

In connection with deafness due to affections of the nerve centres, quinine deafness may be mentioned as an example. We all know that quinine in fairly large doses causes deafness, which in most cases passes away. In some cases, however, it becomes permanent. It is not possible to foresee this danger, for there are personal idiosyncracies in connection with quinine as well as many other drugs. A dose that may do no harm to one person may do serious harm to another. The moral is to prevent fever by taking small doses of quinine regularly, and by taking other protective measures, so that it may never become necessary to take large doses.

### TOYMAKING.

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#### PART II.

IT is true that children like making toys, but the careful observation of the object to be made, selection of suitable materials, the making and putting together of the different parts is hard work to them, and the failures they meet with tests of courage. Moreover in these toymaking classes they are never passive listeners or passive learners by heart. They see the need of accuracy, the labour necessary to produce it, they suffer for every mistake they make, and best of all they realize the joy of work—active, muscular work as distinguished from their ordinary scholarly work. Nor does one spoil children by teaching them subjects that appeal to them and are suited to their young years and keeping Grammar and Sciences for the riper mind. "Everything too soon" is the motto of some teachers because they fear to spoil the child by recognizing its childhood. It is the *willing* work the child puts into the toy, that makes the work so valuable, for it is not the hard work we force the child to do, but the hard patient work he cheerfully does that develops his character and makes him a finer man, it is only the discipline that is willingly accepted that is of value. We have sometimes to compel children to do things they do not want to do because we cannot give them satisfactory reasons or reasons that are satisfactory to them. While recognizing the necessity for this compulsion sometimes, one realizes how little it helps the moral development of the child. "We are good because we *will*, not because we must." After all child and grown up are alike in this, that drudgery and sorrow are only of value if willingly borne.

In the toymaking class we have a fine opportunity of teaching children the joy of labour, the joy of overcoming difficulties, we can teach that work is not always doing disagreeable things and play pleasant things. The end in view casts a glamour and a gladness over work however monotonous and hard it may seem that mere play can never have. It is possible to begin a class in toymaking with very few tools and merely so called waste materials—empty boxes of cardboard or wood, reels, corks, broom handles, match boxes,

etc. Simple toys from such materials can readily be thought of by both teachers and children. It is well to encourage children "to make do" with what is at hand and not to spend time in thinking what they would do if they had this and that. One wants them to realize in their youth that success and happiness come to those who while working under difficulties are determined to make the best of them. To have a perfect instrument at hand for every need paralyses work, thought and happiness.

A little girl of eleven writing about her toymaking class said:—"Hand-work is one of my favourite lessons as it is so interesting to make different kinds of wooden things. It is a very interesting occupation for spare time, and it shows us that out of the smallest and most paltry things, such as match boxes, corks, and other things, toys or parts of toys and different articles can be made. For instance in the making of a merry-go-round, the horses are made of corks, covered with brightly coloured paper to make them look as little like corks as possible, matches make the horse's legs; the seats are composed of half match boxes, covered with paper. To make toys and other wooden things teaches us to be patient, for often, just at a critical moment, something will come unstruck and we have to begin all over again. The top of the roundabout which I am now making has come off three or four times and consequently it has taken me about twice as long to make as it would if all had gone smoothly." Indeed it should not be necessary to emphasize the importance of handwork (toymaking being its happy beginning) for the world needs workers—workers with skilful fingers—doctors, engineers and toymakers—schools can help to produce them by not only training children to use their fingers but by encouraging love of skilled manual work. The true test of any education is found in the child's career as a man—such a test seems to prove that the only successful teacher is the one who arouses an abiding interest in his subject, not an interest that is transitory and passes with the first difficulty encountered, but an interest that survives drudgery, disappointment and failure and keeps the grown up person in touch with his youth and its fresh out look on life.

The toymaking should appeal to nurses who have charge of sick children.—Ed.

(George Harrap & Co. are publishing, early in the spring, a book on "Toy-making," written by the writer and her sister. It will contain descriptions of toys that can be made by children from three to thirteen, and suggestions for the use of so-called waste material.)