

skill; and in no subject can pupils more readily recognize deficiencies in that direction than in manual training. Again, the teacher himself cannot feel that sense of power and self-mastery of his subject, so essential to attain successful educational results; and the work must deteriorate in consequence. The necessary skill cannot be attained in short courses of a few weeks, but continuous, earnest, and careful practice is necessary for the teacher who wishes to become a good manual instructor. Drawing, the fundamental part of manual training, is also often neglected or its importance not fully realized. Owing to the necessarily practical nature of it, so different from most of the drawing usually taught in our schools, it is often a difficult matter to get the teachers to recognize that the drawing, to be really helpful to the practical work, must be of a high quality, clear, concise and *precise*. Drawing, in manual training, is of itself valuable, and in addition forms a highly desirable foundation for specialised or technical education afterwards. "Mechanical" drawing, *i. e.*, drawing by means of instruments, is of course chiefly employed, but a course of "art" drawing, freehand, shading, etc., should form part of the training of every manual instructor. Artistic tastes may be largely developed in the children by this work, provided that the teacher has a trained perception of the beauty of form, colour and proportion.

A large majority of the teachers now engaged in this work in England are holders of the City and Guilds Institutes' qualifying certificate, and in addition have passed through some of the numerous art classes to be found all over the country. Another source of supply has been the famous seminarium at Naas, Sweden, founded by the munificence of the late Herr Abrahamson, and carried on under the superintendence of his nephew, Herr Solomon, whose writings and researches on this branch of education have been practically the foundation of our modern ideas of educating through the faculties generally, by means of "hand and eye" training. The course at Naas lasts for six weeks, and students must work hard all the time to complete the series of models and earn the diploma of the school in one session. English teachers usually attend during summer vacations; but the course is carried on continuously all the year round, and teachers of all nationalities are to be found there in training. While, however, the diploma may be earned in the six weeks' course, Herr Solomon insists very strongly in his book on the subject, that "it is by no means the case that the technical skill necessary for teaching may be obtained by attending one or two Sloyd courses. . . . They can only aim

at laying a foundation on which students may afterwards build by means of independent work."

Here in Canada, the splendid munificence of Sir Wm. MacDonald in providing for the establishment of manual training in some place or places in each Province of the Dominion, with the hope that it will become part and parcel of our system of education, also provides facilities for the training of teachers as specialists in the subject. Doubtless many of our best teachers will be attracted to it, and proud, as we rightly are, of our schools and education generally, let us see to it, that the new phase of school life and training, be entered into thoroughly, and its spirit and letter understood. The benefits that have accrued from it in Great Britain, Sweden, France, and especially Germany, and also amongst our cousins across the border, will then be ours. From each and all of these countries, the testimony is unanimous as to its value as an intellectual, moral and practical training, enabling its possessors to perform more fitly the duties devolving upon them in their life and work in the world.

Difficulties in Miscellaneous Schools.

[Extracts from a paper read by Miss M. Maud Anderson at the Westmorland County Teachers' Institute, October, 1900.]

* * * Teachers should, as far as possible, become acquainted with their pupils before school begins on the dreaded "first day." The manner of doing this will, of course, vary according to the circumstances. We will suppose the teacher to have met, say, four or five of her oldest girl pupils, and as many of the boys. Make a point of being at the schoolhouse a little after eight. Instead of having the pupils stand awkwardly around, form a group in the most pleasant place in the room. The pupils whose acquaintance has already been made will introduce the others. Use tact, talk on some subject or subjects you are mutually familiar with and interested in, and in a short time you are no longer embarrassed teacher and bashful pupil, but friends, with the foundation for months of co-operation, which must prove helpful to both. After opening exercises, which will include a verse or two of several songs that you have found out during your talk they know and enjoy, will come the work of the day. And here is where one of our chief difficulties arises. We will take for example an ordinary country school with thirty enrolled. We will find material for nine reading classes, *viz.*, sixth, fifth, fourth, third, second, two first and two primer. How are we to bring order from such chaos? Only by careful grading and correlation of subjects and grades can this difficulty be lessened. Careful grading will be the work of days, weeks, months, perhaps the whole term, and then there is a possibility that our work will be as fundamental in this respect as when we started. Why is this? The chief causes are irregular attendance and new scholars. We have our primer class nicely started, able to recognize simple words readily, and read some few familiar sentences in a manner which