
THE DOMESTIC SCIENCE COURSE FOR SCHOLARSHIP TEACHERS IN THE PHILIPPINE NORMAL SCHOOL.

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SCHOLARSHIP teachers generally attend the Normal School for only one year. Each of these teachers must have had at least two years' experience in teaching; as a matter of fact nearly all of them have been in the teaching service for several years. The appointment to a scholarship simply means a year's vacation to be spent in study at the Normal School. The teachers who receive scholarships may follow any one or

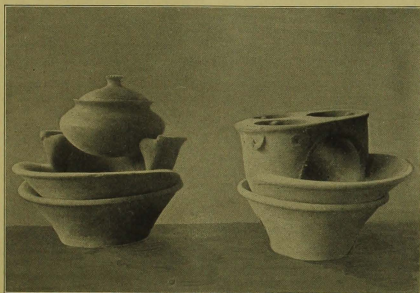


Fig. 1. The ordinary native stove found in all sections of the Islands.

Fig. 2. A modified type which is plentiful in Cavite and is found in Mindoro and Tarlac.

Plate I.

more of twelve distinct lines of industrial work. It is the purpose of this article to investigate the benefits that accrue to those who select their year's work in the department of domestic science.

In conducting this study, it has been found necessary to determine the previous preparation of candidates for the course,

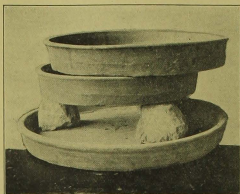


Plate II. A clay oven, used for various kinds of baking.

as well as the kind and quality of service rendered after leaving the Normal School. Questionnaires were sent out to the several school divisions for each of the scholarship teachers who has pursued the course in housekeeping during the past three years. Disregarding those who have left the service or who have been assigned to academic work, twenty-four replies were received from various sections of the Islands. The replies indicate that eleven of the girls had never received a day's instruction in domestic science before coming to the Normal School; nine of the remainder had studied the subject upon an average of four months each, while each of the remaining four had had at least a year's work. With this preparation, or lack of preparation, they entered upon the course of study, which is briefly as follows:

COOKING.

1. Names and uses of things in the kitchen: The course opens with the teacher of cooking and a class of about twelve or fifteen pupils handling familiar utensils in the kitchen, discussing their uses and familiarizing themselves with the English terms for the several articles of equipment and their uses. These lessons are continued until the students have a fair knowledge of the working implements and terminology of the course.

2. Dishwashing: Hot water, the use of soap, rinsing, drying. The class takes weekly turns with other domestic science classes in washing the dishes from the midday lunch.

3. Sweeping and dusting: Where to begin, the strokes in sweeping, disposing of dust rather than moving it to another place in the house, care of brooms and dust cloths.

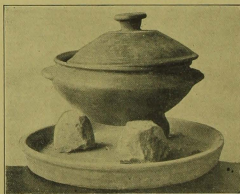


Plate III. A native vessel for cooking meat.

It is also used as a jar or crock for storing away various foods, such as jellies and preserves.

4. Kitchen linen: Different cloths, uses of same, laundering, mending, how to keep sanitary.

5. Soap making: Recipes, ingredients, process and cause explained, practice in making and testing soap.

6. Measuring: All the common measures with their relations to each other. Practical measuring.

7. Water: Its use for cleansing, hard water, soft water, water for drinking (boiled, artesian, distilled), the uses of water in the body.

8. Care of the kitchen utensils: Stoves, cooking vessels, dishes, cups, spoons, knives and forks, garbage pails.

9. Classification of foods: Carbohydrates, proteids, fats, minerals. All of the leading articles of food are considered with reference to the percentages contained of each of these elements.

10. A study of foods with reference to the purpose each serves in the body: cereals, vegetables, fruits, sugar, minerals, vegetable and animal fats, meat, eggs, beverages.

11. Ways of cooking food: Boiling, stewing, baking, roasting, broiling, frying, sauteing, pan-broiling, pan-baking, fricasseeing.

12. Cooking lessons embracing the following: The boiling of water; rice cooked in native pots, double boiler, and fireless cooker; corn, corn meal mush; fish balls; pork and greens; string beans; mongo, mongo and rice; squash; camotes, boiled, baked, or fried; eggplant, okra, onion, radish; salads and dressing; sandwiches; eggs in different styles; rice pudding, camote pudding and squash pudding; camote cake; custards; corn bread, muffins, biscuits, yeast bread, rolls, brown bread; native meats; fish prepared in various ways; stews; peanut, cocoanut, and fruit cookies; jelly roll, plain cake, tea cake, candies; coffee, chocolate, and lemonade.

