to support him, arousing the people, and urging members of the assembly in circulars thrown from the galleries to support Miron's suggestion of postponing action on the bill until after Diaz's inauguration. Armed with pistols they boldly defended themselves against policemen and soldiers, drowned with their outcries every voice raised on the floor in favor of the obnoxious measure, and secured, for the time being at least, the postponement of the bill. To-day, in a country where there is practically no middle class, and but a weak upper one, they are the strongest bulwark of the liberties and progress of Mexico. Let us hope that if ever the elements of anarchy which have so recently displayed their strength and object become strong enough to seriously menace the welfare of our own nation, American students will be equally prompt to fall into line in defense of law, order, and constitutional government.

Manual Training.

AMONG the many improvements and modifications to our present educational systems is that of manual training, which has not, until quite recently, attracted much attention, but which has of late been quite earnestly discussed by many prominent educators of the day.

The question which is most hotly contested is this: Is manual training necessary and beneficial in connection with a school where other branches of study are pursued? or, in short, is it necessary to a general yet thorough education?

Some, opposed to manual training, claim that working in the carpenter or machine shop diminishes the interest which would otherwise be manifested in the academic or school branches.

This is a very important question, and can be best answered by those most experienced in this kind of schools. Director Woodward, of the St. Louis Manual Training School, states that his experience of eight years leads him to the conclusion "that not only does the workshop not detract from the interest boys take in books, but it stimulates and increases it either directly or indirectly." He also believes that even the mental discipline acquired by shop-work is so valuable, that "to all students, without regard to future prospects in life, the value of the training which can be had in shop-work, spending only eight or ten hours per week, is abundantly sufficient to justify the expense of materials, tools, and teachers."

The opposing party denounce manual training as the "bread and butter" view of educating, and accuse its advocates as trying "to make the mass of mankind more machine-like than they already are, more skillful to increase the wealth and to feed the channels of the manufacturers' profits."

But this is a most mistaken idea. They seem to forget that the ever-changing conditions of modern life demand an equally balanced and more comprehensive education. They do not fully understand, as Dr. Henry H. Belfield, Director of the Chicago Manual Training School states, "that the education which the manual training-schools represent is a broader, and is not, as the opponents of the new education assert, a narrower education. It is the present system that largely fails to recognize the trinity of human nature, and is therefore a 'one-sided system.' Too long have education and the knowledge of books been regarded as synonymous; whereas, literary culture is only a part of education. Education is the training of the brain and of the body, the just and harmonious development of each part of every organ. The development of one part of the human organism at the expense of the other parts, or to the neglect of the other parts, is a partial education, whether done by the athlete or by the student."

Consider how many of our so-called educated young men, "even graduates of our high-schools," are totally ignorant of the simplest principles regarding the construction of our various machines and their practical applications; while the manual training school-boy "gazes with delight on the marvels of mechanism, wrapped in admiration begotten of a thor-