

simple, carefully graded exercises, which in some degree may be performed mechanically.

Psychologically, manual training is as firmly established as it is from other standpoints. It broadens the experience of the child in the directions least touched at present; it prevents too long concentration of the mind in one direction, and helps to correct the tendency of modern education toward instruction in abstract ideas. It is believed that pupils instructed in manual training take hold of their other school work better, and are better able thereafter to take up scientific studies.

Manual training gives a pupil a certain independence, an ability to take care of himself, which is valuable. One outcome of this is that his way through life is much more free from the petty annoyances which often make a clumsy man miserable. He learns that behind every inconvenience is a cause, which is often easily removable. If a window refuses to shut, he does not sit in the draught and hope a carpenter will be sent to his relief. He discovers that the sash is swelled, or that the cords stick, and easily prevails over the "total depravity of inanimate things."

It is often urged that manual training implants in the minds of the pupils a respect for "Labor." While I do not believe that "Labor" in the abstract, even if spelt with a capital L, is more worthy of respect than any other form of work, it seems to me that there is apt to arise in the process of ordinary education, a certain contempt for any but purely mental excellence. Manual training does make the pupil respect and even honor *skill* of any kind, and in so doing gives him a juster view of many of his fellowmen.

In his last excellent annual report, Supervisor McKay, of Halifax, recommends the dropping of some of the more obsolete branches from the course of instruction, and the substituting therefor of more modern work in the line of manual training. Similar views are held by enlightened men elsewhere, notably by President Francis A. Walker, of the Massachusetts Institute of Technology, and by President Elliot, of Harvard.

In a country like Nova Scotia, rich in natural resources, as yet but partially developed, it is important that its children should have some small notion at least of the mechanic arts. These rich mineral deposits are surely to be opened, and the children of to-day may be called upon later to take part in the industrial activity which accompanies such a development. There are undoubtedly lost every year to this country good engineers and mechanics, who become poor salesmen, clerks and bank officers. The only

way to discover such men is to give them the chance as children to find out for what they are fitted.

The best way yet devised to help these children is by a course in manual training. I do not mean by this that manual training is only for embryo engineers. I trust that enough has been said in this paper to show its value to all. But one great need in Nova Scotia to-day is, I think, some means for supplying skilled laborers, the need of which is some day sure to be felt even more than it is at present.

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For the Review.]

Effects of Hand Work.

It is sometimes asked, of what use is hand work in the kindergarten? Some people have the erroneous idea that it is simply an agreeable way of passing the time. There are many important reasons why hand work should be given, the following are some of them:

In the first place, the hand is one of the most important members we have. By it we construct everything we need from the needle to the engine. A child begins to use its hands long before its mental powers develop, and it is by its hand it acquires its first knowledge of objects. All children and uneducated persons want instinctively to handle a thing in order to know it and learn its qualities. All the industrial arts and mechanics depend on the skill of the hand. There is no department in life in which it does not play an important part. Where would be the artist, the man of letters, the mechanic, without this one little member? If then the hand is so important should we not endeavor to develop it to its utmost capacity?

The handling of an object gives a more thorough knowledge of it than can be gained in any other way. Such qualities as hardness, weight and, are impressed clearly and forcibly on the mind. Thus hand work leads to clear, precise and lasting knowledge. Then this mental knowledge is again given out through the manual work. This reproduction is one great test in education.

Many of these manual exercises are done from dictation. If a desired result is to be attained, all directions must be faithfully carried out. Here, will is exercised through the necessity of obedience and precision. The ability to obey instructions implicitly is of unquestioned importance. If the hand work accomplished nothing but the giving this ability its claim for attention would be vindicated. But improvement of one faculty means improvement of many.

Another result we look for is the appreciation of labor. At the present time mechanical work is looked down on by many people. And yet surely a