volved, confined usually to the query, "where, or when, did this event occur?" Can one wonder that history thus taught is one of the idlest and most fruitless studies in our common schools?

Second Mistake.—The second, and perhaps the fundamental error of the common-school teacher of history, is the lack of the needful preparation. Misled, it may be, by the fact that one who has mastered a given text-book in grammar or arithmetic, can give lessons in it, the teacher concludes that a knowledge of the text-book used for the history-lesson is all that is needed to give the proper instruction. But this is as if one were to attempt to give lessons from a work on grammar, having only the table of contents before him. Our little school histories are scarcely more than a table of contents of history proper. It seems palpable that a teacher of history must know history. He must know, with some proper fullness, the events which the text-books mention in brief. He must be able to restore, with its proper details, color and circumstances, the picture of which the text-book gives the most meagre outline. He must supply, or show the pupil how to supply, the geographical and chronological environment of the historic fact stated, and must thus call into exercise the critical historical judgment in determining both the truth of events, and their real character and significance.

The possession of this full knowledge implies much reading and study, more, perhaps, than most of our common-school teachers can be expected to have done. But the necessity remains the same—no knowledge, no good teaching. Let the teacher feel this, and he will perhaps command the time to master the history of our own country. Let him, at least, do this, or cease to pretend to teach history.—*Nat. Jour. of Ed.*

SHALL WE HAVE MANUAL INSTRUCTION IN OUR PUBLIC SCHOOLS?

There has been of late years a growing disposition to criticise our public schools on the ground that they attempt too much, and offer a course of instruction out of all proportion to the practical use of the graduate; that knowledge and not training is made the end sought, and that in the desire to secure a high organization, individual powers and tastes are disregarded. Certainly the machinery of our public schools has grown more complex and costly, and it is to be feared that the children who leave them are confused oftentimes with knowledge rather than athleticized by training in elements of mental power. To a too intellectual training certain offsets have gradually been introduced. The introduction of drawing as a regular part of education has been a marked advance in the right direction, although the best methods of teaching it are still under discussion. The introduction of music in more systematic form came earlier, and was a very important sign of educational progress. Latterly sewing has been introduced with marked results for good, and the chief regret of its friends has been that there was not some universal implement like the needle in the use of which boys might be trained.

Now, in sewing, a twofold advantage is secured. The training of the hand and the eye follows, much as it does in drawing. Of the great number of boys and girls who leave our schools with a fair use of the pencil, how few ever add to their livelihood by drawing, yet the capacity to draw has been something more to them than the acquisition of a new power; it has been a training of the eye and the hand. Then the child who passes in our public schools through all the stages from threading a needle to cutting out a dress is supplied with an economy of power far more useful, in the lower sense, than the art of drawing is to her.

It is this twofold advantage which would be secured by boys could the sewing which their sisters are taught in the public schools be represented in their case by the more complex instruction in the use of tools. There is no simple tool for them like the needle—the jack-knife hardly answers—and therefore the problem is a more difficult one; but the principle is the same, and the practical solution of the problem is to be found in the direction of the experiment which I have described in this paper. The School of Mechanical Arts at the Institute of Technology is now supplementary to public-school instruction; the School of Carpentry carried on by the Industrial School Association is an evening school, to which public-school boys may go. It may be that the experiment must be continued by volunteer associations—the Massachusetts Charitable Mechanics' Association might well undertake the charge—but it is very likely that the claims of the school shops will be urged one of these days upon the attention of the public to a constituent place in the public-school system. It is noticeable, by the way, how clearly it already fits into the department of drawing. Children resorting to the Whittling School, who had been trained in industrial drawing in the grammar schools, were quite competent to make their own patterns. As an illustration, one of the teachers said that he took some patterns from the drawing-book of his own child.

Whenever this question arises for final answer, it will be found closely connected on either side with two questions which people are beginning to ask. Manual instruction as an element in common-school education finds a singular alliance with the Kindergarten method, which is also passing through its experimental phase, and demanding recognition in the public schools. On the other hand, it is claimed that the State should not be burdened with the task of giving high-school education to the select few who can avail themselves of it. By a fiction we speak of our system of public schools ascending from the primary to the high school, and crowned by the college and university; we are misled by this specious grade into assuming that the instruction in the primary schools should be made preparatory to that in the grammar school, and that in the grammar school to the instruction in the high school. But in point of fact, while with few exceptions children in the primary schools do pass into the grammar schools, the grammar schools represent the end of education to the great majority of those attending them, and should be treated as finishing, not as preparatory, schools. When it is claimed, therefore, that children should have the rudiments of technical knowledge given them in school shops at the expense of the State, there will be many ready to ask, On what ground should the mechanic be given a training for his trade which will exclude the professional student from claiming a like privilege for himself? These questions will come together, and the best practical result will be in a public-school system so adjusted that the common school, including the primary, should stand as the meeting ground of all alike, and the high school on one side, the school of mechanic arts on the other, should be open to the diverging stream of life, whether wholly, partially, or not at all at the charge of the State, city, or town, is a question in which both may stand or fall together; but the main question will be in the adjustment of the common school course to the two special courses, the one looking to higher education, the other to artizanship.—H. E. Scudder, in *Harper's Magazine for February.*

Religion in the Schools.—The truth is, that the public school, supported by taxation, without reference to the religion of the taxpayer, simply for State purposes, cannot be made the medium of religious propagandism of any kind, without offence and injustice to somebody. The wiser and the better way is not to make the attempt, and thus leave religion to depend on the voluntary offerings of the people. This is in accordance with the American principle, and there is no good reason why the principle should not be applied to the public school.—*Independent (N. Y.)*

—Mr. Homer B. Sprague, writing concerning written examinations and the evil of cramming in preparing for them, says:—"Let the class never know when the examination is to be held; let the intervals between the examinations vary—sometimes two weeks, sometimes three, five, seven. Where recitations in any branch of study occur daily, there should, perhaps, be from five to ten written examinations in a year. The utter uncertainty as to the time of examination, its liability to occur any day, holds the student faithfully to his work; for he must be in constant readiness to give an account of his stewardship. The heat which burns up his body and brain when concentrated into a few days or hours is a gentle and healthful warmth if diffused evenly through several weeks. In his lessons he learns to slight nothing, omit nothing, be ignorant of nothing, leave nothing to chance."

—When Oliver Cromwell was Lord Protector of England he had a cap of Liberty made as a stamp for all Government paper. After his death, and when the Stuarts had returned, it happened one day that King Charles the Second wanted to write a letter. They brought him some of the Cromwellian paper. He noticed the stamp, and said, "What is that in the corner?" When he was told he flew into a passion, and said, "Take it away. None of your foolscap for me!" This is said to have originated the term "foolscap paper."