of-door life which have articles on good roads, tree planting, gardens and playgrounds. Survey has others on child welfare in all its aspects, settlement work, etc. The Chicago and New York Schools of Philanthropy also have pamphlets, and will send any information.

CHAPTER III
A Study of the American Colonies

To study the American colonies thoroughly clubs should spend twenty or more meetings upon them. There is abundant material suggested here to enlarge the ten meetings outlined to that many at the very least.

The best way to arrange the club work is to give at least four meetings to Virginia, four to New England, two or three to New Netherlands and two to each of the other important colonies.

In preparing papers, see "The Thirteen Colonies," by Helen A. Smith (Putnam), "Romance of American Colonization," by William E. Griffis (Wilde), and the series on the colonies, one volume on each, by John Fiske (Houghton Mifflin Co.). See also the first part of "America," by H. Butterworth (The Page Company).

Before beginning the study of the first colony, Virginia, there should be one meeting on the England of that time. Sir Humphrey Gilbert, Sir Walter Raleigh, and Drake should have special attention.

I – VIRGINIA

Describe the first expedition to Virginia; have an account of

the settlement at Roanoke, then of the second expedition which brought over a hundred and fifty men and seventeen women, and its fate, and then the death of Raleigh and the pause in the spirit of colonization. The meeting following this will then begin the next period, when under King James colonization was again taken up. A paper may be on the settlement of Jamestown, a second on John Smith and his work, and a third on the "starving time," the trouble with the Indians, the coming of supplies from England. Close with a presentation of the conditions of the new colony, its mismanagement and loss of life.

The "era of progress" comes next in order, from 1610 to 1624. Have sketches of Lord Delaware, Sir Thomas Gates, and Sir Thomas Dale; mention the group of new settlements and note their military character. Bring in the story of Powhatan, and of Pocahontas and her important marriage. The growing value of tobacco in England, the importation of negro slaves, the rise of burgesses, the coming of indentured servants, of poor immigrants, and of wives for the colonists are all important topics; close with an account of the great massacre.

Discuss the coming of the cavaliers to America. Was their influence good? Speak of the consequent loss of a thousand Puritan colonists from Virginia, and its effect.

The curious political development of Virginia should be studied. Note the importance of courts, and describe "court day." The next great point to be taken up is the first colonial tragedy – Bacon's rebellion. Describe the causes which led up to it; have

papers on Berkeley, the tobacco riots, the Indian outbreak, the romantic figure of the "Queen of Pamunkey," the arraignment of the Governor, the burning of Jamestown, the death of Bacon, and the far-reaching results of the rebellion. Read from "White Aprons," by Maud Wilder Goodwin (Little, Brown & Co.), and "The Heart's Highway," by Mary Wilkins Freeman (Doubleday, Page & Co.).

Follow with a study of a century of development in Virginia. Read of Lord Culpepper, of the founding of William and Mary College; mention the absentee governor and his famous lieutenant governor, Sir Francis Nicholson, who first suggested the possible union of the American colonies. Read also: "King Noanett," by F. J. Stimson (Scribner), and "Old Virginia and Her Neighbors," by John Fiske (Houghton Mifflin Co.).

II – MARYLAND

The history of the colony of Maryland is closely connected with that of Virginia. Take the story of the Calvert family, beginning with the first Lord Baltimore. Follow the topic with the coming of Dutch and Swedish colonists, the sending of Herman by Stuyvesant to Maryland and his interesting career.

The important point to notice in all this is the establishment of the manor system. Compare it with the vestries of Virginia, and later compare both these with the patroon system of the Dutch, and the town meeting rule of New England.

Have a paper on the fifth Lord Baltimore and the changes which followed his accession. Read from "Mistress Brent," by Lucy M. Thruston (Little, Brown & Co.), and "Sir Christopher," by Maud Wilder Goodwin (Little, Brown & Co.).

One entire meeting should follow next on the manners and customs in the Southern colonies. See "Some Colonial Homesteads," by Marion Harland (Putnam), and the chapter in Fiske on customs in "Old Virginia and Her Neighbors."

III – NORTH AND SOUTH CAROLINA

North Carolina, the next colony on the south to Virginia, was settled largely by refugees, who, discontented at home, came here from other colonies. Read from the visit of George Fox the Quaker, of the difficulties of travel and of the poverty and need of the people.

Colonel James Moore, who came to the help of the people, should have one paper, and Governor Eden another. Read also the extraordinary story of the pirate Blackbeard, the terror of the coast, and his relations with the governor.

After many vicissitudes colonists of the better sort began to arrive, and slowly the colony prospered.

South Carolina, unlike North, was from its beginning settled by rich planters, slave holders, of distinctly aristocratic habits. Read of Carteret, West, and Sir John Yeamans, and of the constitution known as the "Grand Model," drawn up by John

Locke.

Charleston was made the capital in 1681, laid out at the beginning by Culpepper with sites for churches, a town house, an artillery ground and wharves, and at once it became an important place.

The trouble with the Spaniards on the south, and the siege of Charleston by Blackbeard make two excellent topics for papers; a third is the wise government of Nicholson for twenty-five years.

IV – GEORGIA

Georgia, the most southerly of the colonies, is famous because of one man, James Edward Oglethorpe, the soldier, statesman, and philanthropist. He planned to make it a refuge for all persecuted Protestants of Europe, one where debtors of good family could come and make an honest living, and where criminals might begin life anew; it was to be the poor man's paradise.

One hundred and fourteen persons came over with him, and in six weeks Savannah was laid out, and clearing and building begun. The story reads like a romance. All went well till lazy and shiftless immigrants arrived to enjoy the paradise also. Oglethorpe returned to England for a time, taking several Indian chiefs with him. Read of their visit to court. He returned with John and Charles Wesley.

