

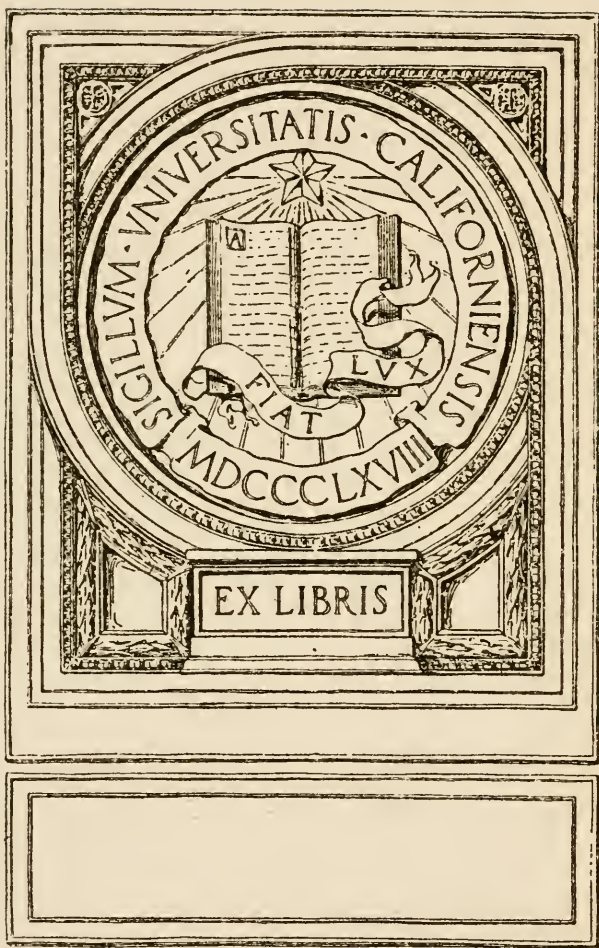
Practical Programs *for* Women's Clubs

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Alice Hazen Cass



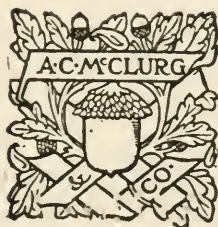
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PRACTICAL PROGRAMS FOR
WOMEN'S CLUBS

PRACTICAL PROGRAMS FOR WOMEN'S CLUBS

*A Compilation of Study Subjects for
the use of Women's Clubs and
Similar Organizations*

BY
ALICE HAZEN CASS



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PREFACE

THIS compilation of study subjects and other helps for the use of women's clubs and like organizations, is intended to furnish practical assistance in a brief form to the many club women, especially those in rural districts, who have not a wealth of information at their command.

Since a work of this nature must, of necessity, be greatly condensed, the material offered in all departments is suggestive rather than exhaustive, and is so arranged that it can readily be adapted to the needs of widely-differing organizations.

Thanks are due the several clubs for the subjects and sentiments borrowed from their club calendars, and especially to Miss Letta Brock, of Bloomington, Illinois, for helpful suggestions and for the reading of the manuscript.

A. H. C.



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INTRODUCTION

AS each year in the world's advancement brings upon mankind the ever-increasing demands of social and economic progress, woman has felt with peculiar acuteness the necessity of taking her place in the new civilization. Not only must she be master of all that has been her share of the world's work in the past, but she must also assume new and manifold duties in the fulfillment of the requirements of society. In the preparation for these new civic and social duties women's clubs have been largely instrumental, and the further education of home-keeping women today must be carried on by such organizations. To them, then, is this book most heartily dedicated with the hope that by its use economy of both time and energy may be gained for the busy club woman.

Each chapter, with its divisions providing subjects for club papers, may be used, if desired, for programs for one year's work. Under each division also a number of subjects for papers are offered, with suggestions for the writing of such papers.

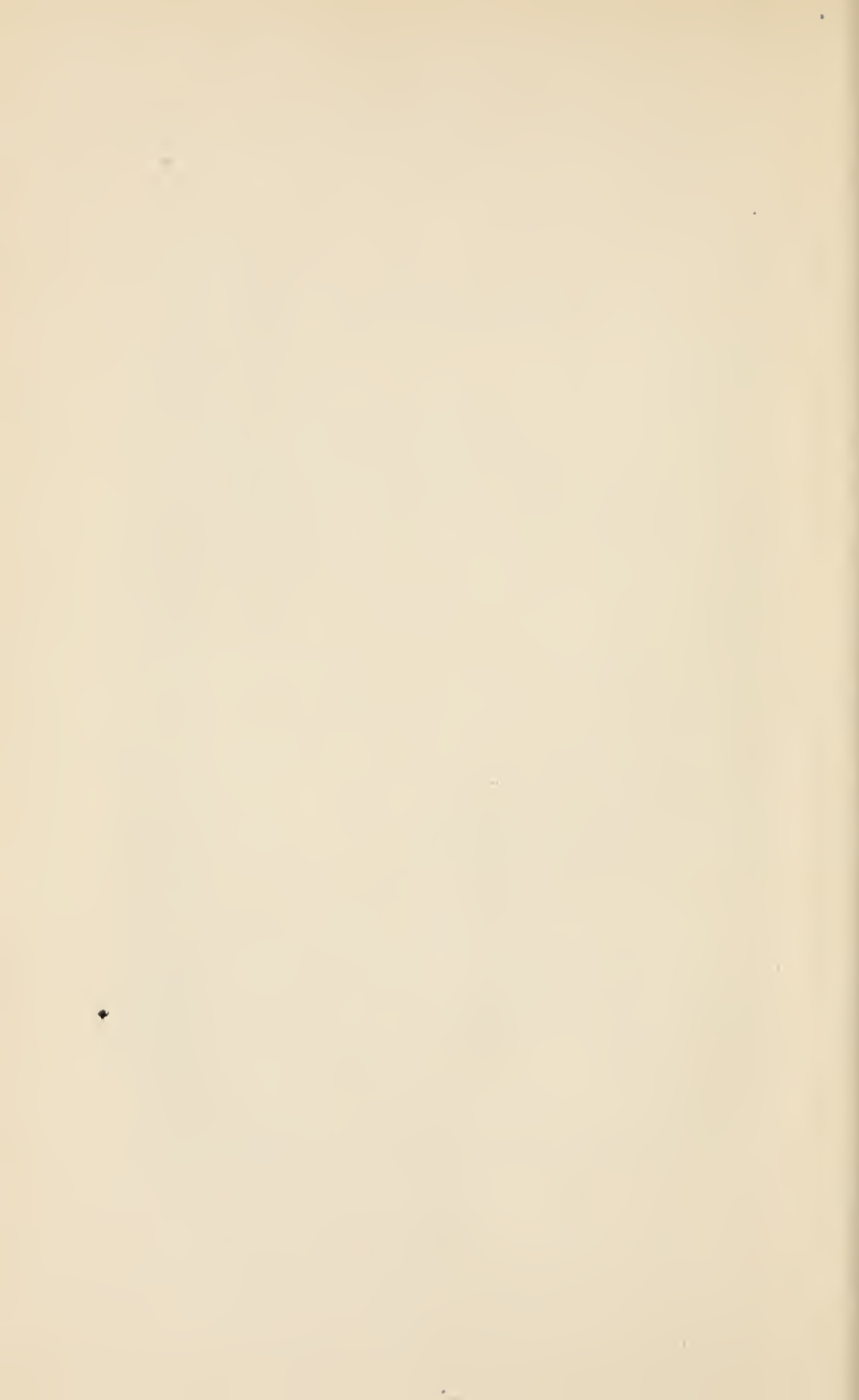
INTRODUCTION

Many of the suggestions are practical subjects in themselves and can be used for separate topics; in fact, the material will easily adapt itself to various arrangements. A chapter of miscellaneous programs is given for those who do not care, or are unable, to take up a study subject, and a collection of club sentiments has been compiled with a view of providing suitable quotations from our greatest thinkers, for club programs, consistent with any line of study that may be followed.

A list of books of reference has also been added to each chapter, and much good and timely information may be found in current periodicals. *The Reader's Guide to Periodical Literature* furnishes a complete list of subjects treated in the magazines of the day. By writing to the different departments or bureaus of government at Washington, bulletins may be had free of charge on any subject under the jurisdiction of the bureau. The state universities also furnish free bulletins on agricultural and community life subjects.

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PRACTICAL PROGRAMS FOR WOMEN'S CLUBS

CHAPTER I

HOME ECONOMICS AND PURE FOOD

The Home — Home Decoration — Domestic Science —
Pure Food — The Family — Family Expenditures
— Home Training — Recreation.

THESE programs have been planned for the purpose of awakening an interest in the real home problems, and to create a sentiment in favor of more scientific and accurate management of household affairs. The study of home economics and pure food means much more than mere cooking and serving. It forms a vital part of education; hence, clubs should make a special effort to develop the work in the high schools along broader lines, adding the study of the management of the house and the conduct of the home to that of food and textiles.

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The abundance of material for this line of study should make discussion in the meetings very fruitful, interesting, and productive of much good.

The Home

1. *American Home Life, Early and Modern.*

- (a) Standards which have remained the same.
- (b) Differences caused by social and industrial changes.
- (c) Superiority of early days.
- (d) Advantages of present conditions.

2. *Home-making and Its Importance as a Profession.*

- (a) Efficiency in the home.
- (b) Cooperation in the home.
- (c) The home as an educational institution.
- (d) As a literary and social center.

3. *Some Dangers to the American Home.*

- (a) The modern flat and its disadvantages.
- (b) Hotel life and its menace to society.

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- (c) Present system of taxation.
- (d) Migratory character of population.
- (e) Unrest of women; their tendency to demand both a career and a husband; and to evade the duties of a home-maker.

4. *Where Shall We Live?*

- (a) Advantages of a separate house.
- (b) The modern flat; its conveniences and disadvantages.
- (c) The village home; advantages and limitations.
- (d) The farm home; what shall it stand for?

REFERENCES *

- "The Primitive Family." C. N. STARCKE.
- "The Home Builder." LYMAN ABBOTT.
- "Children and the Home." ELEANOR A. HUNTER.
- "The Home School." N. D. HILLIS.
- "The Management and Training of Children."
W. J. SHEARER.
- "Increasing Home Efficiency." M. B. and
R. W. BRUERE.

* The American School of Home Economics, Chicago, has many useful books on all home problems.

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Home Decoration

1. *House-planning; the Desirable House.*
 - (a) Arrangement.
 - (b) The ideal kitchen.
 - (c) Sanitary plumbing.
 - (d) Building materials; suited to climate, local position, and section of country.
2. *Household Decoration; Its Influence on Character.*
 - (a) Simplicity in interior decoration.
 - (b) Elimination of fads and fancies.
 - (c) Studied usefulness of all furnishings.
3. *The Development and Application of Design.*
4. *Furniture of Our Forefathers.*
5. *Furnishing Special Rooms.*
 - (a) The boy's room; the daughter's room.
 - (b) The guest's room.
 - (c) The servant's room.
 - (d) How to make the nursery attractive.
 - (e) Porch furniture for different climates.

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REFERENCES

- "The House in Good Taste." ELSIE DEWOLFE.
"The House: Its Plan, Decoration, and Care."
ISABEL BEVIER.
"House Furnishing and Decoration." ABBOTT
McCLURE and H. D. EBERLEIN.
"The Furnishing of a Modest Home." FRED
H. DANIELS.
"Furnishing the Home of Good Taste." L. A.
THROOP.
"A Book of Distinctive Interiors." W. A.
VOLLMER.
"The House Dignified." LILLIE HAMILTON
FRENCH.
"Building, by a Builder." B. A. HOWES.
"Artistic Homes." MABEL T. PRIESTMAN.

Domestic Science

1. *Why Should Domestic Science Clubs be Formed?*

- (a) To meet changed conditions in economic developments.
- (b) To gain knowledge of the laws of health; of sanitary requirements of the house; of articles used in the home.

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- (c) To better understand the scientific principles underlying the selection and preparation of food and the wise expenditure of money.

2. *Housework Made Attractive and Easy.*

- (a) Systematic housekeeping.
- (b) Employing labor-saving devices.
- (c) A model kitchen.

3. *The Attractive Table.*

- (a) Table setting and serving.

4. *Sanitary and Economical Cooking.*

- (a) Fireless cooking.
- (b) Paper bag cooking.
- (c) The left-overs; how to dispose of them.

5. *Food and the Body.*

- (a) Proper food for the laboring man; for the office man; for growing children.
- (b) Diet for the sick; for the aged.
- (c) Lunches for school children; for working men; for picnics.
- (d) Food in relation to the teeth.

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6. *Nutritive Value of Certain Food Stuff's.*

- (a) Green vegetables and their use in the diet.
- (b) Eggs and fish as food.
- (c) Meats, their selection and preparation.
- (d) Salads; cereals; nuts; fruit.

7. *Successful Canning of Fruit and Vegetables.*

8. *Cooked Foods.*

- (a) Well balanced rations in the family.
- (b) Do we eat too much?
- (c) Cost of food as related to nutritive value.
- (d) Marketing; economy in meats.
- (e) What to eat in winter.
- (f) Future of cooking and eating.

9. *Household Hygiene.*

- (a) Situation of house; ventilation; lighting; water supply.
- (b) Sunshine as a disinfectant.
- (c) Dust and its dangers.
- (d) Care of the sleeping-room.
- (e) Scientific house-cleaning.
- (f) Systematic preparation for moving.

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10. Health and Home Nursing.

- (a) The sick room and sick room methods.
- (b) Care of patients; baths and bathing.
- (c) Food and its administration.

REFERENCES

- "We and Our Children." WOODS HUTCHINSON.
"Essentials of Dietetics: In Health and Disease." AMY E. POPE and MARY L. CARPENTER.
"Food and Flavor." H. T. FINCK.
"Dust and Its Dangers." T. M. PRUDDEN.
"The Hostess of Today." LINDA H. LARNED.
"Lessons in the Proper Feeding of the Family." WINIFRED S. GIBBS.
"Home Nursing." EVELEEN HARRISON.

Pure Food

1. Relation of Food and Drugs to Public Health.

2. Foods and Their Adulterations.

- (a) Effects of preservatives.
- (b) Poisonous metals in foods.

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- (c) Coloring matter used.
- (d) Unclean handling.
- (e) Careless canning.
- (f) Dishonest marketing; short weight.
- (g) Simple tests for purity.

3. *Our Friends and Foes—Bacteria.*

4. *Teaching a Nation What Not to Eat.*

5. *Value of Pure Food.*

- (a) Pure food laws.
- (b) Woman's work for pure food.

6. *Sanitation and What It Embodies.*

- (a) The fly; its relation to food and disease.
- (b) Care of milk and meat.
- (c) Closed cases; screened doors; covered vegetables in home and shop.

7. *Food Inspection.*

- (a) Milk and meat inspection.
- (b) Grocery and market inspection.
- (c) Cold storage problems.
- (d) The danger in ice.

8. *The Importance of a Pure Food Supply and Its Relation to Good Health.*

PRACTICAL PROGRAMS

REFERENCES

- “Foods and Their Adulterations.” HARVEY W. WILEY.
- “Influence of Food Preservatives and Artificial Color on Digestion and Health.” HARVEY W. WILEY.
- “Starving America.” A. W. McCANN.
- “Food and Dietetics.” ALICE P. NORTON.
- “Food Materials and Their Adulterations.” ELLEN H. RICHARDS.

The Family

1. *Family Industry in Olden Times.*

- (a) The Roman family and the introduction of Christianity.
- (b) The early American family; spinning; weaving; etc.
- (c) Some examples of low cost of living.

2. *Home Duties of Members of the Modern Family.*

- (a) When there are servants.
- (b) When there are no servants.
- (c) Solution of the servant problem.

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- (d) Advantages of organizing the household on a business basis.
- (e) What features of family life contribute to high cost of living?

