

elementary education has been a great misfortune; for, owing to the poverty in most cases and the cupidity in others of their parents, children are removed from school as soon as they have passed the standard of knowledge which the law enforces, and are at once put at some work, where their earnings add to the income of the family. The education they have received is comparatively limited. They have mastered the initial difficulties of reading, writing, and arithmetic, but to so small an extent that they are practically of little permanent value to them.

Theoretically, school education and industrial training should be given together, though how to accomplish it is one of the most difficult problems of the day. Technical training is now part, to a greater or lesser extent, of the teaching given in most industrial schools, homes, and ragged schools, and there the system is found to work admirably. The objects attained are not so much to train each child for some special profession, as, though desirable, that would obviously be impossible as a general system, but to promote health, develop the muscles, and encourage habits of steadiness and industry. The technical education of girls is, however, of much more importance and necessity than that of boys. If it were possible the ordinary domestic knowledge necessary for a woman to know should be conducted at home under the guidance and example of the mother; but, unfortunately, among the lower and very poor classes in this country, especially in our large towns, many of the mothers are absolutely incapable of imparting it, and the homes of many present a picture of want, improvidence, and dirt. The employment of women in factories and outdoor work, with the freedom after certain hours such occupation allows, has caused a great aversion

among girls to domestic service, which entails great discipline, more self-restraint, and a restricted freedom. The necessity of keeping hours, the rules often enforced about dress, the submission to the caprices of an ill-tempered mistress, added to the smallness of the wages, have tended to increase the difficulties of persuading young women to become domestic servants.

We thus find that with no training at home a generation has sprung up in which great part of the married women have lost whatever traditionary housekeeping their mothers may have had, and they can neither cook, wash, nor sew. The consequence is that the food of the household is unsavory, indigestible, innutritious, and at the same time extravagant, and the whole menage has the character of untidiness and discomfort that often drives the husband to the public house. For girls of this class there is needed some training in the very elements of housewifery; while for all classes a much wider and more general knowledge of household matters is needed. The pictures often described of the misery and unhappiness of homes where the woman has no knowledge of housekeeping, and therefore no power to make her home comfortable, are by no means overcoloured. We see them around us every day of our lives. The lives of most women are made up of small things; the cleanliness of a room, the cooking of a dinner, the cut of a gown, all seem so insignificant, and yet in so many women's lives their whole happiness and comfort turn on matters of no greater importance.

The cause of all these failures is not an obscure one, nor is its origin far to seek. It proceeds entirely from a want of proper training. There are some women who, by nature and character, are unthrifty and untidy, and on whom no training would have