But trouble with Spain was at hand; war followed, and

Oglethorpe again went to England and never came back. Slave holding, before prohibited, was now permitted; plantations grew up, commerce developed, and an era of prosperity was established. Read "Doris Kingsley," by Emma Rayner (Small, Maynard & Co.).

V – THE NEW ENGLAND COLONIES

Before turning to the north, to the study of the New England colonies, clubs should take rather thoroughly the history of England in the seventeenth century and familiarize themselves with conditions there, and also in Holland.

After this will come the well-known story of the voyage of the *Mayflower*, the landing of the Pilgrims, and the establishment of the first little settlement. Read of the leaders, John Carver, William Bradford, Standish, Winslow, and Alden, and of the first winter.

The great advantage Massachusetts had over all other colonies lay in the fact of the great Puritan emigration from England. Earnest, intelligent, devoted people of high ideals made up the great bulk of the settlers.

Note the fact of the growing religious intolerance of the Puritans; one meeting may be spent on this topic. Speak of Ann Hutchinson and Roger Williams, the harsh treatment of the Quakers, and of witchcraft. Have readings showing how the belief in the last grew, and its terrible results. Read from

Hawthorne's "Scarlet Letter."

Next take these New England colonies in the order of their settlement, New Hampshire, Connecticut, and Rhode Island, and show the differences in them.

Notice how, in Massachusetts, the vote was given to church members only, while in Connecticut it was given to all citizens. Read of education in New England, of schools, of the founding of Harvard and Yale colleges. Have a paper on Cotton Mather, Thomas Hooker, and Davenport. Describe the Town Meeting. Have a paper also on the Indians, and discuss the Pequot War, the Deerfield Massacre, and similar events.

Close this study with an appreciation of the character of the men and women of New England. Read from "Men, Women and Manners in Colonial Times," by Sidney G. Fisher (Lippincott), "Customs and Fashions in Old New England," by Alice Morse Earle (Scribner), "Home life in Colonial Days," and "Child Life in Colonial Days," by the same author (Macmillan), and "Soldier Rigdale," by Beulah M. Dix (Macmillan). Several meetings may take up furniture, pewter, china, silver, old coverlets, embroidered linen, and the like. Read "The Quest of the Colonial," by Robert and Elizabeth Shackleton (Century Co.), and "Colonial Furniture in America," by L. V. Lockwood (Scribner).

VI – NEW AMSTERDAM

Between New England and Virginia lay several colonies, the most important, New Amsterdam. Preface its study with one paper on Holland at the time. Then describe the coming of the little *Half Moon*, the voyage up the Hudson, and the friendliness of the Indians shown here, as in each of the different colonies at the beginning of their history. Three settlements were soon made, one at Fort Orange, now New York, one at Fort Nassau, now Albany, and a third in New Jersey across from Fort Orange. Tell how in a few years there were farms with stone houses, churches, schools, and a regular system of fur trade with the Indians which brought in huge yearly revenues. Three papers may be on the governors Minuit, Van Twiller, and Kieft, noting their unlikeness, and what each accomplished. A fourth paper may describe the patroon system and compare it with that of other colonies.

The interesting figure of Stuyvesant, and his times, in New Amsterdam, should have a meeting. Others may take up the coming of negro slaves, the establishment of settlements on the Hudson, the trouble with Long Island and its English settlers, the appearance of the English fleet, the surrender of New Amsterdam, and the taking of the oath of allegiance.

Have a description of life in Dutch New York and Albany and on Long Island. The famous siege of Lady Moody's house at

Gravesend and its defense by forty Englishmen is also of interest.

Discuss the topic: What did the Dutch settlers give to the American people? Compare them with the Southern and New England colonists, showing that they gave substantial virtues but lacked the love of beauty shown by the Virginians and the idealism of the Puritans. Read "The Dutchman's Fireside," by J. K. Paulding (Scribner), "Free to Serve," by Emma Rayner (The Page Company), "The Begum's Daughter," by E. L. Bynner (Houghton Mifflin Co.), and "The Bow of Orange Ribbon," by Amelia E. Barr (Dodd, Mead & Co.).

VII – NEW JERSEY AND DELAWARE

The early history of New Jersey is closely connected with that of New Amsterdam. It was settled by the Dutch; after the coming of the English, however, the land was given by the Crown to the Carterets, and as they were from the Island of Jersey French settlers came over with them. The Dutch, a handful of Puritans, and some Swedes who had settled inland, soon began to quarrel among themselves.

Major Edmund Andros, the governor of New York, jealous of the growing power of his neighbors, kidnapped the governor of New Jersey and made him a prisoner. Read the story of his trial and return. Turn next to that part of Jersey on the edge of Delaware and notice how it was bought and settled by Quakers. Have a sketch of Fenwick, the pioneer, and of the coming of new

colonists, the influence of Penn on the government, and how the two parts of Jersey were taken under the Crown and governors sent from England, who ruled with uncertain success. Note the founding of Princeton College later, and the growth of the colony in prosperity.

Delaware was coveted by three nations: the Dutch claimed it, the Swedes acquired it, and the English were given it. One paper may tell of Minuit and his rule, and another take up the invasion of Peter Stuyvesant, the fall of the fort, and the surrender of the Swedes. Then came ten years of Dutch rule, which is an interesting chapter of history, for the colony came into collision with Maryland. From this point on there is constant bickering and struggle until the coming of the English. Read of Lovelace and his famous house, and the story of Jacobson and how, later, the English almost effaced the Dutch in Delaware, changing even the names of the towns to English. Read "In Castle and Colony," by Emma Rayner (Stone, Chicago).

