

It stimulates a laudable ambition. A boy, who for the first time in his life is given two pieces of wood to be joined together by means of tools, which he has never before used, produces a result, in all probability, a most imperfect realization of what was required. The joint does not close; is, in fact, what is called a laughing joint. No boy likes to be laughed at. The next time he works with more care and more patience; he improves by degrees, and at last attains success. The boy then sees before him something that he himself has made, of which he may justly be proud. He has discovered that he is of some use, and this discovery must necessarily elevate him, giving him increased self-respect and self-reliance. He begins to imagine new worlds to conquer. His future brightens and draws him onward. He is filled with hope and the love of work. Very likely his next attempt will be a failure, and he has to learn the difficult lesson of working under discouragement, without which true success is seldom reached.

Consider again the stimulus to mental development, in the fact that the boy must make an image of the completed thing in his mind before he can construct it, and must also remember the mutual relations of the several parts to one another, and to the whole, involving considerable exercise of the reasoning powers. This power of forming a correct image, and the development of a true sense of proportion, are certainly most quickly attained by the study of drawing, which is therefore an all-important adjunct to a manual school.

It may even be shown that the education of the hand calls out some virtues which at first would seem little likely to be affected by it, such as truthfulness, for instance.

A very slight error makes a joint crooked, or, as it is said, puts it out of truth. It offends the eye, and calls for rectification before any satisfaction can be felt. This desire for true lines in material objects must tend to strengthen the perception of abstract truth, and in many cases must call out the desire to attain to it. During a recent visit to an Industrial School in New York, the teacher of a large class of newsboys, totally unaccustomed to anything like discipline, told me the following facts:—As a preliminary to a drawing lesson they were required to fold paper into little boxes, to be used as models. The teacher soon observed that most of the boys were doing careless work, and trying to conceal it. She frequently said nothing, knowing that experience would soon teach them that the slightest inaccuracy of detail would spoil the whole. Such indeed was the result, and in a very short time she had the