

Woman and the Home

Love Lightens Labor

A good wife rose from her bed one morn,
And thought with a nervous dread
Of the piles of clothes to be washed,
and more

Than a dozen mouths to be fed.
There were meals to get for the men in
the field,
And the children to fix away
To school, and the milk to be skimmed
and churned,
And all to be done that day.

It had rained in the night, and all the
wood

Was wet as wet could be;
There were puddings and pies to make,
besides

A loaf of cake for tea.
And the day was hot, and her aching
head

Throbbled wearily as she said,
"If maidens knew what good wives know,
They would not hurry to wed!"

"Jennie, what think you I told Ben
Brown?"

Called the farmer from the well;
And a flush crept up to his bronzed brow,
As his eyes half bashfully fell.
"It was this," he said, and coming near,
He smiled, and, stooping down,
Kissed her cheek—"it was this, that you
were the best
And dearest wife in town!"

The farmer went to the field, and the
wife

In a smiling and absent way,
Sang snatches of tender little songs
She'd not sung for many a day;
And the pain in her head was gone, and
the clothes

Were white as the foam of the sea.
Her bread was light, and her butter was
sweet,

And as golden as it could be.
"Just think," the children all called in a
breath,

"Tom Wood has run off to sea!
He wouldn't, we know, if he only had
As happy a home as we."

The night came down, and the good wife
smiled;

To herself she softly said,
"Tis so sweet to labor for those we love,
It isn't strange that maidens will wed!"

What Home Economics Mean

A large amount of money is spent yearly in order to place farming on a scientific basis. No one questions the wisdom of such expenditure. Thoughtful persons are realizing also the necessity of spending money in teaching women the science of homemaking, in order to increase human efficiency. They are realizing the importance of woman's work and the desirability of standardizing it so that her time and effort may be used economically.

Agriculture is the science, or the meeting point of many sciences, treating directly and indirectly of animal welfare. Home economics is also the meeting-point of many sciences, often identical with those of agriculture, but it applies their principles to the more important phases of human welfare. It includes a study of foods, their selection, and their preparation; the relation that right diet bears to the health of the body and to the development and efficiency of the individual; conditions of living necessary to insure health and efficiency; intelligent use of income in procuring food, shelter, and clothing; principles of art as applied to decoration of house and of person; social and industrial forces that govern the home and its activities; the child; and conditions that control its inheritance and environment.

Men are interested in the production of raw material; women, in the use of that material. Farmers strive to produce good wheat, corn, and other farm products; women must endeavor to use these products aright. A balance in products is not being maintained if men are educated so as to obtain the best products

while women remain ignorant of the principles underlying their use.

There are excellent cooks, it is true, who have never studied chemistry and who know nothing of the physiological needs of the body; but, important as is good cooking to the welfare and happiness of the family, it is only one phase of woman's important work. Women should know the use and the place of foods in the dietary; the comparative value of a food element as it occurs in one food or another; the relation of cooking to digestion; the dietary needs of man, woman, and child; the principles of bread-making, meat and vegetable cooking, canning and preserving. In other words, women should know not only how to cook and what to cook, but also what to omit from the dietary.

A woman needs to know the relation of germ life to disease, of cleanliness to health and well-being; the physiological needs of the body for fresh air, clean water, wholesome food, sunshine, exercise, and rest; the management of the income in the buying of food, shelter, and clothing; the principles of art as

she needs to know about housekeeping?" The answer to such a question is the same as the answer to a similar question: "Why cannot the farmer give his son all the instruction that he needs in order to make him a good farmer?"

Agriculture and home economics embrace subjects founded on science. The mother can teach her daughter to cook, but she may not be able to teach her how she can plan a balanced meal; why the fruit spoils, or the bread does not rise; why the baby of five months should not eat bananas; why last winter's green dress has turned yellow; why she dislikes the new wall paper; how she can design an artistic, inexpensive dress, or rightly furnish and decorate a room. As the young person studies grammar, arithmetic, and history at school, so should she study also the subjects of home economics, because they are founded on a scientific basis and demand definite and systematic study.

