

Revolutions Which Have Been Wrought During 1916

OUR Women Folk will recall the announcement which appeared in these columns a two or three weeks ago requesting articles on the subject, "What has worked the greatest Revolution in your Home During 1916." We have received some interesting articles on the subject, two of which we are publishing herewith, and others will follow in later issues. In many homes each year, we believe, outstanding ways of simplifying housework, or of improving some part of the household life are discovered and if passed along to others, these ideas are sure to prove helpful. While "Africander Lily" does not deal with a revolution in the home, as she states, a revolution in the whole community also benefits the individual units.

A New Viewpoint Gained

Mrs. P. J. Bowers, Pontiac Co. Qu.
(Premium Article.)

PERHAPS there are few things which are more engrossing to thinking people than educational, mental and physical. To many people the word "education" means solely what is generally taught in schools. Now this is a very erroneous idea and one which we mothers (and fathers also) are very likely to allow to dominate our relations with our children. For instance, we take the baby who is learning to talk. Every day he is learning a new word or two, much to the delight of the elder children. But he is also learning to count. Every time you tell him to bring two or three articles to you, you are unconsciously teaching him a lesson in mathematics. When you say to him, "Bring me those red mittens," he is learning to distinguish colors. And yet we do not realize that he has already begun his education.

It was thoughts something akin to these which awakened in me a sense of the glorious privilege we mothers have—and which we often overlook—in living with young children and having them constantly in our care and under our influence. So I made up my mind to live my life over again in my children; only I must make it a fuller, more joyous life than my own has been, because of my more limited opportunities.

Budding Ambition Nipped.

As a young girl, I fairly thirsted for knowledge and spent a great part of my time in studying the lives of great people. Poets, painters and statesmen were all alike, an inspiration and a joy to me. But alas! Indifferent health and a narrow means nipped the wings of budding ambition. This has, up until last year, been my one regret in life. I suddenly became possessed of the idea, "Why can I not shine in the reflected glory of my children? Instead of wearing the shining armor myself, I can assist my children by every means in my power to reach the goal which I have missed."

How should I proceed? Obviously by educating myself and in the meantime by giving my children the benefit of what I do possess. So I ransacked the garret for my old textbooks, went through each methodically and thus refreshed my memory was further assisted by reading every thing relating, even remotely, to the special branches usually taught in schools, but more particularly history and literature. At the same time I resolved never to miss an opportunity of teaching something to the children, both at their studies and during conversation.

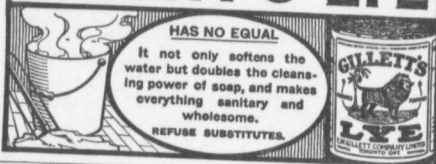
When admiring a picture therefore, I tell the children its history or what I know of the painter. Likewise in

reading the newspaper or magazines, when allusions are made to authors or statesmen, I explain their particular merits or outstanding incidents of their lives. This not only makes it interesting, but serves to stamp it in the minds of the children.

Well Worth the Effort.

I cannot begin to tell of what a broadening and strengthening influence this point of view has had on my life in even this short space of time. It entails some trouble surely and often a little sacrifice, but who shall say that I am not repaid a thousand times in watching the minds of my children unfold like the petals of a rose. Many times I am astonished by the depth of understanding they display in their questions and answers. Yet I do not wish them to become conceited pedants. No, I try above all things to keep them innocent and child-like. They do not know the deep designs I have formed, nor do they ever imagine that they are being educated. Not at all; they are just developing along natural

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