WOMAN'S HOME PAGE

CHARLES DWYER ... Editor.

AN INEXPENSIVE FOUR-BEDROOM HOUSE

THE exterior of the $3500 house must be treated in a simple manner, but simplicity need not detract from architectural charm.

In this house the framework was first boarded over with hemlock "shiplap," covered by waterproof tar paper. Over the entire surface of the building, and up under the eaves, vertical furring strips were then nailed on, and to these strips were fastened the spruce laths, which were covered with two coats of cement plaster.

Use of Wooden Laths

The last coat, containing coarse sand, was "floated" with a "float" of wood, which tears the plaster slightly, and leaves a charming rough texture on its surface. The substitution of wood laths for the more commonly used metal lathing proved successful in every way.

Metal lathing costs more and is short lived, owing to the dampness which permeates the plaster and corrodes the metal. When wood laths are used, however, they should be narrow one-inch laths, and the first coat of plaster must be allowed to shrink dry before applying the second coat.

Casement windows are coming more and more into favor and should properly swing out. If swung in, it is very difficult to make them tight. An even greater annoyance when swung in is the wasted space they occupy in the room when open. With casements swung out, the fly screens are hinged on the inside, at the top, upon loose pin butts. In the winter the screens may be exchanged for storm sash, hung upon the same butts.

Exterior Woodwork

The exterior woodwork is of unplaned lumber. This treatment is particularly advisable when the trim is to be stained instead of painted, as smooth wood does not possess enough fibre to hold the pigment in place. The shingles on the roof, and all exterior boards, in this design, were stained a warm reddish brown. Two coats of gray paint, just the color of the plaster, were applied to the smoothly planed sash. This combination of gray plaster, brown woodwork and gray sash, with burnt orange curtains at the windows, is harmonious and gives a very pleasing effect.

The interior of the $3500 house must conform in simplicity to the exterior. It may be said in a general way that the rooms of the first story should all contribute a quota of space to the living-room, and the sequence of rooms should be such as will permit of long vistas. For instance, if one stands in the living-room of this house, one gets an unobstructed view clear through the hall and dining-room. If any fears are felt for the lack of privacy in the dining-room, a screen can be placed at the opening during meals, and folded away at their end.

A Small Kitchen

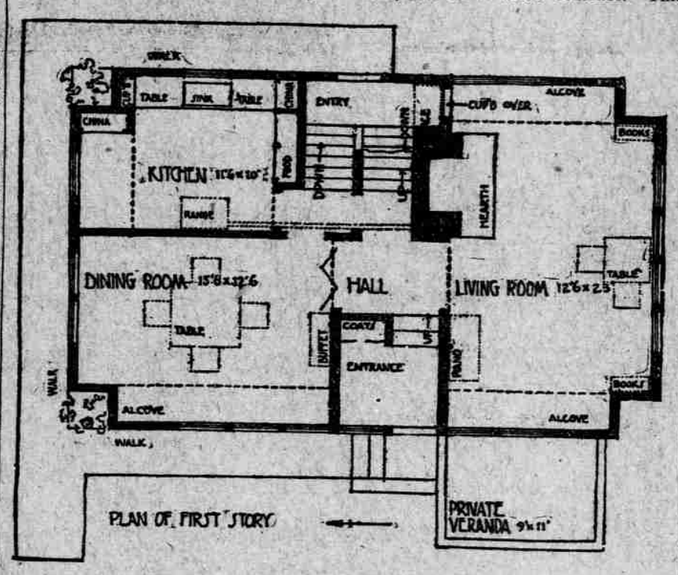
It is surprising how small a kitchen may be when properly arranged. In this project the old-fashioned pantry and butler's pantry were declared obsolete, and kitchen cupboards substituted. The sink, open underneath, is suspended between two units; drawers at one end, with a cupboard at the other.

A table top, cut out to receive the sink, offers facilities for preparing food, washing dishes and the like. The gas range has a small flue to the chimney, the ceiling over the front and rear halls being lowered to make space for it.

In a small house the omission of the attic saves from $200 to $400. The garret, ventilated through a chimney flue, is entered by means of a trap-door in the second-story ceiling. Household "odds and ends," trunks and the like, are stored upon a rack in the basement, and the alcoves on the first story contain cedar boxes for storage of clothing.

