

line with those of Ontario, visits have been made to schools in New York, Boston, and quite recently to Washington and Philadelphia. Each state and city has its own plan of work, although a marked similarity is apparent. Much depends upon the energy and ability of the superintendent. In Washington a complete system of manual training has been established with most gratifying results. It has been introduced on a strictly educational basis and occupies the same position as the other obligatory subjects. The course for girls is practically the same as that given on a preceding page, which was recommended by the Royal Commission as suitable for Standards I., II. and III., including the Kindergarten. Each class room contains a large collection of seeds, minerals, fossils, etc. Special attention is given to clay modelling and drawing, which is almost entirely free-hand. In the more advanced grades this training is turned to account in drafting and designing garments. The senior grades are allowed one and a half hours a week in the drafting, cutting, fitting and making of these garments, for which special rooms are provided in different sections of the city. One hour a week is given to plain sewing all through the primary grades. In the more advanced grades the pupils are allowed to bring the material for simple garments from home. The method of instruction in this subject leaves no doubt as to the connection between designing and drafting with mathematical precision and drawing. It provides excellent practical training in these two subjects besides developing the artistic and creative faculty. During the sewing course frequent talks are given by the teacher on the manufacture of the various articles in use, such as needles, scissors, thread, cotton, wool, silk, etc. Samples of the raw material and in the various processes of manufacture are provided for each school. In this way the pupils are given a knowledge of good and bad material. The lessons are intensely interesting and make a pleasant change from book work. This variety of occupation has resulted in better order in the schools, more regular attendance, increased interest and prolonged attendance at school. The older girls are anxious to reach the cutting and fitting room, and the domestic science classes. (See Philadelphia report.) Fifteen regular teachers of sewing are employed in the Washington schools, each having charge of a district and devoting one hour a week to the primary classes, and one and a half hours to those of the senior grade. The domestic science department is in charge of twelve regular instructors.

The necessary expenses for material, etc., are paid from the regular school appropriation for industrial instruction.

The sewing course in the Philadelphia schools is very similar to that followed in Washington, with the exception that drafting and cutting on paper patterns is carried through the whole course, which begins with the third school year, and all the work is done in the regular class-room. There are forty-one instructors of sewing in the Philadelphia schools under the charge of a supervisor. The teachers use the blackboard very freely, and through questions and answers enable the pupil to understand the underlying principles of all needlework. In many schools the boys take sewing and are among the brightest pupils. Six cents per annum is allowed for each child engaged in sewing.

*Domestic Science.*—Domestic Science forms part of the general education for girls in nearly all the leading cities and towns in the United States, as in Europe. It has gone beyond the experimental stage, and is being rapidly introduced into the high schools and colleges. While the subject is frequently considered in connection with the primary schools, under the head of cookery it must not be inferred that cooking in the sense of pleasing the palate, and the ability to prepare new and elaborate dishes, is the ultimate object of such teaching. On the contrary, it is based upon scientific, hygienic and health principles.

Economy, cleanliness, method, promptness and development of executive ability are the primary objects. With the co-ordination of other subjects it brings mental application to the daily duties which must result in producing a higher type of home life and physical perfection.

There is no greater factor in promoting the welfare of a nation than its home life, therefore it is worthy of notice that in no department of education has greater progress been made during the last ten years than in that of domestic science, which teaches the true principles of household management as related to health and income.