VIII – PENNSYLVANIA

The story of the settlement of Pennsylvania by William Penn and his Quaker friends is familiar to every one. Aided by money given by the King and welcomed by the Dutch, who had many settlements, he established himself on fifty thousand acres of land, and sent word to those in England to come to him. The Assembly soon met, and the remarkable document known as the

Great Law of Pennsylvania was drawn up; clubs should read the substance of this.

The Mennonites, a religious sect from Germany, soon settled in the colony and greatly influenced its future, as did the Germans who came later from the Palatinate, an industrious, frugal people, who printed the first Bible in America and first protested against slavery. Read from "The Germans in Colonial Times," by Lucy F. Bittinger (Lippincott).

CHAPTER IV
Some Poets of To-day

Our day is a time when more good verse is being written than ever before, much of it in our own country. The yearly output in English alone is enormous, and much of it is so strong, so original, that club women should certainly familiarize themselves with it.

To study the subject intelligently there may be a preliminary course on modern poetry and its criticism, using these books, in part or whole: "Studies in Poetry and Criticism," by Arthur Symons (Bell), "An Introduction to Poetry," by R. M. Alden (Henry Holt & Co.), "The Enjoyment of Poetry," by Max Eastman (Scribner), and "Lectures on Poetry," by A. C. Bradley (Macmillan).

As the modern poets are studied, have plenty of illustrative readings from the works of each one. Selections will be found in "Poets of the Younger Generation," by William Archer (John Lane Co.), and two volumes edited by Jessie Belle Rittenhouse, "The Younger American Poets" (Little, Brown & Co.) and "The Little Book of Modern Verse" (Houghton Mifflin). Also "The Lyric Year," edited by Ferdinand Earle (Mitchell Kennerley), will be found helpful. There are three magazines which constantly present the best new work of our

poets, *Poet Lore*, *Poetry*, and *The Poetry Journal*.

It is of course extremely difficult to classify the writings of poets, because few devote themselves to one style of verse alone. The writer of dramatic poetry will sometimes write lyrics, and the author of philosophical verse will write poems about nature. But for this study the principal work of each poet has been selected, with references to what else has been done by him.

I – INTRODUCTORY

Before beginning with the regular program for the year clubs should devote one or two meetings, as has been suggested, to the study of poetry as a whole. Then there should follow two more on the history of poetry, showing that all early national expression takes this form; illustrate with readings from the Vedic Hymns (translated in Warner's "Library of the World's Best Literature"), and the "Song of Miriam" from the Hebrew, in the Bible. Have papers on the great epics, also, with readings from the "Iliad," the "Odyssey," the "Æneid," the "Nibelungenlied," the "Divine Comedy," the Arthurian cycle and "Paradise Lost."

Turning then to the poetry of to-day, notice that its spirit is something quite new. It is individual. It aims at truth and realism. In much of it there is a great moral purpose – the passion for justice.

The form of modern poetry is also largely new. Rhymed monologues, long narratives, and especially dramatic poems are

frequent. Read to illustrate this, "The New Poetry," by James Oppenheim, in Volume 22 of *Poet Lore*.

Following this, take up in several meetings the topic of dramatic poetry.

II – DRAMATIC POETRY

An early meeting should study the comparison of poetry and prose in plays, and the question, Is poetry acceptable on the stage? What are its limitations? There should also be a paper on the versified plays of to-day as contrasted with those of two centuries ago. Following these may be a study of several dramatic poets of to-day.

Percy Mackaye has some strong work: "Fenris the Wolf," "Jeanne d'Arc," "The Canterbury Pilgrims," and "The Scarecrow" are all worth reading. Present selections from each. Stephen Phillips, an Englishman, has some splendid, vital dramas. His best is "Paolo and Francesca," but both "Herod" and "Ulysses" are to be studied. Read from all three. His experience as an actor has made his plays especially suited to the stage.

Richard Hovey has chosen the Arthurian cycle as his inspiration, and presents the mediæval spirit with unusual faithfulness; he keeps nearer to Mallory than Tennyson did. Read "The Quest of Merlin," and "The Marriage of Guenever."

Among women poets Sara King Wiley has two dramatic poems of note, "Alcestis," and "The Coming of

Philibert." Josephine Preston Peabody (Mrs. Marks) took the Shakespearean prize for "The Piper," which was performed at Stratford. Lately she has written another drama, "The Singing Man," full of beauty. Read from this, and also from her short poems.

III – POEMS WITH CLASSICAL AND ROMANTIC THEMES

Among the poets of the last generation Keats, Shelley, Browning and Swinburne chose classical themes, and Byron and Tennyson took romantic. Have a paper pointing out this fact. Read from their poems and compare them with those of the poets of the younger set who took the same themes.

Laurence Binyon, an Englishman like Phillips, has written "Persephone" and "Porphyrin" with the classic theme, and "Tintagel" with the romantic. Rhys Carpenter, one of the youngest American writers, has "The Tragedy of Etarre," founded on the Arthurian legend. Helen Coale Crewe has written "Ægean Echoes," and Martha J. Kidder "Æonian Echoes," both full of beauty and promise. Read from these.

A concluding paper might inquire, What is it in these two themes which has always attracted the poets?

IV – POEMS OF PROTEST

Under this title may be found the work of many of the young poets of to-day. They show sympathy with the workingman, revolt against tyranny and tenderness for suffering. They champion labor and demand the betterment of conditions. This is the "new note," as it is called, and is of immense importance. Clubs should put special study upon it, following it out in the different poems.

John Masefield, of England, one of the most conspicuous writers of our time, voices the protest strongly. His style is often that of the monologue or narrative, and while sometimes it is merely rhymed prose, at other times it is vigorous, picturesque and vivid. Read "The Widow of Bye Street," and "The Everlasting Mercy." Note also his "Daffodil Fields," which is quite different from these and full of peculiar beauty.

Wilfred Wilson Gibson is another poet with a passion for justice. His dramatic monologues are terse, simple, direct. Read from "Daily Bread," and "Fires."

