Practical Manual Training.

The Manual Training department of the REVIEW, under the direction of Mr. Peacock, is taking its place as a pleasing feature of the magazine, and to the manual training teachers of the provinces, must be a welcome addition to its columns.

In his last article, Mr. Peacock dealt with utility in manual training, which to my mind is the main feature of the whole method. Its utility as an educational subject has long been established and recognized in many countries, and to glance at the rapid development of it in the United States, where in some cities they are opening centres at the rate of five per school term, gives us an idea of the firm hold manual training has taken in the educational system of that country.

The practical utility of such manual work deserves much consideration; and just to the extent that the work of the school is made practical, to that extent only will the popularity and usefulness of the school tend in the large majority of instances.

At a recent meeting of the National Society for the Promotion of Industrial Education, Dr. Baillet said: "In manual training mere exercises should, as much as possible, be eliminated and projects made which appeal to the interests of the children. The teacher may be interested in the exercises involved in the project, the pupil is interested solely in the thing made."

These words appeal to me; and although in the Halifax schools we have as yet only one centre, and as a result the boy only receives but one year at the school, yet as far as possible we carry out the "project" idea. The first half term is usually devoted to a prescribed course of models, but after that scarcely any two boys of a class are working on like problems.

It does not take long for a boy to become interested in his work if he knows that the first few models are only a preliminary, and that later he will be allowed to make something that will either be useful for himself or his friends.

We find that the boys are perfectly willing and anxious to co-operate among themselves and construct some piece of furniture for their regular classrooms. This year we have followed this plan and made a number of drawing-model stands, small tables, test-tube racks, easels, etc. A number of boys are also working on smaller projects for themselves, such as small centre tables, book cases and racks, serving trays, checker boards, complete drafting sets, etc.

In some classes we are doing some venetian iron work, a form of manual training, which I believe has not been taken up very much in this province at least. It offers exceptional advantages in original designing, and the working out of the designs is a good training. The boys take up the work with much enthusiasm.

May the Manual Training Department of the REVIEW prosper!

C. W. P.

Halifax, N. S.

An Examination 60 Years Ago.

In 1846 the following questions in arithmetic were given to a ninth grade class in the schools of Springfield, Mass. Of course you will try your seventh or eighth grade on them:

1. Add together the following numbers: Three thousand and nine, twenty-nine, one, three hundred one one, sixty-one, sixteen, seven hundred and two, nine thousand, nineteen and a half, one and a half.
2. Multiply 10008 by 8009.
3. In a town five miles wide and six miles long, how many acres?
4. How many steps of two and a half feet each will a person take in walking one mile?
5. What is one-third of 175½?
6. A boy bought three dozen of oranges for 37½ cents and sold them for 1½ cents a piece; what would he have gained if he sold them for 2½ cents a piece?
7. There is a certain number, one-third of which exceeds one-fourth of it by two; what is the number?
8. What is the simple interest of $1200 for 12 years, 11 months and 29 days at six per cent?

These are very good questions to test a knowledge of the whole course in arithmetic of the common schools. In order to compare results (for Superintendent Balliet found also all of the examination papers of a class of 85 who took this test sixty years ago), Principal Riley, of Springfield, and Superintendent E. S. Monroe, of Frankfort, Ind., gave these questions to eighth grade pupils. We believe other teachers will like to make the comparison of the ability of their pupils under the same test also. The average of the class in 1846 was only 29.4 per cent; that of the class in Springfield in 1905 was 65.5, and of the Frankfort, Indiana, class 62.2.