

An extract from the report in reference to the teaching of Domestic Science in Germany will show the value placed upon the subject in that country. "Cookery and Domestic Economy :—This subject has of late been coming very much to the front in connection with primary education. Facilities are now provided for it in most if not all towns, and it is being introduced as an obligatory subject in several important centres such as Cologne and Strasburg. Needlework :—This subject is taught almost universally in Germany and Switzerland. The hours of instruction are from two to five in the week."

The report from Belgium says : "There is no phase of popular education in Belgium more remarkable or more interesting than the development of instruction in household duties for girls."

In summing up, the Commissioners, among many others, make the following recommendations :

"We are of opinion that the general principles and methods of the system known by the name of Kindergarten . . . should be extended, as far as possible, to all schools attended by infant children."

"We think that Kindergarten methods and principles should be continued in Classes I, II. and III. of ordinary schools, in the form of paper folding, card board work, wire work, bricklaying, clay modelling, and such like manual exercises."

*Domestic Science.*—"The evidence we have had in reference to cookery shows the attractiveness of the subject to the pupils, and its usefulness in securing greater regularity of attendance, and in encouraging the pupils to stay on longer at school. We are of opinion that this useful subject should be encouraged in the schools. We consider that the teaching of this subject should be continuous, not in the sense that it should be taught every day, but that it should be taught in one or more classes each week throughout the school year, . . . that it must be made to aid the general course of education."

*Sewing.*—"We are satisfied that three hours a week is quite sufficient for instruction in sewing. The proposed introduction of other subjects of practical instruction is an additional reason why less time than at present should be devoted to needlework. There is great danger of needlework becoming mechanical. To guard against this danger special attention should be paid to the educational side of the subject ; the work should be varied, and where possible, frequent demonstrations on the blackboard should be given."

The progress made, together with the apparent educational value placed upon these practical subjects in other countries has led to a consideration of their introduction into the public schools of Ontario.

It is generally conceded, after years of experience, without which an educational system cannot be perfected, that a strictly mental or theoretical training has not produced satisfactory results.

That the brain must be the directing power is, of course, acknowledged ; but mental power without the ability to execute, without the co operation of eye and hand, is not the kind of education which will "fit scholars for the ordinary duties of life." The more advanced theories in regard to education involve the training of the senses as agents of the mind in acquiring a true knowledge of things.

Familiarity with things can never be given by a study of words alone. The perceptive faculty must be trained. The fact must never be overlooked that the value of these subjects is based upon their aid to mental development. They must not occupy an isolated position in the school curriculum, but must justify their existence as living exponents of abstract principles to the general cause of education. For this reason it has been earnestly recommended, by leaders in the movement, that teachers employed for these subjects should have a general knowledge of the regular school work. The most successful teachers have been those who, in addition to the regular normal course prescribed for public school teachers, have taken a course in a technical school.

In order to study the actual work and methods practised in some of the educational centres of the United States, where conditions and general education are more in