

Manual Training.

A paper read by Miss Baxter, a graduate of the Manual Training Department of the Nova Scotia Normal School, before the Victoria County Teachers' Institute at its last meeting, in September.

If manual training is to be introduced into our schools it should contribute to the education of the child for that is the object of all school work. In olden times a well educated person was one skilled in the use of arms or in feats of physical skill. At the present day it means to some merely the acquiring of much "book learning." But thinking men and educationalists take a different view of it. The literal meaning of the word is "to lead" or "to draw out" hence to cause to grow or develop.

A human being is of a triple nature, physical and mental and these three are one. They cannot be separated. Therefore to educate means not so much the acquiring of knowledge as the development of this three-sided nature of the child, and in putting him in a position to acquire knowledge for himself.

It has been aptly said that a gardener does not put leaves and flowers on a plant. It is his duty to supply the conditions under which these are to grow; and it is the teacher's place to see that the child grows, the child as a whole, not merely a few of his faculties. It is well known that the body and mind assist each other. The part of the body most intimately connected with the brain seems to be the hand. How natural it is for children to handle things within their reach. A child is often reproved with "don't touch this" or "don't handle that." Parents and teachers forget that this is nature's way of educating the child; and it is their duty to see that he handles the right things in the right way, and to see that his energy is rightly directed. In manual training work these truths are realized and made to contribute to the benefit of the child. The physical growth is not lost sight of. When properly conducted there is healthy exercise in the sawing, planing and other work with the tools. The sense of touch is developed in a marked degree. A piece of wood must be planed not only to look smooth but to feel smooth. It is in making curves that the sense of touch is mostly developed. An unevenness in a curve can be felt when none can be seen. A true curve must flow evenly and smoothly to the touch. (Modelled shield, ellipse, pen tray). Baden-Powell thinks the habit of observation so important that he made it the subject of an address delivered before the recent convention of teachers in Johannesburg. In making the different models the child must observe first one part of his work and then another. The lessons on the construction of the tools call for observation and comparison. For example he must know the difference between the mallet and the hammer, or between a cutting off saw and a rip saw. Then in the different woods used there is a great scope for observation. The child is also taught something of the trees from which the woods are obtained. This part of the work bears directly on the nature work of the school and assists it materially and opens up to the pupil a world of wonder and investigation. A child does work better and does it happier when the work is something useful to himself or to those around him. And these useful articles cannot be made and made nicely unless the child gives attention to what he is doing, unless he concentrates all his faculties upon the work in hand. It is a fault of the ordinary school that there is inattention and lack of ability to think of the thing being done. In the manual training room there must be concentration and attention or the work is spoiled. It is one of the greatest correctives of carelessness.

This twentieth century demands accuracy in almost every direction, and in the cultivation of it too much cannot be said in praise of manual training. Accuracy is one of the first things a boy learns. He is given a piece of wood and required to saw one end square. He tests it with the try-square. If it is not square the fact is conveyed to the brain, not through the eye alone, but through the medium of the hand. He can see what it ought to be. The standard—perfection is before him in his mental vision and he is stimulated to attain to that standard. It is easy in this work to persuade children that "good enough" will not do, that "an inch is an inch" and that they should get as near to perfection as possible. It impresses the fact that one mistake creates another and helps a child to be true to the best there is in him. Also he learns to depend upon himself, he cannot very well get help from his neighbor. In this way the habits of perseverance and self-reliance are cultivated. The work teaches in a variety of ways self control, power over one's self. This is most important in the moral growth of the child. In the use of the various tools, for instance chisel or saw, the will must control the muscles of the hand and arm. It must say to the tool through the hand "so far shalt thou go and no farther." Thus is being germinated the power to control one's self by the exercise of the will. The work has a good moral effect on the boys. Their self activity is wisely directed, not allowed to run to mischief. It does not make angels of the bad boys, but the bad boys are

better while at work in the manual training than they are at Sunday school or day school. This I know to be a fact.