3. *Weaknesses in Our Family Life.*

- (a) Lack of religious training in the home.
- (b) Removal of social activities from the home.
- (c) Non-participation of parents in these activities.
- (d) Lack of chaperonage over youth on pleasure trips.
- (e) Lack of supervision by both parents over movements of their children.
- (f) Disrespect of children for older members of the family.

4. *The Family Library.*

- (a) The child's love of reading; shall it be directed and how?
- (b) Responsibility of parents in pruning the library of magazines containing impure fiction.
- (c) Reading many magazines and few books lowers literary taste.

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- (d) Good reference books enable children to spend evenings at home.

5. *Wherein Lies the Strength of the Family?*

- (a) In parents with a strongly defined moral and religious sense.
- (b) In a father with a strong personality.
- (c) In children's respect for parents and each other.
- (d) In their kindness to animals and love for flowers.
- (e) In cooperation in work.

REFERENCES

- "The Primitive Family." C. N. STARCKE.
- "Our Success in Child Training." GUSTAV POLLAK.
- "Child, Home, and School." DELLA T. LUTES.
- "Little Talks with Mothers of Little People." VIRGINIA VAN DE WATER.
- "Ethics and the Family." W. F. LOFTHOUSE.
- "The Family in Its Sociological Aspects." J. Q. DEALEY.
- "The Family." HELEN BOSANQUET.
- "The Family and Society." JOHN M. GILLETTE.

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Family Expenditures

1. *The Money Question in the Home.*

- (a) The question of owning property or renting.
- (b) Record of expenditures important.
- (c) Division of income.
- (d) Necessary expenditures.
- (e) Expenditures for amusements and luxuries.
- (f) Allowances for children.

2. *The Woman Who Spends.*

- (a) Her training before marriage.
- (b) Lessons in economy.
- (c) Help derived from keeping accounts.
- (d) Advantages of doing her own marketing.

3. *Comfortable Living On Small Means.*

- (a) Necessitates simple dressing.
- (b) Home gardening.
- (c) Paying cash for all purchases.
- (d) Careful buying of good material.
- (e) Thriftiness in avoiding waste.
- (f) Selection of good fabrics and household textiles.

PRACTICAL PROGRAMS

REFERENCES

- "Cost of Living as Modified by Sanitary Science." ELLEN H. RICHARDS.
- "How to Live on a Small Income." EMMA HEWETT.
- "Standard of Living Among Workingmen's Families in New York City." ROBERT COIT CHAPIN.
- "Household Textiles." CHARLOTTE M. GIBBS.
- "The Woman Who Spends." BERTHA J. RICHARDSON.
- "How to Keep Household Accounts." CHARLES W. HASKINS.
- "The Efficient Kitchen." G. B. CHILD.

Home Training

1. Teaching Essentials to American Children.

- (a) Give the child religious and moral training.
- (b) Teach him self-control.
- (c) Create in him respect for authority and discipline.
- (d) Establish standards for character building.

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2. *Making Good Citizens of Our Children.*

- (a) Instill in them love for honorable dealing, purity in politics, response to duty.
- (b) Make them familiar with the lives of famous patriots.
- (c) Teach the girl home-making through domestic science.
- (d) Imbue the boy with the idea of having honest, steady employment and being a home provider.

3. *Good Manners in the Home and Elsewhere.*

- (a) Table manners.
- (b) Social usages.
- (c) Respect for elders and those in authority.
- (d) Kindness to all.

4. *Educating the Taste.*

- (a) In art, literature, and music.
- (b) How can we create a love for these in our children?

5. *Choice of Social Companionship for the Young.*

- (a) Value of a good neighborhood.
- (b) Evil associates.

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- (c) The sense of social responsibility;
how it may be implanted and sus-
tained.

6. Ideal Relationship Between Parents and Children.

REFERENCES

- “Training the Boy to Work.” WM. A. Mc-
KEEVER.
“Training the Girl to Help at Home.” WM. A.
McKEEVER.
“The Girl in Her Teens.” MARGARET SLAT-
TERY.
“The Home Builder.” LYMAN ABBOTT.
“Childhood.” ALICE BIRNEY.
“The Management and Training of Children.”
W. J. SHEARER.

Recreation

1. *Simple Entertaining for the Home Circle.*
 - (a) Reading aloud to the family group.
 - (b) Charades, tableaux.
 - (c) Family music.
2. *Mutual Interest of Parents and Children.*
 - (a) What makes happy childhood?

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- (b) How can parents keep the confidence of their children?
- (c) Influence of a right spirit.

3. *What Does Sunday Mean in the Home?*

- (a) A day of rest and meditation for all.
- (b) Easing up Sunday housekeeping: a mother's duty to herself.
- (c) Quiet amusements for the children in keeping with the day.

4. *Recreation for Children.*

- (a) The attic playhouse; sand pile.
- (b) Gardening.
- (c) Simple study of bird life; animal life; trees and flowers.
- (d) Care of pet animals.

5. *Making a Place for Amusements in the Home Life.*

REFERENCES

- "Home Fun." CECIL H. BULLIVANT.
"The Children's Book of Games and Parties."
CAROLYN S. BAILEY.
"Education Through Play." H. S. CURTIS.

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- “Pleasant Sunday Afternoons for the Children.”
J. T. FARIS.
- “Games for the Playground, Home, School, and
Gymnasium.” JESSIE H. BANCROFT.
- “Rainy Day Diversions.” CAROLYN WELLS.
- “Pleasant Day Diversions.” CAROLYN WELLS.
- “Children of the Century.” L. H. GULICK.
- “‘Dame Curtsey’s’ Book of Games for Chil-
dren.” ELLYE H. GLOVER.
- “‘Dame Curtsey’s’ Book of Novel Entertain-
ments for Every Day in the Year.” ELLYE
H. GLOVER.
- “‘Dame Curtsey’s’ Book of Guessing Contests.”
ELLYE H. GLOVER.

CHAPTER II

CIVICS AND SOCIAL PHILANTHROPY

Town Improvement — Town or City Government — Recreation for the Town — Social Conditions — Industrial Conditions — Philanthropy — Country Life — Woman and Her New Citizenship.

THE idea of these programs is to bring about a unification of interest in the welfare of the community, and a concerted plan of action for the improvement of social, political, and industrial conditions. The great point to be emphasized is that the public is responsible for existing conditions. At the close of the year's work a permanent committee should be appointed to investigate and improve local conditions.

Town Improvement

1. Possibilities of the Town for Self-Improvement.

- (a) The enforcement of the ordinance on spitting.

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- (b) Removal of signs overhanging sidewalks; these are both unsightly and dangerous.
- (c) Removal of unnecessary wires and poles.
- (d) Removal of all untenanted fire-traps.
- (e) Clearing vacant lots of weeds and rubbish.

2. The Town Beautiful; What Other Cities and Towns Have Done.

- (a) In disposal and utilization of garbage.
- (b) In cleaning streets and alleys.
- (c) In transforming backyards.
- (d) In eliminating old-fashioned stables.

3. The Woman's Club and Its Opportunity.

- (a) To beautify the park and railway stations.
- (b) To place refuse boxes in public places.
- (c) To furnish a library and community center.

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- (d) To secure vacant lots for children's gardening.
- (e) To help organize the country women.

4. *The Larger Housekeeping.*

- (a) Caroline Bartlett Crane, the first municipal expert of America.

5. *What the Most Modern Cities Are Doing in Artistic Development.*

6. *Planning a City for the Future.*

REFERENCES

- "The Garden City." C. B. PURDON.
- "The Improvement of Towns and Cities."
C. M. ROBINSON.
- "An Introduction to City Planning." B. C.
MARSH.
- "Town Study." M. M. PENSTONE.
- "The Country Town." W. L. ANDERSON.
- "European Cities at Work." F. C. HOWE.
- "The City, the Hope of Democracy." F. C.
HOWE.
- "Re-planning Small Cities." JOHN NOLEN.
- "The Making of a Town." FRANK L. McVEY.

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Town or City Government

1. *The Origin of Law.*
2. *Problems of the Town or City Government.*
 - (a) The making and breaking of laws.
 - (b) Enforcement of the law.
 - (c) Proper selection of officers.
 - (d) New ways to meet the old problems.
3. *Work of the Juvenile Courts in Our State.*
 - (a) Origin of juvenile courts.
4. *Causes of Delinquency.*
 - (a) Lack of proper parental care.
 - (b) The over-indulgent parent.
 - (c) Bad environment.
 - (d) Inability of parents to understand their children. (True of foreign parents.)
 - (e) Lack of employment.
 - (f) Moving pictures with debasing tendencies.
 - (g) Newspaper reports; sensational novels.
5. *The Trend of Law Toward Altruism.*

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6. *Local Conditions of Police Station and County Jail.*

7. *Is the American Public Too Good Natured?*

- (a) Permits non-enforcement of laws.
- (b) Tolerates inefficient officials.
- (c) Suffers inadequate street car service; insolent employees; poor railway accommodations.
- (d) Permits graft and political corruption.
- (e) Allows fire and building ordinances to go unheeded.

8. *Public Utilities.*

9. *What Patriotism Means in the Twentieth Century.*

REFERENCES

- "The Dawn of History." C. F. KEARY.
- "The Making of a Town." FRANK L. McVEY.
- "American Bad Boys in the Making." A. H. STEWART.
- "American City Government." C. A. BEARD.
- "The Delinquent Child and the Home." SOPHONISBA P. BRECKENRIDGE and EDITH ABBOTT.

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Recreation for the Town

1. *The Need for Clean Amusements.*

- (a) To satisfy a desire for entertainment.
- (b) To furnish healthy pastimes.
- (c) To raise moral standards.

2. *Organizing a Recreation Center.*

- (a) The community house.
- (b) The school house as a social and civic center.
- (c) The institutional church.
- (d) Playgrounds as social centers.

3. *The Amusement Question for Young People.*

- (a) Dangers to our boys and girls.
- (b) Moving picture shows; their value and dangers.
- (c) The menace of the unregulated dance hall and other amusements.
- (d) Nightly opening of school houses and parish houses to compete with dance halls, etc.

4. *Planning Amusements for the Town.*

- (a) Cooperation is needed.

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- (b) Pageants, musical festivals, literary tableaux, and school exhibitions may be given.
- (c) Various kinds of contests may be held.
- (d) The playground; what it means to the community.

REFERENCES

- "Amusements of the People." W. S. JEVONS.
- "Neighborhood Entertainments." R. B. STERN.
- "Play and Recreation for the Open Country."
H. S. CURTIS.
- "Play of Man." KARL GROOS.

Social Conditions

1. *Housing Problems.*

- (a) Laws governing housing conditions.
- (b) Tenement-house life.
- (c) Improvement of the laboring-man's home.
- (d) The moral and social effects of bad housing.
- (e) How can social workers aid housing reform?

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2. Dangers Menacing Our Girls.

- (a) Influence of the idle rich.
- (b) Love of dress and display.
- (c) Underpay resulting from inefficiency.
- (d) Loneliness of the girl in the city.
- (e) Danger to the girl traveling alone.
- (f) Late hours unchaperoned.
- (g) Dance halls.

3. Dangers Menacing Our Boys.

- (a) Influence of gangs.
- (b) Loss of control by parents.
- (c) Saloon temptations and tobacco.
- (d) Automobiles and crime.
- (e) Disrespect for law.
- (f) Would the curfew be of value?

4. Neighborhood Settlements a Moral and Educational Force.

- (a) History of settlements.
- (b) Work of Hull House.

5. The Municipality and the Child.

6. Relation of Sanitary Conditions to Morals.

7. The New Immigrant and the New Problem.

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8. *What Shall We Do for the Unemployed?*
9. *Reform in Jail Life.*
10. *Giving the Erring Father a Chance.*
11. *New Attitude Toward State Institutions;
Society and the Criminal.*
12. *County Aid; Does It Increase Pau-
perism?*
13. *Institutional Life Versus the Family in
Process of Rehabilitation.*
14. *Drunkenness and Crime.*
15. *Woman's Part in Bettering Social Con-
ditions.*

REFERENCES

- "Twenty Years at Hull House." JANE ADDAMS.
"Housing Reform." LAWRENCE VEILLER.
"Social Problems." TITUS MUNSON COAN.
"Social Salvation." WASHINGTON GLADDEN.
"The Social Gospel." SHAILER MATHEWS.
"The Women of Tomorrow." WILLIAM HARD.
"The Cause and Cure of Crime." C. R. HEN-
DERSON.

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Industrial Conditions

1. *Industrial Evolution and Its Problems.*
2. *Industrial Reform in the State.*
3. *Industrial Conditions.*
 - (a) In shops, factories, mines, fields.
 - (b) Is there adequate state inspection?
 - (c) Are labor laws enforced?
4. *Industrial Conditions Among Women.*
 - (a) Working hours.
 - (b) Environment.
 - (c) How do laws affecting them differ from those applied to men?
 - (d) Night work for women.
5. *The Child Labor Problem.*
6. *What Have Women Done for Each Other?*
7. *State Aid for Mothers.*
8. *Cooperation and Arbitration the Keynote of Progress.*
9. *Strikes.*
 - (a) Cause and effect.
 - (b) Who pays the cost?
10. *Industrial Night Work for Women.*

FOR WOMEN'S CLUBS

REFERENCES

- "Women in Industry." EDITH ABBOTT.
"Woman and Labor." OLIVE SCHREINER.
"Problems of Poverty." J. A. HOBSON.
"The Unemployable and the Unemployed."
J. B. PATON.
"Mutual Thrift." J. F. WILKINSON.
"The Rural Exodus." P. A. GRAHAM.
"Woman and the Law." JENNIE L. WILSON.

Philanthropy

1. *The Influence of Charities upon Society in General.*
2. *Best Methods of Helping the Needy.*
 - (a) Woman's work in helping the needy.
 - (b) Work of the United Charities in various towns and cities.
3. *The Girl in the Home.*
 - (a) Shows tendencies which cause anxiety to thoughtful parents.
 - (b) Shows the lessening of parental control.
 - (c) Caters to growing extravagances in dress and taste.

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- (d) Has tendency to disregard the finer conventions of life.
- (e) Is drifting from the highest ideals of womanhood.

4. *The Girl in Industry.*

- (a) Is subject to much that is cruel in our industrial system.
- (b) Is often the victim of the speeding system in the factory.
- (c) Endures long hours of standing in department stores.
- (d) Is often subjected in restaurants and hotels to improper advances from men.
- (e) The importance of the "big sister" movement.

5. *The Dependent Girl.*

- (a) Has a greater claim on humanity than any other helpless member of the community.
- (b) Needs training to fit her for self support.
- (c) Needs someone to bring into her life the mother love that all girl nature craves.
- (d) Our own girl and the homeless girl.

FOR WOMEN'S CLUBS

6. *The Defective Girl.*

- (a) Must be sought out through the school.
- (b) Is in need of special instruction and watchful care.
- (c) Should be carefully guarded during the age of adolescence.
- (d) Mental deficiency often brings upon her a life of shame.

7. *The Delinquent Girl.*

- (a) Is result of inherited tendencies and wretched environment.
- (b) Is result of wrong social conditions.
- (c) Becomes a real menace to her community and society in general.
- (d) State schools try to give her what she has missed in birth and training.

8. *Child Welfare.*

- (a) The value of birth registration.

9. *Education of the Adult Blind.*

- (a) Industrial centers for the destitute blind.

10. *Children of the Poor.*

- (a) Their chance in life.

PRACTICAL PROGRAMS

- (b) Day nurseries.
- (c) The free kindergarten.
- (d) The free hospitals.
- (e) Working for the children in other ways.
- (f) Teaching the "Little Mothers."

11. Municipal Farms for Delinquent Boys.

REFERENCES

- "Misery and Its Causes." E. T. DEVINE.
- "Modern Philanthropy." W. H. ALLEN.
- "The Almshouse." ALEXANDER JOHNSON.
- "Efficiency and Relief." E. T. DEVINE.
- "The Women of Tomorrow." WILLIAM HARD.
- "The Delinquent Child and the Home."
SOPHONISBA P. BRECKENRIDGE and EDITH ABBOTT.
- "Child Problems." G. B. MANGOLD.
- "The Family and Society." JOHN M. GILLETTE.

