

It has declined contemporaneously with the rise and encouragement of a compulsory public-school system, and the two facts are related more closely than by the accident of time. It is true that we must look for the chief cause of this decline to the introduction of steam power, which has led to the formation of associated industries, and the breaking up of labour into fragments. The rapid changes in society also have made the old relation of master and apprentice unlikely; but neither the introduction of machinery nor the multiplication of grades between the contractor and the workman has lessened the necessity for skilled labour, or rendered the trained workman a superfluous member of a great state.

The economic considerations which would persuade us to introduce into the public-school system a recognition of manual training are re-enforced by the discovery of a yet higher argument in the very nature of education itself. It is not to be wondered at that our school system should have grown into a purely intellectual order. In its beginning there was no assumption of an entire control of the child. So much time was given to school as could be spared from the farm and shop. There still existed a well-recognized tradition of mechanical knowledge, and the school was looked upon as supplying those rudiments which could best be acquired there. Gradually, as cities grew, increasing thus the class of children who had no other employment, school came to be the chief occupation of the young. The attention of the community becoming more concentrated on this important institution of the State, the existing apparatus for instruction was improved and refined: the school-book industry was developed, and normal schools established for the better education of teachers who were to stand behind these school-books. The pride of the State, the enthusiasm of teachers, the natural quickness of children at leisure, these have all helped to swell the tide of the public-school system, and to carry it on in the direction of its first setting.

Now that all this has been done and the elementary truths of society begin to assert

themselves, we shall discover that in neglecting the education of the hand we have not only weakened the power of the State, but have stimulated an unbalanced education of the person. A training which ignores the hand is not the training which either nature or history will approve. That member is something more than a symbol of industry. "Whatsoever thy hand findeth to do, do it with thy might," "Establish Thou the work of our hands," are not phrases ingeniously contrived to translate into the vernacular the intellectual exercises of clerks and commercial travellers; they point to an elemental condition of human well-being. Nor is this training of the hand to be obtained by means of gymnastic swinging of dumb-bells. The training of the hand means the power to use a tool; the training of the eye is the power to see perfect work; the training of the mind is the power to conceive and execute that work.

The curing of the defect in society and the restoration of education to a sound and healthful condition are to be sought in a reformation of that system which we justly regard as the very engine of the State's prosperity. Nor are signs lacking that the public mind is turning in that direction. The introduction of drawing into the curriculum is one sign, and it is curious to observe how the double argument, drawn from economy and from the philosophy of education, has been used in support of this measure. The introduction of sewing for girls is even more significant. Here the argument has been drawn chiefly from the economic side, and the facts which gave the argument its force were unassailable.

This study of sewing forces upon one the question of the manual education of boys. The question is precisely the same, only its solution is more complicated. To the girl is given one tool, and the perfect mastery of that carries with it a training in thoroughness, order, concentration, precision, and self-respect; the practice, moreover, is easily associated with a daily need, and the charm of useful production is attendant on the study. But there is no one tool which can