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## Manual Training Educational Value in Public Schools

Purpose is Not For Pupil to Learn a Trade But to Develop Accuracy of Observation, Co-ordination of Brain and Muscle, Perception, Diligent Habits, and Sense Control

(By T. E. Hughes, Supervisor Manual Arts in the Public Schools)

One of the most welcome signs of the new ideals arising among the civilized nations of the earth, is the interest aroused in educational affairs.

The aspirations, needs, limitations and welfare of the children, the future happiness and prosperity of the human race, together with the general unrest among all classes of the community have given a new urge to educative effort and have shown clearly that sane, safe democracy cannot be maintained without a broad satisfying policy in education. This policy must be shaped to meet the requirements of the many, not the few; must give equal opportunities for the development of health and character in all directions; and must promote to the fullest extent the ideals of mutual-dependence, fairness and justice, and an appreciation of the duties and rights of citizenship.

The endeavor to formulate and put into operation such a scheme of train-

ing is worthy of the very best effort that the finest brains of any nation can bring to bear upon it. There will be many disappointments for the nations have not yet fully awakened to the most splendid and greatest of their assets, the children; but the rewards will come by and by; and governments will vie with city councils, etc. for the privilege of having some part in developing child life. New ideas will be found pouring in; new thoughts of responsibility; new conceptions of the rights and privileges of the other fellow; and then because of the broader outlook and better mental poise, factions will not be so liable to run wild, trampling into ruin friend and foe alike, but with sanity and good judgment will weigh fairly the whole of the facts, and co-operate in an orderly manner for the attainment of reasonable and just ends.

Criticism of the various subjects placed on the school curriculum has frequently been harsh and unreasonable; yet there is a limit to the time that can be spent on each item, and there is a point beyond which we cannot press the little human organism without the danger of impaired vitality.

The addition of new matter to the scheme must mean the modification of the older subjects or possibly the withdrawal of some from the course of studies, unless a selective basis can be secured. The thoughtful teacher is not unaware of the many debatable points in school work. Neither is she or he "asleep at the switch" as some seem to think. The teacher, school board or other educational agency is facing tremendous obstacles without the support of a strong, reasoning public opinion, prepared to give helpful, constructive criticism, and when satisfactory conclusions are reached prepared also to provide the necessary funds.

Too often criticism has been destructive, disheartening those who are diligently and painfully striving to give their very best to the wonderful little people under their charge, every one of whom has great possibilities hidden away. These children will inherit our gains, profit by our experiences but unfortunately suffer from our mistakes.

To give a sane and satisfactory effort for the advancement of education is easy; but it is not assisting to promote the well being of our finest national resources, and on the final analysis the children suffer for such sprays in the wheels of progress.

The Manual Arts department together with its complementary study, Household Arts, has suffered, too, but both branches have emerged stronger than ever from a floor of misconception and ridicule because the principle underlying their inception is fundamentally sound. It has been demonstrated by results that these subjects rightly deserve the highest consideration in any well balanced scheme of training; yet to assert this, does not under-value or detract from other branches of educative effort—each has its place but because of some few lingering doubts regarding these specific courses the arguments for their continuance have to be frequently reiterated.

It has been said that "The spoken

or written word expresses our thoughts; music, our emotions; art, our spirit; handicrafts, our creative constructive soul."

Another writer says "Man is essentially a tool-using animal, and has only developed as rapidly as he has improved the tools with which he has carved out his destiny." We may not agree with these quotations, but the fact remains that all of us use our hands in some constructive or artistic pursuit. It may be that our fingers and brains are pursuing pleasure, or on the other hand we are gaining our livelihood by these means. The divine law demands from all men labor. This truth does not apply to any one class; the surgeon has need of delicate co-ordination; the violinist or pianist wants delicacy and precision of touch; the skilled workman requires strength and mastery over the tools of his craft.

Hand training in conjunction with a thinking brain is the finest of the gifts that education can bring to the majority of our pupils, and must be of great importance in any plan aiming to fit them for the highest type of citizens. The slogan of the Empire must become: "Every man, a skilled man!" if we are to retain our supremacy in world affairs, and complementary to this must follow: "Every woman a trained woman!" Every member of both sexes must be free to choose their like work, but once the choice is made there should be adequate training for them.