Country Life

1. Country Life Problems.

- (a) Distant markets; bad roads.
- (b) Poor schools.
- (c) Lack of social life.

FOR WOMEN'S CLUBS

- (d) Long working hours; scarcity of good reading matter.

2. *Evils of a Changing Tenantry.*

- (a) Retards intelligent cultivation of the land.
- (b) Imperils progress of the country church and school.
- (c) Keeps up percentage of illiteracy.

3. *The Farmer's Wife.*

- (a) Old-time drudgery a menace to happy country life.
- (b) Changes due to labor-saving machinery in the house.
- (c) Her part in the country life movement.
- (d) Real hospitality; its value.

4. *Work of the Soil Improvement Association.*

- (a) The soil expert and his effect on the country.
- (b) Interest aroused in boys' clubs.

5. *Factors in Community Improvement.*

- (a) High grade machinery.
- (b) Granges, various clubs, chautauquas, contests for boys' and girls' clubs.

PRACTICAL PROGRAMS

- (c) Automobiles and good roads.
- (d) Telephone, rural delivery, parcel post.
- (e) An interested landlord; a progressive tenant.
- (f) Revival of church and school as social centers.
- (g) The consolidated school.

6. *Occupations for Children.*

- (a) Value of home activities; of outdoor work.
- (b) Care of domestic animals.
- (c) Athletics, games, pageants, parties, and picnics.

7. *Modern Methods on the Farm.*

- (a) In poultry raising.
- (b) In dairying.
- (c) In ornamental gardening.
- (d) In fruit growing.
- (e) In direct marketing between city and country women.

8. *The Rural Church.*

- (a) Its responsibility to the community.
- (b) Its use as a social center.

FOR WOMEN'S CLUBS

- (c) Value of young people's societies.
- (d) Modern methods in the Sunday School.
- (e) Value of good music.

9. *Keeping the Boy on the Farm.*

- (a) The possibilities are as great on the farm as in any other calling.
- (b) Farm life may be robbed of its old time drudgery.
- (c) Honors attained are as great as in any of the professions.

10. *Value of the Farmer to the Nation.*

REFERENCES

- "The Challenge of the Country." G. W. FISKE.
- "The Country Church and the Rural Problem."
KENYON BUTTERFIELD.
- "The Country Life Movement in the United States." L. H. BAILEY.
- "Cooperation Among Farmers." DR. J. L. COULTER.
- "Farm Boys and Girls." W. A. MCKEEVER.
- "The Country Home." E. P. POWELL.
- "The Country Town." W. L. ANDERSON.

PRACTICAL PROGRAMS

Woman and Her New Citizenship

1. *Woman's Suffrage and the Political Issues of the Day.*

- (a) Why should women vote?
- (b) Should they remain non-partisan?
Why?
- (c) The needs of the hour.
- (d) Responsibility of the ballot.

2. *What the Woman Voter Should Know.*

- (a) The composition of the Legislative, Executive, and Judicial departments of the national, state, county, and city governments; how the members of each receive office and for how long.
- (b) Underlying principles of the state government.
- (c) Study of the state constitution.
- (d) Study of county and town governments.
- (e) Laws governing naturalization, registration, balloting.
- (f) Conduct of office holders in her community; sanitary, moral, and political conditions of the community.

FOR WOMEN'S CLUBS

- (g) Value of the commission form of government.
- (h) She should inquire into the moral character, business ability, and political record of every office seeker and cast her vote accordingly.

3. *The Finances of the State.*

- (a) The power to tax.
- (b) The property tax.
- (c) Minor sources of revenue.
- (d) Collection of taxes.

4. *The Wards of the State.*

- (a) Who controls the state institutions? Methods employed in the management; moral atmosphere of the institution.
- (b) Condition of county institutions; is the money rightly used by those in charge?

5. *Some Tasks Men Have Left for Women Voters in Civic Service.*

6. *What a Woman Should Know About Law.*

- (a) Property rights of a woman in her own state.

PRACTICAL PROGRAMS

- (b) Her right to her children.
 - (c) Laws governing contracts; taxation.
 - (d) Labor laws for men, women, and children.
 - (e) Civic ordinances.
7. *Training the Boy and Girl for Citizenship.*
8. *Work of the Civic Nurse in Small Towns.*
9. *Our Nation—Its Problems and Progress.*

REFERENCES

- “Woman’s Part in Government.” WILLIAM H. ALLEN.
- “Woman and Social Progress.” S. and NELLIE M. NEARING.
- “The Woman Citizen’s Library” (Vols. 7 and 8). Edited by SHAILER MATHEWS.
- “The Legal and Political Status of Women in the United States.” JENNIE L. WILSON.
- “A Copy of the Election Laws of the State.”
- “How to Obtain Citizenship.” NATHANIEL C. FOWLER, JR.
- “Actual Government in Illinois.” MARY L. CHILDS.

CHAPTER III

EDUCATION

Health of School Children — Needs of the School — Vocational Education — The High School Girl — The Kindergarten — Religious Education — The Country School — Educational Subjects for Programs.

THESE topics cover a field full of live topics for club programs, and have been planned to arouse the public to a sense of its duty toward the child. Education should not be limited to the study of books alone, but every child should leave school morally strengthened, physically improved, and, so far as time will permit, industrially equipped to maintain a decent standard of living.

The question so forcibly asked by Edward Devine, is one which may be considered throughout this line of study: "Are the schools training for that efficiency which will prevent poverty?" This and other questions we pass on to the women of the land.

PRACTICAL PROGRAMS

Health of School Children

1. *The Ideal School House.*

- (a) Its situation and environment.
- (b) Sanitation, ventilation, and lighting.
- (c) Value of the gymnasium and playground.
- (d) The abolition of the common drinking cup.
- (e) Beautifying the school room and grounds.

2. *Improving the Health of the School Children.*

- (a) School inspection by physicians, dentists, and visiting nurses.
- (b) Fresh air schools for tubercular pupils.
- (c) Free lunches for underfed pupils.
- (d) Fewer hours and longer school year.

3. *The Public School as a Disseminator of Diseases.*

REFERENCES

- "Health and the School." F. W. and J. D. BURKS.
- "School Hygiene." F. B. DRESSLAR.

FOR WOMEN'S CLUBS

“The Public Feeding of Elementary School Children.” P. D. WINDER.

“Open Air Crusaders.” S. C. KINGSLEY.

Needs of the School

1. *Practical Needs in Education.*

- (a) The value of domestic science to the motherless girl.
- (b) Value of industrial work.
- (c) Value of vocational schools.
- (d) Intellectual value of tool work.
- (e) The demand for efficiency.
- (f) Agricultural education.
- (g) The value of teaching economy.

2. *Building Character in the School.*

- (a) Watchful care of the child's morals.
- (b) Training in obedience to duty.
- (c) Training in truthfulness and unselfishness.
- (d) Teaching loyalty, honor, and love for the right.

3. *Parent-Teacher Associations.*

- (a) Cooperation between home and school; helpfulness of interested parents.

PRACTICAL PROGRAMS

- (b) The study of the child's nature; what the teacher should know about the child and its home.
- (c) The backward child.
- (d) Home life as a basis of school work.
- (e) Parent's and teacher's control over the child; how to deal with the ordinary faults.
- (f) Should corporal punishment ever be administered by the teacher?

4. *School and Home Gardening.*

- (a) Urge school gardening to continue throughout the summer months.
- (b) Encourage home gardens by prizes and contests for the best results in growing fresh vegetables.
- (c) Encourage canning of fruit and vegetables by having it systematically taught in the schools.

5. *Special Schools for the Backward, Blind, and Defective.*

6. *The Value of the Truant Officer.*

7. *The School House as a Social Center.*

- (a) District meetings should be held in them.

FOR WOMEN'S CLUBS

- (b) Entertainments should be given; lectures arranged.
- (c) Should be headquarters for contests and various exhibits.

8. *The Greatest Need of American Children.*

REFERENCES

- "Problems of Educational Readjustment."
D. S. SNEDDEN.
- "Better Schools." B. C. GREGORY.
- "The Problem of Vocational Education."
D. S. SNEDDEN.
- "Studies in Character Building." ELLA FLAGG
YOUNG.
- "The Parent and Child." OLIVER LODGE.
- "The Moral Education of School Children."
C. K. TAYLOR.
- "The Backward Child." BARBARA S. MORGAN.
- "The People's School." RUTH M. WEEKS.
- "The Beginner's Garden Book." ALLEN
FRENCH.
- "Child Training." V. M. HILLYER.

Vocational Education

- 1. *Vocational Training in the Public School.*
 - (a) Advantages of vocational training.

PRACTICAL PROGRAMS

- (b) Value of such training to boys in choosing business careers and finding situations.
- (c) Vocational training for the backward child; for the foreign child.
- (d) Training girls for saleswomen, dressmakers, milliners, etc.

2. *Shall Vocational Education Supplant the Cultural?*

3. *Cooperation of School and Shop.*

4. *History of Vocational Schools in Europe.*

REFERENCES

- "The Problem of Vocational Education."
D. S. SNEDDEN.
- "School and Industrial Life." J. E. RUSSELL
and F. G. BONSER.
- "The People's School." RUTH M. WEEKS.
- "Manual Training and Vocational Education
Monthly."
- "Vocations for Girls." MARY A. LASELLE and
KATHERINE E. WILEY.
- "The What-Shall-I-Do Girl." ISABEL W. WAITT.

The High School Girl

1. *The Dress of the High School Girl.*

- (a) Discuss the questions of propriety, vulgarity, loudness, extravagance in dress, and use of cosmetics.

2. *The High School Girl and Home Study.*

- (a) What kind of education is best suited to girls?
- (b) How much home study is compatible with good health?
- (c) Should she be held to the same standards in study that we hold her brother?
- (d) In case of ill health, is it not advisable to take less work, though she fall behind in her class?

3. *Social Standards.*

- (a) What standards of social behavior shall we set between boys and girls in coeducational schools?
- (b) Discuss the questions, familiarity, forwardness, courtesy, and chaperones.

PRACTICAL PROGRAMS

- (c) What provision should be made for the girl's entertainment in parties, companionship, etc.

4. *Cooperation of Home and School.*

- (a) How can school and home cooperate in the control of matters of dress, chaperones, social life, etc.?
- (b) What responsibility rests upon each in the matter?

REFERENCES

- "The Girl in Her Teens." MARGARET SLATTERY.
- "Vocations for Girls." MARY A. LASELLE and KATHERINE E. WILEY.
- "Training the Girl to Help at Home." W. A. MCKEEVER.
- Articles in "Good Housekeeping" for 1912. WOODS HUTCHINSON.

The Kindergarten

1. *The Value of the Kindergarten.*

- (a) Its value for later work.
- (b) Cultivating the originality of children.
- (c) Intelligent direction of play.

FOR WOMEN'S CLUBS

- (d) Bringing all the senses into activity.
- (e) Teaching unselfishness and mutual help.

2. *The Montessori System of Education.*

- (a) Compare it with other methods.
- (b) Is it a success?

3. *The Instructive Value of Stories.*

- (a) Benefits of dramatization.
- (b) Should fairy tales be told to children?
- (c) The best stories to tell to children.

4. *Interesting the Child in Good Literature.*

- (a) Supervising the children's reading.
- (b) What books should children draw from the library?
- (c) Developing an early taste for the classics.

REFERENCES

- "Froebel's Chief Writings on Education." S. S. F. FLETCHER and J. WELTON.
- "Aspects of Child Life and Education." G. STANLEY HALL.
- "The Place of the Story in Early Education, and Other Essays." SARA E. WILTSE.

PRACTICAL PROGRAMS

“A Montessori Mother.” DOROTHEA F. CANFIELD.

“The Art of Story-Telling.” JULIA D. COWLES.

“Montessori Method of Scientific Pedagogy as Applied to Child Education.” Translated by ANNA E. GEORGE.

Religious Education

1. *Religious Training.*

- (a) The power of religion in the home.
- (b) Infant training; its value in later work.
- (c) The boy and his religion.
- (d) The girl and her religion.
- (e) The spiritual nature of the child.
- (f) Benefits of a prayerful mother.

2. *What Religious Instruction Should Be Given to Children?*

- (a) Tell simple Bible stories.
- (b) Answer the child's questions in regard to God and Heaven.
- (c) Teach the child to pray.
- (d) Keep the child's conscience awake.

3. *Sunday Occupations.*

- (a) Sunday books, Sunday toys.

FOR WOMEN'S CLUBS

- (b) Sunday walks and talks with the father.
- (c) Telling Bible stories; singing suitable songs.

4. *The Value of Religious Training Through Example.*

REFERENCES

- “Beckonings from Little Hands.” PATTERSON
DUBOIS.
- “Training of Children in Religion.” GEORGE
HODGES.
- “Studies in Religious Nurture.” A. B. VAN
ORMER.
- “Stories and Story Telling in Moral and Religious Education.” E. P. ST. JOHN.
- “Pleasant Sunday Afternoons for the Children.”
J. T. FARIS.
- “Christian Nurture.” HORACE BUSHNELL.
- “The Art of Story-Telling.” JULIA D. COWLES.

The Country School

1. *Improving the Country School.*

- (a) Better buildings; better courses of study; longer terms; better prepared and better paid teachers.

PRACTICAL PROGRAMS

- (b) Consolidation of several districts.
 - (c) Vocational education; special reference to agriculture and manual training.
 - (d) Organization of mothers' clubs.
2. *Value of Organizing Girls' and Boys' Clubs.*
- (a) Discuss organization of garden and canning clubs.
 - (b) School gardening prepares for the vacation home gardening.
 - (c) Children learn to figure cost of production; to put the product in attractive form for market.
 - (d) Discuss the value of domestic science clubs for girls.
3. *Who Is the Best Teacher for the Country School?*
- (a) One that understands the spirit of the community.
 - (b) One whose education, personality, and knowledge of life will develop the best in boys and girls.
 - (c) One who will properly conserve and control the mind resources of the state.

FOR WOMEN'S CLUBS

REFERENCES

- "New Ideals in Rural Schools." G. H. BETTS.
"Gardening for the School and Home." ALLEN
FRENCH.
"Farm Boys and Girls." W. A. MCKEEVER.
"How to Make School Gardens." H. D.
HEMENWAY.
"The Country School." H. H. SEERLEY.
"Country Life and the Country School."
MABEL CARNEY.

Educational Subjects for Programs

What Does the Twentieth Century Demand
of the Public School?

Does the Public School Prepare Children
for Practical Life?

What Education Is the Most Useful?

What Are the Forward Movements in Edu-
cation?

How Shall the Obligation to Provide In-
dustrial Education Be Met?

The Boy of Tomorrow: What Will the
School Do for Him?

What Is the Social and Individual Value
of an Education?

Is Coeducation a Failure?

PRACTICAL PROGRAMS

Are There Too Many Fads in the School?
Should Magazines Have a Place as Text
Books?

How Shall We Educate Our Boys and Girls
for Life?

Shall Sex Hygiene Be Taught in the
School?

Why Should Women Be on the School
Board?

What Can the Woman's Club Do to Help
the School?

What Are the Possibilities of a Three-Hour
School Day Three Hundred Days in the
Year?

What Should Parents Do to Complete the
Influence of the School in Regard to the
Intellectual and Aesthetic Education of the
Child?

How May the Home and School Work To-
gether to Develop the Moral Strength of the
School Child?

What Is the Duty of the Family and the
Duty of the State in Regard to the Education
of the Abnormal and Handicapped Child?

CHAPTER IV

PUBLIC HEALTH

IN the study of this subject it is suggested that these topics be not taken up too profoundly, but rather that the study and investigation be practical and immediately followed by efforts to correct the evils discovered. Information should be gathered as to health conditions throughout the state; and public health movements in this and other countries should be discussed.

Clubs should cooperate with the public to further develop a more enlightened public sentiment on all matters relating to the morals and health of the community.

