

human thought and progress. These they should hold in clear and distinct outline, so that their observations may become readily co-ordinated in their view of the work, and that they may be enabled to plan their work consciously and even in its remoter bearings in a line with human progress.

It were well if much of this, too, could be made a requirement for admission. Yet, even where conditions render this feasible, the unity of work in the school would call for a thorough review of the history of education and human progress, as an important part of the preliminary work of the training-school for Kindergarteners."

—The *Cadet Corps* business is also beginning to show dubious effects, not that the principles for the physical training of the child are wrong, but because the *Cadet Corps*' idea has been inaugurated somewhat independently of the closely allied educational necessities of the proper development of our children—their bodies, minds and consciences. The drilling of our boys has been run to excess, some of the inaugurators of the movement are already saying; and probably the issue of the re-action will be eventual neglect of what ought to be encouraged. A teacher of one of our schools resigned the other day, and when asked his reason he said, "I cannot get my boys to rise to or near to some point of enthusiasm with their work. This drilling business has ruined my classes for the time being, and I had better take a rest, seeing I can afford it until the *furor* about rifles and swords, and brigade tactics has blown over." Is there not a lesson here for the surface theoriser, for the educationist who claims that whatever is popular, should not be frowned upon.

—In connection with the *Manual Training* movement, there is to be held up the same warning. A correspondent has indirectly placed at our disposal his ideas on Manual Training, which if a little *outré* in one direction when he traces the origin of tramps, has something in them worth considering when he speaks of the proper relationship between all studies for the development of the child in its threefold being. This is what our correspondent says:—

"The question of the introduction of Manual Training into the programme of our Primary and High Schools, is intimately connected with all the reforms which for some years have been agitating educational circles. Thinking men acknowledge that it is necessary to prepare the rising generation to become intelligent men and women, with fully developed organisms, and trained to use all the faculties with which nature has provided them. The so-called literary branches have been abnormally