

place in this brief article. At the outset, it must be noted that the school can and does function without the intervention of a special instructor in mechanic science. The services of the latter are requisitioned not that, in any sense, the body educative lies *in extremis*; on the contrary, that it feels capable of giving larger scope to its activities, more direct application to its teaching. Here is no question of superseding the ordinary teacher, or of discounting existing methods of instruction, but the larger issue of implementing mental training by concrete application and illustration; of creating opportunity for the play of childhood's healthy impulses toward construction, adaptation and contrivance; of providing a medium through which inarticulate conceptions of beauty and utility may find expression.

Teachers, to deal comprehensively with this issue, must be men with the widest possible view of education; men of insight as well as of technique; teachers studied in every department of school work; students not solely of manual processes, but of mental processes, of motives, of impulses, of tastes; teachers whose training and experience have given them that restraint which forbids the proffering of unnecessary aids, and who find satisfaction in the efforts they call forth in their pupils rather than in the production of toys calculated to please the uninitiated, but executed by dangerous methods. Must there not be kept a place, too, for the teacher, who is disposed at times to sacrifice some little of manual dexterity and perfect execution in order to abet the child's impulse for designing, contriving and executing according to the measure of his unaided powers?

One word more. Diligent search should be maintained for points of contact of manual instruction with other subjects of the curriculum. The pedagogical functions of the mechanic science teacher, while they do not in essence differ from those of the ordinary teacher, provide him with better and larger opportunity for correlating branches of instruction. Especially is this true within the domain of mathematics, where the means at his disposal for directing the recall, revision, re-arrangement and application of principles in perspective and mechanical drawing, in mensuration, in Euclid, and in arithmetic, may well provoke envy in the heart of the regular teacher. Furthermore, in the course of a survey of the fields awaiting his labors, the manual training propagandist cannot overlook the possibilities of the lower grades from kindergarten or primary to grade

six. Surely, the absence of special pecuniary encouragement from the provincial treasury ought not to deter school authorities from the cultivation of this fruitful ground. The school system which employs an adept in mechanic science will, if awake to its interests, demand special attention to the hand-training of these grades; but, without awaiting the initiative of government or of school board, the mechanic science instructor has means of approach to these departments through the principal of the schools and his associate teachers. Let him proceed cautiously, however, and with due show of respect for hostile views which are not likely to be mollified by blunt condemnation.

Finally, and in recapitulation, may it not be asserted that the manual training teacher who avails fully of his privileges rises quite as high in the hierarchy of teachers as those whose work lies in the realm of abstractions? In the final count of influence upon the character of pupils, his personality has, perhaps, not equal opportunity with that of the instructor in literature, history, or morals; nevertheless, opportunity for effecting much. Let him be straightforward, manly and cheery; let his doings square with his professions; and there will be no question of the profound influence of his good example upon boys. His intellectual resourcefulness, his contrivance and invention, since they have a field of activity unsurpassed by that of any other instructor, ought to be accountable for no small measure of that industry, that resourcefulness, that practical quality, which parents look to the public school to develop in their children.

---

I remember an interesting lesson I once saw in a fourth grade. The pupils had just finished reading the last story in the book, and the teacher told them to look through the book and choose a story which they liked. She then gave each child a piece of paper which would fit into the palm of his hand, and told him to write on that paper a topic for each paragraph in the story he had selected. When this was done, she told the children they might "make-believe" they were all public speakers. The topics were the speaker's notes, and the audience would be very pleased to listen to what each speaker had to say. The speakers, of course, would not refer to their notes unless obliged to. The teacher then took her place among the children, sitting in one of their seats. She did this to let the child feel that he had the floor and would not expect any assistance from her. The audience was allowed to show its appreciation of a particularly well rendered story by clapping. This exercise was not only very profitable, but extremely enjoyable.—*Sel.*