Public Health

1. How Can Public Health Be Improved?

- (a) Good sanitation, pure water, perfect sewerage disposal.

PRACTICAL PROGRAMS

- (b) Other problems of public health.
- (c) Common colds, their danger and prevention.
- (d) Prevention of communicable diseases.
- (e) The movement to lengthen life.
- (f) Flushing the streets and sidewalks instead of sweeping.

2. *Health in the School.*

- (a) Open air schools and playgrounds.
- (b) Scientific temperance instruction.
- (c) Adolescence, its crises and problems.
- (d) Sanitation and school hygiene.
- (e) Evil effects of juvenile smoking.
- (f) Physical and mental defects of school children.
- (g) Medical inspection.

3. *Preventable Diseases.*

- (a) Typhoid, yellow fever, diphtheria, smallpox, mild epidemics, etc.
- (b) Insects as carriers of disease.
- (c) Educating the public in health problems.
- (d) The need of legislation in controlling diseases.
- (e) Social hygiene.

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4. *Tuberculosis.*

- (a) The great destroyer.
- (b) Symptoms, treatment, and prevention of tuberculosis.
- (c) Work of the Red Cross Society.
- (d) Local anti-tuberculosis societies and their work.
- (e) The Home Hospital experiment for tuberculosis in New York.*

5. *Venereal Diseases.*

- (a) Effect on women and children.
- (b) Effect on the human race.
- (c) Problems confronting young manhood.
- (d) The curse of blindness.
- (e) Destruction of the home and other perils.
- (f) Eugenic marriages.

6. *The Relation of Marriage to Public Health.*

- (a) Marriage and the home.
- (b) The sociological aspect of marriage.
- (c) The importance of sex-hygiene to society.

* See article in the *Survey*, Feb. 7, 1914.

PRACTICAL PROGRAMS

- (d) Mental hygiene.
- (e) Effects of alcohol narcotics on the coming generation.
- (f) Influence of modern medicine on social questions.
- (g) The physician's message to daughters.

7. *Disease and State Wards.*

- (a) Modern care of the insane and prevention of insanity.
- (b) The cost of epilepsy and crime.
- (c) Problems of the blind.
- (d) Defectives and delinquents.

8. *Health Problems of the Day.*

- (a) Conservation of human life.
- (b) Care of contagious diseases.
- (c) Occupational diseases.
- (d) Mouth and nose as portals of entry for disease.
- (e) Care of the teeth and eyes.
- (f) The skin and its troubles.
- (g) Studies in heredity.
- (h) Perils of cheap, ready-made clothing.
- (i) Work of visiting nurses.

FOR WOMEN'S CLUBS

REFERENCES

- "Health and the School." F. W. and J. D. BURKS.
- "A Hand Book of the People's Health." W. M. COLEMAN.
- "The Mosquito; Its Relation to Disease and Its Extermination." A. H. DOTY.
- "Preventable Diseases." WOODS HUTCHINSON.
- "Plain Facts on Sex Hygiene." W. L. HOWARD.
- "Race Improvement or Eugenics." LAREINE H. BAKER.
- "Wards of the State." TIGHE HOPKINS.
- "Hygiene and Morality: Medical, Social, and Legal Aspects of Venereal Diseases." LAVINIA L. DOCK.
- "The Control and Eradication of Tuberculosis." H. G. SUTHERLAND.
- "Worry and Nervousness; or, The Science of Self-Mastery." W. S. SADLER.
- "The Physiology of Faith and Fear; or, The Mind in Health and Disease." W. S. SADLER.
- "The Science of Living; or, The Art of Keeping Well." W. S. SADLER.
- "Cause and Prevention of Consumption." (Circular issued by Illinois State Board of Health.)

CHAPTER V

CONSERVATION

THE subject of conservation is a most interesting one, and furnishes a large field for study. It includes the task of taking account of the country's resources to know what we have, how long they will last under present use, and how waste can be stopped. Some clubs may wish to spend much time on subjects definitely related to conserving our natural resources, while others may feel the need of working largely to conserve human life; hence, these programs will be found so elastic that they may be easily adapted to the local conditions as well as the far-reaching needs of all.

Club women should work at all times for the conservation of forests and wild life, but they should work even more for the conservation of human life.

Conservation

1. *Conservation of Our Natural Resources.*

- (a) Water and water-power.
- (b) Effects of the destruction of the forests.
- (c) Value of tree planting.
- (d) Control of undeveloped mines by the government.
- (e) The problem of saving fuel.

2. *History of Forest Conservation.*

- (a) In foreign countries.
- (b) At home.
- (c) Schools of forestry.
- (d) Progress in conservation.

3. *Conservation of the Soil.*

- (a) Prevention of erosion.
- (b) Depletion avoided by fertilizing and rotation of crops.
- (c) Conservation and the farmer.
- (d) What increased production means to the nation.

4. *Conservation of Wild Life.*

- (a) Our vanishing wild game.

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- (b) The value of birds to mankind.
- (c) Water pollution and loss of fish.
- (d) Disappearance of wild flowers.
- (e) Dangers confronting all wild life.

5. *The Neglect of Waterways and Highways:*

- (a) Neglect of ways of transportation, increased cost of living.
- (b) Use of natural waterways and canals in Europe to transport vegetables and other food.
- (c) Pollution of streams and results.
- (d) Impassable roads and economic effect.

6. *The Protection of Natural Beauty.*

- (a) National Parks and playgrounds.
- (b) Preservation of historic spots.
- (c) An ocean to ocean highway, and its beautifying.

7. *Conservation of Human Life.*

- (a) World's interest in the prolonging of healthy life.
- (b) Exhaustion and susceptibility to disease.
- (c) Infant mortality.

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(d) Safeguards for factory and mine workers.

(e) The curbing of epidemics.

8. *A Code of National Morals.*

(a) Developing a point of view on questions of national interest.

(b) Temperance and prohibition.

(c) Sunday closing, or one day of rest.

(d) Abolition of legalized prostitution.

(e) Continental European customs and moral debilitation.

(f) Why should we allow customs deleterious to our country to be introduced?

REFERENCES

“The Fight for Conservation.” GIFFORD
PINCHOT.

“The Conservation of Natural Resources in the
United States.” CHARLES R. VAN HISE.

“Our Vanishing Wild Life; Its Extermination
and Preservation.” W. T. HORNADAY.

“American Forest Trees.” H. H. GIBSON.

“The Laws of Life and Health.” ALEXANDER
BRYCE.

CHAPTER VI

ART

Architecture — Sculpture — Painting — Art Subjects
for Programs.

WITH a general knowledge of the history of art as a background, a club may arouse real enthusiasm by securing pictures suitable for school buildings, and seeing that they are well placed; by conducting a series of popular art lectures free, or nominally so, for the public; or by starting a fund for the purchase and preservation of works of art to become the property of the community.

A club can do much to create public interest in a town beautiful, educating an entire community to recognize and desire real art as a part of its life. So, mural pictures might be secured for civic buildings, fountains for courtyards, statues for the parks. Under the earnest, persevering effort of even a few, the village or town can be led to establish art fea-

tures as not only possible, but as of greatest practical value.

Architecture

1. *Structural Traits of Egyptian Architecture.*

- (a) Edfou at present the best preserved example of a temple.
- (b) The famous ruin of Karnak.
- (c) The pyramids; the sphinx.
- (d) Use of stone, stucco, and paint.
- (e) Decorations.

2. *Greek Temples.*

- (a) Temple of Theseus an example of the general type.
- (b) The perfect work — the Parthenon.
- (c) Grecian ruins in Sicily.
- (d) Characteristics of temple construction.

3. *Roman Use of the Arch.*

- (a) In bridges, aqueducts, city gates, sewers, etc.
- (b) The triumphal arch.
- (c) The arched roofing of the baths and basilicas.

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- (d) The Colosseum, a series of archways and pillars.
- (e) Ornamentation.

4. *Byzantine Architecture in Europe.*

- (a) Basilica and baptistery.
- (b) St. Mark's in Venice.
- (c) San Vitale in Ravenna.
- (d) Mosques at Constantinople and Jerusalem.
- (e) Mosaics' brilliant coloring; marble paneling and stucco work used.

5. *The Romanesque Period.*

- (a) Relation of Romanesque style to the Basilica.
- (b) Substitution of the pier for the column; reason for.
- (c) Use of vaultings in preference to timber roofs.
- (d) Introduction of the transept a development of a cross form in use.
- (e) Use of towers; galleries of small columns and arches on the exterior.
- (f) "Norman" and "Lombard" local names for Romanesque style.
- (g) Examples in Italy and Germany.

FOR WOMEN'S CLUBS

6. *Gothic Architecture.*

- (a) Various meanings of the word Gothic, and final significance.
- (b) Influence of the Crusades.
- (c) Relation of the Communes to spread of Gothic style.
- (d) The pointed arch; why introduced?
- (e) Other peculiarities of the Gothic style.
- (f) Widespread use of stained glass; the flying buttress.

7. *Gothic Variations.*

- (a) The divisions of the English Gothic.
- (b) Gothic cathedrals in France.
- (c) Italian peculiarities of the style.
- (d) Marked differences between the cathedrals of Milan and Cologne.

8. *The Period of the Renaissance.*

- (a) Influence of antiquity.
- (b) World discoveries, inventions, and movements.
- (c) Distinguishing traits of this style-ornamentation.
- (d) Phases of this style outside of Italy.
- (e) Decadence and the cause.

PRACTICAL PROGRAMS

- (f) Influence on furniture.
- (g) The Greek revival and its relation to America.

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- "History of Architecture." RUSSELL STURGIS.
- "History of Architecture." A. D. F. HAMLIN.
- "History of Architecture." BANISTER
FLETCHER.
- "A History of Architecture in All Countries"
(2 Vols.). JAMES FERGUSSON.
- "A Short Critical History of Architecture."
H. H. STATHAM.

Sculpture

1. *Chaldean and Assyrian Sculpture.*

- (a) Statues, scenes in bas-relief.
- (b) Lack of perspective.
- (c) Employed to state facts rather than portray nature.

2. *Egyptian Style of Sculpture.*

- (a) Statue buried with mummy; also attendant statues.
- (b) Statue in conventional attitude.

FOR WOMEN'S CLUBS

- (c) Influence of the majesty of royalty and the priesthood.
- (d) Greatest period of production.

3. *Early Greek Period of Sculpture.*

- (a) Oriental and Egyptian influence.
- (b) Mythological subjects.
- (c) Influence of gymnastics on choice of subjects.
- (d) Famous reliefs and copies of famous statues.
- (e) Prominent sculptors of the fifth century B. C., and original works.

4. *Later Greek Period.*

- (a) Sculptors of the fourth century B. C., and their subjects.
- (b) Change of style from earlier period and causes.
- (c) The Alexandrine period and realism.
- (d) Famous groups of this period.

5. *The Sculpture of Rome.*

- (a) Prevalence of historical subjects and portrait sculpture.
- (b) Source of Christian antagonism to early sculpture and result.

PRACTICAL PROGRAMS

6. *Byzantine and Medieval Periods.*

- (a) Influence of mosaic decoration on the sculptural works.
- (b) The revival of sculpture in the thirteenth century.
- (c) Nicolo of Pisa.
- (d) Works in bronze.

7. *Early Italian Renaissance.*

- (a) Bronze doors.
- (b) The terra cotta work of the Robbia family.
- (c) Donatello and Verocchio.
- (d) Famous works of Michael Angelo.
- (e) The goldsmith, Cellini.

8. *Later Renaissance.*

- (a) Germany in the sixteenth century.
- (b) Decadence of the seventeenth and eighteenth centuries.
- (c) Bernini and his style.
- (d) Winckleman and the Greek Revival.
- (e) Canova and Thorwaldsen.

REFERENCES

“Schools and Masters of Sculpture.” ALIDA G. RADCLIFFE.

“Sculpture.” CLARA E. CLEMENT.

FOR WOMEN'S CLUBS

- "The Message of Greek Art." H. H. POWERS.
"Old Masters and New." (First and second series.) KENYON COX.
"History of Sculpture." A. MARQUAND and A. L. FROTHINGHAM.
"The Two Great Art Epochs." EMMA L. PARRY.

Painting

1. *Early Italian Art.*

- (a) Early Christian art in mosaic and painting.
- (b) Cimabue and his Byzantine style.
- (c) The school of Giotto; his independence; subjects employed.
- (d) Fra Angelico and his peculiar power of coloring; his expression of spirituality.
- (e) Characteristic features of the art of the fourteenth century.

2. *Italian and German Art of the Fifteenth Century.*

- (a) Frescoes and oil paintings.
- (b) Ghiberti's influence on the style of the fifteenth century and its peculiarities.

PRACTICAL PROGRAMS

- (c) Some artists of the Florentine school; Perugino, Botticelli, the Lippis.
- (d) Mantegna and his pupil, Bellini.
- (e) Differences between early German and Italian art, and the causes.
- (f) Discuss warmth of coloring of the Van Eyck's and Meniling, their lack of technique.
- (g) Wohlgemuth of South Germany.

3. Italian Artists of the Sixteenth Century.

- (a) Leonardo de Vinci, the master of technique and intellectuality in art.
- (b) Raphael, the supreme painter of the Madonna.
- (c) The creative genius of Michael Angelo.
- (d) Correggio and other famous artists of his time.
- (e) Titian and the Venetian School.

4. German Artists of the Sixteenth Century.

- (a) The German Master, Albrecht Dürer.
- (b) The career of Hans Holbein the younger.

FOR WOMEN'S CLUBS

- (c) Cause of the decline of German art in the sixteenth century.
- (d) Cranach and Matys and their contributions.

5. *Italian and Spanish Art of the Seventeenth Century.*

- (a) Reasons for the decline of Italian art in the last half of the sixteenth century.
- (b) The Caracci and their pupils.
- (c) Characteristics of the religious art of this time.
- (d) The School of Naples.
- (e) Velasquez, the supreme realist.
- (f) Murillo, the painter of religious mysticism.

6. *Netherland and French Art of the Seventeenth Century.*

- (a) The chiaroscuro of Rembrandt, and his success in portraiture.
- (b) His great contemporaries, Rubens and Van Dyck.
- (c) Distinguished Dutch landscape artists.
- (d) Painters of animals, game, and still life.

PRACTICAL PROGRAMS

- (e) Genre painting and its foremost exponents in the Netherlands.
- (f) The classical tendencies of Nicholas Poussin.
- (g) Claude Lorraine; his treatment of landscape and mythical subjects.

7. *Art of the Eighteenth Century.*

- (a) The position of Angelica Kaufmann.
- (b) Watteau and other court painters.
- (c) Venetian scenes of Caualetto.
- (d) Hogarth, the father of English caricature.
- (e) England, the center of art, with her portrait painters, Gainsborough, Reynolds, Romney, and Lawrence.

8. *Early Art of the Nineteenth Century.*

- (a) Preeminence of English art; decadence in other countries.
- (b) Constable's success in realistic landscape paintings.
- (c) The golden glow of Turner.
- (d) Wilkie, the Scotch genre painter.
- (e) Landseer and his unique animal painting.
- (f) The Pre-Raphaelites and their aim.

FOR WOMEN'S CLUBS

- (g) American artists in England (Copley, Stuart, West, Cole).
- (h) David and his portrayal of French history.
- (i) The Fontainebleau or Barbizon School of artists.

Art Subjects for Programs

The Possibilities of Art in the Average Home.

The Practical Value of Art and Its Progress in America.

Of What Use Is the Painter to the Community in Which He Lives?

Art and the American People.

Landscape Art, Past and Present.

Improvement in Home and School Grounds.

Outdoor Art in Rural Communities.

A City Beautiful.

Industrial Art in the Public Schools.

Art Education in Public Schools a Necessity of Civic Perfection.

What Has Art in the School Done to Preserve and Cultivate the Imagination?

Japanese Art; Indian Art; Spanish Art.

Etchings and Their Value.

American Art and Artists.