Wardrobes have largely taken the place of the old-fashioned closet. A shelf extends at the top, from the underside of which are fastened hooks in rows for the coat forms holding the clothing. In such a wardrobe, two feet square, twenty garments may be hung without crowding, each garment being readily accessible.

THE LIVING-ROOM



PLAN OF FIRST STORY

AMPLE ROOM FOR THE CHILDREN

FIRST LESSONS AT HOME

These three are: the "Word Method," where the word as a whole is taught; the "Sentence Method," where the whole sentence is given time after time, with only one word changed, until the child recognizes it at any time; and the "Phonic Method," in which the sounds of the letters are given one at a time, with a view to helping the child to find out new words for himself. This is especially important, as the one great object in teaching is to *help the child to help himself.*

Do not try to teach the child the alphabet the first year. He will absorb it unconsciously, and later on the letters may be given him to learn in their proper order.

Six years is the proper age for a child to begin lessons. Any child can learn earlier, but the strain on the brain is too great.

(for the correct marking of the letters); a plentiful supply of corn, beans, peas and wooden toothpicks, and a copy of the "course of study" of the schools which the child will eventually enter.

This may be obtained from State Superintendent of Public Instruction, or, if a city school, from the city superintendent, for ten cents. It will tell you what text-books to use, how much in each branch a child is expected to learn, beside giving many little hints which aid in the practical work in teaching.

Methods

The best educators agree that a combination of the three methods of teaching reading are better than any one.

The first month a child is supposed to learn thoroughly at least thirty words. Those usually taken up first are: *cat, boy, man, horse, girl, ball, hen, and, have, I, see, a, the,* and *it.*

Reading Lesson

FIRST DAY—Talk about a cat. Show one to the child at lesson time. Have him make statements concerning it; as: "I see a cat." Write the sentence on the board. Tell him what the chalk "says." Have him read it (not word by word, but as a whole sentence. This prevents "jerky" reading). Emphasize only the word *cat.* Show him again how the word is written. Write it slowly on the board several times.

Point to each word, and have the children tell what it is.

Now write the sentence again and have them read it.

No lesson should exceed fifteen minutes, but two or even three lessons in reading and one in numbers may be given each day for five days in the week.

Know what you are going to teach before you begin. Successful work cannot be done otherwise.

Script is taught first. Print is "the word in a new dress." This appeals to the child's imagination, as well as assists his memory.

Take up reading and number at first. Writing and written spelling should begin about the fifth month.

Write "cat" several times, interspersing other, unknown words. Give one child the pointer, and allow him to point out the word "cat" wherever he can find it. Next, give him a colored crayon, and have him underscore it until he makes a mistake, when the crayon is given to the other child.

Now write, "I see a cat," "I see a man," "I see a boy," "I see an apple" (picture this instead of writing, as it gives a variety, while the child recognizes so few words, and it aids him in learning the first words in the sentence, as well.)

Have the child point out the sentence he knows. This is not to bring out the new words, but to teach the child to distinguish known from unknown words. Used in every sentence, for two or three days, "I see" will be learned unconsciously.

Use pictures instead of the words a part of the time. A leaf, ball, ring, box, house, chair, book, tree and flag are easily pictured and add interest to the lesson.

Drill on the given sentence for the remaining time of the day's lesson.

SECOND DAY—Teach two new words in the same way that "cat" was taught in the first lesson. Introduce "cat" in print. Have the children find it in books, etc.

THIRD DAY—Teach the latest two words in print, review work previously given, and teach one new word.

FOURTH DAY—Review, and give them the hard ("k") sound of c, with the proper marking. Give the sound yourself (c as in cat). Have them sound it alone several times. Then sound it in the word "cat."

At the second lesson, the same day, teach "a" with a cap on (ā). Sound the letter for them. Now give them the sound of the "t." Drill on the separate sounds for three minutes. Then give them in their proper order, very slowly at first, then faster and faster until they pronounce the word. This is the first step in teaching the child to find out the words for himself.