A third poet, Robert Haven Schauffler, takes also the poor for his subject. His "Scum o' the Earth" is a touching picture. Charles Edward Russell in his "Songs of Democracy" strikes the same note; read his "Essex Street." Edwin Markham, though not among the younger poets, had much the same theme in his earlier "Man with the Hoe," which may be recalled.

William Watson, after writing for years finished, contemplative verse, suddenly, in direct contrast to his other work, wrote "The Year of Shame," amazing England with his demand for justice to Armenia and Greece. Read "How Weary Are Our Hearts." Close this part of the study with brief readings from John Galsworthy's "Moods, Songs and Doggerels," which present, again, sympathy for the oppressed.

V – PHILOSOPHICAL AND MYSTICAL POEMS

Among the many who write this serious and uplifting form of verse may be named George Santayana, who, in his sonnets, and "The Hermit of Carmel," studies the philosophy of life. He has no eye for nature, as most poets have, but always takes up the abstract theme.

Alice Meynell, an Englishwoman, has several volumes of finished verse with the mark of literary distinction. The devout spirit is noticeable in her work. Read "In Early Spring," and "Regrets."

Anna Hempstead Branch, author of many beautiful short poems and several brief dramas, is strongest in "Nimrod," a long philosophical poem. In this, as in her other writing, the sense of the mystical is marked.

"Soldiers of the Light," by Helen Gray Cone, is remarkable for its artistic, subtle yet uplifting feeling. Louise Imogen Guiney, who has been writing for many years, has some recent verse that

is of even more than its usual spirituality; read "The White Sail," and "Tryste Noel." Read also from the poems of Rosamund Marriott Watson, Edwin Arlington Robinson, and Agnes Lee, as well as the lovely verse of Alice Brown.

VI – LYRICS AND POEMS OF NATURE

This is one of the divisions which covers an immense field. Among the many writers who might be chosen for study is Alfred Noyes, the young Englishman who is so often compared with Tennyson. He writes spontaneous, optimistic verse. He loves sunshine and green fields and children; he is sometimes dramatic, sometimes playful, but always graceful. "The Barrel Organ" and "Forty Singing Seamen" are among his finest lyrics, but "The Flower of Old Japan" is also noteworthy. Study the other work of Noyes, especially his drama, "Drake."

John Vance Cheney has many lovely lyrics, as have William Vaughan Moody, Bliss Carman, Clinton Scollard, Lizette Reese, Edith Thomas, and a long list of others. Read several of each from the books of Miss Rittenhouse.

Madison Cawein writes of nature always with the same touch of freshness. He idealizes everyday things, fields, grass, and flowers; he has what has been called "the romantic love of out-of-doors." Sometimes he strikes a more vigorous tone, as in his "Prayer for Old Age." Read this, and "The Wild Iris."

Arthur Upson has a style peculiar for its dreamy beauty and

exquisite finish. His "Octaves in an Oxford Garden" shows him at his best. "Westwind Songs" is also full of delicacy and grace. His last work, a drama called "The City," has these same qualities.

Charles G. D. Roberts has, among many other things, a collection of verse called "The Book of the Native," with descriptive poems of Canadian forests. His "Afoot" and "The Recessional" are especially charming.

Richard Burton's "Dumb in June" and his later "Quest of Summer" are both full of poetic insight and beautiful expression. These, with his "Lyrics of Brotherhood," are all well worth study. See "Poems," by C. G. D. Roberts (The Page Company), and "Pipes of Pan," by Bliss Carman (The Page Company).

VII – DIALECT AND HUMOROUS POETRY

Kipling made a place for himself when he wrote "Barrack-Room Ballads"; the reproduction of the cockney dialect has never been so well done and their humor is inimitable. Read several. In America to-day we have a poet who also does pioneer work – Thomas A. Daly. In his "Madrigali" and "Canzoni" he has used the Italian-American dialect of the streets with a result that is amusing as well as charming.

Gertrude Litchfield, too, has found something new in the dialect spoken by the French Canadians in the northern New England towns. She has written quaintly humorous verses about children. Read "Les Enfants," "De Circus," and "The Spirit of

Christmas."

Robert H. Carr has a little volume called "Cow Boy Lyrics," which perpetuate the fast-passing men of the plains. After reading from these, contrast the verses of James Whitcomb Riley with them. Note also among writers of humorous verse Carolyn Wells, Oliver Herford and Gelett Burgess.

VIII – CELTIC POETRY

Ireland has always been the home of romance, and recently it has had a strikingly interesting revival of poetry. William Butler Yeats, originally an artist, has a mystical element in his verse which gives it a sort of unearthly quality. His leading narrative poem is "The Wanderings of Oisin." "Baile and Ailinn" is a lover's tale. "The Fiddler of Dooney" is a simple country story. His work has been called "dream drenched." Make a special study of his play, "Land of the Heart's Desire."

George W. Russell writes verse with much of the same wistful nature as that of Yeats. "Homeward Songs by the Way," and "The Divine Vision" are two of his volumes.

Study also the work of Lady Gregory. Though best known as a playwright she has written interesting verse.

One paper may compare the Celtic verse of to-day with that of the writers of mystical verse in England and America, especially that of Louise Imogen Guiney, and discuss their difference.

IX – POETICAL PLAYS

There are many little plays written to-day in the form of verse, all lovely, poetic in feeling and style, and many of them of great charm. Among others are "The Rose of the Wind," and "The Shoes That Danced," by Anna Hempstead Branch; "The Butterfly," and "Two in Arcadia" by Lucine Finch; four plays called "The Shadow Garden," by Madison Cawein; and "El Dorado," by Ridgely Torrance.