PRACTICAL PROGRAMS

- Art Galleries of America.
Famous Art Collections in the United States.
Architecture and Sculpture of America.
Lorado Taft and Other Representative American Sculptors.
Chicago Artists.
Our Early Landscape Painters.

REFERENCES

- “Lives of Italian Painters, Sculptors, and Architects.” **GIORGIO VASARI.**
“A History of Painting.” **JOHN C. VAN DYKE.**
“The Art of the Renaissance.” **HEINRICH WÖFFLIN.**
“Renaissance: Studies in Art and Poetry.” **WALTER H. PATER.**
“Appreciations.” **WALTER H. PATER.**
“Modern French Masters.” **JOHN C. VAN DYKE.**
“Mornings with Masters of Art.” **H. H. POWERS.**
“History of Art.” **W. H. GOODYEAR.**
“Handbook of Art in Our Own Country” (General Federation of Women’s Clubs), edited by **ALICE M. PATTISON.**
“The Two Great Art Epochs.” **EMMA L. PARRY.**

CHAPTER VII

MUSIC

THESE programs are presented with the hope that a greater number of women may become more familiar with the musical literature of the world, and in this way learn to enjoy the works of the great masters in music. In pursuance of the above object it is strongly urged that club women give special support to the cause of musical education in the public school. Musical organizations should see that good music is brought within the reach of all; public recitals, concerts, and musical evenings in the public schoolhouse will go a long way toward spreading the gospel of the beauty of music. It is not sufficient to suppress evils; the right sort of amusements should be built up, and among them, where called for, municipal social centers with good music free from all debasing environments.

PRACTICAL PROGRAMS

Music

1. *Ecclesiastical Music.*

- (a) Guido and his part in the development of church music.
- (b) Birth of measured music at Paris in the twelfth century.
- (c) From roundel to canon and the natural scale.
- (d) Use of the organ in the Netherlands in the fifteenth century.
- (e) The Italian school in the sixteenth century. The masses of Palaestrina.
- (f) Congregational singing in the Protestant churches in the sixteenth century.
- (g) English church music under Tallys and Purcell.

2. *Movements Outside the Church.*

- (a) Rhythmic music of the minstrels.
- (b) The troubadours and minnesingers of the thirteenth century.
- (c) Secular music of the fifteenth and sixteenth centuries. The madrigal.
- (d) Petrucci and our debt to him.

FOR WOMEN'S CLUBS

- (e) Bach, the source of modern organ composition.

3. *The Opera From the Beginning to the Eighteenth Century.*

- (a) Causes leading to its evolution; the recitative and cantata.
- (b) Peri and the first opera. Monteverde, the father of modern opera.
- (c) Development in the art of singing, and influence of opera and vocal training on each other.
- (d) Discuss the violin concerto; sonata, masque, ballet, and gavotte as developed in the seventeenth century.
- (e) Lully and the characteristics of his French operas.
- (f) Purcell and the English opera.

4. *Opera of the Eighteenth and Nineteenth Centuries.*

- (a) Rameau, the creator of the modern science of harmony.
- (b) Gluck and his reform of the conventionalized Italian opera.
- (c) His great rival in melody, Mozart.
- (d) Weber, the romanticist in opera.
- (e) The charm of Rossini.

PRACTICAL PROGRAMS

- (f) Meyerbeer and historic opera.
- (g) The operas of Gounod and Verdi.
- (h) Wagner, the genius of music drama.

5. *Oratorio.*

- (a) Its origin as religious drama.
- (b) The Passion music of Bach.
- (c) Handel, the master of Biblical oratorio.
- (d) Mendelssohn's music and influence.
- (e) Famous oratorios still in use.

6. *The Sonata and Symphony.*

- (a) Evolution of piano and violin, and effect on composition.
- (b) The development of the sonata, by C. P. E. Bach.
- (c) The popularity of orchestral music in Germany in the eighteenth century.
- (d) The work in symphony of Haydn.
- (e) The creative power of Beethoven.
- (f) The founder of the modern school of orchestration, Berlioz.

7. *Artists of Other Phases of Music.*

- (a) Auber, composer of comic opera.
- (b) Schubert, the lyric genius.

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- (c) Chopin, the preeminent poet of the piano.
- (d) The reveries of Schumann.
- (e) Liszt, the brilliant master of piano technique.
- (f) The chamber music of Brahms.

Musical Subjects for Programs

Development of Music in America.

Musical Composers of Our State.

Musical Education in the School and in the Home.

Musical Appreciation and the Popularity of Opera in America.

Creating a Musical Atmosphere in the Community.

Modern Composers in Europe and America.

Masters of Music.

Famous Singers of Yesterday and Today.

Christmas Music in the Church.

Development of Musical Instruments.

Woman's Contribution to Hymnody.

Indian Music and Its Preservation.

Preeminence of Musical Composition in the Nineteenth Century.

Civilizing Influence of Music and Its Widespread Enjoyment.

PRACTICAL PROGRAMS

REFERENCES

- "History of Church Music." KARL WEINMANN.
"Evolution of the Art of Music." CHARLES H.
H. PARRY.
"Complete History of Music." W. J. BALTZELL.
"The Opera, Past and Present." W. F.
APTHORP.
"A Critical History of Opera." ARTHUR
ELSON.
"The Standard Operas." G. P. UPTON.
"The Song." G. P. UPTON.
"Standard Musical Biographies." G. P.
UPTON.
"The Standard Concert Guide." G. P. UPTON.
"Music in America." F. L. RITTER.
"How to Listen to Music." H. E. KREHBIEL.

CHAPTER VIII

LITERARY STUDIES

Some English and Scotch Poets of the Past — Men Famous in the Early Development of English Literature — William Shakespeare — Outline for the Study of Shakespeare's Plays — Wit and Humor — American Humor — Evolution of the Novel in the United States — The Drama — Literary Subjects for Programs.

THIS subject of literature is so vast in its scope that women are often at a loss to know definitely just what phase of it they wish to study. Therefore these programs have been designed to meet this need. While the employment of outside talent will always be an important educational factor, nevertheless study classes, in all fields, in which the work is actually done by the club members, must always stand as the solid foundation of club work.

Every woman's club should have an active literature department which should keep in touch with the literary societies of the high school and encourage the members to make the most of the training offered there. It

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should also be the duty of this department to seek to discourage the appearance in the town library of cheap fiction and magazines of low literary and moral standards.

Some English and Scotch Poets of the Past

1. *Thomas Gray.*

- (a) His education and its influence on his works.
- (b) His position as a lyric poet.
- (c) Study of his "Elegy Written in a Country Churchyard."

Readings from: "The Bard"; "Hymn to Adversity."

2. *Oliver Goldsmith.*

- (a) Biographical sketch.
- (b) The place of "The Vicar of Wakefield" in literature.
- (c) Goldsmith's relation to the history of English poetry.

Readings from: "The Deserted Village"; "The Vicar of Wakefield."

3. *William Cowper.*

- (a) The poet of piety and domestic affection.

FOR WOMEN'S CLUBS

(b) Compare his style with that of Pope and his followers.

(c) His "letters" and their literary merit.

Readings from: "John Gilpin"; "The Task"; "Letters."

4. *Robert Burns.*

(a) The poet of the people.

(b) His songs of love.

(c) The debt of Scotchmen to Burns.

Readings from: "Highland Mary"; "The Banks o' Doon"; "Tam O'Shanter."

5. *Sir Walter Scott.*

(a) Scott's mastery of imaginative literature.

(b) His early tendencies and the effect on his writings.

(c) His great ambition and the tragedy of his last years.

Readings from: "Marmion"; "Lady of the Lake."

6. *Lord Byron.*

(a) The childhood of Byron and its effect on his future life.

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- (b) Byron in Italy.
- (c) The Greek Revival and Byron's part in it.

Readings from: "Fare Thee Well"; "Epistle to Augusta"; "Waterloo" (from "Childe Harold's Pilgrimage").

7. *William Wordsworth.*

- (a) The era of revolution and its echo in English poetry.
- (b) The philosophy of Wordsworth as found in his writings.
- (c) The Lake District and the haunts of Wordsworth.

Readings from: "She was a Phantom of Delight"; Ode, "Intimations of Immortality"; "Tintern Abbey."

8. *Samuel Coleridge.*

- (a) The Lake School and its members.
- (b) Coleridge's personal influence and its effect on English thought.
- (c) His place in literature.

Readings from: "The Ancient Mariner"; "Christabel"; "Kubla Khan."

FOR WOMEN'S CLUBS

REFERENCES

- "An Introduction to English Literature." H. S. PANCOAST.
- "The Study of English Literature." W. H. HUDSON.
- "History of English Literature." H. A. TAINE.
- "English Literature." J. M. KENNEDY.
- "A Literary History of the English People." J. A. A. J. JUSSERAND.

Men Famous in the Early Development of English Literature

1. *Geoffrey Chaucer and the Beginning of English Literature.*
2. *William Caxton, and the Art of Printing.*
3. *The Poetry of Edmund Spenser and the Elizabethan Age.*
4. *Francis Bacon, the Father of Modern Science.*
5. *John Milton, England's Greatest Epic Poet.*
6. *John Bunyan, and the Introduction of the Religious Element in English Literature.*

PRACTICAL PROGRAMS

7. *Swift and Addison, the Graceful Prose Satirists.*
8. *Alexander Pope, the Most Brilliant Figure of the "Augustan Age."*

REFERENCES

- "Introduction to English Literature." F. V. N. PAINTER.
- "An Introduction to English Literature." H. S. PANCOAST.
- "History of English Literature" (2 Vols.). H. A. TAINE.
- "A Literary History of the English People." J. A. A. J. JUSSERAND.
- "Masters of English Literature." E. W. CHUBB.

William Shakespeare

1. *Biographical Sketch.*
 - (a) Social Life and Customs of the Sixteenth Century.
2. *Shakespeare's Knowledge of Stage Life.*
 - (a) Shakespeare as a dramatist.
3. *The Women of Shakespeare.*
 - (a) The estimate of Shakespeare by his contemporaries.

FOR WOMEN'S CLUBS

4. *Readings From the Historical Plays:*
"Henry IV," Part I; "Henry V."
5. *Readings From the Plays of Comedy:*
"Twelfth Night"; "The Merry Wives of Windsor."
6. *Readings From the Plays of Tragedy:*
"Hamlet"; "Julius Caesar."
7. *Readings From the Plays of Fancy:*
"The Tempest"; "Midsummer Night's Dream."
8. *Readings From the Plays of Sentiment:*
"As You Like It"; "The Merchant of Venice."

Outline for the Study of Shakespeare's Plays

1. *Classification.*
2. *Setting. (Time and Place.)*
3. *Situation.*
4. *Plot Outline.*
 - (a) *Comic.*
 - (b) *Serious.*
5. *Incidents.*

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6. *Dramatic Moments.*
7. *Study of Characters.*
8. *Time Analysis.*
9. *Diction.*
 - (a) Per cent of rhyme.
 - (b) Lyrics — songs.
 - (c) Word play.
10. *Internal Indications of Period of Play.*
11. *Shakespearian Passages.*

REFERENCES

- “How to Study Shakespeare.” W. H. FLEMING.
“William Shakespeare, Poet, Dramatist, and Man.” HAMILTON MABIE.
“Study of Henry IV; Henry V.” H. A. DAVIDSON.
“Shakespeare and the Modern Stage.” SIDNEY L. LEE.
“Shakespeare, His Mind and Art.” EDWARD DOWDEN.
“Romance of the English Stage.” C. E. L. WINGATE.
“Shakespeare’s Dramas” (3 Vols.). D. J. SNIDER.

FOR WOMEN'S CLUBS

Wit and Humor (Part 1)

1. *French Satirists of the Eighteenth Century.*
2. *Dutch Cartoons.*
3. *Hogarth, the Father of Caricature.*
4. *Early English Humorists.*
5. *Caricature of the English Social Life of the Eighteenth Century.*
6. *Irish Wit and Witticism.*
7. *Humorous Writers of America.*
8. *Humorous Lecturers of America.*

REFERENCES

- "The French Humorists." WALTER BESANT.
"Masters of French Literature." G. M. HARPER.
"English Humorists of the Eighteenth Century." W. M. THACKERAY.
"Social Caricature in the Eighteenth Century." E. M. SYMONDS.
"The Humor of Ireland." D. J. O'DONOGHUE.

PRACTICAL PROGRAMS

American Humor (Part II)

1. *Washington Irving, the Father of American Humor.*
2. *Oliver Wendell Holmes, Bret Harte, the Genial Humorists.*
3. *James Russell Lowell, the Exponent of Political Satire.*
4. *Josh Billings, Artemus Ward and Mark Twain, Typical American Humorists.*
5. *Humorous Journalists, "Sam Slick," "Crockett," "Petroleum V. Nasby," "Danbury News Man," "Bill Nye," "Bob Burdette."*
6. *Poet Humorists, Eugene Field and James Whitcomb Riley.*
7. *Present-Day Humorous Writers, F. P. Dunne, George Fitch, George Ade.*
8. *Evolution of the Caricature.*

REFERENCES

- "American Humorists." H. R. HAWEIS.
"An Introduction to American Literature."
H. S. PANCOAST.

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“Mark Twain, a Biography” (3 Vols.). A. B. PAINE.

“Artemus Ward's Best Stories.” Introduction by W. D. Howells. Edited by CLIFTON JOHNSON.

Evolution of the Novel in the United States

1. *Charles Brockden Brown—Our Pioneer Novelist.*
2. *Cooper and Simms—Writers of Historical Romance.*
3. *Hawthorne—An Artist of Imaginative Literature.*
4. *Harriet Beecher Stowe and Her Place in the Making of History.*
5. *Later Day Novelists—Mark Twain and Bret Harte.*
6. *William D. Howells—The Foremost Delineator of Middle-Class Life in America.*
7. *S. Weir Mitchell and the Historical Novel.*
8. *Henry James—The Scientific Creator of Literature.*

PRACTICAL PROGRAMS

REFERENCES

- “American Prose Masters.” W. C. BROWNELL.
“Leading American Novelists.” JOHN ERSKINE.
“Essays on Modern Novelists.” W. L. PHELPS.

The Drama*

1. *Greece and Rome.*

(a) Greece

- (1) Euripides. “Medea.”
- (2) Aristophanes. “The Clouds.”

(b) Rome

- (1) Seneca. “Medea.”
- (2) Plautus. “The Captives.”
- (3) Terence. “The Brothers.”

2. *Spain and Italy.*

(a) Spain

- (1) Lope de Vega. “Discreet
Revenge.”
- (2) Echegaray. “The Great Ga-
leoto.”
- (3) Echegaray. “Mariana.”

(b) Italy

- (1) D’Annunzio. “La Gioconda.”

* I am indebted to The Drama League of America for all subjects pertaining to the Drama.

FOR WOMEN'S CLUBS

3. *France. Classic and Modern.*

- (1) Racine. "Phedre."
- (2) Corneille. "The Cid."
- (3) Molière. "The Imaginary Invalid."
- (4) Hugo. "Hernani."
- (5) Scribe and Legouvé. "The Battle of the Ladies."
- (6) Rostand. "Cyrano de Bergerac."
- (7) Hervieu. "Ties."

4. *Belgium, Norway, and Russia.*

(a) Belgium

- (1) Maeterlinck. "Pelleas and Melisande."
- (2) Maeterlinck. "Monna Vanna."
- (3) Maeterlinck. "The Blue Bird."

(b) Norway

- (1) Ibsen. "Love's Comedy."
- (2) Ibsen. "John Gabriel Borkman."
- (3) Ibsen. "An Enemy of the People."
- (4) Ibsen. "The Master Builder."

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(c) Russia

- (1) Gogol. "The Inspector."
- (2) Tolstoy. "The Powers of
Darkness."
- (3) Gorki. "A Night's Lodging."

