

other items, the following: "That every normal school should possess a laboratory of physics, some chemical apparatus, collections of natural history and agriculture, sets of magic-lantern slides, a garden of arboriculture, and a small botanical school. A workshop for manual labour will be established in every normal training school for teachers. The pupils will there exercise themselves, during certain hours of recreation, in putting together simple and easy apparatus for purposes of demonstration in connection with primary-school instruction. The manual work in the workshop is to take place during recreation as follows: Two hours a week for pupils in their first two years of study, and one hour for the others."

You were pleased, Sir, to commission me to attend the normal course of manual work for teachers, which was given at Dresden between the 16th July and the 26th August, 1882, and to submit to you a report on the subject of that mission. I endeavoured to acquit myself as well as possible. I will attempt to give in what follows a history of the efforts that have already been made to introduce instruction in manual work into the primary school. It will be easier then for me to show with what aim the course at Dresden was organized, and to what extent this object has been attained.

The history of education teaches us that the principle of putting instruction in manual work into relation with primary instruction was enunciated a long while ago.

(1) Comenius, (2) Locke, (3) Rousseau, showed fully in their writings how useful it would be to make these two courses of instruction advance side by side. August Hermann Francke was, however, the first in Germany to introduce into his school the practical application of these ideas. Already in 1713, the *Pedagogium*, which had just been erected at Halle, possessed not only a botanical garden, a museum of natural history, a chemical laboratory, and museums of anatomy, but also workshops for turning, glass-polishing, painting, design, &c.

During the second half of the eighteenth century we see in Germany a great number of industrial schools arising, where the children who attended the primary schools and those who had already left school were initiated into the elements of different trades.

The aim of these establishments was to preserve the child from a pernicious indolence, to give him the taste for and the habit of work, and to place him in a condition worthily to fill his place in society. But when the educational value of these schools had gradually come to be less highly esteemed, and more importance was attached to the material benefits that might be drawn from them, they fell into an utter decline.

Pestalozzi was also impressed with the value of manual work as a means of education. M. Jules Paroz writes in his *History of Pedagogy*: "In manual work, as in instruction, Pestalozzi had less in view actual profit and acquirements than the development of the organs and faculties. Manual work should render a child dexterous, and consequently capable of learning later on a trade suitable to his tastes. Study, for its part, should cultivate the intellectual faculties, attention, reflection, memory. This tendency has remained a characteristic feature of the Pestalozzian system of education."

Pestalozzi himself explains with his usual sincerity, in his book, *Wie Gertrud ihre Kinder lehrt*, why the efforts he put forth met with no success. Fellenberg, a contemporary of Pestalozzi, having also introduced manual work into his institution at Hofwyl, saw his efforts crowned with so much success that people came from all parts of Europe to study his system of education. Salzmann, another contemporary of Pestalozzi, founded, after leaving the *Philanthropinum* at Dessau, a similar institution at Schnepfenthal, where manual work was also considered an essential part of a good education. For this reason the pupils were occupied in gardening, in pasteboard-work, in joinery, and basket-work, taking turns in their exercise at this employment. In his treatise, *Ueber die Erziehungsanstalt*, Salzmann says, "*Die Kenntnisse hält man hier für minder wichtig als die Ausbildung der leiblichen und geistigen Kräfte der Zöglinge*" (Less importance is attached here to the acquirement of knowledge than to the physical and intellectual development of the pupils).

We might further speak of Keilhau, where Froebel laboured to put his ideas into practice, but this seems to us superfluous, as the whole system of Froebel rests on this dictum, that without activity no development is possible. He says, for example: "Manual work not only invigorates the body, but exercises so happy an influence over the mind and its different tendencies, that when a man has been retempered, if we may so express ourselves, in the refreshing bath of manual labour, he only finds himself fresher and more vigorous for his intellectual pursuits. . . . In our days children are occupied overmuch with what is intellectual; sufficient importance is not attached to physical work, although nothing can be more advantageous for their development than the instruction they acquire by the exercise of the creative and productive faculty which they bear within them." We may say, in general, that manual work, considered as a means of education, has met with no gainsayer anywhere. We also see in different European countries establishments erected where neglected children, by being accustomed to activity and order, through regular occupation, have become useful members of society.

Instances are found in Belgium, at Ruyssede; in France, at Mettray; in Germany, at the *Rauhe Haus*, near Hamburg; in England, at the *Royal Victoria Asylum*; and in Holland, at Mettray, near Zutphen. But in these institutions the end in view was the education of a certain class of children only, and there was no thought at all of introducing manual work into the common schools until, in 1876, Clauson Kaas, of Copenhagen, went to Berlin to deliver a lecture on the subject; whereupon lively discussions arose, first in Germany and afterwards in other countries, on the utility and expediency of this kind of training in educational establishments, and especially in primary schools.

Clauson Kaas was twenty years ago an official in the little town of Nestved. The locality not even possessing a good school, he found himself compelled to set about the education of the children, and it was thus he conceived the idea of making education, properly so called, advance side by side with the practical training of the hand. Other parents in the neighbourhood soon