

son of community of interest, a lesson difficult to impress under our present system which in its competitive aspects rather fosters an unhealthy spirit of rivalry and individualism.

Again the subjective system pays little heed to bodily development. It usually leaves that to the haphazard of the playground and to the natural tendency of youth to be frolicsome. As for those who do not incline to play, they may go to the wall. It seems to me a most remarkable anomaly that we should practically keep our pupils' bodies passive for the six best hours of sunlight while we are endeavoring to educate their minds, just as if the mind were a factor that could readily be isolated from the rest of the being. Surely this is dividing the living child in two more effectually than any king's sword could do it. In the name of harmonious development let us recognize that the whole child comes to school.

The class system is a prominent feature in subjective education; and while it is expedient to keep in view the greatest good to the greatest number, we have as a result a too common overlooking of the individual. There is in our class-teaching to-day even a merciless suppression of individuality. The class is organized and managed on the basis of resemblances. All trying to do the same thing, at the same time, in the same way, and in the same position.

Hence we know little of our pupils as individuals. We can learn more of them in the playground in an hour than in the class in a month. So also in the workshop, for here there is provision for the development of characteristic tendencies. Self-reliance and independent self-direction are inculcated too in a concrete way. For while class-teaching is marked by much work on the part of the teacher in proportion to that which the pupil does, the very spirit and atmosphere of the Manual Training Shop is a

minimum of direction and a maximum of independent production. The pupil learns here that no teacher can teach him other than himself. He must be his own teacher.

But this system is to be commended not only as a corrective in public school education but also for what it would positively add. It lays strong emphasis on the useful and practical in an age in which fact is supreme. Education should fit for life. Revolution is fast giving place to evolution and development as a mode of progress. There is to-day a strong demand for men with highly developed constructive faculty, men in whom the ability to conceive is balanced by the power to execute. We are placed in this world to conquer and subdue it. Man's mission is to overcome, but we can never gain the victory over matter by resolving to ignore it. It is worth while noting that whenever, in any age, the human mind has been brought to bear earnestly on the elements, life has been elevated and enriched. All the great inventions of the race are a testimony to this fact. It is high time we had shaken off the mediæval notion that matter is essentially evil. The world itself is the court of the highest in which we dwell, and there is no curse here but the curse of man's ignorance and man's wrong. A right ideal of this life transfigures the common place, removes the lines of distinction that false sentiment has drawn between the secular and the sacred, and consecrates the practical and the useful as lawful ends of a true education.

At the same time Manual Training is a powerful lever in the development of character. If we make our system of education loyal to life we make it loyal to moral ideas too. Practical work, downright doing, in the science laboratory, or the Kindergarten, or the industrial school, where hand and mind and senses are acting