FIFTH DAY—Teach two new words, and give a general review of words (script and print), sentences and sounds of letters.

Continue this until at the end of the month they thoroughly know thirty words.

The second and third months, teach them three new words each day, keeping up drill and instruction in phonics, and the fourth month four new words may be given each day.

The child is by this time ready to have a regular lesson assigned him, to study out for himself.

Number Work

FIRST LESSON—In the first lesson, find how high the child can count correctly, and see if he understands two, and three as a whole.

Use all of this period in having him count different objects by ones. Then take the number two, and present it once more as a whole.

In these lessons, use objects, always, as a child finds it hard to understand number in the abstract. Corn, beans, peas, toothpicks, shoepegs, etc.

SECOND LESSON—Beginning with two, teach: 1 and 1 are 2. Illustrate with objects. Have the child illustrate the same and make the statement: "1 and 1 are 2."

After this is thoroughly impressed, illustrate with objects—2, take away 1 leaves 1. (Do not make the mistake of using the words "less" and "equals," with small children.) Illustrate this once more, having the child formulate the statement. Then have the child illustrate it for himself, and himself formulate the statement that "2, take away 1 leaves 1."

THIRD LESSON—By the use of objects, have the child find how many ones there are in two. Then how many twos there are in two. Be content to go slowly. Be thorough. Let the child find out things for himself. It will please him better, and the knowledge thus gained will stay with him. Let him reason out and formulate for himself the statements of fact rather than repeat one made by you.

Give simple problems, and have the child picture them out with the objects at hand. For instance:

If Jack planted one bean, and then planted one more, how many beans did he plant all together?

There were two peas in a pod. If one fails out, how many is left?

Jimmie had two grains of corn. He divided them between Jennie and himself. How many had each?

Bess had two apples. She gave Willie half of them; how many did she give Willie? How many had she?

These little problems set them to reasoning—a habit which must be cultivated from the beginning.

FOURTH LESSON—Take the number three as the basis of this lesson.

Illustrate: "1 and 1 and 1 are 3." Get the child first to count them, then to make the statement. Now give a simple problem.

Jessie has one apple in her hand, one in her basket, and one in her pocket. How many apples has she?

The next step will be to teach 2 and 1 are 3.

Drill on the combinations of three; and of two as a review.

FIFTH LESSON—Review previous work, teach the child to count one more than he already knows, each day.

Give the fact that there is one 2 in three, and 1 left over. Have the child illustrate, by separating two peas from the one, the whole number making three. Give problems, as: John had three cents. He wanted to buy marbles, which cost two cents each. How many marbles could he buy?

Continue the lessons in this way, giving but one period daily to the Number Work.

At the close of the first month the child should know all the combinations up to and of four, *i. e.,* one-half and one fourth of four; how many ones in four; how many twos in four; how many threes in four; how many fours in four; how many four ones are; two twos; two and two; four, take away two; four, take away three; and four take away one. In all numbers up to twenty, the combinations, each and every one, which include processes in addition, subtraction, multiplication and division, as well as the smaller common fractions, are given orally. Above twenty a little written work is given, such as writing numbers, and adding and substracting small numbers, where the numbers to be added never exceed nine; and in substraction the minuend is in every figure greater than the subtrahend.

The second month take up as new combinations those of 5 and 6, reviewing thoroughly at every lesson some of the work done the previous month. This reviewing is a necessary and constant feature of Number Work.

The third month, take up the combinations in 7 and 8, reviewing.

The fourth month, combinations of 9 and 10.

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Books of "problems by grades," from the first to the ninth, may be obtained from any publisher of school books.

During this time of teaching, educational money, sold by all dealers in school supplies, may be used in little games of marketing, keeping store, and so on, providing both amusement and instruction for the child, so that at the close of the school year he can readily recognize all money up as high as one dollar, and can make change.

Telling time, so far as the hour and the half, should also be taught.

In teaching number, it must be borne in mind that you cannot *cram* numbers into a child. Each step must be reasoned out. Employ every device of which you can think, read or hear, to assist the child in reasoning out these simple problems for himself. He thus gains accuracy, concentration, self-confidence and greater power in reasoning.

