ough understanding of its construction, and strong in the consciousness of his mastery of it."

It is a humiliating thing to see a grown man content to employ, year after year, methods and forces of which he does not care to understand. Yet this is what the mass of mechanics do; while, on the other hand, the mind of the training-school pupil is kept constantly alert; when one principle is mastered he passes to another, his shop exercises being as carefully systematized as are his lessons in algebra and geometry.

"And here is the mistake of those who would degrade a manual training-school into a manufacturing establishment. The fact never ought to be lost sight of for an instant that the product of the school should be, not the polished article of furniture, and the perfect piece of machinery, but the polished and perfect boy." Or in other words: "The acquisition of industrial skill should be the means of promoting the general education of the pupil; the education of the hand should be the means of more completely and efficaciously educating the brain."

Yet not only for this purpose should manual training be urged, but, as Herbert Spencer claims, the primary object of education is to obtain that knowledge which leads to self-preservation, so will manual training, as it teaches the general principles of the mechanical trades, enable every boy to maintain himself in honest independence.

But manual training does not only teach the use of the carpenter's, blacksmith's, machinist's, and in general the mechanic's tools, but is a means of creating an equilibrium in our mental and physical health, and is a medium toward making our education more complete and equally balanced.

Manual labor is conducive to a sound mind in a healthy body, in that it counteracts the nervous effect produced by taxing the mind.

Manual training not only serves as a change of occupation from the regular school-work, but as such, is a means of refreshing and strengthening the mind. Another advantage which may be credited to manual training is the following: By personally working at the bench or anvil one becomes aware of the skill and judgment which a good mechanic must possess, and thus, by personal experience, we learn to respect the workman or mechanic as a man of much judgment, and thus learn to appreciate his work as the result of much skill and practice.

Manual training has recently been introduced into the schools of Chicago.

Aside from public schools, there now exists in that city an institution that is known as the "Chicago Manual Training School," which is in a flourishing condition, whose success has been looked forward to with the deepest interest, not only by Chicago people, but by all the educators of neighboring states.

In accordance with the statements of Dr. Henry H. Belfield, "the Manual Training School is a school in which the pupil may acquire the elements of an English education and fit himself for the further pursuit of knowledge. In it he is introduced to the masters of literature, and has a glimpse of the vast fields of learning which lie before those who hunger after more than that bread which supports the life of the body. In it he gains a knowledge of the laws and forces of Nature, wresting her secrets from her by actual experiment. He learns to convey to others many of his thoughts in the ancient and expressive language, the language of drawing.

He is brought into contact with the grand ideas of modern life, as concreted in modern machinery. He lays the foundation of good scholarship and of good artisanship. He learns to think, but he also learns to work. He is able to do something with his hands as well as to answer questions. He learns to appreciate culture and refinement, but he also learns to respect labor and to reverence true manhood, whatever may be its outer garb. He is fitted to enter the ranks of the great army who are able to fight their own way in the world, to win honorable positions by their own unaided powers." Experience.