

proficiency in the other years were all manual training students except one. This bears out the contention that a boy gets better control of all his mental faculties because of this practical training." Such strong and striking testimonies as the above—which could be indefinitely multiplied—should serve as a tonic to those who are fighting for the general introduction of these progressive methods in our schools.

The best points of both the Philadelphia and Hampton methods might be pleasantly and economically incorporated into our Ontario Public and High Schools, which would thereby be greatly enriched. The Leland-Tadd methods should be employed for the fundamental work of Freehand Drawing, Designing, Modelling and Carving, to be followed by—or run concurrently with—sloyd (tool-work) in the Public Schools; the Hampton concrete methods being utilized as largely as possible, especially in teaching such subjects as Arithmetic and Physics.

Sloyd, as at present operated in Ontario, lacks the foundational training of the faculties, which would be secured by the Leland-Tadd methods. The sloyd system would then be called upon to furnish tools only to those who had been prepared to use them with greatest advantage to themselves and credit to the system. At present much of the value of sloyd work is lost.

The plan above outlined would thoroughly prepare Public and High School students for laboratory and technical work, for the School of Practical Science, and the various schools of engineering, mining and other industrial sciences, in addition to giving them a fundamental training that is invaluable.

My thanks are due to the Hon. R. Harcourt, Minister of Education, for many tokens of his personal interest in the preparation and publication of this pamphlet, which has been compiled in compliance with his official orders.

I may be permitted to add that I shall be happy to be of any possible service to teachers, inspectors and others who are interested in the introduction of any of the methods herein detailed.

City Hall, Toronto.

THOS. BENGORGH.

NOTE. The printer's proofs of this pamphlet have been revised by me at Saranac Lake, N.Y., where, since August 1st, I have been attending Prof. Tadd's Adirondack Summer School, in order personally to test his methods. In my fiftieth year, and without previous training in Drawing, I have taken my place in the classes with young people who have been studying and using these methods, some of them for six months, some for as many years; and my progress has satisfied me of the peculiar value of these new methods in education. I shall take home several specimens of Drawing, Modeling and Carving which abundantly prove the truth of the statements made in this pamphlet. I began yesterday, and finished to-day (August 21st), a clay model of a legendary design (a frog sitting on a tortoise—the frog's mouth forming a match-safe). This model is of great historic interest, for the original was made by Mr. Chas. C. Leland who he was sixty years of age, and without previous knowledge of the process, except from observation. It is no wonder that children take kindly to these methods:—T.B.