In addition to the study of all these modern poets, clubs should look up the work of Rabindranath Tagore, the Hindu poet who recently took the Nobel prize for literature; his latest poems (translated) are, "The Crescent Moon" and "The Gardener."

Robert Bridges, the present poet-laureate, also deserves especial mention.

CHAPTER V
The World's Islands

There is no subject for clubs more interesting than that of Islands, and none broader in scope; each island or group suggests the study of geology, botany, language, customs, religions, and, above all, history and literature. The encyclopedias, books of travel and current magazines, especially the *National Geographic Magazine*, will furnish abundant material for papers.

I – GRECIAN ISLANDS

The islands which cluster about the coast of Greece are the most important in history. Some are famous for their art treasures, others have been the birthplace of great poets, others still are associated with legendary heroes and gods. The literature, art, and history of the two groups of the Ægean and Ionian Islands offer study for many months.

Among the many which might be suggested, these should be given special attention: Ægina, famous for its sculptures; Delos, the Holy Isle, birthplace of Apollo and Artemis, with the Temple of Apollo; Lesbos, the birthplace of Sappho; Corfu, for its varied history; Ceos, the home of two great poets; Samos with its Temple of Hera, and Ithaca, the home of Ulysses. Add to this list

Melos, Patmos, Rhodes, Lemnos, and Naxos, each remarkable for something.

In preparing programs have brief readings on each island, either from history or English poetry, or translations from the Greek. Longfellow's "Poems of Places" has poems on many of the islands; the "Odyssey" gives many stories, notably that of Nausicaa, which is laid at Corfu; Samuel J. Barrows has a charming book, "Isles and Shrines of Greece" (Little). Translations of some of Sappho's poems are easily found.

The islands of Crete and Cyprus should have a special meeting to themselves, with emphasis laid on archæological discoveries. Their history is closely connected with that of Greece, though to-day they are both under other than Greek rule.

II – MEDITERRANEAN ISLANDS

Three great islands lie close to Italy and are connected with its history. The first is Corsica. It has a stirring story, especially of the time when it belonged to Genoa, when the great Genoese Towers, still standing, were built to protect it against the Saracens. The fact that Napoleon was a Corsican should be mentioned. Some account of the vendetta should not be omitted and illustrations from Prosper Mérimée's "Colomba" may be read aloud.

Sardinia, lying close to Corsica, is sometimes significantly called the "Backward Island." One point for its study is the feudal

system, which continued there until the middle of the nineteenth century, and another the brigandage for which it has been known for ages. See "The Forgotten Isles," by Vuillier, translated by Frederic Breton (Appleton).

The history of Sicily is worth some months of study, for it opens the story of the wars of Rome with Carthage. Consider the varied experience of the city of Syracuse, the prosperity and political importance of Sicily in the Middle Ages, the coming of Victor Emmanuel and Garibaldi, in later years. Last, note the impoverished condition of the country to-day. Read from Sicily, in the Story of the Nations series (Putnam), and some translations from Thucydides and Theocritus.

Malta, a possession of Great Britain, is of interest especially in connection with the Knights of Saint John. Minorca may be looked up also for a special paper. See "Sicily, the Garden of the Mediterranean," by W. S. Monroe (The Page Company).

III – THE ISLANDS NEAR SCOTLAND AND ENGLAND

The wild, mountainous islands of Scotland are peopled with fishing folk whose language is still mostly Gaelic and whose customs are singularly primitive. Read "A Daughter of Fife," by Amelia E. Barr, to show their strong character. The Hebrides, lower down on the west coast, are wonderfully picturesque. Read William Black's "A Princess of Thule." Mull is remarkable for

its beauty and for its Gaelic population and traditions. Iona, a tiny island with a most important early Christian history, has a ruined cathedral and graveyard containing many striking and very ancient Celtic crosses. Staffa, near by, has a famous basaltic formation and cave.

Most of England's islands are not grouped but stand singly. The Isle of Man, off the west coast, is a somewhat wild place. Read Hall Caine's "The Deemster," to learn of its people. The Isle of Wight, on the south, is a garden spot. Note the famous places and people connected with them and show pictures of Osborne House and Tennyson's home. The Scilly Islands have a romantic past, partly legendary; see Besant's "Armorel of Lyonesse." The Channel Islands, a group, are foreign, quaint, wild, and beautiful. Their history is fascinating and they have been the home of political refugees almost to the present day. Read "The Channel Islands," by J. E. Morris (Macmillan Co.), and "Toilers of the Sea," by Victor Hugo.

IV – ISLANDS NEAR AFRICA

Off the west coast of Africa are a few well-known islands. Toward the north lies Madeira, long famous for its wine; to-day it is being developed into a highly successful market garden, supplying England with fruits and vegetables. Its picturesque population and the old city of Funchal are charming. See "The Story of Madeira," by D. Dimmit (The Methodist Book

Concern).

Just below this lie the volcanic islands known as the Canaries, which are thought to be the Fortunate Isles of antiquity. Strangely enough, they seem to have dropped out of history for a time, and were rediscovered in the fourteenth century. To-day they belong to Spain. Show a picture of the Peak of Teneriffe.

The Cape Verde Islands deserve a passing glance, largely because Darwin, in his "Volcanic Islands," makes them interesting. Just below these lies St. Helena, the prison of Napoleon, which should have a separate paper. Read from the "Life of Napoleon," by Sir Walter Scott.

On the opposite coast lies Madagascar, mentioned long ago by Ptolemy. It remained a wild, uncivilized place until a century ago, when it came into touch with trade; since that time it has had a dramatic story. See "Madagascar and Its People," by James Sibree, and "Thirty Years in Madagascar," by T. T. Matthews (Doran).

Near by lies Mauritius, the Île de France, settled long ago by good French families and well known in modern history. The story of "Paul and Virginia," by Saint Pierre, is laid here, and also that of "My Little Girl," by Besant and Rice. Read both of these.

