

HALLAM'S GUARANTEED FUR COATS AND SETS



**DIRECT
FROM TRAPPER
TO WEARER**

You can save the many middlemen's profits by securing your fur garments from us.

We buy our Raw Furs direct from the Trappers for cash, and are the largest cash buyers of raw furs in Canada, buying direct from the trapper.

These furs are manufactured into stylish fur sets and fur coats at the lowest possible cost, consistent with the best workmanship.

Then we sell them direct to you at the very low catalog prices. We pay all delivery charges.

Every garment is sold under A POSITIVE GUARANTEE OF SATISFACTION TO YOU or your money back.

Our sales for fur sets and fur garments last year exceeded all our expectations and were the largest in the history of the house.

This year we confidently expect still larger sales, since the people realize more and more the bargains they obtain from Hallam.

We have in stock a large and varied assortment of all the articles shown in our FUR STYLE BOOK and can guarantee PROMPT SHIPMENT.

PRIZE CONTEST—\$300 in Cash given away free in Hallam's Zoological Contest, 64 Prizes—Write to-day for the 1916-17 edition of

HALLAM'S FUR STYLE BOOK

which gives full particulars of the contest and contains 32 illustrated pages showing beautiful and stylish fur coats and sets, moderately priced.

31—MUSKRAT COAT
—Made from select dark skins, well matched, deep shawl collar with cuffs. The graceful flare skirt and stylish lines of the coat combined with the handsome reverse border effect give this garment a very striking appearance made only 43 inches long in sizes of bust 32 to 44. Price delivered to you \$42.50.
32—MUSKRAT MUFF
to match \$10.00.

RAW FURS—We are the largest Cash Buyers of Raw Furs direct from the Trapper in Canada. Our Raw Fur Quotations sent Free.

GUNS—Traps—Animal Bait, Fish Nets, Tackle and a complete line of Sportswomen's Supplies. 32 page Sportswomen's Catalogue Free.

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as follows

**John Hallam
Limited**

701 HALLAM BUILDING, TORONTO.

**THE
LARGEST
IN OUR
LINE IN
CANADA**

If you do not see what you want advertised in this issue, write us and we will put you in touch with the makers

OSTERMOOR «O» OSTERMOOR

**\$18 for Fifty Years
of Restful Sleep**

Let that sink in! Fifty years of restful sleep, for only \$18. This is not a promise—but a **certainty**. Every Ostermoor Mattress is sold with a money-back guarantee of satisfaction.

**THE FAMOUS
OSTERMOOR
MATTRESS**

passed the experimental stage over half a century ago. There are Ostermoor Mattresses in use today that have seen service for 30, 40 and even 50 years—and are still soft, buoyant and comfortable. An Ostermoor costs you a trifle over 30c a year. Surely you won't deny yourself such unequalled sleep comfort! Look for the name woven in the binding—see border. Ask your dealer for the Ostermoor or write us for the name of our nearest agent.

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VANCOUVER; Calgary; Regina; WINNIPEG
"ALASKA on an article means High Grade Every Particular."

OSTERMOOR «O» OSTERMOOR

Education of the Farm Girl

By W. A. McIntyre, Principal Manitoba Normal School

Surely it may be taken for granted that the work of the school should have direct or indirect relation to the work of life. Life is worked out in institutions such as the family, the vocation, the church, the state, the social gathering. School life should, by direct or indirect effort, fit for life in institutions. When a technical school, such as a medical school, gives instructions in surgery or furnishes opportunity to its students for hospital practice, it is giving direct preparation for life in a vocation; when an elementary school is developing right habits, tastes, standards and increasing the pupil's stock of general information, it is giving indirect preparation for life and that not in any limited sense. It is probably true that the elementary school should limit itself chiefly to indirect preparation for life. It should think of "the child rather than the trade," of the life centred in the school—that is, the child's present—rather than the life centred in trade, commerce, political and social undertakings—that is, the child's future.

While this may be accepted as a general truth, it will also be granted that the activities of the school, thru the pursuit of which the desired qualities of heart and mind are developed, might have most significance and most influence when related directly to life outside of school—the life of the home, the street, the shop, the farm, the social gathering and the like. In other words, practical studies are likely to have the highest educational value. The school which touches the real life of the pupil at only one or two points is a misfit. It should touch life at every point. The school, indeed, should be participation in life in order to be a preparation for life.

