

DISCUSSION ON MANUAL TRAINING.

Educational Work Leading to the
Various Arts and Crafts Hand-
led Intelligently.

MRS. DALINDA COTY'S PAPER.

Professor From Agricultural College
Gives Views on What Can be Ac-
complished in This Direction.

The following on "Manual Training in
Its Relation to Domestic Science and
Art" read before the arts and crafts
section of the Utah Teachers' associa-
tion by Miss Dalinda Cotey, professor
of domestic science and art, Agricul-
tural college, Logan, will undoubtedly
be read with interest by all who are
concerned in the training of the young.

If manual training is to be discussed
before an assembly of educators it can
not mean merely manual labor as the
term is commonly used, but must refer
to the educational work leading to the
various arts and crafts.

In taking up a discussion of manual
training in any line, the following ques-
tions are naturally asked:

What was its origin?
Why has it introduced into the educa-
tional system of the country?
What benefits are to be derived from it?

The manual training schools of Amer-
ica seem to be a combination of the
old apprenticeship system, the trade schools
of Germany, the sloyd schools of Swe-
den and some technical schools. The
first one to be established in this coun-
try was the one that was opened to the
public in St. Louis in 1880.

The establishment of such schools
seems to have been in the line of the
belief of the public that the youth
should be kept in touch with the prac-
tical industries of everyday life and
that they should receive training of the
hand during their school days as
well as training of the brain.

These schools aim to bring together
in an educational way the shop and the
school in order that each may mutu-
ally benefit the other; the shop to re-
ceive more systematic training based
upon scientific principles, and the
school to be given an opportunity to il-
lustrate its theories and practically ap-
ply its principles.

NEED FOR MANUAL TRAINING.

That the need for manual training
schools is greater now than it was in
the earlier development of the country
is apparent when we consider that in
pioneer days all the wants of the daily
life were supplied in the home, and the
young people aided in the raising or
making of all that was required. There
was no need then for special instruction
to keep them in touch with the prac-
tical part of daily living.

With changing social conditions nearly
all of these processes are removed
to the factories and the young people
grow up almost entirely ignorant of
the practical arts. They see all crafts-
manship in the hands of paid laborers,
and as a consequence they lose their
respect for labor and that creative in-
stinct inherent in all young people re-
mains undeveloped.

A distinction should be made between
manual training schools as they are
now established and technical institu-
tions or trade schools. The manual
training school lays the foundation of
scientific principles and theories and
applies them in practical training, keep-
ing in view the educational value and
the development of the pupil. When this
training reaches a point where the hand
work is performed automatically and
no longer requires the best thought of
the pupil it has ceased to be educa-
tional in the true meaning of the word
and passes into the province of the
trade schools. In these and the techni-
cal institutes, the mechanical skill de-
veloped is the chief object that is
sought, while in the true manual train-
ing school the development of the in-
dividual is the all-important end.

SOME OF THE GOOD RESULTS.

Some of the good results of manual
training may be enumerated:
It develops habits of accuracy, defi-
niteness, and exactness—the very foun-
dations of truthfulness and reliability.
The necessity of exact measurements
and plans and careful "working to the
line" is made more apparent by a man-
ual training exercise than by almost
any form of lessons and the constant
effort to secure accuracy and exact-
ness must tend to make them an in-
tegral part of the character.

Manual training develops the observ-
ance powers and aids in developing the
power of concentrating attention. It
develops judgment of size, form and
of the relationship of parts to the
whole. Will this not aid in judging cor-
rectly of less material things?

Manual training develops self re-
liance and an ability to overcome diffi-
culties; teaches patience and persever-
ance; teaches the necessity of neatness
and of conscientious attention to de-
tails.

Training in the principles of crafts-
manship breaks down class distinctions,
increases respect for honest labor, pre-
serves that desire to be useful that is
inherent in humanity, and helps
young people to place a correct esti-
mate upon their own abilities.

That manual training has utilitarian
value cannot be questioned. It in-
creases the productive power of the in-
dividual and adds to the material
wealth of the world.