V – OCEANICA

The islands of the Pacific are so numerous, so important, and so immensely interesting that clubs can well afford to spend

months in studying them. The best plan is to take the map and divide the islands into groups.

Take first the lovely Sandwich or Hawaiian Islands, twelve in all. One paper should treat of their natural features, especially the famous volcanoes. Another may take up the early history, speaking of the fact that the people voluntarily abandoned idolatry as absurd and were without religion for years, when they asked that help along this line should be sent to them. The story of the coming of the first missionaries and their work is remarkable. A third paper may be on the visit of the native king and queen to England, a fourth may deal with the leper colony at Molokai, and a fifth may describe the establishment of the republic, and, later, its annexation to the United States.

Following westward on the map, the Caroline Islands and the Ladrones should be studied; Guam, of the latter group, is now a possession of the United States.

Several meetings should be given to the Philippine Islands, which come next. Papers may be written on some of these topics, among many that might be suggested: description of the islands; the early history; the condition under Spain; the uprising of 1896; the physician, poet and reformer Rizal; the people to-day, their habits and customs; the establishment of a United States Commission and the work of the various bureaus, especially that of education. A discussion may follow: Should the Philippines be made self-governing? Read "The Philippine Islands," by F. W. Atkinson (Ginn).

VI – BORNEO, SUMATRA, JAVA AND OTHERS

Contrasted with these islands lie another group of three – Borneo, Sumatra, and Java. The first two have wonderful fauna and flora, hundreds of varieties of native woods and great natural resources, yet are in a singularly backward condition. Read "Seventeen Years Among the Sea Dyaks of Borneo," by E. H. Gomes (Lippincott). See also many recent magazine articles. Java, lying close to this, is wholly different. It belongs to Holland and is the important colony of the Dutch. Its early history is interesting and the remains of its primitive civilization are being unearthed. Read from "Java, Sumatra, and Other Islands," by A. Cabaton (Scribner). Have one entire meeting given to the beautiful island of Ceylon, before turning south.

New Guinea is near Australia and closely resembles it in striking physical peculiarities. It is but slightly settled, and the Dutch and English divide its ownership; the latter have found it rich in resources and are making it commercially profitable.

Several small groups of islands to the east may be studied next. The Fiji Islands were long known as the home of cannibals, and their turning toward civilization makes an interesting study.

The Friendly Islands, or Tonga group, lie farther south and east; they were inhabited by a wild and cruel people, now changed into a fairly civilized and educated little nation, with churches and schools; many of the people speak English.

The Society Islands are still farther west. The scenery here is magnificent, with coral formations and atolls, tropical foliage, and great waterfalls; this is called the Garden of the Pacific. The New Hebrides have a special interest from the work of John G. Paton. Read his life by his son (Doran). Close to these last groups lies Samoa, beloved of Stevenson. Clubs should read of it from his books. See "In the South Seas," and his Letters.

VII – TASMANIA AND NEW ZEALAND

Of the three islands near the southern end of Australia, Tasmania, close to the larger country, is as large as Scotland. It was for years one of England's penal colonies, but to-day it stands for everything that is advanced and enlightened; its school system is remarkable and its commerce highly developed. It is practically the home of a part of the English people. Just beyond it lie the two islands that form New Zealand, which, from the point of view of sociology, is one of the world's places of mark. Read "New Zealand at Home," by B. A. Loughnan (Newnes, London), and "New Zealand in Evolution," by G. H. Scholefield (Scribner); also magazine articles.

VIII – JAPANESE ISLANDS

Japan, one of the foremost powers of the world to-day, is

confined geographically to four principal islands, with hundreds of smaller ones grouped around these. At least four meetings should be given to its study. The first may have a program on the physical features of Japan, its resources, its people; a description of the peasants, their homes and work; the cities, their houses, temples, and shops, with pictures of interest.

The second may present the early history of Japan; its feudal system, its religions, its varied government, down to the opening of the country in 1853. The third and fourth may study the development of the country under foreign ideas; the growth of the army and navy, the establishment of schools, the court life, the extension of commerce, the press, the new standards of government.

These should be followed by papers or talks on the late wars with China and Russia and their effects. Other meetings should be on Japanese architecture and art and on the different phases of the subject: The Japanese in America. Read from "Japan," by Lafcadio Hearn (Macmillan Co.), "Japanese Life in Town and Country," by George William Knox (Putnam), and "The Lady of the Decoration," and "The Lady and Sada San," by Frances Little (Century Company).

IX – WEST INDIAN ARCHIPELAGO

In studying the West Indies it is necessary to use a map at each meeting to keep clearly in mind the location of islands: the

Bahamas, the Greater and Lesser Antilles, and the Caribbean or Leeward and Windward Islands. A brief study of Columbus should introduce the whole series. Follow with the story of the Spanish possession, and then take the coming of the English and the Dutch, their colonies, growth of power, and the wars which ensued.

This will bring in the romantic stories of the buccaneers; read of the extraordinary careers of Captain Henry Morgan, the notorious Blackbeard, and Captain Kidd, and have chapters from novels treating of that time, such as Charles Kingsley's "Westward Ho!" and "To Have and To Hold," by Mary Johnston.

Give the story of each important island: Jamaica, Santa Cruz, the two little republics of Haiti and Santo Domingo, Barbados, and Martinique, the last the birthplace of the Empress Josephine. The topic of slavery should have one paper. Read from the life of William Wilberforce.

Take next Cuba and Porto Rico. Study the war between Spain and the United States, and follow with the conditions to-day. Read from "The West Indies," in the Story of the Nations series (Putnam); "The English in the West Indies," by J. A. Froude (Longmans); and "On the Spanish Main," by John Masefield (Macmillan).