Drawing

This may be given as amusement the first year in illustrating the stories they learn or read. You know in a child's mind a straight mark represents a horse to the life. The imagination is thus stimulated, and a knowledge of form comes almost unconsciously.

Weaving and Sewing Cards

These two devices may be used to keep the little folks quiet and teach them form and color. The material may be obtained from any dealer in kindergarten materials, or from the large department stores.

Language

The language lessons for the first year should be entirely oral, and the following year mostly copying.

Spelling

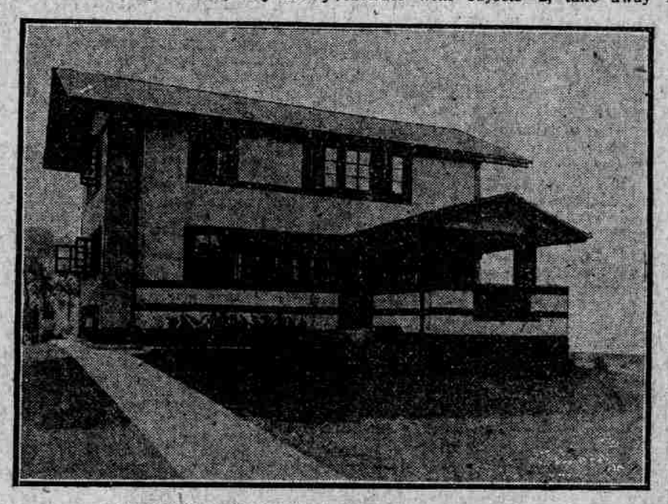
Spelling should be written and should not be commenced until the fifth month.

Writing

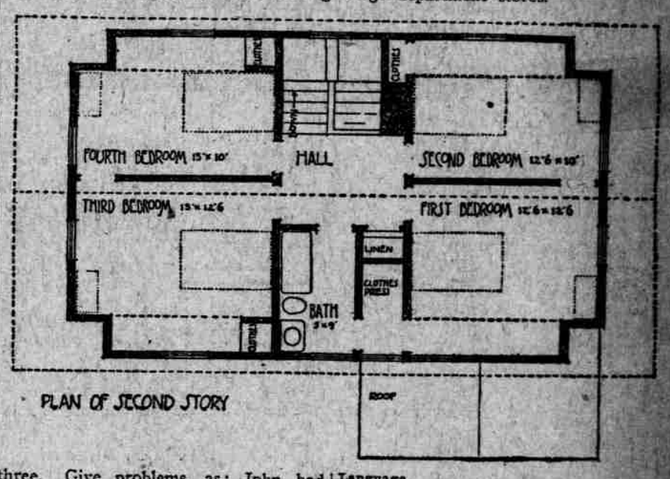
Give the child one word at a time to copy at the end of the first month, and keep adding a new, but not unknown, word now and then, until the latter forms have been mastered.

Above all, be very patient with your pupils. Bear in mind, the result should be ability to learn more and not merely so much.

THE DINING-ROOM



EXTERIOR—SHOWING SHUTTER WINDOWS



PLAN OF SECOND STORY

TEACHING THE CHILD AT HOME

THE home teacher will need a small blackboard (which may be bought for a dollar or made from opaque window shading, tacked over canton flannel, nap down); crayons, white and colored; dictionary (for the correct marking of the letters); a plentiful supply of corn, beans, peas and wooden toothpicks, and a copy of the "course of study" of the schools which the child will eventually enter.

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INVITATIONS AND CALLS

Etiquette Now Observed In These Social Functions

THE winter season brings with it a host of conventionalities. People have settled down to their town life and to the general round of social duties, occupations and amusements. Duties may be placed first, because they loom up largely in the world of society, and must be fulfilled if one would sustain one's reputation for politeness and keep in touch with friends and acquaintances. There are obligations which we owe and must respect.

It may be a duty to entertain a little in return for the hospitalities of others. If so, we must be particular about sending out invitations well in advance, in order to secure the guests.

