

irate physician, "would you have the plague?" Such was the dictum of the most famous physician of his generation upon the significance of a cold.

In our schools we have many children who come from homes where the laws of health are little known and less practiced, we have to be careful to not to imperil the lives of these little ones by adopting measures of ventilation which are too drastic for debilitated constitutions to bear. At the same time we must remember that vitiated air, while slower in its effects

is more fatal in the long run than cold fresh air, *per se*. When we have got the children safe in the hospital we can wash and ventilate as much as we like, but we wish to avoid sending any child there as a consequence of school life. In the next article, therefore, we will discuss the various methods of ventilation now in vogue and see how best the air of every school-room can be kept within the limit of purity. science has laid down as needful for the maintenance of health.

THE REACTION OF HAND WORK ON THE MIND.

Let us limit our question from the start to the direct contribution of a motor act to intellect and character, leaving one side the possible indirect influence due to the acquisition of technical skill, the preparation for a trade or profession, the relief from the harm that might result from idleness, etc. What we are talking about will become clear enough as we progress.

When a boy drives a nail or bends a bit of iron to a right angle, he has certain feeling for the situation involved, of the position of his hands, the nature of the material he is working on, of the tool he is working with; as he works, new sensations come from the tools, and material, and from his own movements. As a medical student learns about the body he is dissecting, by dissecting it, so the hand worker learns about the stuff he works on. He acquires knowledge in psychology the same way as the observer of ani-

mals or the experimenter in a chemical laboratory. The difference is in the kind of knowledge, his being about certain material substances, tools, and movements of his own body. There is, however, another possible difference. The student of chemistry or biology may, the student of history or literature often does, satisfy his teachers with only vague, verbal, moribund acquaintance with the facts in question, while the hand worker cannot satisfy his teacher unless he has acquired real, living feelings of things which are operative in directing his movements aright. He is more likely to gain real knowledge.

On the other hand, the knowledge gained by hand work is likely to be too narrow and trivial. The hardness of woods or metals, the capacities of tools, the feelings of one's fingers in drawing—these are not the sort of facts whose possession gives insight into men and things. Their value is not for