All of the thoughts so far presented
are applicable to all forms of manual
training and not alone to work in wood
and iron, as is commonly understood,
when that kind of training is men-
tioned.

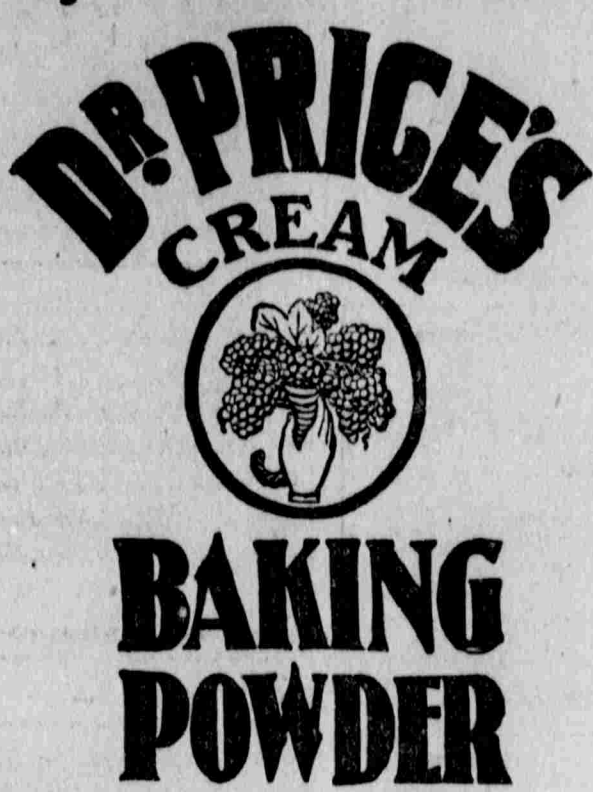
FOR BOYS AND GIRLS.

Such training schools when first es-

MILLIONAIRE'S POOR STOMACH.

The worn-out stomach of the over-fed
millionaire is often paraded in the public
prints as a horrible example of the evils
attendant on the possession of great
wealth. But millionaires are not the only
ones who are afflicted with bad stomachs.
The proportion is far greater among the
poor. Dyspepsia and indigestion are
rampant among these people and they
suffer far worse tortures than the million-
aire unless they avail themselves of a
standard medicine like Green's August
Flower, which has been the favorite house-
hold remedy for all stomach troubles for
over thirty-five years. August Flower
removes the torpid, sluggish action of
the stomach and insures perfect digestion.
It cleanses and vitalizes the entire system
and makes life worth living, no matter what
your station. Trial bottles free, regular
size, 50c at all druggists.
G. C. GREEN, Woodbury, N. J.

Fifty Years the Standard



Improves the flavor and adds to
the healthfulness of the food.

PRICE BAKING POWDER CO., CHICAGO.

established were for boys only, but the
injustice of this was soon felt. The
statute laws had not said that boys
only were to receive the benefits of
manual training, and if it was educa-
tional and if its practical value lessened
the hardships of life and made the
struggle for existence easier, why ex-
clude the girls from its benefits? The
work in textiles was pushed as being
the training in manual dexterity best
suited to the needs of the girl, and
carefully graded courses in domestic
arts were arranged. While skill in the
use of the needle is being acquired,
the fabric itself is studied, what it is
made from, what is the process by
which it is made, how colored, to what
uses it is best adapted and what is its
economic value.

That this training now becomes a
necessary part of school education is
evident from the fact that it can not be
learned in the home as formerly, and
surely the individual who purchases the
fabrics for the use of the family and in
the home should have the judgment of
their economic value aided in every
way.

There was no need to teach the
girl about the wearing qualities of a
fabric or whether the color was durable
when she had carded the wool, dyed it,
spun the threads and watched the
web grow under her own hand.

Following the needle work came regu-
lar courses in garment making, in dress
making, in art needlework and in mil-
linery. That manual training in domes-
tic art meets a need felt by the people
is evidenced by the demand for such
courses wherever they are offered. The
crowded condition of sewing rooms in
schools where such work is given, testi-
fy to the belief of the public in its util-
ity value at least. But if this is its
only value and it is not educational, it
has no place in the true manual train-
ing school and must be relegated to the
trade schools. Is it educational?