Appreciation of Women

Much has been written about the education of the farm boy. Not quite so much has been said about the training of the farm girl. Yet it is no faulty judgment that accords to the woman on the farm the most important position in western society. She has, despite handicaps and discouragements, exalted sweetness and goodness in a land too much given to greed and too careless of the niceties of existence. When the history of this land comes to be written the first place for bravery, devotion and patience will be given to the women pioneers of the prairie—the keepers of the lonely homes. But this is aside from the mark. We do not wish just now to exalt past achievement, but to enquire if the public school, and more particularly the rural elementary school, is doing all that might reasonably be expected of it to prepare the girls on the farms, directly or indirectly, for the duties and opportunities of life.

It is impossible to approach such a problem in a general way, for the preparation required in one locality may differ fundamentally from that required in another, and there may be agencies co-operating with the school in one district that are inoperative in another. These points may be made clear by one or two illustrations. First, suppose it is a typical Canadian settlement of the olden type. The mothers can all sew, cook, make butter and cheese, take care of the garden, raise poultry and the like; they are intelligent and refined in manner and accomplishment. They are fond of reading, and many of them can play a musical instrument and sing. They are at home at a party or at a social gathering. They go to church, they take a pride in beautiful things, they associate with their children and are careful about their education. All this and much more.

Where Help is Needed

Now in the second place, suppose it is what is known as a foreign settlement of the unfortunate type. All foreign settlements are happily not of this type. The women are unable to read. They have not the desire nor the means to procure beautiful things. They cannot keep their homes clean nor do they know the meaning of ventilation. Their cooking is vile. The children are dirty and their morals are corrupted. And so the picture might be continued. It surely is clear that the need in one case is not the same as in the other, and that the public school can render in one case a service that is not demanded in the other.

Once again, contrast two districts, one in which there is a women's organization—a homemakers' club, or a women's institute or a home economic association—and another district in which women have no such advantage and in which there are no opportunities for co-operation or friendly intercourse. Is it not clear that in these cases both the needs of the people and the opportunities of the schools are essentially different.

But granted that schools in different localities and under differing conditions must emphasize different activities, it may be asked if schools should ever depart from their normal function and attempt to do the work of other forces in education. One of the gravest faults in education at any time is to impose upon the school duties that should be performed, and can be better performed, by other agencies. There are times, however, when an institution is justified in exceeding its legitimate function. Often the school is doing its best service for the individual pupil and the community when it instructs in the duties of the home and the vocation, or the wider duties of citizenship.

The Homemakers' Work

If the woman on the farm is to do her work wisely and well there are many things she must know and many things she must be able to do. Consider, for instance, what is included in a list such as this: Housekeeping, food, clothing, children, garden, stable, poultry-yard, dairy, hygiene, keeping of accounts, disease and sickness, social life, home entertainment, religious training. This, of course, does not include everything, yet each heading suggests the necessity of a wide range of knowledge and the possession of great skill in planning and performing. Moreover, a little consideration will make it clear that the most essential qualification of all in the good housewife is the possession of a stock of good habits represented by such words as cleanliness, thrift, economy, patience, system, good taste and cheerfulness.

Now, if, with this thought in mind, we picture again the community, in which the thrifty Canadian housewife dwells we can see that the school need give to the girls but little instruction in all that pertains to housekeeping. The mothers know more than young teachers just out of school. Of course the school may give some such instruction for educational reasons. In the other community described, the very best help that can be given to growing girls will have to do with housekeeping. The three R's will be taught as a matter of course, but the main part of instruction and training will have to do with practical matters. Even children of the junior grades can receive practical assistance.

Some Practical Lessons

Here, for instance, is a series of lessons that might be given during the course of a term:

How to scrub a floor; how to dust and sweep; how to arrange a pantry and kitchen; how to make the bed; how to make a room look tidy; how to set the table; how to use knife and fork; how to speak at table; how to wash dishes; how to cook a few simple dishes; how to hang up clothes; how to clean and press clothes; how to mind the baby; how to plant and care for a garden; how to attend to a horse; how to treat a dog; how to raise chickens, to make butter, to keep milk; how to ventilate a room; how often to wash and bath; how to deal with common forms of sickness; how to pass the evenings at home; how to entertain friends; what to aim at in furnishing a home, etc. In addition there might be descriptive talks on the best things in the community, and how they were obtained, and on the relations which should exist among members of the community. It does seem that lessons of this nature would be of more practical and educational value than many lessons in grammar, geography and arithmetic. And they would be all the more valuable if given by bright, attractive young ladies with good charm and manner rather than by semi-cultured men with narrow sympathies and little above the pupils themselves in knowledge and culture. Surely there is more in such instruction and practice than in a series

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