

be of service to them in preparing for whatever occupation they may choose to follow. The introduction of Manual Training into the schools of this Province has had the effect of silencing some critics of the educational system already existing. It should be understood that its claims are not based on economic, but on educational grounds. Pupils should give attention to the departments of Manual Training for the same reasons that they give attention to the branches of science, literature and mathematics. The object of the school is not to prepare boys to become carpenters, shoemakers or blacksmiths, but to give them such training as will enable them to become industrious and useful citizens. There is no doubt that with the passing of the system of apprenticeship, some arguments may be used for a course of training that will supply advantages that formerly obtained, but it is held that attention to Manual Training, if it tends to lessen the attention which pupils give to reading, writing, arithmetic, geography, grammar and history, cannot well be defended. No amount of Manual Training can ever make up for training in literature and science. Any tendency to lessen the importance of the ordinary branches of the school course is to be deplored. If the child should be deprived of the opportunity of instruction in those subjects, he will lack in that intelligence which every citizen should possess. It should be felt that it is the training in good habits, and not the acquisition of knowledge, which has most value in the education received at school. The public school is not excelled as an agency in the inculcation of industry, neatness and self-control. The boy who is not trained in good habits will fail in life, no matter how skillful he may be in the handling of tools. It is not the farmer or the mechanic who works hardest that is most successful, but rather the one whose intelligence and morals have been best directed. The majority of children will, however, be required to earn their living by manual labor. More intelligence than formerly is now demanded in nearly every walk of life. The course of study of a school is evidently defective if boys and girls receive any training that unfits them for their ordinary occupations. Under these circumstances Manual Training Schools have been established, and a course of training adopted in the public schools which will, to some extent, secure the same object.

Manual Training has already attained a permanent position in our schools. Its true educative value has become known and it now ranks with science, literature and mathematics in the curriculum of educational institutions. As a preliminary to Manual Training, drawing is essential. Work in the shops in carpentering or modelling would be difficult, unless a preparatory course in freehand, geometrical and model drawing were previously taken up. After securing a knowledge of