13. Personal hygiene: Care of the body. Special lessons for girls.

14. The care of the sick: Ventilation, cleanliness, food, what to do in case of accidents.

15. The care of children: Food, clothing, bath; ailments peculiar to children, with treatment.

16. Colds: Cause, duration, dangers, how to avoid, severity, treatment.

17. Ethics: Practical talks on duty; the rules of good behavior; table manners.

18. Practice in menu-making: Obtaining a balanced diet, a varied diet, fitting the menu to the income of the family.

19. Food values in relation to cost: Nutritive elements, cultivating tastes, availability of food products.

20. House management: Setting the table, serving; marketing; disinfectants and their uses; applying to the home the lessons learned at school.

SEWING.

1. List of articles and description of terms used in sewing: Needles, thread, thimbles, scissors, cloth, emery bags, tape line, pins, sewing machines, plain sewing—hand and machine, relation to each other.

2. Needles: What made of, how, different parts; kinds, as embroidery, machine, darning, tape, plain sewing needles; price, quality, care.

3. Thread: How made, where, different fibers used for thread, names, strength of fiber, upon what materials used, sizes, prices.

4. Thimbles: What made of, where worn, why worn, kinds, open or closed, pits, quality, cost.

5. Scissors: What made of; kinds, as embroidery, manicure, button hole, pockets; different parts named and drawings made; uses, cost.

6. Cloth: Different fibers (animal, vegetable); characteristics of each, cloth made from each, processes; warp and woof, uses of different kinds of cloth; conductors and nonconductors of heat and light, absorbers of moisture; how made, quality, cost.

7. Tape line: What made of, use, comparison of scales, practical measuring.

8. Pins: Kinds, what made of, uses, quality, cost.

9. Sewing machines: How to make work easier and quicker, attachments, care and use of machine, oiling and cleaning, manner of running.

10. Directions for sewing: Cleanliness, position, correct light, the eyes and their hygiene, kind of needle, thread, length of thread, thimble always, position of work.

12. Stitches: Model No. 1—Running, basting, hemming, overcasting, blanket, all described, places in garment. Model No. 2—Over handing with its various uses. Model No. 3—Description and use of machine stitches or back stitch. Model No. 4—French seam and fell seam, how made, where used. Model No. 5—Tucking and gathering, different sizes of tuck, suitability, gathering, placing of gathers, stroking of gathers, joining of gathers to band. Model No. 6—Overhanding of lace on straight edge and around corners, feather stitch. Model No. 7—Piecing, matching of stripes and plaids, joining the pieces by overhanding stitch. Model No. 8—Patching. Overhanding and hemming patch, preparing of hole for patching, use of each patch, durability. Model No. 9—Darning. What is darning, warp and woof; when darning and when patching should be used; how darning is done, thread and needle used. Model No. 10—Button hole, sewing on button, measuring of button hole, cutting of button hole, preparation for button hole stitch, button hole stitch, manner of making different kinds of ends, as barred end and round end. Model No. 11—Fancy stitches, herring bone stitch, feather stitch, blind stitch, blanket stitch, button hole stitch, description of how each is made and where used. Model No. 12—Handkerchief. Turning of hem, drawing of thread, basting hem, mitering corners, hemstitching. Model No. 13—Plackets. Plain, skirt, and tape placket, description and use of each.

13. Kitchen linen: Sink cloths, dish cloths, drying towels, hand towels for kitchen.

14. Household linen: Mosquito nets, sheets, pillow cases, table cloth, napkins.

15. Cutting: On the bias, on the straight, by drawn thread, bias bands, fitting, piecing; true and seam bias; laying of patterns on goods, fastening, cutting, interpretation of marks on patterns.

16. Clothing: White aprons and caps for kitchen, sanitary clothing to suit climate, color blending, planning outfits of clothes for little boy, for little girl, for woman, for man. Cutting of patterns. Making of baby's band, dress, petticoat; little girl's dress, waist, drawers; small boy's romper suits; night gowns, corset cover, chemise, underskirt. .