Although the most formal invitations are engraved, there is no objection to writing an invitation, provided these rules are followed: Note paper of best quality must be used. Words must be carefully spaced. Names must be written on separate lines. Invitations for evening parties are in the name of host and hostess. For day occasions, except weddings, they are in the name of hostess alone. It is not in good taste to write initials in an invitation. For instance, it is not correct to write, "Mrs. J. H. Robinson requests the pleasure of Mrs. T. W. Brown's company." The form is:

Mrs. John Hobart Robinson
requests the pleasure of
Mrs. Brown's company
at luncheon
on Friday, February the first,
at half past one o'clock.

Although the full name of the hostess is given by way of a distinctive understanding as to who is issuing the invitation, the full name of the guest is not written in, because the envelope containing the invitation must bear the full name and street address; therefore there can be no mistake as to the identity of the guest.

The recognition of the civilities and courtesies of others is one of the fundamentals of good manners. When invitations to luncheons, dinners, card parties or home weddings arrive they must be acknowledged not later than a day after their receipt.

A reply to an invitation in the form just indicated would be in similar form:

Mrs. Brown
accepts with pleasure
Mrs. Robinson's
kind invitation to luncheon
on Friday, February the first,
at half past one o'clock.

Importance is attached to repeating the date and the hour in the reply in order that no misunderstanding may arise.

When wishing to send an invitation to a new acquaintance it is polite to call before sending it. If an invitation is received from an acquaintance who has never called, it is best not to take offense or stand on ceremony, remembering that there are usually many good reasons for delay in calling. Even in small towns people are engaged in various ways. Many persons are very procrastinating; few are intentionally discourteous. It is wise to give everyone the benefit of the doubt, and to remind one's self that it is always a compliment to be invited to anyone's house. Of course, there are circumstances where people are very tardy and very lax in showing proper attentions, and where an attitude of self-respect must be maintained by one who has been too long neglected; but, as a general rule, it is sensible not to be too ceremonious in these matters, not to exact too much in the very busy world of society.

One is obliged to call after an invitation to a dinner, luncheon, home wedding, card party or theater party. The reason is that invitations of this sort are especially personal. They are not invitations to general affairs, or issued to general acquaintances. Church weddings, teas or large receptions may be classified under general affairs. A church is ample enough in size to hold a very large number of persons. General acquaintances may be bidden to a church wedding, and they may be present or not, as they please. In acknowledgment of the invitation, guests send cards on or after the day of the wedding to those in whose name the invitation was issued and to the newly-married pair, and their duty is done. If in doubt as to what may be the new home address of the bride, it is always safe to send the cards to the home of her parents, who will see, as a matter of course, that the cards are forwarded. These very obvious points are explained herein because they are often puzzling to the inexperienced.

On the occasion of a tea or reception a hostess sends cards and opens her house to her general list of friends. She notifies them by these cards the day and hour when they may find her at home. They are not obliged to go, although they should make the effort to do so. They can have but a word of greeting and parting with the hostess, but this counts as a call. Duty is fulfilled. Cards are left, so that a hostess may not forget those who were present and may give them credit for coming. If impossible to attend, it is proper to send cards on the day of the tea. A call is not due afterwards. Life is too complicated, cities are too enormous in extent, friends and acquaintances live too many miles apart to make it possible to do more.

Visiting cards are engraved from a plate, never printed and never written. Nothing would savor more of ignorance or provincialism than a written card. Engraved plates are not expensive, and there is no excuse for not having one, nor is there any excuse for not providing one's self with a good supply of cards. If one allows the quantity to diminish there is anxiety and the annoying delay of several days in waiting to have a hundred cards struck off from one's plate.

Plain cards of fine quality, unglazed, are used. Script or Roman letters are in favor. Old English letters are sometimes preferred. The name is in full and always with a prefix, thus:

Mrs. William Henry Johnson.

The street address is engraved in smaller letters of similar style, and in the lower right-hand corner of the card. If one has a day for being at home, it is engraved in the lower left-hand corner, simply thus: Fridays. The hour is not given on a card to be used when visiting, as it is understood that visits are only made after three o'clock. In smaller towns, however, the custom is sometimes followed of being very explicit in stating, Fridays, after three o'clock. This admits of no error as to when one will be at home.

