

Manual Training Department.

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Practical Education in the Schools.

The solution of the problem of thorough education lies in the dovetailing into one another of the industrial and literary elements of the child's training. His manual activity, as well as his intellectual faculties, must be considered. While this is true from an abstract educational standpoint, it carries double force in the light of the concrete reality that seventy-five per cent. of the children concerned must lead upstanding and not sedentary lives, and earn their living as much by sweat of brow as by stress of intellect.

In the old days it was in the home that the children received nine-tenths of their training for life. The home part of their education was largely practical and manual. Owing to the introduction of factories, a more practical education in the school, and general attendance at school in recent times, much of this training has gone. It therefore becomes the bounden duty of the school to try to supply this demand, which it has helped to create, for practical and industrial education.

Progress of Manual Training.

Sixteen years ago there was not a single manual training or household arts centre in the city of Chicago. Today there are over one hundred and eighty schools, which have a manual training equipment, nearly fifty schools with cookery departments, and six manual training high schools. The director of manual training for Chicago says that "The difficulties in the way of extending these departments do not usually arise from any disinclination of the people to approve them. On the contrary, there exists an earnest desire in many quarters that these branches be included in the curriculum. The main obstacles seem to be, (1) necessary expense of equipment; (2) difficulty in providing suitable accommodation, and (3) the scarcity of qualified teachers."

Winnipeg is to have a manual training high school to cost \$175,000.00. Mr. W. J. Warters, city superintendent of Manual Training, has spent the last three months studying equipments in the leading American institutions of this type, and it is expected that the Winnipeg school will be very complete and up-to-date as a result. Mr. Warters was the pioneer of the work in Winnipeg under the Macdonald Fund.

Manual Training in the Provincial Normal School

The very large enrolment at this Institution necessitates special arrangements, so that large classes can be taken in handwork. The general course is taken by all students, and is being varied from year to year. Last year, a little raffia work was introduced, and proved so useful that the Director intends that a more extended use be made of it this session.

Of the several kinds of raffia work, the simplest and best for beginners is the combination of cardboard work with raffia winding and weaving. Plain raffia is prepared by being thoroughly sprinkled with water, and rolled in a sheet of paper over night, so as to render it soft and pliable for the class next day. The pupils take a wet strand and, holding it by the root end, draw it between the finger and thumb until it is flat like a ribbon and ready for winding. A good exercise to begin with is a napkin ring. The cardboard foundation is made from a mailing tube, by cutting it up into lengths about 1 1/2 inches long. This is best done with a fine saw in a "square-cut" mitre box, but can be done with a knife, sharpened on a scythe stone, to give a rough edge. The flattened strand of raffia is passed through the ring and tied; an end of an inch or so being left. Turn after turn is passed through and wrapped closely until the cardboard is quite covered, when the end of the strand can be tied to the first end. The thin ends (tops) of the raffia strands should not be used for wrapping, but may be cut off and saved for braiding exercises. If mailing tubes are not available, rings can be made from a strip of cardboard by binding into a circular form, and glueing or sewing the ends together. A strand of coloured raffia tied round the middle of the ring makes a good finish. Later, very charming patterns can be made by weaving coloured strands of raffia through the plain wrapping strands, a blunt-pointed tapestry needle being employed for the purpose.

B.

Personal.

Congratulations to Miss Marjorie Moir and Miss Margaret Pickle, both of the special training course, of 1904-5, who have exchanged Manual Training for "Household Science." Miss Moir is now Mrs. Donald McLean, of New York, where her husband is engaged as a civil engineer, and Miss Pickle is now Mrs. Frederic Kilpatrick, of Greenfield, Carleton Co., N. B.