

goes to school it is receiving most of its education by its senses bringing it into conscious relationship with the material world around it, and by doing things with its hands. After boys and girls leave school most of them are required to do things with their hands, and to recognize and control their relationships to the things about them.

Surely it is not too much to expect that schooling, while imparting information and developing the general intelligence, should also cultivate their senses to be keen and alert, training them to report accurately and fully on what lies all around them. None the less should their hands and eyes be disciplined to obey readily and skillfully the decisions of the mind. The systematic training of the senses, of the hands and eyes, and obviously of the mind through them, are some of the objects of practical and manual instruction. Manual Training is a means of developing mental, more than muscular, power; and is not a short cut or a long step towards learning a trade.

PURPOSE OF EDUCATION.

A child is one and indivisible, although in seeking clearness of explanation we speak of the body, the emotions, the intellect and the will. Sound education implies progress in intelligence, in practical ability, and in desire and capacity to work with others for the good of all. It involves the training of the body and its senses, the training of the intellect, and the training of the moral nature also. Manual Training fittingly finds its place in such an education. It is a means in the development of moral as well as mental power. Books are only agencies; and there are others no less suitable. Indeed some of us think that materials tools and exercises with them, plants instruments and exercises with them, are much more useful than books alone can be, particularly during the public school age of children.

To cultivate the emotions into an intelligent outgoing towards noble ends, to develop the intellect in its spiritual outreach and grasp of verities,

to have these operating in a sound body trained to obey the decisions of the will, itself quickened to sustained effort by love of the truth and by faith in the Unseen Power which maketh for righteousness; to bring about these—nothing lower, nothing less—is the purpose of worthy education.

TEACHERS AND THEIR OFFICE.

The teacher is the prime power outside the pupils that makes for growth by leading out their activities in right directions. He uses methods, processes and devices; but these are only means whereby he makes available ideas and ideals to stimulate, direct and nourish their minds. Ideas and ideals for children are gotten from things and from life more than from symbols, words and books. Efficiency in the all-round development of the child-life is what we all want, and not the taking up of a burdensome multitude of subjects to qualify for passing examinations. Consequently the school courses and methods should be adapted for use in training the whole child harmoniously. It is claimed by those who have had much experience that what is known as Manual Training can supplement book studies and other influences in that direction. On the other hand, there is a danger nowadays that too much may be made of it and expected from it. Any part of education, which has been neglected, by and by gets its innings with a likelihood of too much attention for a time. That may account for the enfeebling bookishness so manifest in recent years.

Love of the task put before the pupil sets the pace for his progress. An awakening of interest is the first step. Should not, therefore, the exercises and subjects for schools be selected and arranged from those which children naturally love, or which in themselves arouse interest and awaken love? Surely school lessons and studies are incomplete or ill-fitting when a child may be punished for misdemeanour by being 'kept in' to continue any one of them. Are things any more whole-