

in his mind. The plan may be original or it may be the result of the teacher's direction or explanation. His plan or pattern is first drawn accurately to scale and then cut or moulded into the required form. The plan may include a complete article of simple form, or it may represent a single joint or other step in the construction of a complete whole. The sequence of logical steps in accurate construction may be arranged as definitely in Manual Training, as the steps in Arithmetic or Euclid or any other subject.

Manual Training is, therefore, in this report, not to be understood as a system of trade schools, or as something to be taught chiefly for its economic value, but as a system of definite self-expression with things; as formative, constructive self-expression.

The "occupations" of the Kindergarten are really a system of Manual Training adapted to young children. The child before he goes to school works at making things with every kind of material available inside or outside of the house. He makes mud pies and is most happy when he is constructing things with dirt, or clay, or wood, or bricks, or stones, or whatever material he can find. He loves more than anything else to do something to re-construct his environment; to make things; to transform things. When, too often, he uses material that his parents do not want him to use, he does so simply because he has not been provided with proper materials suited to his stage of development. Even when he is destructive he is acting in response to his divinely implanted tendency to transform things. He should never lose his tendency. He should always desire to improve things in harmony with his own conceptions. When children become destructive instead of constructive their parents and the school authorities are to blame. The same powers that make them destructive would make them constructive, and at the same time give them great happiness, if they were supplied with suitable material in sufficient variety of forms. Froebel gave a large variety of materials to the child in the Kindergarten in order that he might continue in a systematic and progressive manner the constructively productive work he loved so well to do before he went to school. A correct system of educative Manual Training should be logically based on the work done in the Kindergarten, and should be adapted to the ages of the boys and girls, too, as they grow older.