A woman's card is about three inches in length and two in width, small cards, almost square in shape, being the fashion of the hour. Cards which are only two and a half inches in length by one and three-quarters in width are preferred by many women. Roman letters are, of necessity, used on small cards, as they require less space than script.

Men use cards smaller than those of women, and oblong in shape. The full name is engraved with the prefix, Mr. A physician's card is Dr. Horace Green. A degree is never used on a card. It is not correct to have M. D. or D. D. or Ph. D. on a card.

Custom decrees that a widow shall use her husband's name on a card. She is Mrs. Frederick Brown, not Mrs. Mary Brown.

The eldest daughter in a family has her card

Miss Robinson

unless there is an older unmarried woman of the name in a branch of the family, an aunt, or older cousin.

Few things seem more difficult to understand by the uninitiated than the reason why a married woman leaves her husband's cards with her own, and how many she leaves and for whom they are left. People in small towns think that it is almost against the conscience to leave the cards of anyone who is not a personal visitor, or they fear that they appear affected. To begin with, the idea is that formal visiting and the privileges of card-leaving belong exclusively to the feminine element of society. Men are otherwise occupied and have little leisure for visiting. A married man is, therefore, more or less exempt from formal visiting, and the understanding is that his wife shall leave his cards as a courtesy with her own in a formal call, or the first call of the season.

As a general rule, therefore, a woman leaves two of her husband's cards with one of her own. Her card is intended for the lady on whom she is calling, her husband's cards are for the hostess and her husband. If there are grown-up daughters in a family a woman leaves one of her cards for them and one of her husband's cards. The rule of good taste is that one would not leave more than three of one's cards and three of one's husband's cards at a house.

SOME REFRESHING TABLE DAINTIES MADE OF DATES

Spiced Date Cakes

Sift together five cupfuls of flour, two tablespoonfuls each of baking-powder and ginger and one teaspoonful of cinnamon. Put one cupful each of molasses and sugar with a large tablespoonful of butter in a saucepan over the fire, and when the butter melts beat and stir for ten minutes. Add gradually one cupful of milk. Mix in the dry ingredients thoroughly, and lastly, add half a cupful of chopped, well-floured dates. Bake in well-buttered gem tins or patty pans in a hot oven.

Date Tea Cake

Cream half a cupful of butter with three-fourths cupful of sugar, add one beaten egg and a cupful of sour cream in which has been dissolved one level teaspoonful of baking-soda. Flavor with nutmeg. Add just enough flour to make a soft dough that will roll out in a thin sheet. Divide it in two parts. Over one-half spread a layer of finely-chopped dates, place the other sheet of paste on top, press lightly together and cut into small round or square cakes. Bake in a hot oven.

Date and Apple Pie

Line a pie plate with a good crust, fill it with a mixture of chopped dates and apples, sprinkle over half a teaspoonful of cinnamon and half a cupful of sugar; cover with a top crust and bake about half an hour in a good oven. Serve hot or cold, with or without cream and sugar. In the spring rhubarb may be pleasingly substituted for the apple part of this pie.

Date Charlotte

Cut half of a small loaf of white bread into thin slices, trim off the crusts, and spread each with butter and a thin layer of apple or quince jelly. Line a buttered pudding dish with them, and spread over half a cupful of dates cut in small pieces. Then put in another layer of the buttered bread and another half cupful of the date pieces, and finish with a layer of bread. Cover with a custard made with one quart of milk, three or four eggs, half a cupful of sugar and a pinch of salt. Pour it slowly over the bread and let it stand for half an hour. Bake in a moderate oven about one hour. Serve with or without cream and sugar.

Date Dessert

Put a layer of fresh cottage cheese in a glass dish and sprinkle with a little cream to make slightly moist. Over this place a layer of chopped dates mixed with one-third the amount of chopped nut meats. Dust lightly with granulated sugar, put in another layer of the cheese, then one of dates, and finish with a rather thick layer of the cheese made slightly moist with cream. Sprinkle with sugar and garnish with a few walnut meats.

Date Biscuit

Roll biscuit dough out quite thin, spread it with soft butter and then with chopped dates; spread over another layer of the dough; cut with a small biscuit-cutter, place on a buttered tin and bake in a hot oven.