The muscular perception and the muscular precision that the work cultivates must certainly be useful in many ways. The drawing is an important factor in the work of the manual training room. The benefits to be derived from it are many. In the use of the drawing board and set squares the muscles of the hands and arms are developed. And in the use of the pencil delicacy of touch and nicety of decision are required to get clear-cut uniform lines, and just as much exactness and neatness are demanded as with the woodwork.

Before a model can be made it is looked at, and handled by the class. Then it is represented in a working drawing by plan and elevation. Dimensions are put in, and the work is done from this drawing. In this way the child learns to read a working drawing. This knowledge is useful in many occupations. At the same time the reasoning powers and imagination are being cultivated for the child must see in his mind's eye what the drawing represents. In this way it is not an abstraction but a real thing, and made to some purpose.

Mechanical drawing—work with ruler and set square should be more introduced into our schools. There is excellent training in it. But the freehand should not be neglected. There is always more or less freehand drawing in a manual training course and freehand work with the tools.

The cultivation of the beautiful is not forgotten. One author has called curves "the poetry of mechanical manipulation." When a child first draws a curve with pencil on paper, and then makes that same curve with tools in wood, he can appreciate its beauty much more than if he had simply drawn it. Then the colors of the different woods employed appeal to the color sense. They are bright but they are very rich.

So then if a child is forming the mental habits of observation, concentration and accuracy, his brain is growing—getting ready for whatever work may come after. Manual training teachers do not let the work become mechanical. When an action becomes mechanical it ceases to exercise the brain. It loses its educative value. Habits of neatness, self-reliance and self-control are also being formed. Thus great things can be claimed for manual training because the work calls into play simultaneously so many parts of the child's organism, and should be considered as school work, because it fulfils in every way the demands of education.

Though the manual training school is not a trade school, the mechanical skill gained there is often of value in after life. Canada does not take a foremost place in engineering skill. In Sydney the positions requiring mechanical skill and accuracy are not filled by Canadians. The war in South Africa has shown that we possess great natural ability in that direction, and all it needs is guiding and cultivating, and the place to begin is in the school. But it must be remembered that mechanical skill is only a secondary consideration. Manual training looks after the growth of the child and lets the mechanical skill take care of itself.

In Europe and the United States manual training has passed the experimental stage. It is the universal conclusion that the work does not interfere with the other school work. Indeed, it greatly aids such studies as arithmetic, geography, geometry, drawing and nature work. Wherever the work has started it has been aided by generous friends. In Canada its patrons are Sir William McDonald and Prof. Robertson. Nova Scotia seems to be alive to the importance of the work. As many as fifteen schools are in good working order, all supported by the districts in which they are situated. In no place in New Brunswick is the work being carried on independent of the Macdonald fund.

Great praise should be given to Sir Wm. Macdonald for his generous use of money and to Prof. Robertson for wisely spending that money. Prof. Robertson looks beyond the strife of the politicians and sees that the best in education is needed for the children of Canada in order to make it a happy and prosperous country.

The Policeman's Evidence

Policeman Peter Morris, Toronto, says that for years he was troubled with habitual constipation, and though he spent much money for medicine, was only disappointed with the results. He now recommends Dr. Chase's Kidney-Liver Pills to his friends because it cured him of his troublesome ailment. You can be cured of constipation by this treatment. One pill a dose, 25 cents a box.

"I have some of the toughest youngsters in my class that you could well imagine," said a Sunday school teacher. "On one occasion the lesson was about Joseph being sold into bondage by his brothers. When I arrived that Sunday, a couple of boys were there ahead of me, and I overheard their conversation. They were talking about the lesson. 'Dis is a dandy story today,' said one. 'It's all about a little boy wot was killed, an' dey took a coat wot belonged to a feller name Joseph an' dipped it in his blood.' 'Geel! Dat must be great!' agreed the other. 'Dat must be sorter like a dime novel.' I had some difficulty in interpreting the passage. 'And they took Joseph's coat and killed a kid and dipped the coat in the blood.' They had construed the word 'kid' to mean a little boy."

SHE PATIENTLY BORE DISGRACE

A Sad Letter from a lady whose Husband was Dissipated.

How She Cured Him with a Secret Remedy.



