

machine, etc., together with filing, scraping and fitting. These exercises frequently take the form of construction of various projects, such as physical apparatus, dynamos, model engines, etc., and what is attained through the medium of this work? There is no thought of teaching any trade or of dispensing with apprenticeship. There is, of course, a certain degree of skill and proficiency attained in drawing and the use of the tools and machines employed. And to many this might seem the sum of it. These are of themselves very important and well worth the time devoted to their acquirement. But these are not the main objects sought, nor are they by any means the most important. Manly independence, and self-reliance, are the natural fruit of this training, and while pupils are taught no trade, they are taught in a thorough and practical way, the general principles underlying all trades, so that whatever branch of mechanical work they elect to follow they enter upon it with confident assurance of success. By combining Manual Training for an hour and a half a day with the ordinary school studies a boy loses nothing in the efficiency of his class work and, at the same time, learns more of the general principles on which all trades are based, than the average apprentice boy does, who spends the year exclusively in shop work. His work is too general for him to become dexterous in any particular line, in other words he does nothing that approaches learning a trade. He is not required, as the apprentice is, to repeat the same operations day after day, what he does once well he is not asked to repeat, but is advanced to something new, so that his work requires close thought and application on his part at every step. He is under the constant oversight of a teacher, whose one aim is the best development of his pupils. It can be readily seen,

then, why I say that Manual Training and apprenticeship are entirely different.

The ideal school course is the one which will best fit a boy to grow up among the men for the times, and should be so arranged as to meet with equal fairness the wants of all whatever be the calling in life at which they aim. Those aiming at the learned professions—say medicine, for example—find the present High School course admirably adapted to them, leading up to matriculation by studies quite in line with their proposed profession. But the great majority of boys in our schools are looking forward to business and mechanical pursuits, and should not these schools, supported by public funds, afford a course equally well adapted to the particular wants of this large majority? During the period that boys usually spend in the High Schools, habits of thought and action are most readily formed, hence the importance that these habits should be given that practical turn that will be of the greatest benefit in future years. The old style apprenticeship is gone, and the boy who enters in the ordinary way a manufactory or machine shop, rises by very slow degrees. Were he at this period of his life able to combine Manual Training with his ordinary school course, he might be encouraged to remain in school for two or three years longer, and whatever would raise the standard of education among mechanics could not fail to benefit the trades themselves as well as the State in general. No doubt the advantages of Manual Training will be more apparent in the case of those proposing to enter some department of mechanics or engineering, yet its advantages are scarcely less for those entering business or professional life. Not only does it tend to create a wholesome bond of sympathy between all classes, but the cultivation of the practical