

which are constantly occurring, the rich of to-day, may be the poor of to-morrow.

As to the question *how* such industrial training can be introduced into the Schools, it may require much thought and *experience*, and perhaps one or two *failures*, to solve the problem. But that it can and ought to be done, I am fully convinced. In the first place the "principles of domestic economy" can be taught by book, like any other Study. The laws of *health*, the necessity of order, cleanliness, ventilation, industry, economy can be inculcated by the teachers as well as the laws of Hydrostatics or Mechanics. Girls can be instructed in their future duties as wives, mothers, daughters or nurses, as well as in drawing, painting and music. Such works as "Miss Beecher's Domestic Economy," or "Florence Nightingales' Notes on Nursing" might be made text-books, and it would be easy to teach the Scholars how to buy food to the best advantage, how to make a frugal use of provisions, and to give them a few good plain rules of cooking, by which wholesome and nourishing meals might be prepared in an economical manner. Two or three afternoons each week might be profitably devoted to the art of sewing, or rather of *making* garments, cutting out and stitching, either by the patient needle or the rapid machine. Mending, knitting, darning, crocheting and embroidery should also be included in the course. It would be easy to find work enough for the Scholars in preparing their own clothes, or garments for their families; or if that resource should fail, doubtless the "Association for the Poor" would be glad to avail itself of the services of so many little busy workers.

An additional School might be opened—a sort of High School—where those who desired such instruction might be taught *practically* and thoroughly all the necessary arts of cooking, washing and ironing, sewing, with the machine and without, and nursing. The younger Scholars might occasionally be taken to this School by their teachers, where they could see the various processes exemplified in practice, and have them properly explained to them.

If to all this it is objected that it would *take time* which ought to be given to more *intellectual* Studies; the answer is that these things have been proved to be as important in their place, as any other Studies, and if it must be so, *take the time*. But we believe further, that such a course would not in the least injuriously affect the *mental* training of the children, but be of positive benefit even in that respect.