

McGill University and in other directions in education are well known, but of the many benefits to Canada associated with his name, not one is likely to have a more wide-spread influence than this. As at first announced, it was proposed to establish in some central place in each province, a Manual Training School equipped with the best apparatus obtainable and under the direction of expert teachers from England or the United States. These were to serve as object lessons to the public and to school authorities and were to be maintained as such for a period of three years. As then announced the scheme did not make any provision for the instruction of the students of the various Provincial Normal Schools, and it was not until some time in last spring, that a further large donation from Sir William Macdonald enabled the Trustee of the Fund, Professor Robertson, to make the offer to the respective Education Departments, to provide a course of Manual Training for their Normal School students.

Truro had already been decided on as the place of the Macdonald School for Nova Scotia and our Provincial Council accepted the offer of the Macdonald Fund to give the Normal students the course in the Drawing and Benchwork of Manual Training in Woodwork. The large room of the original Normal School building was fitted up as the town school for Manual Training, and, pending the completion of the new Science building, where a large room has been allotted as a workshop, it was arranged that the Normal students should take their lessons there also. As the subject is rapidly becoming a part of most systems of primary education, a few short notes on the reasons which have led to its adoption may be of interest to the readers of the NORMAL. One of the most striking features of modern educational methods is the change that has come over our conceptions during the last decade or so, of what true education really is. That this has been largely due to the study of the principles of Froebel and Pestalozzi is generally conceded and their fundamental doctrines of "learning by doing" are now widely recognized as being true and founded on a thorough appreciation of child life. By these principles the natural and superabundant activities of the child are made the vehicle and means whereby its whole nature is trained and developed. All children delight in doing and our Kindergarten schools are evidence of the value of this means of education, but unfortunately the excellent principles of the