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THE PLACE OF MANUAL TRAINING IN THE GENERAL
SCHEME OF EDUCATION.

Manual training is now an established fact. It has its friends, its enemies; and it has those who are neither foes nor friends, because, while they admit the usefulness of industrial work for intending artisans or mechanics, they do not understand its full scope and possibilities in aiding the development of the whole human being. It seems, therefore, a fitting time to give a brief statement of the aims of manual training, and of its place among the aids to the completest development of the child.

Taking the risk of re-stating a few threadbare truths, there are the following points to be considered:—

First: Does the child come to us as merely a little—a very little—intellect: or, does this intellect bring along with it a restless body and busy fingers, that are always demanding employment as well? We have to train the complete child; why do we divide him into thirds, so to speak, and arbitrarily decide to educate his intellect alone, leaving his moral and physical nature to lie dormant or run wild, according to the individual character?

This suppression of the natural physical needs and demands seems to be a remnant of the old asceticism, when the greatest saint was he who most “mortified the flesh.” A learned man with the frame of a Hercules seemed to our forefathers, of Chaucer’s, and even of Shakespeare’s time, an anomaly too monstrous