Many mothers have a thorough knowledge of grammar and arithmetic and still prefer for their daughters the organized instruction of the schoolroom. Mothers may likewise have a thorough knowledge of home economics and, if possible, should teach their daughters to cook and to sew; yet they may appreciate the advantage of obtaining such education in a well-organized institution.

Home economics should find its way into the curriculum of every school, because the scientific study of a problem

its life, and life begins in the home. Women are the mothers of the race and the entire subject of home economics centers around the child. Life means not merely thought for the material comforts of to-day, not transient happiness for the individual, but intelligent consideration of posterity, of the happiness and welfare of children.

How will the human race be affected if the mothers are left untrained?—From "The Cornell Reading Course."

The Favorite Ages of Women

It may seem strange that women have preferences for particular ages. An inspection of the census, however, leaves no room for doubt that certain years are preferred, and certain other years disliked, by the members of the gentler sex. Here are some interesting figures: The number of females in the United States is nearly two millions less than the number of males.

Of children fourteen years and under, the number of boys is nearly four hundred thousand greater than the number of girls; at fifteen the boys are still six thousand ahead of the girls; at sixteen the girls are six thousand the more numerous; and each year thereafter, until the twenty-fourth, there is an excess of women over men. The favorite ages within these limits are eighteen and twenty. There are twenty-four thousand more misses of eighteen than there are boys of that age, and the young ladies twenty years old exceed their masculine companions by fifty-four thousand. The total number of girls and young women between fifteen and twenty-four years of age exceeds the number of boys and men of the same age by nearly eighty thousand. At twenty-four and twenty-five the numbers of the two sexes are nearly equal. Then the women begin to grow less with great rapidity. The most unpopular ages are thirty and forty. At the former age there is a difference of seventy-eight thousand between the two sexes; at the latter, eighty-three thousand.

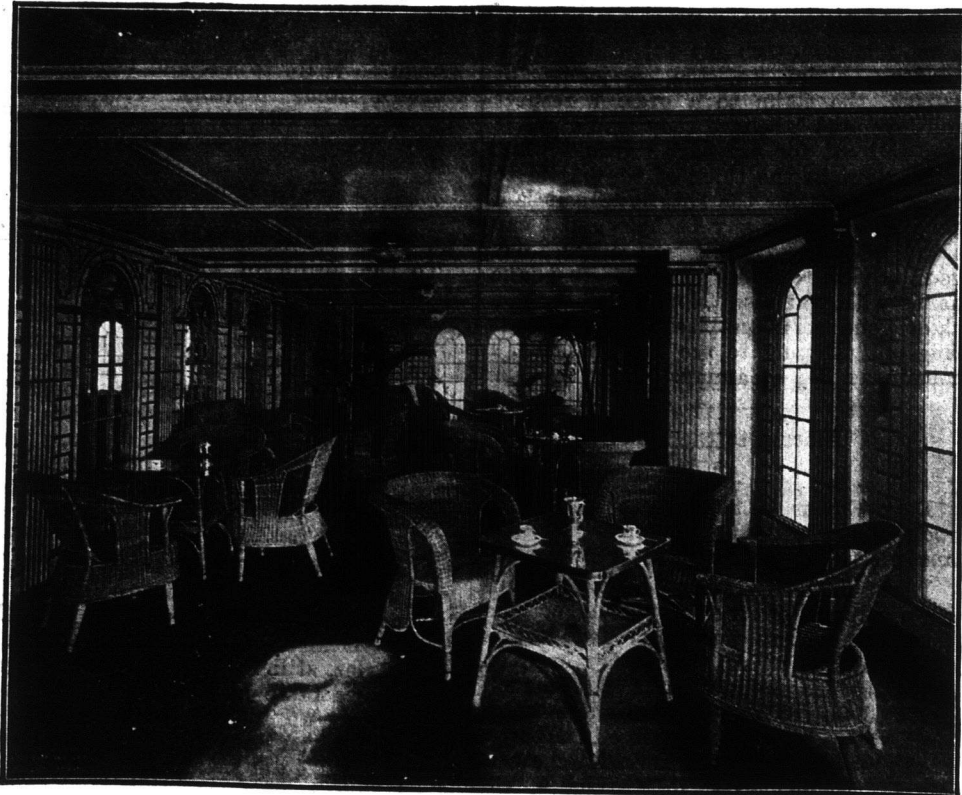
One peculiar circumstance is that there are more women twenty years old than there are girls of thirteen or fourteen, or any age up to twenty. This fact conclusively demonstrates that twenty is a very healthful age. But if the younger ages are unhealthy where did the increased number who are twenty years old come from? No women are born that old. Does immigration account for the difference? However that may be, the excess does not seem to be permanent, for from twenty-five onward there is a constant failure of the women to equal the men, until the sixtieth year is reached, when the difference is reduced to three thousand. At seventy the women are more in number, and at seventy-five they again take the lead and keep it every year thenceforth until the centenarians end the list.

