Mr. C. H. Ham's book on "Manual Training" (Harper) has afforded him an opportunity for the extended treatment of a subject on which he has written much for magazines and newspapers. The lesser, but much the better, portion of the work is that in which he has given an account of the Chicago Manual Training School, a worthy institution, which Mr. Ham has been active in promoting, and whose workings he has made the subject of thorough observation and study. It is, he tells us, the only independent institution of the kind in the world; all others being departments of colleges or institutes of technology. A dozen or more state universities have departments of manual training, and it is a regular branch of education in the public school systems of twelve or fifteen American cities. The distinction enjoyed by the Chicago school, as well as its thoroughness of equipment and of methods, give it an especial interest, and its results are important to all educators and to the public. The glimpses which Mr. Ham shows us of the inner workings of this busy and successful institution are curious and instructive, and are made additionally attractive by a number of well-executed engravings. If Mr. Ham had contented himself with the modest but worthy task of setting forth the details of this interesting educational experiment, it might have been better for him and for the cause of manual training. He seems, however, to have been carried away by visions of "an educational revolution" which is to afford "at once a solution not only of the industrial question but of the social question." He wrote on these subjects, it seems, for three years incessantly in the daily papers; and whatever influence he may have exercised upon the public mind, the book is eloquent of the bad effects of this incessant journalizing upon Mr. Ham. As a contribution to the solution of educational problems, in any broad or philosophical sense, it might almost be called a monument of illogic, narrowness, and fatuous misconception. Many of the declarations would be ludicrous, were they not based on a misunderstanding so hopelessly perverse. The educational theories of the host of authorities, known and unknown, whom he cites, are presented only in their narrowest utilitarian bearings. All existing systems of education except his own are blandly referred to as "the old *régime*," and for manual training alone he employs the pleasing euphemism of "scientific education." The school of manual training "is to other schools what the diamond is to other precious stones—the last analysis of educational thought. It is the philosopher's stone in education," etc., etc. The only royal road to education must hereafter lie through the blacksmith's shop; no one must aspire to be truly cultured who cannot mortise a tenon or fit a casting. "Tools are the highest text-books," says Mr. Ham. "This is the practical age, and an educational system which is not practical is nothing"; and to be "practical" an educational system must prepare men for that stern iron age when there

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will be "little time to sentimentalize with the poets or speculate with the philosophers." It is difficult to treat with patience these crude and narrow schemes for abrogating, in the name of education, all that to so many people gives life its chief value. It is hardly probable that either Mr. Ham's book or manual training will revolutionize the educational systems of the world. He deserves credit for his efforts to promote a useful and perhaps neglected special branch of training; but it cannot be benefited by such senseless and extravagant laudations of machinery. A hobby, even of iron, may suffer from overriding.

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