

RURAL HOME ECONOMICS

SEWING COURSE SUITABLE FOR RURAL SCHOOLS

By Miss Bernice I. Mallory.

The third project introduced is a needle-case, and the following directions can be followed: Cut a piece of cloth $4\frac{1}{2}$ in. x 6 in. for the cover. This cover should be of some firm and stiff material such as canvas or natural linen. Finish the edges of the cover with the overcasting stitch or the blanket stitch, either of which will keep the edges from ravelling. Cut two pieces of cloth $3\frac{1}{2}$ in. x 5 in. for the leaves. This cloth should be soft, in order to hold the needles well, and should not ravel easily; flannel or woolen cloth is good. This can be notched evenly around the edges. To fasten the leaves in the cover, first lay the cover on a table and place the leaves on top of it with all the spaces around the edges even. Pin all the layers of cloth together near the corners. Make a line of chain stitching across the width of the work through the centre. This problem is introduced just before the Christmas problem because it introduces decorative stitches and gives opportunity for originality. The matter of harmonizing colors should never be overlooked. The simplest harmony is sometimes called the one-color or one hue harmony. It is generally satisfactory to combine two or more shades of the same color. Another harmony is complementary or opposite. Blue and orange, purple and yellow, red and green are opposites. It is necessary to use only a small amount of one with a large amount of the other in this case. Touches of black help to harmonize or bring colors together. The child's work bag is now completed, and also the fundamental stitches taught. The next problem is the Christmas one and only suggestions can be made for this. Children love to make little presents of their own for their parents or friends and will probably take more interest in this project than ever, and here can be emphasized the idea of the beautiful. Dainty harmonious colorings will appeal to any girl.

A small guest towel may be hem-stitched or worked with the darning stitch. A simple running stitch in two shades may be most effectively used.

A handkerchief may be finished by rolling the edges and overcasting both ways in a pretty shade or crocheting the edge.

The smaller girls might fancy a crocheted pitcher holder out of woolen left overs, while the older ones might enjoy doing a fancy apron of some kind, such as a fudge apron or a set of cases for knives, forks and spoons, or knitting a scarf, etc. These are only suggestions and more workable ones may be introduced as the opportunity for ideas is limitless.

The writer of these articles would very much ap-

preciate hearing from any of the teachers throughout the province as to the practicability and adaptability of this course or their individual needs.

COOKING COURSE SUITABLE FOR RURAL OR GRADED SCHOOLS HAVING NO HOME ECONOMICS

DEPARTMENT.

By Miss Flewelling.

This course is intended to centre about the Hot Lunch, and is to be used to supplement the Bulletin, "Home Economics in the Rural Schools."

Lesson I. Notes on Foods.

Principles to be taught in the lesson: The five food principles; special function of each principle in the diet; examples of the different food principles.

Lesson II. Beverages.

Principles to be taught: Use of water in the diet; use of fresh fruit in the diet; when cold beverages may be served.

Principles to be given: I. Fruit Punch; II. Lemonade; III. Orangeade.

Have Fruit Punch made and served with the school lunch. This would be suitable in September or June when the weather is warm.

Lesson III. Canning.

Principles to be taught: Methods of preservation; methods of canning; steps in cold pack method; selection of jars, rubbers, product; time of sterilization.

Lesson IV. Notes on Milk; notes on Cocoa.

Principles to be taught: Value of milk in the diet; temperature at which milk should be heated; food value of cocoa; why cocoa should be served in the school room.

Recipe—Cocoa.

Lesson V. Cream Soup.

Principles to be taught: Making a thin white sauce; composition of vegetables; place of vegetables in the diet; ways of cooking vegetables; utensils in which vegetables should be cooked; use of canned vegetables.

Recipes I. Potato Soup. II. Corn Soup. III. Pea or Bean Soup.

USE OF BOOKS

One great object of the school in our time is to teach the pupil how to use the book—how to get out for himself what there is for him in the printed page. The man who cannot use books in our day has not learned the lesson of self-help, and the wisdom of the race is not likely to become his. He will not find in this busy age people who can afford to stop and tell him by oral instruction what he ought to be able to find out for himself by the use of the library that may be within his reach.