"I had for years patiently borne the disgrace, suffering, misery and privations due to my husband's drinking habits. Hearing of your marvellous remedy for the cure of drunkenness, which I could give my husband secretly, I decided to try it. I procured a package and mixed it in his food and coffee, and, as the remedy was odorless and tasteless, he did not know what it was that so quickly relieved his craving for liquor. He soon began to pick up flesh, his appetite for solid food returned, he stuck to his work regularly, and we now have a happy home. After he was completely cured I told him what I had done, when he acknowledged that it had been his saving, as he had not the resolution to break off of his own accord. I heartily advise all women afflicted as I was to give your remedy a trial."

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HER HUSBAND WAS A DRUNKARD

A Lady who cures her husband of his Drinking Habits writes of her struggle to save her home

A PATHETIC LETTER



"I had for a long time been thinking of trying the Tasteless Samaria Prescription treatment on my husband for his drinking habits, but I was afraid he would discover that I was giving him medicine, and the thought unnerved me. I hesitated for nearly a week, but one day when he came home very much intoxicated and had been out nearly all night, I threw off all fear and determined to make an effort to save our home from the ruin I saw coming, at all hazards. I sent for your Tasteless Samaria Prescription, and put it in his coffee as directed next morning and watched and prayed for the result. At noon I gave him more and also at supper. He never suspected a thing, and I then boldly kept right on giving it regularly, as I had discovered something that set every nerve in my body tingling with hope and happiness, and I could see a bright future spread out before me—a peaceful, happy home, a share in the good things of life, an attentive, loving husband, comforts and everything else dear to a woman's heart; for my husband had told me that whiskey was vile stuff and he was taking a dislike to it. It was only too true, for before I had given him the full course he had stopped drinking altogether, but I kept giving him the medicine till it was gone, and then sent for another lot, to have on hand if he should relapse, as he had done from promises before. He never has and I am writing you this letter to tell you how thankful I am. I honestly believe it will cure the worst cases."

HER FATHER WAS A DRUNKARD

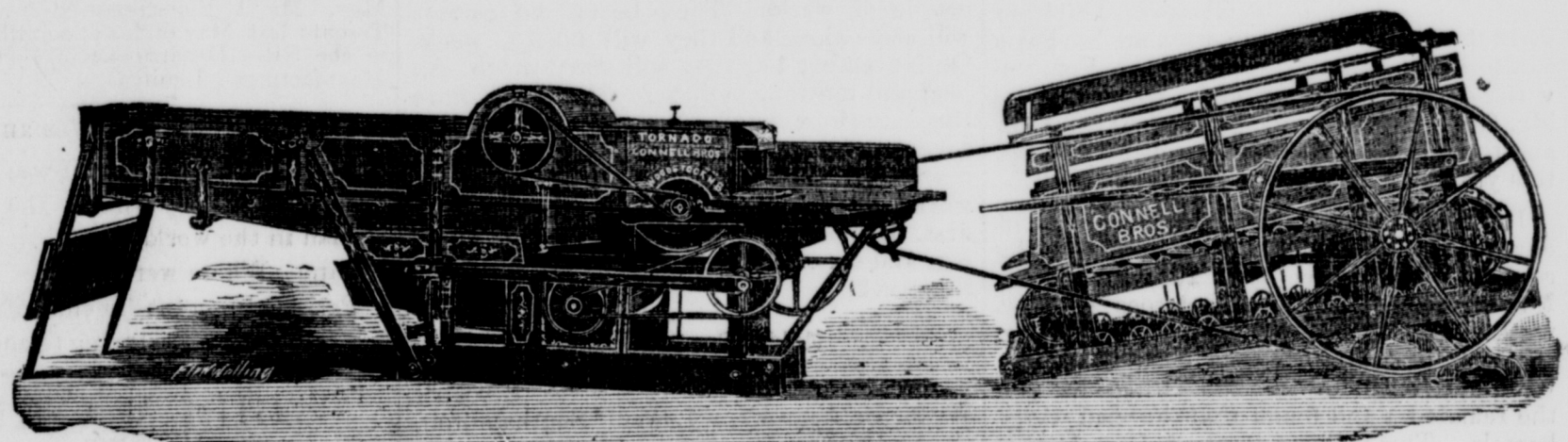
A Plucky Young Lady takes on Herself to Cure her Father of the Liquor Habit.

