

Girls should make their own cook-books. The writing of a recipe requires skill in giving clear, concise directions.

History: The "Evolution of Bread-making" is the most interesting reading. The history of corn and potatoes also gives food material for study. Government bulletins on these subjects give some space to this heading.

Geography: The study of geography in connection with the food products is intensely real and interesting. Many exhibits can be obtained from large manufacturing concerns at little or no expense. Some of the exhibits available are wheat, corn, sugar, cocoa and chocolate, baking powder, salt and spices. These are invaluable aids in the teaching of industrial geography. Children should learn the geographical distribution of these food products, and should trace their journey from their native home to the little "corner kitchen." There are many splendid Industrial Geography Readers at present.

Reading: The reading should be largely the material found in the correlated history and geography work. Children can often find material at home, in current magazines, along these lines. They should be encouraged to bring these to school, and should have a chance to read at least a part of the article before the class.

Hygiene: The necessity for the cleanliness of the person, clothing and utensils give chance for lessons in hygiene. The disposal of garbage, etc., leads to lessons on sanitation.

Drawing: Children like to draw when they see some real use for it. In connection with this kind of work there is abundant opportunity for making covers for cook-books, and for wheat and corn booklets, etc. The making of menu cards, or place cards, for a luncheon, or programmes for a social afternoon are things which are always done with real pleasure.

Sewing: Make such articles as are needed by the members of the cooking

class: caps, aprons, dish-towels, table-cloths, napkins, etc.

Garden Work: Plant such vegetables as can be used in the cooking class, either fresh or canned.

With a strong teacher, work in cooking in our rural schools, carried out along lines similar to those already mentioned, can be made a real factor in the vitalizing of the school. But if your school becomes awake and really alive it is most essential that the people of your community visit the school and witness the new spirit for themselves. "Seeing is believing." Get the mothers and fathers into school somehow. Have a "Mothers' Day" when the children prepare a little luncheon just for their mothers. Have "Visitors' Afternoons" when special invitations are sent to parents and friends to come and see the school really at work. There will be less grumbling about the added expense when taxpayers get within the four walls of the schoolroom and see for themselves. Perhaps they will be like the man who visited a certain little school on one of its visitors' afternoons. The children had recited their regular lessons. Lastly came a seventh grade geography lesson, which was a review lesson on wheat. The children had spent three weeks on this subject, getting information from many sources, and now they gave interesting talks from topics on the board. One boy showed the splendid exhibit of wheat, explaining the various steps in the process from wheat to flour. Then a girl told how they made bread at school. Later, for refreshments, the girls passed around sandwiches of the "school-made" bread and cocoa. As the visitors left the school this old man, who had three grand-daughters in the school, said, "Well, I declare! I didn't come here this afternoon calculatin' to learn anything, but I have learned a pile! I wish I'd had the chance them girls o' mine are havin'!"

Visitor—How did your son pass his entrance examinations?
Mother—He was conditioned in the college yell.