The public schools of this city have classrooms equipped for benchwork and during the school year September, 1917 to June 1918, 930 boys from Grades VI, VII and VIII passed through these centers.

The work done showed the interest and enthusiasm which the pupils brought to bear on their shop problems, and every effort which can be made in the limited time is put forth to link up the other studies with the woodwork. To handle these lads there is a supervisor and three instructors.

The other branch of the work deals with the younger children from their first entrance to school until they reach Grade V. The exercises are graded in difficulty and in each year some medium differing from that of previous years is employed, and the child passes from simple folding exercises using a soft paper up to cardboard work, gaining a little more knowledge, more control and greater patience at every stage.

The question may arise in the minds of the readers, as to what are the specific benefits accruing from this study. They may be briefly summed up as follows:

The pupil has gained—

I. Training in accuracy of observation, of careful comparison and of manipulation.

II. The reader co-ordination of brain, hand and life which will form a basis for technical and industrial training if required later.

III. An experience in the expression of his active constructive nature, using various substances, incidentally increasing his store of knowledge by learning about these mediums.

IV. A quickening of perception, of interest, of enthusiasm, of memory and of the sense of power and mastery.

V. By obedience and careful attention to directions.

VI. A strengthening of the habits of diligence, perseverance, love of order, neatness, self reliance and truthfulness.

VII. An understanding of the dignity and worth of honest labor and a pride in his own achievements.

VIII. A chance for the boy who is not gifted in academic subjects to find himself and to gain self respect.

The Community has gained—

I. A more useful citizen, because of aroused interest and potentialities.

II. By the initial stages for the development of a more useful worker.

III. By preliminary training for a higher standard of efficiency.

The School has gained—

I. An opportunity to inculcate truthfulness, etc., by practise as well as precept.

II. A point of clear contact with the workaday world and the outside interests of the pupils.

III. An opportunity to keep a boy longer at school contented and regular in attendance.

The Parent has gained—

I. A chance to get the first signs of the child's natural aptitude, to discover his vocational leanings.

II. A powerful advocate for congenial work becomes a joy and the boy has found that out himself.

A few quotations in concluding might not prove amiss. Rousseau says, "The student will learn more in one hour of manual labor than he will retain by a whole day's verbal instruction." From Mme. Kraus Boelke, "A child must and will use his heart, head and hand. The longing for activity exists in his nature and if not developed in the right channel will be developed in the opposite." Eliot says, "It is not work which causes over fatigue so much as lack of interest and conspicuous progress."

Many others might be added but these few would go to show that Manual Arts has come to stay and will become increasingly important as the race progresses.

Note—This is the first of several articles by Mr. Hughes. The next will appear in a following issue.

## MINES TURNED OVER TO THE EMPLOYEES

The S. Bleichroeder Banking Company of Berlin, which owns nearly all the shares of the great Oppeln mine at Oppeln, Silesia, has arranged to turn over its stock to members of the miner's union at par. This mine will, if the arrangement is carried out, be the first in Germany to be owned by employes.

## VETERANS AND LABOR ARE JOINING HANDS

The "Soldiers, Sailors and Marines' Council" is the name of a brand new union organized recently at Chicago by returned veterans, and now seeking a charter from the American Federation of Labor. At Phoenix, Ariz. recently a similar organization was formed. At this meeting four members of the Arizona legislature participated.

Bakersfield, Cal., city council has decided that city firemen are not workmen and therefore do not come under the city charter providing an eight hour day for "any laborer, workman or mechanic" employed by the city or upon any work being done for the city. The firemen are wondering if the city fathers consider them as "professional men."

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## UNION DIRECTORY

**EDMONTON TRADES AND LABOR COUNCIL**  
Chartered by Dominion Trades Congress and American Federation of Labor. Meets first and third Mondays in each month in the Labor Hall, Purvis block, 101st street.  
President—R. McCreath, 9619 103rd avenue, Phone 4959.  
Secretary—A. Farnilo. Phones: Office, 4018; residence, 7297.  
Vice-President—Geo. Perkins, 124th street.  
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Credentials—J. A. Kinney, T. Davidson, J. Rankin.  
Press Committee—J. Yule, R. McCreath, G. Deaton.

