

THESIS.

Subject: *Manual Training in School.*

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Manual training means the training of the mind and hand, through the avenues which nature has given us - the senses. True education can be acquired except through the senses, or as a result of the action of the senses, but manual training begins where the education of the former times left off, and puts into practice the theories previously taught.

Both books and tools are supplied, and the pu-

files learn both by thinking
and by doing.

The introduction into
our public schools of sys-
tematic training in the
underlying principles of
handicrafts, will be a
great step in the develop-
ment of our educational
system. The adoption of
this feature into our pub-
lic education is demanded
alike in the interest of
sound intellectual train-
ing, and by the economic
condition of the country.

Our public schools are in a sense professional schools for a few particular callings, and the result is these callings are always overcrowded.

The condition of things is much the same as if everybody went through a law school for the sake of the so-called liberal education.

A system of manual training in the schools would open up to those who go through them the

whole range of handicrafts
as well as clerkships.

These industrial features
would result in better at-
tendance at the public
schools. The percentage of
children enrolled is less
than it should be, and
the attendance is often
irregular.

There is a reason for this.
Take for instance the average
labourer, who get from one
dollar and fifty cents to
two dollars a day, and
who has a boy of few years.

Many highly desirable results will be accomplished, by furnishing facilities for manual labor in connection with our public schools. It will give symmetry to a system, which at present, is one-sided and defective.

The schools can not be defended from the charge that their effort is chiefly devoted to training one side of the child, one set of activities to the exclusion of all others.

The boy has learned to read, write, and cipher, in his three years of schooling. The question now is shall he continue to go to school or go into the shop? His going means a serious sacrifice to the other members of the family. They must eat less, wear less, and enjoy less for his sake.

Why should he go to school at all? If he goes into the shop, he will begin to earn a trifle and a trade, and in three or four

years he will be self-suf-
porting.

In school he may learn a little more reading, writing and ciphering, and some geography, but he will come out as far as making his living is concerned where he started.

But experience has shown us that such general manual training as can be given in connection with a school course for boys from ten to fourteen will put them forward

as far as they could have proceeded if they had gone directly into the shop, for in reality he will be acting as an apprentice.

The parent can see this, and there is little doubt that the school life of children would be considerably lengthened, with great benefit to them and to the community.

Pupils are now never brought to associate intelligence and culture to manual labor. They are accus-

Toned to connect the higher goods of life with the gew-steel occupations.

Let them feel that in carpentering or plumbing, or moulding there is a field for intellectual qualities, for ingenuity and knowledge, and a perfect revolution will be effected in their attitudes toward things. Join intelligence and reflection to the homely art of manual labor, and the interest of reflecting boys will be ar-

rested and permanently fixed.

Thus our workman will be elevated to a higher social level, since the social standing of any calling in a republic must depend upon the relative rank in intelligence and education.

The tone of the laboring man must be so altered, that he shall seek to rise in a higher social scale, and this may be done by making educated and skilled workmen of our boys,

and manual training in school will accomplish this.

Manual training also arouses the intellectual and industrial ability, which now lies dormant in so many of our children.

The real source of our strength lies in the brain and thought of our people, and by developing these, they will in turn develop our material resources.

A general system of education should aim at

exciting and training all the different powers and faculties of the pupils.

There is certainly no other one step in the development and application of our educational system or given more promise of such far-reaching results as the introduction of manual training into our public schools.