STORY OF HER SUCCESS.



A portion of her letter reads as follows:— "My father had often promised mother to stop drinking, and would do so for a time but then returned to it stronger than ever. One day after a terrible spree, he said to us: 'It's no use, I can't stop drinking.' Our hearts seemed to turn to stone, and we decided to try the Tasteless Samaria Prescription, which we had read about in the papers. We gave him the remedy, entirely without his knowledge, in his tea, coffee, or food regularly, according to directions, and he never knew he was taking it. One package removed all his desire for liquor, and he says it is now distasteful to him. His health and appetite are also wonderfully improved, and no one would know him for the same man. It is now fifteen months since we gave it to him and we feel sure that the change is for good. Please send me one of your little books, as I want to give it to a friend."

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A visitor to an asylum recently saw a man capering along the hall astride of a stick. "Ah, ah!" said he, wishing to be pleasant. "I see you are having a fine ride on your horse." "This isn't a horse," answered the lunatic, contemptuously. "Not a horse—what is it, then?" "It's a hobby," was the reply; "if it was a horse I could get off."

Fell Exhausted and Unconscious

Mrs. R. W. Edwards, 33 McMurray St., Brantford, Ont., suffered for five years with nervous exhaustion, headache and dyspepsia. "The pains in the head would almost drive me crazy. I could not sleep nights but would walk the floor in agony until I fell exhausted and unconscious. For the past nine months I have used Dr. Chase's Nerve Food and from a mere skeleton this medicine has built me up in flesh and weight until I am strong and well." It would be scarcely possible to produce stronger evidence of the wonderful power of Dr. Chase's Nerve Food.

LENGTH OF A DRUNKARD'S LIFE.

In Serious Cases the Duration of Life is Fifteen Years.

Most interesting and remarkable, perhaps, of many disclosures made by Dr. Dana are those relating to the capacity of men for drink and the duration of life among habitual inebriates, says Leslie's Weekly. On the latter point the conclusions reached are that in serious cases the duration of life is about 15 years—the maximum being over 40 years. In general, it is said that hard drinking can rarely be carried on for more than twenty years, and it generally brings the victim to grief at the age of forty. Referring to persons who drink most heavily and frequently, it is said that it takes ten or fifteen years to bring on dementia or insanity, during which time it may be estimated that each inebriate consumes about 2,000 gallons of intoxicants. A man 55 years old confessed to Dr. Dana that he had been drunk twice a day for three years, making about 2,000 intoxications; another man of 40 has been drunk weekly for twenty years, and a third, aged 43, had been drunk a thousand times in 15 years. Two thousand "drunks" is set down as a maximum limit in any ordinary inebriate experience. The favorite combination for hard drinkers was found to be beer and whiskey, and beer alone came well up in the scale. Other beverages used by inebriates included cocoa wine, Jamaica ginger, tincture of soap, and a well known proprietary "bitters."

One Officer to be Prosecuted for Alleged Fraud in the Purchase of Horses.

During the latter part of the South African war a good deal was heard about alleged crookedness in the purchasing of horses intended for the British Army. Now comes the report that Major C. W. Studdart, a man of high standing in Dublin, his two sons, and

two others, after a prolonged hearing on the charge of fraud and conspiracy in connection with horse purchases in Ireland for the troops in South Africa, have been committed for trial at the next assizes of Clare County. It is alleged that horses were purchased by Major Studdart, who was a purchasing officer for the army, and others for \$30, \$35, and \$40 each, and were sold to the British Government for \$150 or \$175. The horses also turned out to be a very bad lot, and the matter was taken up in the House of Commons, with the result that prosecutions were ordered.

Had Nervous Prostration

Mrs. S. W. West, Drayton, Ont., states: "I got terribly run down, and finally became a victim of nervous prostration. I had no appetite, seemed to lose interest and ambition and could scarcely drag myself about. Hearing of Dr. Chase's Nerve Food I used three boxes with great benefit, gaining eleven pounds. It made me strong and well and I had such an appetite that I wanted to be eating half the time."

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