

The following is a summary of the chief reasons for introducing Manual Training into the schools:

(a) Educative reasons:

A subject may be educative either because it gives added knowledge or culture, or because it develops the brain itself and gives greater power, especially executive or outgoing power. Manual Training is educative chiefly because of its use in the development of power, and this is the most important function of education.

It develops the brain because the mind is called into activity in guiding the hand.

It cultivates the motor or executive power of the mind because it necessarily calls upon the mind to create ideals and to guide the hand in making these ideals in material form. The child does not merely take in knowledge and make it over into new intellectual forms: he constructs things outside of himself in harmony with his ideals or plans. This is one of the most important kinds of true education. One of the chief reasons why so many pupils are lacking in independent power, when they leave school, is the fact that their work in school has been chiefly the taking in of knowledge, or at the best, the making over of knowledge into new forms of thought. The working out of knowledge in some practical way is the only sure way to give it real value, and the only sure way, too, to fix it clearly, definitely, and availably in the mind. The average young man has less tendency to achieve his purposes than the child has. It is a serious charge against the educational system of the past that they have made adulthood less effective than it should have been by increasing the tendency to acquire knowledge but reducing the tendency to use knowledge effectively. The child's tendency to execute his plans should never be lost. Nearly all the school processes have in the past tended to develop a one-power brain. Real education must be gained by "making the inner outer." The complete process of education means primarily the enrichment of the inner life of the mind, but the circuit of power is completed only when the inner after its enrichment is wrought out independently in some form. The more