After returning to their respective stations, seven of the teachers mentioned above were assigned to sewing, while the remaining seventeen were given work in both cooking and sewing. In only four cases is the entire time devoted to the teach-

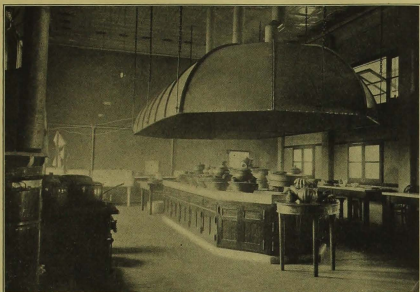


Plate IV. A view of the cooking department of the Philippine Normal School, showing native equipment and general arrangement of the kitchen.

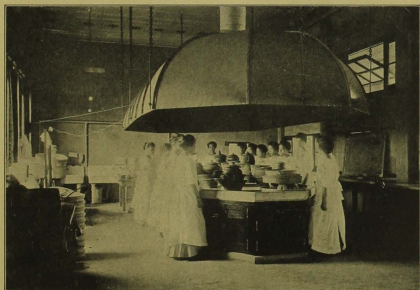


Plate V. A view of the domestic science kitchen at the Philippine Normal School, with a class at work.

ing of household arts. As a rule, about one-half of the teacher's time is employed with the domestic science subjects, while the remainder is usually given to some industrial subject, as lace making or embroidery. In only two cases have pensionadas become assistants to regular domestic science teachers. All of the remaining twenty-two have had full charge of, and responsibility for, the work, subject to the direction of the principal or supervising teacher.

The number of pupils in the several classes varies greatly, the largest number being forty-seven, in a fifth grade sewing class. The average number to a class in both cooking and sewing is sixteen.

Four of these teachers have access to regular domestic science kitchens, four conduct their work in dwellings, while all the remainder have their establishments in ordinary school rooms.

The equipment used by these twenty-four teachers is as follows: Twenty-eight native stoves, five American stoves, two oil stoves, one alcohol stove, four "Dutch" ovens, three hand-power sewing machines, three foot-power sewing machines. It is evident that a large part of the work consists of hand sewing.

Lists of food prepared by several of these teachers, distributed throughout the Islands, are as follows:

First. Corn products, salads, cakes, candy.

Second. Bread, biscuit, cakes, pudding, doughnuts, muffins, salads, sandwiches, candy.

Third. Yeast bread, hominy, corn meal mush, biscuit, eggs in different styles.

Fourth. Salads, cakes, biscuits, muffins, cocoanuts and guayabana desserts, ice cream, doughnuts, hot cakes.

Fifth. Chicken pie, fried meat, fried chicken, goat stew, salads.

Sixth. Cakes and native foods.

Seventh. Rice, fried chicken, sauce, pudding, sandwiches, soup, cake.

Eighth. Cakes, preserved fruits, salads, sauce, desserts.

Ninth. Biscuit, bread, vegetables, eggs.

Tenth. Corn fritters, corn cakes, rice cakes, banana fritters, doughnuts, ice cream, egg plants, bamboo salad, corn soup, tomato soup, banana flower salad.

Eleventh. Rice, stewed chicken, dumplings, fried fish, salads, plain cakes, pound cakes.

Twelfth. "Recipes from Bulletin No. 35" (Bureau of Education Bulletin on Housekeeping and Household Arts).

In some cases the foods to be cooked and the materials used in sewing are furnished partly or wholly by the pupils, but in



Plate VI. A cooking class at the Philippine Normal School.



Plate VII. The sewing department at the Philippine Normal School.

general these are provided by the school. It is rather common for the pupils to furnish their own minor equipment in sewing, such as needles, thimbles, and scissors.

The work of sixteen of these teachers is reported as good, that of seven as fair, while only one is regarded as unsatisfactory, the cause ascribed for the latter being "a lack of interest and energy."

From the foregoing facts, the following conclusions are deduced: (1) That the preparation of the average pensionada



Plate VIII. The midday lunch at the Philippine Normal School.

for courses in domestic science is very deficient. (2) That one year is not sufficient time in which to acquire that training which is necessary for initiative and independent work. (3) That in most cases these girls upon returning to their stations must face conditions which would be discouraging to the best trained teachers. (4) That considering the previous study, the brief course of training given, and the scant equipment and supplies available, these pensionadas are doing all that could be reasonably expected of them.

NOTE.—This article does not take into account the

many girls who complete the special two-year course in housekeeping and household arts. These, having had better previous preparation and a longer period of training, go out as teachers of domestic science much better equipped than the scholarship teachers.

A traveling school of domestic science has been instituted* in the department of Yonne, France. The school will make a stay of three months in any commune where an attendance of fifteen is guaranteed. Similar itinerant schools for domestic science exist in Ireland.