

cheese is made, grafting demonstrated, etc.; so that the teacher may have a practical knowledge in the conducting of object or nature lessons, which will enable applications to be made of scientific facts observed and demonstrated by the pupils. Teachers are recommended to stimulate the improvement of school grounds, and the formation of school gardens. Cookery, although not experimentally taught at Truro, comes in as the application of demonstrated principles in physics, chemistry and physiology. Halifax is yet the only school section which has a real and well equipped school of cookery, and we can expect such only in large centres of population.

II.—IN ENGLAND.

For comparisons with the position taken and discussed in detail in my report of last year, I quote in full a few paragraphs from the Report of the Committee of Council on Education (England and Wales), 1896-7, which has just been received :

Manual Training.

"The movement for the introduction of manual training into all classes of schools, as a corrective to an excess of book-work, seems to be gaining strength in this, as in other countries. It is felt that the exercise of hand and eye, as well as of the memory and the powers of verbal expression, is necessary to true education. It appears to be true that the process of growth in a child's mind is furthered by manual training, and that the latter promotes the attainment of power and accuracy in other studies. These considerations point to a closer correlation between manual training and the other subjects of school curriculum, the former being rightly regarded as an integral part of school training, and not as an optional or disconnected appendix to it. In this wider sense the training of hand and eye finds a place in the kindergarten as well as in schools for older scholars, but in the latter case it naturally takes other forms. Varied occupations in the former class of schools and in the latter, brushwork, clay modelling (with special reference to lessons in history and natural science) and cardboard work, have all been found useful in stimulating the activity and developing the inventive powers of the children. But in the case of the schools for older scholars there is some danger, lest manual training should be advocated and introduced, less for the purpose of cultivating the general powers of the child, than from a mistaken desire to impart premature dexterity in some particular craft or home employment. It is happily the case that manual training, wisely planned, does carry with it the incidental advantage of enabling the scholar to acquire useful skill, which will increase the comfort and economy of home life. Yet it is not on this side of the matter, important as it is, but on the educational value of the training that stress must be laid, if we are to escape the disappointment which followed on the excessive attention paid to narrow forms of manual instruction in the older schools of industry.

Cookery, &c.

"We are glad, therefore, to observe that increasing attention is given in our public elementary schools to such subjects as cookery, housewifery, woodwork, and gardening. When properly arranged, these lessons have great influence on the efficiency of the school. Many children who are backward in literary expression show a compensating aptitude for expression with their hands, and others are saved from the dangerous discouragement which sometimes forces them without desert into the dunce's place. Carpentry is a delight to most boys when they are old enough to use the necessary tools; and we have sanctioned, during the past