

soil, the heating and lighting of our houses, and the motive power of our factories the nucleus around which facts and materials centre.

In the realm of acids, alkalis and salts, don't forget the fruit juices, baking soda, cream of tartar, washing soda, salt. Some day make soap before the interested eyes of your pupils, and if you want a really fascinating problem in chemistry, I would introduce you to the processes involved in bread making, a chance *sour* loaf but adding another chapter of interest.

In your history and geography classes never forget that the customs of the people in any country at any time, the clothes they wear, the work they do, the houses they live in, the things of beauty they produce, furnish the human touch which makes that people or country interesting to the people of other lands. The evolution of the house, the romance of cotton, of linen, of pottery, of the history of art, of costume, of chivalry — all these are the vitalizing and illuminating elements in history and geography, and I think you will agree with me as to the close association of these subjects with Household Economy.

I grant that many of us would need to go out in search of facts, but if one really wishes to become informed on any subject in these days, there are many "royal roads" to at least securing the facts.

And now as to Arithmetic, that stumbling block of the many. Even its dry bones might be more attractively clothed in terms of the work and play of the world, than in terms of races run by A, B, C, or senseless problems in cube root.

Some of the problems, at least, could be made to centre round the gardens and games and pets of the children, the live stock and foods of the farm, the fish or lumber or coal or hay, which are exports of the locality, without the science of arithmetic suffering in any way.

If you have a school garden around whose products you can wind some instruction in the gentle art of cooking — some facts of food storage and preservation and distribution, then indeed the goddess of Household Science, if there be one, will call you blessed. Surely if it is worth while for the German Government just now to hire Domestic Science experts to go about the country teaching the consumer

that peeling potatoes before cooking them is wasteful, and that the universal use of the fireless cooker will save the country thousands of tons of fuel, we cannot afford not to pass such truths on to our next generation.

Lessons on the value and desirability of living in sanitary, comfortable and beautiful houses, will be driven home continually and in an inspirational way if the children spend their school hours in a room of such qualifications, kept so by their own efforts.

The making of towels, dusters and curtains will supply your older girls with sewing, and the discussion of proper material for each open up the realm of textiles to them. The step from this to the making of aprons or towels and hangings for the home is short and easy. The keeping of the school towels and dusters clean, the dusting of the room twice a day, with first damp and then dry cloths, the cleaning of windows, and of hand basin and water receptacles, will use the soap which you made one day in your science class, and will keep your "medium-sized" girls busy for a little while each day, with the delving after dirt which they adore, to say nothing of the opportunities such activities will furnish for object lessons and talks on personal hygiene, sanitation and the spread of disease. The keeping in repair of maps, black board erasers, door knobs and hinges, window sticks and fastenings, gate and fence, will furnish the boys with just the sort of practical Household Economics which falls to a man's lot in real life. The painting of window casings, varnishing of furniture, white-washing of fence and out-buildings might be entrusted to the older boys, if they have no Tom Sawyer propensities, and can be properly supervised. All these activities of repairs could be compassed with such simple implements as hammer, jack-knife, nails, screws and screw-driver, while the addition of a saw would make window sticks and window boxes, vine trellises and garden plot markers possibilities.

The construction of the stove and the lack of equipment in the rural school reduces the possibilities of cooking to a minimum. However, the making of sandwiches and beverages could be easily accomplished, if a large saucepan, a smaller one and a sharp knife can be procured. Add to this equipment a toaster