

HOUSEHOLD SCIENCE AND ARTS

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Household Science and Arts by Josephine Morris

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JOSEPHINE MORRIS

**HOUSEHOLD
SCIENCE AND ARTS**

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BY

JOSEPHINE MORRIS

SUPERVISOR OF HOUSEHOLD SCIENCE AND ARTS
IN THE BOSTON PUBLIC SCHOOLS



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MORRIS, HOUSEHOLD SCIENCE AND ARTS.

W. P. 7

TO

Mrs. ELLOR CARLISLE RIPLEY

ASSISTANT SUPERINTENDENT OF THE BOSTON PUBLIC
SCHOOLS, WHOSE KINDLY INTEREST AND COÖPERATION
HAVE BEEN INVALUABLE AIDS IN THE ACCOMPLISHMENT
OF THE WORK, THIS BOOK IS AFFECTIONATELY DEDICATED
BY THE AUTHOR, IN GRATITUDE FOR HER HELPFUL
SUGGESTIONS IN ITS PLANNING AND COMPLETION

PREFACE

" Household Science and Arts " aims first and last to be practical. Its suggestions as to best ways of keeping a house clean and sanitary, its advice in regard to the care and preparation of wholesome foods, and its formulation of about three hundred fifty recipes are all to the point. They are, moreover, such as may be followed in all homes. Because it is easy to find elaborate recipes and difficult to secure a collection suggestive and useful to the average housekeeper, this book has embraced only that which is well within the reach of the typical American home.

All directions within these covers are expressed in simple language. This fact makes the book easily understood by young students, and saves time and thought for young housekeepers.

In the outline of preliminary lessons, teachers may find a suggested order of making girls acquainted with the kitchen and its equipment. This acquaintance should be made very informally, with no attempt to cover in the first lesson more than the general and familiar kitchen furnishings and tools and their place and order. The individual cooking utensils, unfamiliar in name and use, should be taken up just before need of each is felt, so as to avoid confusion of mind arising from trying to learn many new things at once.

It is suggested, also, that in the first, and in all subsequent, lessons teachers place marked emphasis upon the importance of wearing in the kitchen a clean, attractive outfit; of meeting there all requirements under " Personal Habits in the Kitchen "; and of not making " Mistakes to be avoided in

the Kitchen." In these particulars the teachers set standards which the children can reach only by constant practice. While children may understand a full statement of what they ought to do and of what they ought to avoid, *good kitchen habits can be secured only by the teacher's persistent demand for the ideal.*

The theory of a process in cookery is understood much more easily after than before experience with that process. For this reason, teachers are urged to reduce *explanation* to a minimum until pupils have had some practice in the process to be explained. The consistent pursuit of this plan not only gives better results from cookery instruction, but it favors the acquisition of skill by the pupils and increases their interest in their work. To objectify their conception of a recipe or direction is the great pleasure and great gain of a course in Household Arts. Therefore the teacher's silence is golden and the pupil's activity is rich reward.

JOSEPHINE MORRIS.

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