X – BERMUDA AND THE AZORES

North of the West Indies lies a group of islands famous for

their beauty – the Bermudas. Here Shakespeare placed the scene of "The Tempest." The English own the islands and maintain a military station there. Read from "The Tempest." Follow with a paper on the Azores, in mid-Atlantic.

Circling the North American Continent, clubs will find several separate islands full of interest. Little Staten Island, in New York Harbor, and Long Island are closely connected with our history. Cape Breton Island, on the northern coast of Nova Scotia, holds the old stronghold of Louisburg, and the beauty of the Bras d'Or Lakes is worthy of note. Read "Baddeck and that Sort of Thing," by Charles Dudley Warner (Houghton Mifflin Co.). Newfoundland, rugged and lonely, lies beyond. In spite of its great fisheries on the Banks, its people are poor. Read of the work of Grenfell among them. The Arctic islands farther north present little to study, if we except Iceland, well to the northeast. This is truly a wonderful little place, and clubs should give it one meeting. Its relation to literature is important. Read the little classic, "An Iceland Fisherman," by Pierre Loti (McClurg), and "Bound About the North Pole," by W. J. Gordon (Dutton).

Crossing to the west coast of British Columbia one meeting might be given to the Alaskan Island of Saint Lawrence and others of the Aleutian group; then, coming down the coast, Queen Charlotte's Island and Vancouver should be noted briefly. On the west coast of South America is the little island of Juan Fernandez, on which the sailor Alexander Selkirk spent five years alone, whose story suggested to Defoe his "Robinson

Crusoe."

Just around Cape Horn lies the strange, wild land of Tierra del Fuego, of which little is known. Darwin, however, wrote of it in his "Voyage of a Naturalist," and scientists find in it much of interest.

CHAPTER VI
The Business of Being a Housekeeper

The following topics have been arranged in ten groups, but as many more may be added by dividing each main group into two, or even three or four. There may be readings at each meeting from the books given for reference, and discussion by club members.

I – INTRODUCTORY

The subject for the first meeting may be the Old Housekeeping and the New. One paper may take the comparison of housekeeping twenty years ago and more and that of to-day. Is there a real difference, or only a seeming one! Are rents, food, and clothing actually higher for the same things, or does life to-day demand that we add to what we then had? Assuming that prices have really gone up, and are to stay there, what can women do to adjust themselves to the fact?

The second paper should speak of the necessity of a woman's knowing exactly what she can have to spend; of knowledge of her husband's business; of an allowance; of the need of training in keeping within a fixed sum.

The third paper is to be on the budget. That is, on preparing

a list of expenses, setting them down in a book, apportioning the income among the items, and then putting down each day and month the actual outgo, and so, year by year, altering and arranging the expenses to meet the income. The discussion should take the form of personal experiences in keeping household accounts.

II – SYSTEMATIC HOUSEKEEPING

The introductory paper on this subject may speak of the complex way in which our houses are furnished, and the superfluity of things in them. Also the fact that the day's work of caring for them is not always clearly defined and carried out.

The second paper may treat of the relief of a weekly schedule of work to be done.

The third paper may take the topic of the conservation of a woman's energy, and the carelessness with which she runs up and down stairs and does unnecessary and foolish things. Mention here the help to be found in vacuum cleaners, modern dusters, carpet sweepers, and other housekeeping helps.

Discuss the question: How shall we make our brains save our bodies?

III – ECONOMY IN FOOD

By way of opening the meeting a brief paper may be read on What Is True Economy? This will point out the fallacy of buying poor foods because they are cheap, wilted vegetables, stale cereals, inferior canned goods, and the like. This may be followed by one on the question of buying. Where shall a housekeeper buy – at a large market or a small one? How can one learn how to buy good and still cheap meats? How can one do with less meat? And is buying in large quantities a good plan?

The third paper may take up markets, their cleanliness; the housewives' leagues of certain cities and their work; what can country women do whose market is limited?

The last paper should speak of the necessity of personal supervision by the housekeeper; of the imprudence of ordering by telephone, and of the system of giving orders at the door to the grocer.

The discussion may turn on the question of paying cash for everything or charging.

IV – COOKING

A good beginning is a review of the cooking of our grandmothers, cooking in various parts of the country, and

cooking in foreign lands.

Scientific cooking is, first, a knowledge of food values, but it also includes the art of cooking, and both may be presented. Show how an expert cook will use whatever materials she has at hand and will avoid the use of costly ingredients. A good topic here is, How shall we have variety without increasing the expense?

The kitchen as a workshop is the subject of the next paper. Make it plain that one needs a clean, sanitary room, with everything to work with; suggest new utensils, fireless cookers, and so on, and describe the ideal kitchen.

Close with a discussion on the point: How can a woman learn to be a good cook? Mention cooking schools, demonstrations and lectures, the study of magazine articles and the pamphlets sent out by the Department of Agriculture. Clubs might form cooking classes as an outcome of this meeting.

V – THE LAUNDRY

This topic may be arranged in two parts: the work done at home and the work sent out. Under the first speak of the former methods and how washing and ironing days were dreaded, and the old difficult ways of working. The second paper will take the new ideas, and mention running water, stationary tubs, washing machines, mangles, gas stoves, modern flat-irons, and other appliances for the laundry. Speak of the economy of buying

soap, starch, and bluing at wholesale.

At this meeting members may bring in illustrations from catalogues of anything they have seen which promises to help in doing laundry work at home.

The other part of the program would naturally take up the larger aspects of the question. Have a paper on public laundries: Are they sanitary? Is it economical to have shirts done up there rather than at home? Describe the methods of some large laundry.

The last paper would deal with the washerwoman at one's own home, and at hers. Is it extravagant to hire a day's work when one could really do it one's self? Is it safe to send washing out to a home which may not be clean?