Only an unusually elastic theory can account for these peculiarities with becoming gallantry to the lovelier sex.

To avoid the necessity of laundering an otherwise perfectly clean tablecloth because of the accidental fruit stain: Carefully slip a folded towel between cloth and table padding, and on this towel place an empty bowl, having the stain directly over the bowl. Pour boiling water through the stain until it fades away. Now remove the bowl, lay another towel over the wet place and iron with a hot iron until nearly dry. Carefully slip out the under towel and pass the iron again over the cloth for a few times. Your cloth will be as fresh as ever, without having been wrinkled or removed from the table.

My small son outgrows his suits so quickly that I have to put deep tucks under the hems of his waists. I have learned to do this with very fine thread—I use ninety—because when it is necessary to let out the tuck a quick pull will break the thread without injuring the cloth. It is much quicker to take out such a tuck than it is one put in with heavier thread, in which case the threads must be drawn as they cannot be broken.

Warts on the hands is a disfigurement that troubles many ladies. Holloway's Corn Cure will remove the blemishes without pain.



Verandah Cafe, "Empress of Asia," C.P.R. Pacific Service

they apply to the artistic arrangement of furnishings and wearing apparel; the characteristics and values of fabrics, and how to distinguish those goods that are genuine from those that are not; the relation of consumer to producer and of employer to employee; the needs of the house as a workshop wherein the time and energy of the worker have a market value; the maintenance of proper standards of living as indicated by wise expenditures.

With the prospect of obtaining scientific training in agriculture the boy may attend an agricultural college; and in like manner opportunity for special training in home-making should be the privilege of every girl. If boys in the family were trained for the work of life and girls continued without educational stimulus, a new social problem would soon be presented. In the resulting civilization the majority of men would understand the handling of machines, business management, and the culture and breeding of plants and animals; while the women would not understand the scientific management of the home or the principles of human nurture and breeding. A study of social and biological sciences with emphasis on the needs of the human being will undoubtedly help to make a better and more efficient race, and will serve to complement the endeavors of those who are perfecting the raw materials.

It is often asked, "Why should home economics (domestic science) be taught in the schools? Why should not the daughter learn from her mother what

pertaining to food, shelter, or clothing—whether the baking of a loaf of bread, the washing of dishes, the planning of a more convenient kitchen, or the making of a well-fitting kitchen apron—raises manual labor that might be drudgery to the plane of intelligent effort that is always self-respecting.

Young persons often dislike a task exceedingly because they see no reason for it and have not learned the rhythm of the homely duty. It represents distressing monotony to them. When they are given a reason for its performance and are shown its rhythm, they find pleasure in the task once so distasteful. By right training, therefore, the tasks of the household may be lifted to a place of dignified effort.

Not long ago a woman was seated at a luncheon prepared by a class in home economics. She had been graduated from a normal school, had received a college degree, had taught for several years, and finally had given up her professional work in order to be married. As she sat at the table and saw the ease and simplicity of the service and the interest of the young women assisting, she said very wistfully, "Oh! I wish I knew how to keep house; but you see I have never had time to learn, for I have been in school all my life." That young woman is one of many who make the same complaint. It is a travesty on our system of education for women to stand thus helpless before the task of home-making, which sooner or later the majority of them will assume.

"The wealth of a nation is said to be