

course, education would be turned back fifty years. Education of the hand is one of the readiest means of mental discipline. A pupil who is working with his mind and hand both, will think twice as fast and twice as well as when he is working with his head alone. For centuries, Germany has stood at the head of art manufactures. At a recent convention held there, a prominent German educator who was familiar with the course of industrial drawing pursued in America, said that if the Americans continued to advance in the next fifty years as they had in the last, they would outrun the Germans. This is indeed a strong plea in favor of retaining industrial drawing in schools. Industrial drawing and manual training go hand in hand. The subject of manual training is not yet thoroughly understood. Many believe that it merely educates the hand, and therefore requires no thought. This is not true. Besides obtaining skill and exactness, a pupil learns self reliance and independence—and what can be more desirable in life? Furthermore, if a child is allowed to do mental work for one hour and then manual work for one hour he will accomplish much more than if he were obliged to do mental work for two consecutive hours.

If these subjects were taught in the manner indicated, mathematics would take but twenty-five per cent. of the school time; expression, twenty-five per cent.; and science, twenty-five per cent.

What shall be done with the remaining twenty-five per cent? That time could be well devoted to general culture. If young men and women are to receive no higher education, it is quite important that in the common schools they obtain a certain amount of general information.

Part of the remaining time could be well spent in the study of authors. Elementary physics and chemistry should be introduced. If some such plan could be pursued in the common schools, the course of study would not be found too full; nor would boys and girls become discouraged in going over about the same ground year after year and leave their books for that which seems to them more profitable.

It is to be hoped that before long the State Board of Education may be requested to consider the expediency of revising the entire course—not on the ground that too many subjects are being taught, but in order that less time be spent on less important studies, and more attention paid to that which will best fit the boys and girls to become good citizens.

A. E. K.

TOLSTOI'S EDUCATIONAL PLAN.

Is there any call for a new plan of education? As the world advances there is constantly a cry for something new and better than has been had before, and since education is one of the questions that must be weighed most carefully, any new plan of importance, will be thoroughly considered by those interested in this cause. Tolstoi's plan of education is a novel one, some parts of which are very good, while others are so manifestly impracticable that we need not consider them. The good points will certainly be sifted most thoroughly by educators.

Tolstoi declares that "pedagogics are a delusion and a snare, and that the laying down of a definite programme is a presumption born of ignorance." Some one has said that the best instruction for any child is that which best meets his conditions and needs, and this is one of the principles upon which Tolstoi conducts his school.

He allows his children to come and go as they please, and to do just as they wish during school hours. In one instance some of the children were singing their music lesson, and one of the pupils, being tired, thought that he would like to go home. He had just started to go, when the whole school started also. Tolstoi admits that it was rather discouraging to him as a teacher, yet he felt it to be their privilege to do as they liked.

We think that obedience to authority is necessary to successful training, and we govern, as Hewitt says, for the good of the governed. Of course children sometimes object to being governed, and wish to have their own way; but what would some children come to, if there were no one to exercise authority over them? We think that more reform schools and prisons than we have now, would be necessary.

The pupils in Tolstoi's school may study anything they wish. Many of them do not like history and geography, and therefore Tolstoi considers such studies "unfit for children." He calls the teaching of Grammar "the mental treadmill," and does not let the pupils undertake to learn anything about it. We think that according to this plan children would receive a very narrow education; if American children could choose studies for themselves, probably a great many of them might not wish to study anything.

In this Russian school, Composition is the principal study. Tolstoi makes it so interesting that pupils delight in writing. He accomplishes