5. *Germany, Classic and Modern Germany.*

- (1) Lessing. "Nathan the Wise."
- (2) Goethe. "Egmont."
- (3) Goethe. "Iphigenia."
- (4) Goethe. "Tasso."
- (5) Schiller. "Mary Stuart."
- (6) Schiller. "Wilhelm Tell."
- (7) Sudermann. "Magda."
- (8) Hauptmann. "The Sunken
Bell."

6. *England.*

(a) Classic England

- (1) Shakespeare. "Othello."
- (2) Sheridan. "The School for
Scandal."

(b) Modern England

- (1) Sheridan Knowles. "The
Hunchback."
- (2) Bulwer Lytton. "Richelieu."

FOR WOMEN'S CLUBS

- (3) Bulwer Lytton. "The Lady of Lyons."
- (4) Tennyson. "Becket."
- (5) Pinero. "The Second Mrs. Tanqueray."
- (6) Pinero. "The Princess and the Butterfly."
- (7) Shaw. "Candida."

7. Ireland.

- (1) W. B. Yeats. "The Land of the Heart's Desire."
- (2) J. M. Synge. "The Playboy of the Western World."
- (3) J. M. Synge. "Riders to the Sea."

8. United States.

- (1) Clyde Fitch. "Beau Brummel."
- (2) Percy Mackaye. "The Scarecrow," and "Mater."
- (3) W. V. Moody. "The Great Divide."
- (4) Josephine P. Peabody. "The Piper."

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- "The Drama of Euripides." W. C. LAWTON.
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"Goethe." ABRAHAM HAYWARD.
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"Varied Types." G. K. CHESTERTON.
"Richard Mansfield." PAUL WILSTACH.
"Dramatists of Today." E. E. HALE, JR. Poet Lore (Vol. XV).
"Maeterlinck's Symbolism." HENRY ROSE.
"A Commentary on the Writings of Henrik Ibsen." H. H. BOYESEN.
"Ibsen: The Man, His Art, and His Significance." HALDANE MACFAIL.
"Dramatic Opinions and Essays." G. B. SHAW.

FOR WOMEN'S CLUBS

- "Tolstoy — His Message." E. H. CROSBY.
"Short History of German Literature." J. K. HOSMER.
"Studies in German Literature." BAYARD TAYLOR.
"Life of Schiller." H. H. NEVINSON.
"Life and Works of Schiller." C. T. THOMAS.
"Annals of the English Stage." JOHN DORAN.
"Theatrical World" (Vols. I and V). WILLIAM ARCHER.
"The English Stage." P. M. FILON.
"Impressions of Henry Irving." W. H. POLLOCK.
"Studies in Prose and Verse." ARTHUR SYMONS.
"William Butler Yeats and the Irish Literary Revival." H. S. KRANS.
"Shadows of the Stage." WILLIAM WINTER.
"The American Stage of Today." WALTER P. EATON.
"The Playhouse and the Play." PERCY MACKAYE.
"The American Dramatist." W. J. MOSES.
"The Stage in America." NORMAN HAPGOOD.

Literary Subjects for Programs

What Constitutes Good Drama?

The Study of the Modern Drama.

PRACTICAL PROGRAMS

- Work of the Drama League of America.
Literature in Club Work.
Henry Van Dyke and His Writings.
Ruskin as an Art Critic.
Robert Louis Stevenson an Apostle of
Optimism.
Boyhood of Great Writers.
James Whitcomb Riley and His Writings.
Indiana as a Literary Center.
Bryant, the Poet of Nature.
American Short Story Writers.
Walt Whitman and His Writings.
The Irish Melodies of Moore.
Florence in the Poetry of the Brownings.
The Lyric Verse of Shelley and Keats.
Through England with Tennyson.
The Mysticism of Hawthorne.
Poe and His Present Position in Literature.
A Critical Estimate of Longfellow's Works.
The Working People's Poet — Whittier.
Irving's Reputation in the English Literary World.
Cooper, the American Story Teller.
The Social Teachings of Dickens.
Franklin's Influence on the Civic Life of America.

FOR WOMEN'S CLUBS

Present Day Italian Literature.

Tolstoi, the Apostle of the New Philanthropy.

Popular Reading Fifty Years Ago and Today.

Emerson and the Concord School.

Recent Women Writers.

Children in Recent Fiction.

Norse Legends.

The English Bible—Its Translation and Translators.

Oberammergau and the Passion Play.

Present Day Playwrights.

The Making and Value of the Magazine.

Poetry and the Press of India.

American Women in Literature.

The Magazine as a Power; Clean Journalism.

The Children's Reading.

CHAPTER IX

TRAVEL STUDIES

Italy — Scotland — Our Country — England — South America — Movements Resulting in the Early Colonization of America — Hawaii and Its Adjacent Islands.

THE programs given under this chapter are as much for suggestion as for use. Taking one of these as a model, a club may easily plan the year's work for the study of any country desired.

Italy

1. *Naples and Its Environs.*

- (a) Political history of Naples.
- (b) Its effect on the character of the inhabitants.
- (c) Vesuvius, Pompeii, Amalfi.

Readings from: "The Last Days of Pompeii" (Bulwer-Lytton);
"Amalfi" (Longfellow).

FOR WOMEN'S CLUBS

2. *Rome.*

- (a) Early Roman customs, and importance of the public baths.
- (b) Magnificence and permanence of ancient buildings.
- (c) Christian persecution and the catacombs.
- (d) Art of the Vatican.
- (e) History of United Italy.

Readings from: "The Marble Faun" (Hawthorne); "The Coliseum" — Childe Harold Canto IV (Byron).

3. *Assisi.*

- (a) Life of St. Francis.
- (b) Story of St. Clara.
- (c) Perugia. Perugino and his pictures.

Reading: Extract from "The Sermon of St. Francis."

4. *Florence.*

- (a) History of Florence as a republic.
- (b) Lorenzo de Medici, patron of art.
- (c) Famous sculptors and painters of Florence.
- (d) The Art of the Uffizi and Pitti Palaces.

PRACTICAL PROGRAMS

Readings from: "Men and Women of Florence" (Browning); "Romola"—Death of Savonarola" (Eliot).

5. *Pisa.*

- (a) Its architectural wonders.
- (b) Byron and Shelley at Pisa.
- (c) Its former glory as a free city.

6. *Siena.*

- (a) St. Catherine.
- (b) The Pallio.
- (c) Its ancient history.

7. *Venice.*

- (a) Venice in the time of the Doges.
- (b) History of the Venetian glass works.
- (c) Lace-making at Burano.
- (d) Famous architectural monuments.
- (e) The city from a gondola.

Readings from: "Gondola Days" (F. Hopkinson Smith).

8. *Milan.*

- (a) A modern city.
- (b) Influence of the Austrian occupation on manners, customs, and speech of the inhabitants.

FOR WOMEN'S CLUBS

(c) Art of Milan.

(d) Cathedral.

Reading: "The Last Supper" (Wordsworth).

9. *Italian Lakes.*

(a) Pliny at Como.

(b) Charming Bellagio.

(c) Villa Carlotta.

(d) Isola Bella and Villa.

Reading: "Lake Como" (Longfellow).

REFERENCES

"Ancient Rome in the Light of Recent Discoveries." R. A. LANCIANI.

"Private Life of the Romans." H. W. JOHNSTON.

"Art of the Vatican." MARY K. POTTER.

"Italian Cities." E. H. BLASHFIELD.

"Italian Life in Town and Country." LUIGI VILLARI.

"Tuscan Republics." BELLA DUFFY.

"Italian Literature." J. A. SYMONDS.

"Spell of Italy." CAROLINE A. MASON.

"Venetian Life." W. D. HOWELLS.

"Notable Pictures in Florence." EDITH HARWOOD.

PRACTICAL PROGRAMS

“Italian Lakes.” RICHARD BAGOT.

“Italian Letters of a Diplomat’s Wife.” MARY
A. WADDINGTON.

Scotland

1. *Scotland in Story and Scenery.*

(a) Brief history of Scotland prior to
1603.

(b) Religious history of the country.

2. *The Highlands; A Trip Through the
Trossachs.*

(a) The Lowlands; Ayrshire and Allo-
way.

3. *Robert Burns, the Ploughman Poet.*

Reading: “Ye Banks and Braes o’
Bonnie Doon.”

4. *Edinburgh and Other Interesting Cities.*

(a) Abbotsford, Scott’s country.

5. *Rambles Along the River Clyde.*

(a) Sir Walter Scott, novelist and poet.

(b) Readings from “The Lady of the
Lake.”

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6. *Castles, Cathedrals, and Palaces of Scotland.*

- (a) William Drummond of Hawthornden, the poet.

7. *The Islands Near Scotland.*

- (a) Robert Louis Stevenson, poet and novelist.

8. *Scottish Characteristics.*

- (a) The Ballads of the Scottish Highlands.

REFERENCES

- "In Byways of Scottish History." L. A. BARBE.
"Over the Border." WILLIAM WINTER.
"The Scott Country." W. S. CROCKETT.
"Highlands and Islands of Scotland." A. R. H. MONCRIEFF.
"Robert Louis Stevenson." A. H. JAPP.

Our Country

1. *The First Americans.*

- (a) Original tribes and location.
(b) Present location of these tribes.

PRACTICAL PROGRAMS

- (c) Famous Indian wars.
- (d) Indian customs, art, and music.
- (e) Indian education of today.

2. *National Development, Geographically and Politically.*

- (a) Acquisitions by purchase; by conquest; by annexation.
- (b) History of political parties; political oratory.
- (c) History of the tariff.
- (d) Growth of prestige among the nations; men who established this prestige.

3. *Historical Buildings.*

- (a) Betsy Ross House and the story of the Stars and Stripes.
- (b) Paul Revere's ride and the historical church.
- (c) Other famous events connected with buildings.

4. *Stages of Literary Development.*

- (a) Puritan writers.
- (b) Boston and her literary men; transcendentalism.
- (c) Essayists; poets.

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- (d) Humorists.
- (e) Modern novelists.

5. *Work of Patriotic Societies of Today.*

- (a) Daughters and Sons of the American Revolution.
- (b) Colonial Dames.
- (c) Woman's Relief Corps.
- (d) Daughters of the Confederacy.

6. *Development of Schools and Libraries.*

- (a) Church schools.
- (b) Growth of women's colleges.
- (c) Our national schools—West Point and others.
- (d) Schools among the mountain whites.
- (e) Place of the library in American progress.

7. *Scenic Beauty in the United States.*

- (a) Mountains, rivers, falls, lakes.
- (b) Natural parks and forest reserves.

8. *American Art.*

- (a) Early American artists in England.
- (b) Mural painting in the United States.
- (c) Our American sculptors.
- (d) Foremost living painters.
- (e) Arts and crafts; American pottery.

PRACTICAL PROGRAMS

REFERENCES

- "History of the People of the United States."
J. B. McMASTER.
- "Causes and Effects in American History."
E. W. NORSE.
- "Mural Painting in America." E. H. BLASH-
FIELD.
- "Hand Book of Art in Our Own Country."
(Edited by General Federation of Women's
Clubs.) ALICE M. PATTISON.
- "A History of American Art" (2 Vols.).
SADAKICHI HARTMANN.
- "A History of the American People" (5 Vols.).
WOODROW WILSON.
- "American College Education and Life." J. H.
TUFTS.
- "A Short History of the United States." JOHN
S. BASSETT.

England

1. *Geography.*

- (a) People; principal industries.
- Nature in England.
- (a) Wild flowers; birds.

2. *In and Out of London with Dickens.*

Shakespeare's England.

FOR WOMEN'S CLUBS

3. *Rambles in England with George Eliot; Surrey, Sussex.*

• Review of "Mill on the Floss."

4. *Cathedrals and Churches of England.*

Devonshire — the Fairest County in England.

5. *In the Footsteps of Thackeray.*

Who were the Chartists?

George Cruikshank, illustrator and etcher.

Famous men and women of England.

6. *English and American Home Life and Women Contrasted.*

Oxford and its colleges.

7. *Early English Painters.*

(a) William Hogarth, founder of the English school; Reynolds, Gainsborough, Copley, Turner, Landseer, West, Lawrence.

8. *Modern English Painters.*

(a) Ruskin, Leighton, Millais, Alma-Tadema, Burne-Jones.

English Caricaturists.

(a) Rowlandson, Tenniel, Leech, Kate Greenaway.

PRACTICAL PROGRAMS

REFERENCES

- "Sketches from English History." ARTHUR M. WHEELER.
- "London in English Literature." P. H. BOYNTON.
- "Cathedral Churches of England." HELEN M. PRATT.
- "Modern Painters." JOHN RUSKIN.
- "English Traits." R. W. EMERSON.

South America

1. *History and Native Inhabitants.*

- (a) Early history and civilization.
- (b) The customs and government of the Incas.

2. *Conquest of Peru.*

- (a) The difficulties experienced.
- (b) Changes in government made by the new rulers.

3. *Development of the Last Two Centuries.*

- (a) Industries of today.
- (b) Rubber, coffee, sponge interests; nitrate fields of Chili; asphalt lakes of Venezuela.

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- (c) Manufacturing and agriculture.
- (d) Progressive Ecuador.
- (e) Backward Bolivia.

4. *Great Rivers, Forests, and Mines.*

- (a) Explored and partly explored rivers.
- (b) Navigable rivers.
- (c) Valuable forests.
- (d) Impenetrable places.
- (e) Gold and silver mines.

5. *Political History of South America.*

- (a) Revolutions.
- (b) Present-day conditions.
- (c) Rapid growth.

6. *Religious and Social Conditions.*

- (a) The Jesuits.
- (b) Present conditions of religion.
- (c) Work of the Y. M. C. A.
- (d) Protestant missions.
- (e) Women, their home and social life.
- (f) The intelligent colored man and the black peasant.
- (g) Problems of education.

7. *Its Great Cities.*

- (a) Buenos Aires: typical modern capital.

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- (b) Rio Janeiro; handsome buildings, asphalted pavements, trolley lines, Botanical Gardens.
 - (c) Montevideo; city of great charm and Old World flavor, railway and steamship center.
 - (d) Bahia; its school of medicine one of the best of the world.
 - (e) Valparaiso and others.
8. *The Future of South America.*
- (a) Natural resources.
 - (b) Capital for developing.
 - (c) Value of the Panama Canal.

REFERENCES

- “Across South America.” HIRAM BINGHAM.
“South American Problems.” ROBERT E. SPEER.
“Through South America.” H. W. VAN DYKE.
Articles in “The Outlook” for 1913-1914.
THEODORE ROOSEVELT.
“Two on a Tour in South America.” ANNA W. SEARS.
“Between the Andes and the Ocean.” W. E. CURTIS.
“Across Unknown South America” (Vols. I and II). A. H. SAVAGE LANDOR.

FOR WOMEN'S CLUBS

Movements Resulting in the Early Colonization of America—(Part I)

1. *Early Aryan Movements.*

- (a) Trace the geography of western and central Asia.
- (b) Life of the Aryans; causes for migration.
- (c) Chief nations of Asia and Europe whose ancestors were Aryan.

2. *Tigris and Euphrates Valley.*

- (a) Rise, growth, and fall of Babylon, Assyria, and Persia.
- (b) The early customs and beginnings of trade.
- (c) Cyrus and Darius.

3. *Egypt.*

- (a) Her wonderful civilization; reason therefor.
- (b) Industries, religion, education, and trade.
- (c) Syria, the ancient battle ground.

4. *The Greeks.*

- (a) Famous stories: The Golden Fleece, Hercules, Siege of Troy, Wanderings of Ulysses.

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- (b) Greek customs and art; their effect on other lands.
- (c) Olympic games.
- (d) Alexander the Great, founder of Alexandria.

5. *The Romans.*

- (a) Early myths: Romulus, Remus, Horatius at the Bridge; Coriolanus.
- (b) Roman conquests.
- (c) Christian persecution and the catacombs.
- (d) Roman education.

6. *The Germans: Angles, Saxons, and Franks.*

- (a) Early history of the Germans.
- (b) Influence of Romanized Germans upon older Germany.
- (c) Story of Charlemagne.
- (d) The new empire.

