

by both precept and example. They are made to feel that the infringement of a moral law as well as a physical one brings its punishment, that in fact "the way of transgressors is hard." Subordination and respect for authority are as much at the foundation of government of the school as of the state. Cleanliness, punctuality, regularity, and promptness, in the performances of duties, are expected to be made habits.

It will thus be seen that the aims of our public school system though extensive, are thoroughly practical, and as being for the highest interests of the state, are quite worthy of all the support it receives, if they are properly carried out.

There are two points, however, that will have to be attended to before this system can be considered as fulfilling all that may be reasonably expected of it. No place of elementary instruction would be worthy of the name that did not make the preparation of children for the occupations of life its first consideration. Our own must be conceded this merit so far as our boys are concerned, but only in a very limited degree for our girls,—indeed it fails to anticipate some of their most wide-spread needs. By far the large majority of the girls of our public schools become wives and mothers, and in many cases they enter upon their duties of household management without adequate, or with absolutely no preparation, save what they may receive at home. They have thus all to learn, and there is no more fertile cause of domestic misery than this ignorance on the part of a wife. Many do not know how to cook the simplest articles of food so as to make the most of them; and how many are there who are utterly ignorant of cutting out the simplest garment, and of properly sewing it even when it is cut out? We have the name Domestic Economy among our list of school subjects, but

it is merely a name; if the subject is taught at all it is taught in the most perfunctory manner. This defect can only be remedied by our following the example of England, in requiring that the elements of household management, economy in the purchase and in the methods of cooking ordinary articles of food, the simplest plans of cutting out and making children's garments, shall be taught our girls as a part of their ordinary school work. These may seem homely subjects to introduce into the school room, but they are necessary before our school system can be considered as doing as much to start the girl in life as it does for the boy.

There is one more defect that merits our attention. Ample provision is made for those children who desire to go to school, but none for those who are unwilling, or whose parents or guardians are utterly indifferent to their future welfare, and keep them without schooling. We thus have an Arab population springing up in our midst, children growing to maturity without any regard for law and order, and whose only education is that of the street with its evil associates. Did the baleful consequences resulting from the neglect of this class fall only upon themselves they would be fit subjects for the exercise of private philanthropy, but not for any care or expenditure on the part of the state; but the fact that they are the great feeders of the class that fill our jails is a sufficient reason for directing attention to them. Shall our school system take hold of them and by a course of industrial, mixed with ordinary public school training, prepare them to be honest bread winners and wealth producers, or shall it ignore them and let the country have the expense of them as criminals, or at the best as drones? Those who have to pay taxes for the education of the children of the country have a right