

much effect; but they represent a very small section. English women, generally speaking, are careful and orderly in domestic matters, in spite of the want of method and knowledge which is one of the gravest defects of the present system of education. As was pointed out before, the tendency hitherto has been to educate woman in such subjects and accomplishments as would enable her to pass muster among other women who made some pretensions of being considered well-taught and accomplished.

The entire worthlessness of all such education would be proved when a young woman was called on to start and manage her own household, and when her inability to direct or teach her servants forced her to realize her ignorance.

All these difficulties would be surmounted were it the custom in England to instruct every girl, whether rich or poor, in some elementary knowledge of domestic matters. There is no more indignity in knowing how to make a bed, clean a grate, or sweep out a room, than in mastering the rudiments of any more erudite branch of learning. All professional work needs a complete mastery of the minutest details to insure success, and in no profession is such complete knowledge of more importance than in that of the mistress of a household. In other countries the importance of training girls not only in such subjects as will enable them to earn their living by other means than that of teaching is widely felt, and, as we shall presently show, a great amount of technical education in various branches of domestic work is given. In England alone no such training exists, and with a technical education act among one of the schemes Parliament intends to deal with next session, too much importance and publicity cannot be directed to the matter. So much of the necessary machinery al-

ready exists that it would not require a great expenditure to inaugurate some technical elementary instruction for girls on a small scale as an experiment.

In Germany and Denmark especially, and also to a limited extent in France, there are special schools for training girls in dairy work and all matters pertaining to farm work. The largest school of this kind in Germany is at Baden, in the grand duchy of Mecklenburg-Schwerin. It owes its existence to private liberality, but it has a subvention from the state of £325 a year. The same training is also given at Heinrichstal, in Baden-Berg, in Saxony, where ten or twelve young women are taught the theory and practice of butter and cheese-making. The practical instruction is given by a mistress, and includes technical management of a dairy, including bookkeeping, feeding and management of cows, fattening calves and pigs, instruction in cooking, housekeeping in general, management of poultry according to their season, management of the kitchen garden. At Hildesheim, in Hanover, another dairy school of a like kind exists, with a grant from the Agricultural Society of Hanover of £225, which stipulates that six pupils shall be provided with board, lodging and teaching for a whole year at £18 each. The pupils give their services in the dairy until one o'clock, after which hour they are taught housekeeping. The heavy part of the work is done by servants, but if the pupils do not know how to perform any description of dairy work they are taught it carefully. In the afternoon the pupils are taught reading, writing, arithmetic, history, geography, etc., in fact in all the elements of a general education, as well as sewing. It will be thus seen that general education and exercise in housekeeping are combined with technical instruction. Many of the pupils are young