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## REPORT ON MANUAL TRAINING.

To the Chairman and Members of the Public School Board,

GENTLEMEN :

As instructed I respectfully present the following report and recommendations regarding Manual Training :

As the words Manual Training are used to describe widely different phases of work, I wish to make the meaning in which I use them clear. I do not mean schools or classes in which pupils are taught any particular trade, or in which they are specially directed towards one occupation more than another. While school life should qualify each child for its highest success in practical life, it is clearly not the function of the public schools to teach trades. To do so would be improper for two fundamental reasons. It would influence all children unduly towards one occupation, and it might unjustly affect the condition of those now engaged in the trade or in similar trades by creating an unnatural and unfair competition. ✓

Every subject on a school programme has two sets of advantages, if it be worthy of a place in the course of study. It may be approved for its educational value, or for its economic or practical value. There should really be no opposition between these values. The most educative subject should be most practical in its influence, and the most practical subject may be made most educative.

Manual Training, as its name indicates, includes various kinds of work with the hand. It is really in all its forms a method of expressing the ideas of the child with material things in construction or representation. Whether the child works with paper, or clay, or cardboard, or wood, or any other material, he is aiming to produce something in visible form of which he has a definite plan