The discussion may be on the point: How shall we reduce the size of the family wash? Are there short cuts in laundry work?

VI – SERVICE

Service in the Home is the general theme for the sixth club meeting.

As in other meetings, it is well to begin with a paper on other days, perhaps from Colonial times down, and to speak of the difference in servants in their social position then and now, and the contrast in wages.

The second paper may mention the scarcity of servants to-day, and the reasons why there are so few; of the dissatisfaction

with domestic service; the rise in wages for untrained service; of immigrants; the foreign servants in the West and the negro in the South.

The third paper may be on employment bureaus, references, and the relation of one employer to another; the relation of mistress and servant is most interesting. Speak of the question of the responsibility of a mistress for her maid's morals, for one, and the old and sick servant, for another.

The last paper may be on the servantless home and how to manage it. This will take up the division of work between parents and children, the possibility of entertaining, the advantages and disadvantages of doing one's own work, and a statement of the saving of money by the plan. Contrast the loss of other things, of time certainly, and possibly of social life and physical strength. Discuss: Is it an extravagance or an economy to hire the hard work of the family?

VII – CLOTHING

The first paper on this subject is to discuss the real and apparent difference in the cost of dressing a family a generation ago and now. Are materials more, or less, expensive? Is the cost in the making? Do we have too many clothes? Does not the trouble lie in the fact that we need so many different clothes, thus increasing the size of the wardrobe, rather than in the cost of each individual garment?

The following paper may be on shopping. It should be very practical and suggest that shopping out of season is economical; that too much shopping is extravagant in time and car fares; that a bargain counter is seldom a good place to buy anything; that good materials wear longer than poor ones.

The last paper may be on ready-made clothing. How is it made so cheaply? What of the conditions under which garments are made? What of ordering by mail? Is the material of any ready-made garment really as good as it looks at first? How does it wear as compared to that made elsewhere?

There should be an excellent discussion on this subject, covering such things as: Home dressmaking; does it pay? Is it an economy to take lessons in dressmaking and millinery? Is making-over always cheap? Does it pay to dye one's gowns? How can we systematize the making of our wardrobes so that sewing shall occupy us only a small part of our time?

VIII – WASTE

There may be at least three excellent papers on this subject; the first one may be on *waste of food*: Why is America thought by other peoples to be so wasteful? Compare the economies in the kitchen with those in France. The waste of not knowing how to cook is also a good topic, and the waste of unconscious extravagance. The patronage of the bakery and the delicatessen shop should also be mentioned, and the waste of money involved.

The *waste of time* may be the title of the next paper, illustrated especially in the kitchen in making fancy dishes or those which require hours of preparation; the waste of time in doing unnecessary fancy-work and elaborate sewing. Note how all this waste of time means to many women the loss of hours to read.

The *waste of woman's strength* in doing work too heavy for her – lifting, drawing water, and performing other tasks should be especially spoken of in the next paper, and the value of labor-saving devices, of rest and recreation, and of having some help in housework should be made clear.

The discussion should take up other wastes: waste of fuel in furnace and in range; waste of water, of gas, of kerosene; of the wastefulness of destroying a good gown by doing cooking in it; of little losses here and there in all departments of housekeeping.

IX – FALSE ECONOMIES

This meeting should present the subject of unintelligent doing-without. It should show how foolish it is to economize recklessly everywhere. One paper may be on the table, showing that unpalatable food is unwholesome; one may be on entertaining, expressing the need of having one's friends and one's children's friends in to meals; one may be on doing without comforts of all kinds, and making life merely hard and uninteresting. All these should be very brief and balanced by others expressing the

thought that education is a necessity, and that so are some things to make life easy – a little service, a little time, and flowers and books or magazines.

Discuss the whole subject of economy in the home and get suggestions from each member as to what she considers the best place to cut one's expenses.

X – WHAT IS HOME FOR?

This is a fascinating subject and the first paper opens up a wide field; it is on Home as a Business Enterprise. This will show that a home may be merely a school of economics, with all the thought centered on that side of its life; or it may be merely a savings bank, with the idea of laying aside money back of everything. Or it may be an industrial institution with every one working all the time and no recreation or amusement permitted. Show the absurdity of these different positions.

The second paper may take up the trained housekeeper as manager of the home. This may make it plain that if a woman understands her business she should run her house easily, economically, cheerfully, socially. In other words, she will use her brains to make housekeeping intensely interesting and satisfactory.

The third paper should speak of comfort *versus* elegance in home life; of the rarity of finding the two combined; of furnishing a house simply yet artistically; of entertaining within

one's means; of the appreciation of music and books as a necessary part of life; of the ideal family life.

The discussion may take such lines as these: What sacrifices to economy are worth while? What luxuries are necessities? Is benevolence compatible with a small income? Is education to be regarded as an investment? Are our children growing up thinking that money is the principal thing in the minds of their parents?

If the year's work on domestic economy is to be a success, it should have some practical outcome; perhaps a study class may be organized to develop the ideas of home efficiency, or there may be a reading club to present new ideas in books and magazines and discuss them, or, as has been suggested, there may be a cooking class formed.

Among the books to be consulted are: "Increasing Home Efficiency," by Martha B. Bruère and Robert W. Bruère (Macmillan); "The Modern Household," by Marion Talbot and S. P. Breckinridge (Whitcomb and Barrows); "How to Live on a Small Income," by Emma C. Hewitt (Jacobs); "Home Problems from a New Standpoint," by C. L. Hunt (Whitcomb and Barrows); "Living on a Little," by C. F. Benton (The Page Company); "The Making of a Housewife," by I. G. Curtis (Stokes); "A Handbook of Hospitality for Town and Country," by Florence Howe Hall (The Page Company).

Конец ознакомительного фрагмента.