

of labour, every object made is the entire work of one boy, and a lad glories in the work of his hands and soon learns the difficult lesson of working for the sake of the work and of seeing it grow under his own hand, and not to secure praise or avoid blame. The boy works solely for the sake of the object he is making, while the teacher thinks not of the object but of the effect of the making upon the boy and his character. For this reason the boy grieves if the model be spoiled, while the spoiling of the model does not trouble the teacher very much, knowing as he does that usually it has considerably benefitted the boy. It will perhaps be advisable if we give in as complete a form as space will allow, the chief reasons for the importance of Manual Training.

(1) It is a brain rest amid the ordinary school tasks not because it does not require its exercise but because a different part of it is called upon. It affords variety and change so that better work can be demanded and obtained afterwards. If there is one thing more than another upon which school inspectors of places where Manual Training has been tried, are agreed, it is that its adoption has not hindered or lessened the efficiency of the other school work, but has on the contrary stimulated and encouraged it, and has had the almost invariable effect of lengthening the school life of the child, a very desirable end to be achieved.

(2) It trains the hand. The extraordinary attainments of the human hand guided by the human understanding mark off man from the beast. It would be an easy matter to show that whatever man knows or does, he owes in a large measure to the hand; that whatever material of thought lifts man above mere animality is furnished by the hand, without which he must sink into insignificance.

(3) It is a preparation for the work of life, not for any one trade or occupation but for all alike. It provides a

fine touch, skill in manipulation, and power of execution.

(4) It affords balance to the mind and corrects faults of character, the quick children often producing indifferent work while the slow methodical children are encouraged by the satisfactory results of their labours.

(5) It enables us to inculcate respect for the work of others and honesty and truth in our own.

(6) It prevents idleness and occupies spare time to some good purpose.

(7) It adds to our opportunities of helping others, and develops what is called a handy man who can turn his hand to anything.

(8) Manual Training in our schools tends to produce—

(a) Economy of time.

(b) Economy of thought. ) leading

(c) Economy of material. ) to thrift.

(9) It develops the construction faculty and fosters the individuality of the pupil, since in it more than in any other school subject, it is possible to make him do the work unaided and largely teach himself,—a great educational desideratum. Thus it affords a valuable corrective to the uniformity produced by class teaching.

(10) It aids in the development of moral qualities, such as accuracy, industry, truth, patience, power to overcome difficulties, and good humour under disappointment and failure.

(11) It is recognized by medical authorities as having a beneficial effect on general mental development. It stimulates the interest of the pupils and increases their interest in other school subjects.

(12) It increases respect for bodily labour and corrects the prevalent notion that literary occupations are necessarily more to be desired than those of the skilled artisan and mechanic.

(13) The cultivation of habits of observation brings children into contact with things, as distinct from the names of things and so makes their knowledge real and lasting.