**LOCAL UNIONS**  
Amalgamated Society of Carpenters—Secretary, R. Roe, Box 151; meets 1st and 3rd Wednesdays, in Labor Hall.  
Bro. Carpenters Local 1325—Secretary, P. Packford, 11418 79th street; meets 1st and 3rd Fridays, in Labor Hall.  
Journeyman Barbers Local 227—Secretary, J. W. Heron, Box 433; meets 4th Tuesday, in Labor Hall.  
Bricklayers and Masons No. 1—Secretary, W. Aspinall, Box 353; meets 1st Tuesday, in Labor Hall.  
Boilermakers Local 279—Secretary, James McLean, 10181 115th street; meets 2nd and 4th Mondays, in Labor Hall.  
Bookbinders Local 188—Secretary, J. H. Regan, 10914 80th avenue; meets in Labor Hall.  
Cooks and Waiters Local 474—Secretary, W. C. Connors; meets in Labor Hall.  
Electrical Workers—Secretary, J. L. McMillan, Labor Hall; meets 1st and 3rd Wednesdays; in Goodridge Bldg.  
Firemen's Federal Labor Union No. 29—Secretary, Wm. Young, No. 1 Fire Hall.  
Garment Workers Local 120—Secretary, Miss L. M. Kitchener, room 215, Armstrong Bldg.; meets 2nd Wednesday, in Labor Hall.  
Printing Pressmen—Secretary, A. K. Suthen, 10607 University avenue; meets 1st Friday, in Labor Hall.  
Plumbers Local 488—Secretary, F. Shaw, Box 1707; meets 1st and 3rd Wednesdays, in Labor Hall.

Plumbers Railway 684—Secretary, G. Leadbeater, Box 1707; meets 2nd Tuesday, in Labor Hall.  
Painters and Decorators Local 1016—Secretary, Post Office Box 92; meets 1st Tuesday in Labor Hall.  
Railway Carmen Local 398—Secretary, W. Barbour, 10658 110th street; meets 4th Wednesday, in Labor Hall.  
Railway Carmen Local 580—Secretary, F. Gathercole; meets in West Edmonton.  
Moving Picture Operators—Secretary, Alf. M. Malley, Box 2072; meets last Saturday night each month, room 12, Sandison Block.  
Civic Employes Local 30—Secretary, A. K. Noaks, Labor Hall; meets 2nd Thursday, in Labor Hall.  
Civic Service Local 52—C. M. Small, P.O. Box 121; meets 2nd Friday, in Labor Hall.  
Machinists Local 1817—Secretary, H. E. Crook; meets 2nd and 4th Fridays, in Labor Hall.  
Machinists West Edmonton—Secretary, G. A. Booth, Box 9, West Edmonton; meets 1st and 3rd Thursdays in Labor Hall.  
Musicians Association—Secretary, H. G. Turner, 303 Alexander Bldg.; meets 1st Sunday, in Alexander Bldg.  
Canadian Brotherhood Railway Employes—Secretary, A. Cameron, 11429 25th street; meets in Alexander Bldg.  
Steam Shovel Dredgemen—Secretary, C. Youngberg, 11414 96th street; meets in Labor Hall.  
Stage Employes—Secretary, E. Wolfe, 9646 107th avenue; meets over Empress Theatre.  
Street Railway Employes—Secretary, J. White, 9823 Jasper avenue; meets 1st and 3rd Tuesdays, in Norwood Hall.  
Typographical Local—Secretary, D. K. Knott, Box 1058; meets 1st Saturday, in Labor Hall.  
Sheetmetal Workers 371—W. Tomlinson, Harry Sheetmetal Works; meets 1st and 3rd Tuesdays, in Labor Hall.  
Stonecutters—Secretary, A. Farnilo; meets in Labor Hall.  
U. M. of A. Local 4070—Secretary, Joseph Hutzal, 9531 109A avenue; meets in Bellamy Bldg.  
Brotherhood Railroad Trainmen—Secretary, G. W. Wear, 10051 109th street.  
Commercial Telegraphers—Secretary, J. Wylie, Box 2073; meets 1st Sundays, in Labor Hall.  
Brotherhood of Railway Clerks—Secretary, W. Hawks; meets 1st and 3rd Thursdays in Labor Hall.  
Amalgamated Postal Workers—Secretary, W. Cotton, P.O., Edmonton; meets 1st Mondays in Labor Hall.  
G.T.P. Carmen—Secretary, W. Kelly; meets 1st and 3rd Thursdays in Labor Hall.

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