

things and made for the sake of the ability to make the same or similar things that will sell. I do not say that is a poor part or an unnecessary part of education, but it is not Manual Training.

Industrial education imparts information and gives training for the particular purpose of fitting a boy or girl, or man or woman to be capable, expert and skilful in some industrial occupation.

Technical Education has some manual training in it, but the manual training in technical education has a price in it and on it for the worth of its products. It is looking to the effect of the training on the craft and on the product, and not on the person. Technical Education is to prepare a boy or girl, or man or woman, for following successfully a trade or profession. Manual Training in a technical school is pursued as an end in itself; the idea behind it is utilitarian only. There is a difference—a tremendous difference—and Manual Training is not so valuable after a boy is past fifteen. It then becomes technical education and craftsmanship, which have their value in dollars and cents, but which are not essential as part of an elementary school system. On the other hand, Manual Training is a means for developing the faculties and giving the boy that all-round training which he is entitled to in a country like ours.

Any attempt to impart a purely utilitarian character to the education of young children is bound to defeat its own object. A child is one and indivisible. After reading books on the subject one is almost persuaded that a child is not one—that a child is like the wooden puzzle we used to have as boys. You pulled out one peg, and that was one part; you continued, and laid all the parts in separate places. After a while you tried to put them together, and when it was finished it was a man. So we speak of the body, and we have gymnastics for the body; we speak of the mind, and we have intellectual training for the mind; we have the emotions, and we have music and all such nice things for the emotions; and then we have the will, and we make a boy do disagreeable things, and refrain from doing pleasant things, to train his will. The disagreeable has been counted a necessary element in mental and moral training of high discipline. That is my old wooden puzzle over again; you take the boy all apart and scatter him about, and then try to put him together again—and you find that you haven't the boy. The boy is not that sort of thing; the division is not real, and the making of the divisions for clearness of explanation, is at too great a cost.