



Summer Twilight on Shuswap Lake, Tappen, B.C. One of the Beauty Spots of the Province.

Are Our Girls Being Educated for Successful Homemaking ?

An Important Subject, Interestingly Discussed by Home Club Members

WHAT education should our farmers' daughters receive in order to fit them for the calling of homemaking. The question is an interesting one. Too often the girl who does not receive any more schooling than is obtainable at the public school, fails to derive much information from her studies that will help her in making an efficient farmer's wife. If she has any opportunity to attend High School, she will find that in many cases it would appear that there the girls are being trained almost exclusively for other professions than that of homemaking, whereas the majority of them become homemakers. Several of our Home Club members have expressed their views on this question and we are publishing their opinions on this page. We will be glad to have other of Our Folks send along their ideas on this live subject. Farm and Dairy's Home Club is a nice, chatty corner that is open to every one of Our Folks.

The Consolidated School—The Solution

THE two main aims of rural education, and indeed, of all education, should be the promotion of happiness and of efficiency. If farm girls who are to become the rural homemakers of the future are to be a credit to our country and a blessing to their homes, they must be taught to be happy as well as capable.

Of course much rests with the temperament of the individual, but there are important factors in the happiness of our maidens which are largely the products of education. Three of these are, literary appreciation, musical ability and healthy recreation. Our schools are doing something towards nurturing real delight in good literature, but practically nothing along the lines of musical development or of recreation.

A Community Interest.

The present school curriculum is already grossly overcrowded. What is to be done? We must take the matter up as communities and provide public libraries well stocked with interesting, educative literature. Girls should be encouraged to read and parents and teachers should know what they read. Recreation, too, should be made a community interest. Supervised hall and playgrounds should also be a factor in rural life. Our girls must learn to play so that it will be a real "re-creation" and not a source of fatigue that leaves in its train protesting nerves and brain. Every employment, whether work, study or play, should assist, not deter the development of mind and body.

(But to be happy we must of necessity be efficient. What things tend towards this end in

the education of the daughters of rural Canada? Let us place some of them thus,—household science, which should include domestic economy, practical gardening, poultry raising and dairying, hygiene, home-nursing and the science of motherhood. All these should be given prominent places in the training of country girls.

Science of Motherhood.

With the first subjects on our list we are familiar, but perhaps a little doubt exists as to what I have called the science of motherhood. By that term is meant the preparation for the infant, its care and feeding. In certain city schools little girls of 10 and 12 years are taught these things, using large dolls as models. Why not teach our farm girls, too? It might save young mothers many an anxious moment, and perhaps heart-ache.

Where are these things to be taught? Plainly



A Thanksgiving Turkey "Fit for a King."

it is impossible in present rural schools. If, as in all ideal education, home and school are to be in touch, the domestic science school is also not efficient. The consolidated rural school seems to be the most adaptable to this system of education. Our girls might in such an institution learn to sew, bake, cook, and can, to care for the sick and tend a garden. The time soon came when old Ontario will do away with the present rural school system and replace it with an institution broad enough in its scope to cope with our many rural problems.—"School Ma'm."

More Practical Knowledge Required

A GREAT deal is expected of the women of to-day, especially those belonging to the farming and laboring classes. Notice the anomaly. Those who have had fewest educational advantages, and have the most depending on them already, are the ones who must tackle the new problem of increasing and conserving the nation's food supply.

Our food controller turns naturally to this body of women, knowing that a great part of the food control lies in their hands. It is a pity and a shame that they are not as able to help, as they are willing. Fortunately many have been trained in habits of thrift and economy and these can only try to add to their knowledge and increase their watchfulness. But how many thousands are there, who have not an idea of food values, and whose education (or lack of it), prevents them from profiting by available literature on the subject. Our women's clubs and institutes are helping, but it is hard for the busy housewife to find time for lessons. This brings me to the spot where all my interest centres.

Why cannot every girl be taught these necessary truths while school days last? I don't mean an indefinite jumble of proteins and carbohydrates, nor a course in candymaking, salads, and fancy desserts, but some practical knowledge of common foods, and their proper combinations and comparative values. In fact, they require knowledge in both food and money values.

Proper Care of Bodies.

Every child should be taught, too, to have a proper respect for its own body and bodily functions. This also applies, especially to the girls who are destined to work for their living, or to be the wives of working men. Only half-trained as cooks and housekeepers, they are absolutely untrained for their supremely important duty of bearing and rearing a family. We cannot wonder at the increasing tendency of the young wives, to regard childlessness as a blessing. Why should they regard it otherwise, when they see so many mothers who become physical wrecks? And these young women who take upon themselves the responsibilities of wifehood and motherhood, must do so without the A. B. C.'s of a knowledge that would help them to keep themselves and their families healthy. How to be healthy and why, are the most important lessons for us to learn, and those we most neglect. Our whole life and its effects on our surroundings depends largely on our state of health, and a diseased body rarely accompanies a sane mind.

Farm women and girls, perhaps, more than

(Concluded on page 13.)

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