Does it train the brain through the
hand? Does it develop traits of char-
acter that will make the girl a better
woman and thereby a more useful citi-
zen? We believe that it does and that
the advantages already enumerated as
resulting from manual training are fully
applicable to the work in domestic
art. Work in textiles teaches accuracy
and exactness, and the careful meas-
ures show quickly when the parts of the
garment are put together. When a
portion of the material is wasted, the
lesson is well taught to heart. Does
not training in needlework develop hab-
its of neatness and of conscientious at-
tention to detail? How readily the
make-shift to save time shows in the
finished piece. Does not this training
develop self reliance, perseverance and
that all important characteristic of
woman—patience?

DEVELOPS JUDGMENT.

Training in the art of dressmaking
develops judgment of size, of form and
of proportion. The hygiene of dress is
also taught, may we not hope the re-
sult that the coming woman will be
less a slave to fashion and will
choose her costumes in harmony with
the laws of health as well as the laws
of beauty? In choosing a costume in
accord with the latest dictates of
fashion?

Instruction in millinery trains the
artistic sense, teaches a fine delicate
touch, and perhaps the most important
of all teaches decision of character. The
successful milliner must have the fin-
ished product clearly in her mind be-
fore commencing and the work must
straight toward that ideal, as her deli-
cate materials will not bear rearrang-
ing.

Training in needlework and garment
making preserves in the young girl that
taste for work and that creative in-
stinct that is nature's gift to all her
children. Such training and practice
also awakens the girl's interest and
develops her sympathies for her less
fortunate sister who spends all her
hours with her needle in an effort to
keep grim want from her path. Who
can doubt that the girl's life is not
broadened and made better by her
manual training in Domestic Art?

DOMESTIC SCIENCE.

Still another form of training must
be discussed—manual training in do-
mestic science. It was not thought
that training in the use of fabrics fully
met the demand of the public for such
education for their daughters as would
keep them in touch with home life, so
work with food materials was intro-
duced into the schools. This work was
taught first as practical cooking and its
utilitarian value only was consid-
ered. This, however, was not in ac-
cord with one of the maxims of the
advocates of manual training that
"what is accomplished is not of so
much importance as why it was ac-
complished and how it was done."

The effort to find why the results with foods were
accomplished, and how led directly
into the realm of science. In order to
understand the "why" of the various
processes of cookery, the composition
of the foods themselves must be known
as well as the laws that govern their
changes, and only chemistry can give
the desired knowledge. Cookery there-
fore must be recognized to be applied
science, accompanied with manual dex-
terity and technical skill. This fact
must be kept prominent in giving in-
struction in cookery that the utility
value be not too strongly emphasized.
That its practical value is of great im-
portance is universally acknowledged,
but that its educational value is great
is not so well understood. Few kinds
of work give such opportunity for the
immediate practical application of the
theories and principles learned as does
cookery. Few kinds of work require
such concentrated attention, such con-
scientious care in details, such accu-
racy, neatness, self-reliance, such fore-
thought and planning, and such quick

a kitchen, that they will not long re-
main incompetent. Manual training in
domestic science for the mistress may
not solve the domestic service prob-
lem but it will go a long way towards its
solution. When scientific training has
done for cookery what it has done for
caring for the sick—raised it to the dig-
nity of a profession worthy of the best
women—there will be no domestic ser-
vice problem.

WHAT TRAINING DOES.

Training in domestic science given in
the public schools when the young girl
is forming her ideals of society, will
aid in breaking down artificial class dis-
tinctions and enable her to form a just
estimate of her own abilities. She will
learn to work with others and when
she reaches womanhood will be able
to work harmoniously with other wom-
en for the uplifting of humanity.
Many of the benefits described as
coming from training in domestic sci-
ence would not be possible if the man-
ual training was eliminated and it was
taught by theory alone or theory aided
by a few laboratory experiments. Such
a course would greatly benefit the ex-
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