7. *The English.*

- (a) Early political history of England.
- (b) Early English customs.
- (c) Compare King Alfred, the greatest of English Kings, with Canute, the great Danish King.
- (d) Union of Danes and English.

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8. *The English.*

- (a) Customs of the Middle Ages.
- (b) The agriculture and industries of the period.
- (c) The religious activity of the times; the early monasteries; cathedrals.

Movements Resulting in the Early Colonization of America—(Part II)

1. *The Turks.*

- (a) The conquest of Syria.
- (b) The journey of the medieval pilgrims to the shrine of the Holy Sepulchre.
- (c) Their persecutions.

2. *The Crusaders.*

- (a) The first crusade.
- (b) The capture of Jerusalem.
- (c) Richard the Lion Hearted; his exploits in Palestine.

3. *Results of the Crusades.*

- (a) Growth of trade; love for travel and exploration.

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- (b) Knowledge of trade routes.
- (c) Trading cities: Venice, Genoa, London, etc.

4. *Beginnings of English Liberty.*

- (a) Conquests of William of Normandy; the Norman Kings; King Richard the Lion Hearted.
- (b) King John's oppression of the people and the church.
- (c) The Great Charter; Runnymede.
- (d) The beginning of the English Parliament; House of Lords and the House of Commons.

5. *The Beginnings of Discovery.*

- (a) Voyages of the Northmen; Iceland.
- (b) Marco Polo; his journey to the Mongol Court.
- (c) The overland routes of trade between Europe and Asia.
- (d) The rise of the Turk in power; interference with trade routes.

6. *Early Discoveries.*

- (a) Columbus, Amerigo Vespucci, John Cabot, Vasco de Gama, Magellan, and Cartier.

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7. *New World Conquests.*

- (a) Mexico; Story of Cortez, Coronado.
- (b) How the Spanish used their conquests.

8. *Colonization of North America.*

- (a) By the French, Dutch, and English.
- (b) The establishment of the English Colonies.
- (c) The great factor in colonization—religious liberty.

REFERENCES

- “Great Races of Mankind” (4 Vols.). J. C. RIDPATH.
- “Ancient History.” P. V. N. MYERS.
- “The Aryan Race.” CHARLES MORRIS.
- “Ancient Greece.” H. B. COTTERILL.
- “Roman Life and Manners Under the Early Empire” (4 Vols.). LUDWIG FRIEDLANDER.
- “A Modern History of the English People.” R. H. GRETTON.
- “Discoverers and Explorers.” EDWARD SHAW.

Hawaii and Its Adjacent Islands

1. *The Natural Features of the Island.*

- (a) Its famous volcanoes.

PRACTICAL PROGRAMS

2. *Early History.*
 - (a) Native inhabitants.
 - (b) Early religion; the superstitious system known as "tabu."
 - (c) The story of the first missionaries.
3. *The Visit of the Native King and Queen to England. The Leper Colony at Molokai.*
4. *The Establishment of the Republic; Annexation to the United States.*
5. *The People of Today; Their Manners and Customs.*
 - (a) Present social conditions.
 - (b) Mixture of races rapidly increasing.
 - (c) Education; its problems and progress.

Principal Industries.

 - (a) Sugar industry vital to the prosperity of the islands.
6. *Hawaii and the Labor Problem. The Future of the Islands.*
7. *The Society Islands, the Garden of the Pacific. Samoa, Beloved of Robert Louis Stevenson.*

FOR WOMEN'S CLUBS

8. *New Zealand and Its New Civilization.*

Readings from "New Zealand at Home,"
by R. A. Loughnan.

REFERENCES

- "Hawaii, Past and Present." W. R. CASTLE.
"The Story of Hawaii." MARY C. ALEXANDER.
"Problems of the Pacific." FRANK FOX.
"Letters from Samoa." MARGARET I. STEVEN-
SON.
"New Zealand in Evolution." G. H. SCHOLE-
FIELD.
"The Coming Hawaii." JOSEPH KING GOOD-
RICH.

CHAPTER X

MISCELLANEOUS PROGRAMS

Immigration — Early Agricultural Period — The Woman of Today — National Waste — History of the American University — Child Study — Woman's Suffrage — Miscellaneous Programs.

IMMIGRATION is destined in the near future to take a more prominent, if not more important, place in our national discussions. There is a wealth of written material touching upon every phase of this interesting subject for those living in communities without foreigners, but the majority of towns and cities furnish ample material in local conditions for the study of innumerable problems of a social and industrial nature, which arise from the presence of foreign born workers.

Immigration

1. *The Incoming Stranger.*

- (a) Number and distribution; nations represented and proportions.
- (b) Causes of emigration.

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- (c) Proportion remaining permanently.
- (d) Where do they settle, and where do they work temporarily?

2. *The Immigrant in Industry.*

- (a) Chief employing industries.
- (b) Dangers and hardships encountered.
- (c) Hindrances from ignorance of language.
- (d) How far is the country developed by immigrant labor?
- (e) Is it dependent upon such labor for development?

3. *Social Aspect of This Invasion.*

- (a) Crowded cities; increase of saloons and dives.
- (b) Increased political corruption by coercion of ignorant foreigners.
- (c) General menace to the morals of a city afforded by unassimilated bodies.
- (d) Contributions that are brought; love of music and art, patriotism, inclination to work.

4. *Restriction.*

- (a) Various laws suggested to restrict this invasion.

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- (b) Are there means of averting this menace other than restriction?
- (c) What might proper distribution effect?
- (d) Discuss restriction on basis of number of years; on basis of nationality; on basis of physical, moral, mental, or financial fitness; on temporary or permanent abodes; on basis of individual or family; on basis of single men or married; on basis of age.

5. *Settlement House and Immigrant.*

Read "Twenty Years at Hull House,"
by Jane Addams.

6. *Traveler's Aid and Immigrant Aid Societies.**

7. *The Church and the Immigrant.†*

The school and the immigrant.

8. *Assimilation.*

- (a) Difficulty of assimilating such large numbers not speaking our tongue.

* Full information can be obtained by writing to such societies, addresses being obtained from the publishers of *The Survey*.

† The Home Mission Board of any church will furnish material.

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- (b) Helpful agencies in the public school, church, settlement houses, and day nurseries.
- (c) Nature's part in assimilation (inter-marriage and physical changes of younger children born here of foreign parents).
- (d) Retarding of assimilation by dense communities of one tongue; by factory and mine work, and by corrupt political conditions.
- (e) Retarding of assimilation by societies composed of Polish people.

REFERENCES

- "The Incoming Millions." H. B. GROSE.
- "The Immigration Problem." J. W. JENKS and W. J. LAUCK.
- "Immigration and Exclusion." J. W. FOSTER.
- "Immigration and Its Effects upon the United States." B. F. HALL.
- "Our World: The New World-Life." JOSIAH STRONG.
- "Problems of the Pacific." FRANK FOX.
- "The Immigrant Tide, Its Ebb and Flow." E. A. STEINER.
- "On the Trail of the Immigrant." E. A. STEINER.
- "The Promised Land." MARY ANTIN.

Early Agricultural Period

In arranging a year's work from this outline, it will be well to begin the study back in the earliest times. Have several papers on the evolution of the hunter, the fisher, and the pastoral people, before taking up the early agriculturist. In making a study of these topics it is essential to show how, step by step, a continued industrial development was brought about.

1. The Conditions Under Which Agriculture Was Begun.

- (a) All hunter and shepherd people were agricultural to some extent.
- (b) Shepherd people advanced faster as cultivators of the soil.
- (c) Agriculture centered the interest in the land.
- (d) Civilization came with agriculture.

2. The Development of Government.

- (a) Land was divided for agricultural purposes.
- (b) The division of animals and personal property.

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- (c) Patriarchal families became broken up into clans.
- (d) Settled life means property; property demands law; law replaces the avenger.

3. The Influence of War.

- (a) Fighting was done with more persistence.
- (b) Captives of war became slaves to till the soil.

4. The Origin of Towns.

- (a) The development of houses.
- (b) The introduction of animals as beasts of burden; road improvement.
- (c) Cooperation in building and harvesting.
- (d) The development of villages as trade centers.

5. Primitive Employment.

- (a) Weaving, a prominent industry among the women.
- (b) The plow and the mill; their evolution.

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6. *Social Relations.*

- (a) Markets became a means of spreading habits and customs.
- (b) Mediums of exchange varied with time and place.
- (c) Trade by water carried on in earliest times; rivers and coast waters at first used.
- (d) Viking raids opened the way for overland trade.
- (e) Land became personal property; system of taxes developed.

7. *Protection.*

- (a) Towns walled or built on hills.
- (b) Fortifications appeared with settled life; castles surrounded by ditches.
- (c) The development of the soldier spirit.

8. *The Influence of Religion.*

- (a) Superstitions seen in everything.
- (b) Worship of elements and natural phenomena.
- (c) Changes due to Christianity.

FOR WOMEN'S CLUBS

REFERENCES

- “The Dawn of History.” C. F. KEARY.
“Some First Steps in Human Progress.” FRED-
ERICK STARR.
“Woman’s Share in Primitive Culture.” OTIS
MASON.
“Researches into the Early History of Man-
kind.” E. B. TYLOR.
“Prehistoric Times.” JOHN LUBBOCK.

The Woman of Today

With all the educational and industrial opportunities for woman today, it is difficult to realize how, in the past, her efforts to rise in the scale of intelligence were opposed. A double curse rested on her in ancient times—she was either a slave or an article of luxury. Hence we are justified in saying that only in our modern age have conditions arisen which enable woman to show what she can do in the various departments of our complex social life.

And now the question is, Will she turn her back upon the demands of family life and the home, or will she look there for her career, equipped as she never was before for the rear-

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ing of splendid families? This is one of the most practical subjects of the year, and should bring forth many valuable discussions.

1. *Women in Literature.*

- (a) Recent short story writers, poets, essayists, novelists, and journalists.

2. *Women in Art.*

- (a) Painters, sculptors, and illustrators.

3. *Women in Industry.*

- (a) In the United States, England, France, Germany, and Italy.
- (b) Woman's work for women workers.
- (c) Woman as a factor in the labor world.
- (d) Effects of modern industry on women.

4. *Women in the Vocations.*

- (a) College professors, teachers, librarians, architects, physicians, and registered nurses.

5. *Women in Business.*

- (a) The woman who works; if alone in the city, where shall she live?
- (b) If at home or with relatives, where shall she eat at noon?

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- (c) How can she get food and service at a price she can afford?
- (d) How can she dress herself to the best advantage on the money she can spare?
- (e) In what pastimes and amusements shall she indulge?
- (f) How many evenings a week shall she give to pleasure, and how many to absolute rest?
- (g) What should her attitude be toward men friends where they have any relation to her business?
- (h) The best method for improving herself, mentally and physically.
- (i) Shall married and independent women accept salaried positions?

6. Women in Science and Invention.

- (a) Chemists, astronomers, and research workers.

7. Women in Club Work.

- (a) The story of the club movement: what it has meant to women generally, and what they have accomplished in it.

PRACTICAL PROGRAMS

8. *Women in the Church.*

- (a) As pastors, assistant pastors, teachers, deaconesses, and missionaries.

REFERENCES

- "International Council of Women" (Vols. for 1909). Edited by the COUNTESS OF ABERDEEN.
- "Women in the Fine Arts." CLARA E. CLEMENT.
- "Girls Who Became Famous." SARAH K. BOLTON.
- "Women in Industry." EDITH ABBOTT.
- "Vocations for the Trained Woman." AGNES F. PERKINS.
- "Letters of a Business Woman to Her Niece." CAROLINE A. HULING.
- "Woman in the Home, the Church, and the State." W. H. MIDDLETON.
- "Women in the Mission Field." A. R. BUCKLAND.
- "The History of the General Federation of Women's Clubs." MARY I. WOOD.

National Waste *

So long has this nation lived in abundance

* Material for this program can be found in many of the current periodicals of the day, and much information can be obtained from the different departments of government at Washington.

FOR WOMEN'S CLUBS

that the careless use of what nature has been ages in providing has developed into wanton waste. Not only has this unintelligent destruction been found among the natural resources of the country, but human life is still being subjected to waste, entirely without regard for its value. Therefore, in the interest of life, property, health, and humanity, these topics should be studied with much profit to club women.

1. *Frequent Campaigns. Political Graft; Abuse of Franking Privileges, Free Distribution of Seed, Political Appointees Instead of Civil Service Officeholders, Printing of Private Documents at Public Expense.*
2. *Strikes; Who Pays for Them? Seasonal Occupations and Unemployment.*
3. *Idle Prisoners. Bad Roads.*
4. *Hook Worm and Soil Pollution. Tuberculosis and the Loss to the Nation.*
5. *Booming of Towns. Unity of Finances and Efforts Would Bring Results.*

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6. *International Expositions, Waste of Moral and Financial Forces With Little Commercial Profit. Poor Transportation for Products, Oversupply of One Market, and Undersupply of Another.*
7. *Vacant Lots, Could Be Used for Gardens by School Children. Saloons, Expensive Cafes, Roof and Beer Gardens, All Agencies Encouraging Excessive Eating, Drinking, and Smoking Contribute to National Waste.*
8. *Inefficient Teachers in Schools, Public and Private. Inefficient Men in Public Offices, Lack of Close Supervision Over Their Books and Acts.*

History of the American University

The development of the university in this country has been along lines somewhat distinct from those in other countries. For that reason a study of the features unique to our schools, and an investigation of the causes for their development, will prove highly interesting.

FOR WOMEN'S CLUBS

1. *Beginning as a Boarding School.*
 - (a) Ecclesiastical nature.
2. *Courses of Studies in the Early Schools.*
 - (a) Specialized in theology.
3. *The Age of University Building.*
4. *Extension of the School System.*
 - (a) Public schools, correspondence, women's colleges, scientific and technical schools.
5. *State Universities.*
6. *International Exchange of Professors.*
7. *Princeton and Her Graduate School.*
8. *The Debt Education Owes to the Church.*

REFERENCES

- "Individual Training in Our Colleges." C. F. BIRDSEYE.
- "Great American Universities." E. E. SLOSSON.
- "American College Education and Life." J. H. TUFTS.

Child Study

This subject is one which today is widely discussed, and it should certainly be taken up by club women. The mother who watches

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the life of her child unfolding, will find her own life made the richer, and the study of the needs of the child will serve to bring her closer to her children. Child culture is the most satisfying of all studies offered.

We may study nature and be given a perfect flower of a day's duration, but in studying the child we are given the man or woman of tomorrow.

(Taken from the Home Economics Department of the Wisconsin Federation of Women's Clubs.)*

1. Moral Ideas of Children.

- (a) Adult's interpretation of right and wrong.
- (b) Child's interpretation of right and wrong.
- (c) Causes of the child's unmoral or wrong acts.
- (d) Natural instincts, natural impulses, ignorance, inexperience, etc.
- (e) First and later evidence of child's growing moral sense.

* The study part is taken from a pamphlet compiled by Pearl MacDonald.

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- (f) Order and mode of the development of the child's moral sense.

2. *Moral Education of the Child.*

- (a) Training of the child's moral sense and judgment.

3. *Heredity and Environment.*

- (a) Training through example.
- (b) Direct ethical instruction.
- (c) Influence of literature and the story.
- (d) Training through medium of child's concrete experience.
- (e) Treatment of individual faults.

4. *Moral Value of Work, or Industrial Training of the Child in the Home.*

- (a) Value of moral, mental, physical, and practical work.

5. *Mother's Part in the Matter of Industrial Training of the Child.*

- (a) Limitations versus possibilities.
- (b) Setting of an example.
- (c) Assignment of duties.
- (d) Training in right habits of work.
- (e) Training in right attitude toward work.

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- (f) Economic training in the use of money.
- (g) Devices and methods.

6. *Obedience.*

- (a) What is obedience?
- (b) Ends and purposes of training the child in habits of obedience.
- (c) Relation of obedience to the formation of habits.

