

and they work after they are married until they have children. As soon as they feel the children are able to take care of themselves the mothers go to work again. This poses not only a family life problem but also a labour problem. Married women going into the labour market are usually untrained, inexperienced and in the low wage bracket so they are often working at blind alley jobs where it is difficult to find what their capacity is.

What is this going to do to the status of women? As the husband is and naturally must be the chief income earner, women's gainful employment must have a high degree of mobility. (That is, her training should be in work she can find wherever her husband's job may require the family to live.) This will be truer in your life than in mine. Then, too, the fact of women jumping in and out of employment indicates that there should be educational assistance such as refresher courses for a woman at various times of her life and that she should be willing to learn, flexible and adjustable to change in the

vocational side of their life as well as in her homemaking.

The theme of a recent conference of women at Cornell University was "Live dangerously," dropping traditional ways when they do not fit new conditions. A better theme for us might be "Let us live courageously." Let us be prepared to do our own thinking, to do a good job, and to discern the new and unexpected, understanding what we see.

We pray you will not have a hot war to experience and that, along with the rest of us you will gain the courage to live with a cold war. You will live in a complicated world and it will come right into your home. But if the world is at peace your life ahead has unknown potential, simply exciting in the opportunities for progress.

I am sure you cherish as I do the heritage of good Ontario standards. Since I have seen education in many places I am convinced of the fine educational facilities in Ontario and of the excellence of its people.

Survey Studies the Family

IN THE Survey studying Farm Homes and Homemakers, conducted for Home Economics Service by Dr. Helen Abell, Economics Division, Canada Department of Agriculture, one of the questions asked was "What do you consider most important in raising a family?" Following are some of the findings:

1. Almost half of the homemakers interviewed (45% of 346) mentioned *the emotional security of the children*.

This was expressed in such terms as: "An atmosphere of love, or of security or of affection." "Take time to answer questions." "Spend time with children." "Understand children." "Keep them happy." "Trust and co-operation." "Security and encouragement." "A home life with parents in it." "Do things together as a family." "It is important to understand that each child is different." "Husband and wife should share in raising children." "Identify yourself in your child—remember what you did at the same age."

2. Two-fifths (40%) emphasized *character development*.

This was expressed in such terms as: "Teach discipline so that the child can take orders when he grows up." "Teach the child to be independent," "to respect elders," "to be patient." "Teach children to live for their work," "to give and take," "to think for themselves." "Give the child responsibilities." "Develop judgment—good common sense." "Let children think for themselves."

3. Almost one-third (31%) stressed *the physical and material welfare of children*. This was expressed in terms such as: "Keep them well fed and/or clothed and/or healthy." "Have adequate living space." "See that they have lots of rest." "Give them a good living standard." "Be able to finance their up-bringing."

4. Almost one-third, (31%) stressed the impor-

tance of *moral and/or spiritual guidance of children*.

This was expressed as: "Impart to the child a sense of values, such as 'the golden rule'." "Teach child to know right from wrong." "to live for someone else besides himself." "Teach Godliness." "Teach honesty." "Set a good example." "Give religious training." "Have a good Christian home." "Attendance at church and Sunday School."

5. Almost one-quarter, (25%) stressed *education*.

Most of these women stressed the importance of formal education in terms such as: "Make sure they get a good education," or "Let them go to school long enough." Some stressed the importance of personal education in the home.

6. About one-sixth, (17%) emphasized the importance of *the social development of children*.

This was expressed in terms such as: "Teach children to get along with other people." "Help them to develop an interest in youth groups such as 4H." "Encourage them to go out on their own with other people." "Teach them co-operation with others," "to be sociable," "to be friendly to all," "to have good manners," "to be considerate of others."

7. A few, (3%) stressed the importance of *preparing children for their adult occupational roles*.

This was specified as "Teach girls to be homemakers," "teach boys farming," "give financial training," "teach children about farm life."

"These, then," concludes Dr. Abell, "are the things which experienced farm women in Ontario feel to be most important in raising a family. This is the value system by which farm children can be reared and by which many are being reared to the credit of their families."