

Manual Training.

BY ALBERT H. LEAKE, DIRECTOR OF MACDONALD MANUAL TRAINING SCHOOLS FOR ONTARIO.

During the century that has just closed upon us no country in the civilized world has made greater progress than the Dominion. Her trade and commerce has made enormous strides, her vast agricultural resources have been developed, her timber has been cut, her extensive mineral wealth has been profitably worked, and her reputation among the nations of the world has grown by leaps and bounds, until now the name Canadian is a synonym for all that is sturdy and strong. Marvellous as has been her progress during the vanished century, that progress promises to be still greater in the one that has just dawned upon us, for like all nations when arriving at the full strength of manhood, she is now devoting her attention to educational concerns and is realising the fact that she has still greater resources than those which have hitherto been developed. The Canadian boy is the valuable asset to which I refer. The education of the present race of Canadians was largely obtained in the best of all schools—the school of nature—and in the best of all ways by the boy himself, in the woods and on the farm, around its lakes and along its rivers, and it is largely owing to that fact that the Canadian is so distinguished for his resourcefulness, and his readiness and ability to act in difficulties, in unusual and unexpected situations. With the advent of public schools this most valuable training of the boy has become in danger of being lost, but a new departure in educational matters promises to restore this training in realities and to reintroduce that development of the eye and the hand and the whole character, which the Canadian of the present day obtained in the natural way.

The new movement to which I refer has been made possible by the

unbounded generosity of Sir William MacDonald, and the superabundant energy and resource of Professor Robertson in the establishment of the MacDonald Manual Training Schools. The term Manual Training is perhaps a little unfortunate as it is apt to give the impression that only the hand is trained, while as a matter of fact it provides a training for the "whole boy." The essential difference between the two terms, Education and Instruction, is very apt to be lost sight of. Education is widely different from Instruction—one is drawing out and developing the natural powers of the child, the other is imparting information; both are necessary, but the tendency of the methods in vogue up to the present has been to give undue prominence to the one in order to assist in passing examinations, and to neglect the other, which is the more important and the more useful in the fitting of a boy or girl for the right living of their lives after the school period has closed. In every province of the Dominion there are now established in one, two or three towns Manual Training Schools supported by the MacDonald fund. Each of these schools is equipped on the same plan and conducted on the same lines—lines which are wholly educational and neither commercial nor industrial. While correct technical methods are always insisted upon, there is no working against time nor the adoption of mechanical aids. Here the pupil soon learns that impatience, hurry and haste lead to inaccuracy, and as inaccuracy means that the work has to be done again, sufficient care and time is always taken after the first failure resulting from hurry or carelessness, to do the work thoroughly. "Whatever is worth doing is worth doing well" is the ruling principle of the Manual Training School. Quality not quantity is the maxim, and a lad soon learns the lesson that a little done well is more beneficial than a great deal done indifferently. There is no division