7. *Habit.*

- (a) Definition; the physiology and psychology of habit.
- (b) Kinds or classes of desirable habits.
- (c) The child's formation of habit.
- (d) Values and effects of habit (practical, intellectual, ethical).

8. *The Will.*

- (a) Definition.
- (b) Origin and development of the child's will power.
- (c) Relations of the emotions to the will.
- (d) Relation of self-control to the will.
- (e) Relation of will to habit.
- (f) Relation of will and action.
- (g) The training of the will.

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REFERENCES

- "The Home School." NEWELL DWIGHT HILLIS.
"Study of Child Life." M. F. WASHBURN.
"The Study of the Child." A. R. TAYLOR.
"The Career of the Child." M. P. E. GROSZ-
MANN.
"Youth and the Race." E. J. SWIFT.
"Child Training." V. M. HILLYER.

Woman's Suffrage

One of the most interesting and timely subjects for a program may be prepared on this theme. In arranging the year's work it would be well to have several papers on the movements in the past and discuss such women as Margaret Fuller, Susan B. Anthony, and Elizabeth Cady Stanton, before bringing the study down to the present time. It would also prove interesting to have additional papers on suffrage conditions in other countries.

1. *Evidence That Women Want the Ballot. Increasing Interest in Equal Suffrage Among Club Women. Equal Suffrage in Our State and Other States.*

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2. *The Attitude of College Women Toward the Ballot. Some Objections to Woman's Suffrage.*
3. *The Ballot for Women and Public Health. The Ballot for Women and Moral Reforms.*
4. *The Mother's Need of the Ballot. The Ballot and the Farmer's Wife.*
5. *The Ballot and the Tax-Paying Woman. The Ballot and the Immigrant Women.*
6. *The Ballot for Women and Municipal Advance. The Ballot and Women Officials.*
7. *The Ballot for Women and Educational Interests. The Ballot for Women and Church Interests.*
8. *The Ballot for Women and Industry. The Value of Equal Suffrage to the Small Town.*

REFERENCES

- "Woman Suffrage; Arguments and Results."
(Published by The National American
Woman Association, New York City.)

FOR WOMEN'S CLUBS

"Julia Ward Howe and the Woman Suffrage Movement." FLORENCE HOWE HALL.

"The Woman Citizen's Library" (Vol. 7).
Edited by SHAILER MATHEWS.

"What Eight Million Women Want." RHETA
G. DORR.

Miscellaneous Programs

Clubs which have been organized for a long time and which have yearly followed a program on one definite subject may be glad to change their usual order and adopt a program made up of topics of general interest and instructive value. For such clubs the following list of popular subjects is suggested.

1. *American Needs and Opportunities. The New Civic Spirit.*
2. *Scotland in Song and Story. The Fascination of Holland.*
3. *The Struggle for Brotherhood. The Changing Status of Women in the Orient.*
4. *Franz Schubert; His Position Among Great Musicians. Music in Its Relation to Life.*

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5. *Children's Party. English Folk Songs.*
6. *Why Conserve the Forest, the Mine, the Man, the Home? Who Furnishes Amusements for Our Children?*
7. *The Ideal Home. The Homes of the Future.*
8. *The Montessori System. The Evolution in Education.*

CHAPTER XI

CLUB SENTIMENTS

THE following collection of club sentiments has been prepared for club programs with a view of providing mottoes for each meeting of the year. With such a variety to choose from, clubs should be able to find sentiments suitable for any line of study that may be followed.

The flood of time is setting on; we stand upon its brink. —*Shelley.*

Row on, whatever happens. —*Rabelais.*

There is a woman at the beginning of all great things. —*Lamartine.*

The latest gospel in this world is know thy work and do it. —*Carlyle.*

The future of society is in the hands of the mothers. —*De Beaufort.*

If the world was lost through woman, she alone can save it. —*De Beaufort.*

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Small service is true service while it lasts.

—*Wordsworth.*

'Tis not what man does that exalts him, but
what man would do.

—*Browning.*

Carve your names on hearts, and not on
marble.

—*Spurgeon.*

The end of education is the development of
character; the test of character is capacity for
service.

—*Lyman Abbott.*

The truest test of civilization is not the cen-
sus, nor the size of cities, nor the crops; but the
kind of man the country turns out.

—*Emerson.*

Home in one form or another is the great
object of life.

—*J. G. Holland.*

They serve God well who serve his creatures.

—*Mrs. Norton.*

Dost thou love life, then do not squander
time, for that is the stuff life is made of.

—*Franklin.*

The strength of a nation—especially a re-
publican nation—is in the intelligence, and
well-ordered homes of the people.

—*Mrs. Sigourney.*

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A brother's suffering claims a brother's pity.
—*Addison.*

The greatest enterprise in the world for
splendor, for extent, is the upbuilding of a man.
—*Emerson.*

Women have the genius of charity. A man
gives but his gold; a woman adds to it her
sympathy.
—*E. W. Legouve.*

No nation can be destroyed while it possesses
a good home life.
—*J. G. Holland.*

Reform like charity must begin at home.
—*Carlyle.*

If you have knowledge, let others light their
candle at it.
—*Fuller.*

Humanity in the aggregate is progressing and
philanthropy looks forward hopefully.
—*Ballou.*

Earth's noblest thing, a woman perfected.
—*Lowell.*

It is our actual work which determines our
value.
—*George Bancroft.*

Every duty we omit, obscures some duty we
should have known.
—*Ruskin.*

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If the power to do hard work is not talent,
it's the best possible substitute for it.

—*Garfield.*

Music washes away from the soul the dust of
every day life.

—*Auerbach.*

All that is human must retrograde if it do not
advance.

—*Gibbon.*

When you can't remove an obstacle, plow
around it.

—*Lincoln.*

Books, school, education are the scaffolding
by means of which God builds up a human soul.

—*Humboldt.*

Do not forget, but remember that to accom-
plish grand deeds you must be enthusiastic.

—*Saint Simon.*

Duty makes us do things well, but love makes
us do things beautifully.

—*Phillips Brooks.*

There are two things for live men and women
to do. To receive from God and to give out to
their fellows.

—*Mrs. A. D. T. Whitney.*

The laws of nature are the thoughts of God.

—*Z'schokke.*

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Necessity is often the spur to genius.

—*Balzac.*

There is no possible success without some opposition as a fulcrum.

—*Holmes.*

A room hung with pictures is a room hung with thoughts.

—*Joshua Reynolds.*

There is no great achievement that is not the result of patient working and waiting.

—*J. G. Holland.*

Ability is of little account without opportunity.

—*Napoleon.*

Home should be an oratorio of the memory, singing to all our after life melodies and harmonies of old remembered joys.

—*Beecher.*

Let us have faith that right makes might; and in that faith, let us to the end, dare to do our duty as we understand it.

—*Lincoln.*

A first failure is often a blessing.

—*A. L. Brown.*

Our grand business undoubtedly is not to see what lies dimly at a distance, but to do what lies clearly at hand.

—*Carlyle.*

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I hold that Christian grace abounds where
charity is seen;
That when we climb to Heaven 'tis on the
rounds of love to men.

—*Alice Carey.*

Honest toil is holy service; faithful work is
praise and prayer.

—*Henry Van Dyke.*

Try to be of some use to others.

—*Bishop Hall.*

The great thing in this world is not so much
where we stand, as in what direction we are
moving.

—*Holmes.*

The chief glory of every people arises from
its authors.

—*Samuel Johnson.*

We live not to ourselves; our work is life.

—*Bailey.*

Tho' I am poor, send me to carry some gift
to those who are poorer, some cheer to those
who are lonelier — and light Thou my Christmas
candle at the gladness of an innocent and grate-
ful heart.

—*Henry van Dyke.*

Talent forms itself in the silence of the study;
character in the stream of the great world.

—*Goethe.*

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Do not be troubled if, in spite of all thou triest to do, the times are out of joint and things go wrong. God made the world, not thou. He has patience, should not thou have patience?

—*Canon Farrar.*

Whatever noble fire is in our hearts will burn also in our work; whatever purity is ours, will chasten and exalt it. —*Frederick Leighton.*

To live with a high ideal is a successful life. It is not what one does, but what one tries to do that makes the soul strong and fit for a noble career. —*E. P. Tenny.*

Do what you undertake thoroughly; be faithful in all accepted trusts. —*Longworth.*

If God speaks anywhere, in any voice, to us His creatures, it is in music. —*Beethoven.*

Nothing lovelier can be found in woman than to study household good. —*Milton.*

All the world's a stage
And all the men and women merely players.
—*Shakespeare.*

Five things are requisite to a good officer—
ability, clean hands, despatch, patience, and im-
partiality. —*William Penn.*

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No woman of the humblest sort can really be strong, gentle, pure, and good without the world being the better for it. —*Phillips Brooks.*

Education commences at the mother's knee and every word spoken within the hearing of little children tends toward formation of character. —*Hosea Ballou.*

The strongest principles of growth lies in human choice. —*George Eliot.*

One who is contented with what he has done will never become famous for what he will do. He has lain down to die. The grass is already growing over him. —*Bovee.*

Good the more communicated, more abundant grows. —*Milton.*

That is a good book which is opened with expectation and closed with profit. —*Alcott.*

How white are the fair robes of charity as she walketh amid the lowly habitations of the poor. —*Hosea Ballou.*

When better cherries are not to be had,
We needs must take the best of bad.
—*Daniel.*

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When Fate wills that something should come to pass, she sends forth a million of little circumstances to clear and prepare the way.

—*Thackeray.*

Women in health are the hope of the nation.

—*J. V. C. Smith.*

Sir, you are very welcome to our house.

—*Shakespeare.*

Nothing in this world is so good as usefulness.

—*Benjamin Brodie.*

Children are the keys of Paradise;
They alone are good and wise,
Because their thoughts, their very lives are
prayer.

—*Stoddard.*

To say you are welcome were superfluous.

—*Shakespeare.*

He that hath a trade hath an estate, and he that hath a calling hath an office of profit and honor.

—*Franklin.*

The test of civilization is the estimate of woman.

—*George W. Curtis.*

Our best thoughts come from others.

—*Emerson.*

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Beneath the winter's snow lie germs of summer flowers. —*Whittier.*

Strive while improving your one talent, to enrich your whole capital as a man. —*Bulwer Lytton.*

They never fail who die in a great cause. —*Byron.*

Education is a better safeguard of liberty than a standing army. —*Edward Everett.*

It is books that teach us to refine our pleasures when young and to recall them with satisfaction when we are old. —*Leigh Hunt.*

My heart is ever at your service. —*Shakespeare.*

A song will outlive all sermons in the memory. —*Henry Giles.*

To me statesmanship is the art of changing a nation from what it is into what it ought to be. —*W. R. Alger.*

Women have a smile for every joy, a tear for every sorrow. —*Saint Foix.*

They are never alone that are accompanied with noble thoughts. —*Philip Sidney.*

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The great lesson of biography is to show what man can be and do at his best. A noble life put fairly on record acts like an inspiration to others.

—*Samuel Smiles.*

Does the pilgrim count the miles
When he travels to some distant shrine?

—*Schiller.*

Poetry is the music of thought, conveyed to us
in music of language.

—*Chatfield.*

Peace is the masterpiece of reason.

—*Johann Miller.*

It is our actual work which determines our
value.

—*George Bancroft.*

O world, what pictures and what harmonies
are thine!

—*Emerson.*

Our great social and political advantage is
opportunity.

—*George W. Curtis.*

The heart that is soonest awake to the flowers
is always the first to be touched by the thorns.

—*Moore.*

He that does good for good's sake, seeks
neither praise nor reward, though sure of both
at last,

—*William Penn.*

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The lofty oak from a small acorn grows.

—*Lewis Duncomb.*

A lovely girl is above all ranks.

—*Charles Buxton.*

To me the meanest flower that blows can give
Thoughts that do often lie too deep for tears.

—*Wordsworth.*

Nothing is eternal but that which is done for
God and others. That which is done for self
dies.

—*Aughey.*

Our ancestors have traveled the iron age, the
golden is before us.

—*Bernardine St. Pierre.*

Sit down and feed and welcome to our table.

—*Shakespeare.*

Ability is of little account without opportu-
nity.

—*Napoleon.*

Next to God, we are indebted to women, first
for life itself, and then for making it worth
having.

—*Bovee.*

Only what we have wrought into our character
during life can we take away with us.

—*Humboldt.*

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The hard things of life are the ones for which we ought to give thanks. —*G. H. Palmer.*

To pity distress is but human; to relieve it is Godlike. —*Horace Mann.*

No woman is educated who is not equal to the successful management of a family.
—*Burnap.*

Home is the grandest of all institutions.
—*Spurgeon.*

The heart of true womanhood knows where its own sphere is, and never seeks to stray beyond it.
—*Hawthorne.*

When we plant a tree, we are doing what we can to make our planet a more wholesome and happier dwelling-place for those who come after us if not for ourselves.
—*Holmes.*

Nature fits all her children with something to do.
—*Lowell.*

The inward pleasure of imparting pleasure — that is the choicest of all. —*Hawthorne.*

How far that little candle throws its beams!
So shines a good deed in a naughty world.
—*Shakespeare.*

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Though we travel the world over to find the beautiful, we must carry it with us, or we find it not.
—*Emerson.*

In proportion as there are more thoroughly cultivated persons in a community, will the finer uses of prosperity be taught and the vulgar uses of it become disreputable.
—*Lowell.*

They build too low, who build beneath the stars.
—*Young.*

Study yourself; and most of all note well,
Wherein kind nature meant you to excel.
—*Longfellow.*

No life can be pure in its purpose and strong in its strife,
And all life not be stronger and purer thereby.
—*Owen Meredith.*

Music hath charms to soothe the savage breast,
To soften rocks, or bend a knotted oak.
—*William Congreve.*

We view the world with our own eyes each of us and we make from within us the world which we see.
—*Thackeray.*

Generosity is more charitable than wealth.
—*Joseph Roux.*

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Not what we give, but what we share,
For the gift without the giver is bare.

—*Lowell.*

Have a purpose in life, and having it, throw
into your work such strength of mind and
muscle as God has given you.

—*Carlyle.*

God does not call us to our fullest life sim-
ply for ourselves.

—*Phillips Brooks.*

The sweetest bird builds near the ground,
The loveliest flower springs low,
And we must stoop for happiness,
If we its worth would know.

—*Swain.*

Do thy duty which liest nearest to thee.

—*Goethe.*

No amount of preaching, exhortation, sym-
pathy, benevolence, will render the condition
of our working women what it should be so long
as the kitchen and the needle are substantially
their only resources.

—*Horace Greeley.*

One flag, one land, one heart, one hand,

One Nation evermore.

—*Holmes.*

With a nation as with a man, the worthiness
of life depends upon the way in which every-
day duties are done.

—*Roosevelt.*

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Nor love, nor honor, wealth, nor power,
Can give the heart a cheerful hour
When health is lost. Be timely wise;
With health, all taste of pleasure flies.

—*Gay*.

To love the public; to study universal good,
and to promote the interest of the whole world,
as far as lies within our power, is the height
of goodness, and makes that temper which we
call divine.

—*Shaftesbury*.

Woulds't shape a noble life?
Then cast no backward glances toward the past,
And though somewhat belost and gone,
Yet do thou act as one new born.
What each day needs, that shall thou ask,
Each day will set its proper task. —*Goethe*.

Whatever study tends neither directly nor
indirectly to make us better men and citizens
is at best but a specious and ingenious sort of
idleness; and the knowledge we acquire by it
only a creditable kind of ignorance — nothing
more.

—*Bolingbroke*.

There is a mistaken idea that culture means
to paint a little, to sing a little, to dance a little
and to quote passages from the late popular
books. As a matter of fact, culture means

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mastery over self, politeness, charity, fairness, good temper, good conduct. Culture is not a thing to make a display of; it is something to use modestly that people will not discover all at once that you have it.

—*Chicago Culture Club.*

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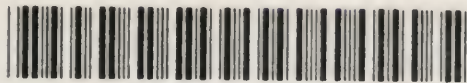
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