

pupil is in the high school. Thus it is expected that a distinctively high school course may eventually be developed.

In rural, village and superior schools which cannot support a full equipment, it is recommended that at least one bench and the accompanying tools should be provided in a class room, where a few of the pupils may be encouraged to work in rotation under the occasional direction of the teacher or with a pupil already partially instructed. In rural sections the many special duties of a boy on his father's farm, already gives him a variety of manual accomplishments. This to some extent may explain the greater power displayed as a scholar by the rural pupil, for the time he attends school, than the town boy without such exercise.

Apart from the tonic and alterative effect of manual training on the minds and bodies of pupils, the practical or immediate utility of the acquisition, and the specific culture or remote utility of the power thus gained, a valuable sentiment is being created in favor of the manual and industrial arts. It dignifies labor in the eyes of the young and old. The result will be more skilful and intelligent labor. The rank and file as well as the captains of industry will become more cultured and more influential. The clerical professions will become less crowded with the unfit, will have fuller and better employment, and will also become more happily disposed than under other conditions. All this can be fairly expected from the all round training of the pupil—the training of the head and the hand. It will then be easier also to properly train the heart.

When Meyer Rothschild, founder of the great banking house in Franfort, Germany, died, he left something better than wealth—an example that has become a tradition in this noted family. He also left precepts. Among them were the following:

"Carefully examine every detail of your business."

"Be prompt in everything."

"Take time to consider, but decide positively."

"Dare to go forward."

"Bear troubles patiently."

"Be brave in the struggle of life."

"Maintain your integrity as a sacred thing."

"Never tell business lies."

"Make no useless acquaintances."

"Pay your debts promptly."

"Shun strong liquors."

"Employ your time well."

"Do not reckon on chance."

"Work hard."

Manual Training in New Brunswick.

The success of the manual training movement having led to a demand for some simple forms of hand-and-eye training which shall be applicable in schools where, from a variety of causes, a regular manual training equipment cannot be installed, the following scheme has been prepared by the director of manual training. The early stages of the course outlined will also serve as a preliminary to the woodwork and household science in the schools where these subjects are taken:

N. B.—The "stages" are not intended to correspond exactly with the school grades, although in many cases it may be found advisable to adopt such an arrangement for the lower grades. The scheme is chiefly suggestive, but will be found to afford a basis of experiment for teachers who are without experience of the subject, and may be useful as a guide for those who have already essayed some work in this direction.

Stage I(a) *Constructive work*.—Paper-folding — simple objects.

(b) *Free cutting*.—Familiar objects.

(c) *Colour study*.—Cutting and joining stars in six standard colours.

(d) *Constructive work and cutting out*.—Folding of picture frames and cutting pictures to fit.

Stage II(a) *Constructive work*.—More difficult paper-folding.

(b) *Free cutting*.—Familiar fruits and vegetables.

(c) *Colour study and design*.—Pattern making and mounting in six standard colours.

(d) *Colour study and design*.—Pattern making and mounting in tints and shades.

Stage III(a) *Constructive work*.—Drawing with ruler; cutting out, pasting and constructing articles in stout paper.

(b) *Free cutting*.—Leaf studies.

(c) *Colour study and design*.—Designing, cutting and mounting patterns in three colours or tones.

Stage IV(a) *Constructive work*.—Cardboard construction, involving drawing with instruments, pasting, tying, etc.

(b) *Colour work*.—Designing, cutting and mounting patterns to fill triangles, rhombs and other polygons.

(c) *Colour work*.—The decoration of the constructive work, with crayons, water-colours or coloured papers.

Stage V(a) *Woodwork or domestic science, or constructive work* in thick cardboard, involving binding, glueing, covering and decorating the surfaces of the articles made.

(b) *Simple bookbinding*.—Construction of portfolios, music cases, book covers, etc., of simple materials and design.