

thought, particularly — that their father and mother were going to be pleased. This is what may be called emulation by means of affection. And very fortunate or very blamable will be the teacher who does not exert all his pains to entertain this sentiment, so delicate, so pure, and to take as his first assistant in his task these sentiments of filial tenderness.

The good marks and the inscriptions on the honor roll draw their principal value from the importance which the parents attach to them. It is easy to understand the satisfaction that the mother shows in using a little bench made by her son, in cultivating some flowers in a box made by him; it is easy to imagine with what care she will arrange her toilet articles in a box with compartments which has been presented to her by one of her children. By means of the method of useful objects the child can give evidence of his thankfulness to his parents, and also toward persons toward whom he has contracted any obligations. He thus puts in practice an important principle of moral instruction. The child finds a real happiness in the success of his personal efforts. This principle has given birth to the Froebel method, justly appreciated in all countries. To encourage the child by the success of spontaneous combinations, or which appear such to him; to aid his personal efforts; to give him at the same time the power to say, "This is my work"; to develop his individuality, his personality, his initiative—such ought to be the thought, the motive of the educator; because he must know that too limited a share among us is left for the free expansion of the individual character, of the genial spirit of the child. We cast our pupils much in the same mould. We do not allow them to use their

own means often enough. We do not allow them to fly enough with their own wings.

The work, wisely prepared by the teacher, and based on spontaneity, invention and creation, will contract in the child the habit of personal endeavor, will give him an understanding of the combinations and of the means of investigation necessary to arrive at a result. The teacher, by interesting the child in his work, will give him the power of surmounting obstacles, will give to him the desire of enduring fatigue. By wisely directing the natural bent of the mind, he will inspire in his pupil an intimate pleasure, a sincere joy in vanquishing the difficulties and arriving by himself at the end which he proposes.

The task of the teacher charged with the teaching of manual training is the same; it is necessary that he suit the operations to the capacity of his pupils; that he give some advice; that he make them find out, by means of the ideas already acquired, the secret of overcoming difficulties; that he avoid going at hazard, of presenting models badly graded or including too difficult exercises; that he proceed, in a word, in a logical manner to help the pupil in his desire to give satisfaction by his personal efforts. The child has no encouragement when working on some detached elements which do not lead to any combination. Having nothing to take to pieces and build up again, he cannot find the delusion of personal action.

In conclusion, let me say that if the foundation on which manual training is based be not solid and secure; if it be not established on the fundamental principles of education, its day of prominence must be short-lived.

Since, then, so much is expected from its introduction, or, rather, re-