

Manual Training Department.

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Utility in Manual Training.

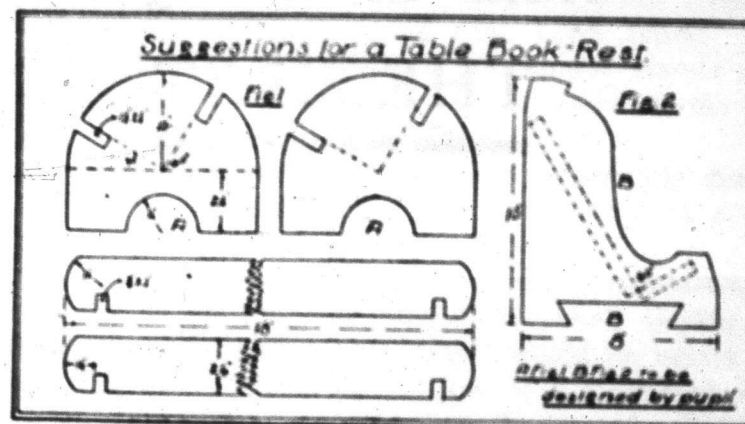
One phase in Manual Training that appeals strongly to the general public is its utilitarian value. This side of the subject can and should be made to supplement the purely educational side very substantially; and it certainly offers some of the greatest possibilities for popularizing and extending educational hand-work.

If there has been a word spoken against wood-work in the schools of this province, that word has been that the boys were kept working on "useless models." Probably we as teachers, having experienced the advantages of a well graded set of exercises, such as our course offers, can hardly appreciate this criticism; but we cannot afford to ignore it. We would do well to intersperse throughout the prescribed course as many as possible of the most useful articles available, such as—simple book stalls, stands, cabinets, magazine holders, book cases, etc. Every teacher should be on the watch for new work in this direction. The boy's own inclinations and necessities can usually be relied upon for suggestions. If he understands that he is to be permitted sometimes to choose his own model, the probabilities are that he will always be ready to do so; and it is beyond a peradventure that he will bring more industry and greater interest to this exercise than he will to a prescribed one.

I have found that picture framing can be successfully done after the pupils have had one term's woodwork, if they have access to a mitre or framing machine. The boys always have a supply of suitable pictures, and the finished product appeals very strongly to the home folk.

The equipment of a study would be a very interesting and fruitful exercise for any bright boy, after he has acquired an acquaintance with a few of the tools. In fact this equipment might be commenced early in the course with such simple furnishings as the ruler, tray, pen holder, book rest, stationery box, waste paper basket, dictionary stand, picture frames, etc.; gradually advancing to heavier and more complicated articles, such as book-cases, chairs, etc.; and finishing with a nice desk or table. Besides supplying the student with

some really useful articles of furniture, the working out of such a scheme as this, and the harmonizing of the different pieces would be of the greatest educational importance to him. He would learn lessons of economy and independence, in other words he would get some of the greatest lessons of living, to teach which should be the function of every school.



The accompanying cut offers some suggestions for book rests. The ideas for Fig. 1, were gathered from *Manual Training*—an English publication. The rack represented is made from $\frac{1}{2}$ inch stock, and affords a good exercise in bow sawing and spoke shaving. The laths and ends can either be carved or left plain. This rack can be taken apart for travelling, and it has no corners to retain dust.

In Fig. 2, we have the end elevation of another rest. In this the ends should be $\frac{3}{4}$ or $\frac{7}{8}$ inches thick, and they offer a good chance for original designing. The boards forming the book supports are tenoned to ends, and they should finish to $\frac{3}{8}$ or $\frac{1}{2}$ inch in thickness, and about 18 inches in length. The wider one should be 8 or 9 inches and the narrower one 2 or 3 inches in width.

Of course, you are crowded with work, but that is no excuse for your failure to have singing in your school. Five or ten minutes given to singing during the day will be time well spent. A good rousing song at the opening of school will arouse the pupils to take their work with enthusiasm and they will pursue it with greater energy. A song at the close of the day may remove any unpleasant thoughts of the day from the mind, and the child will go home contented and happy. Singing has a very wholesome effect upon discipline. Sing more, scold less.—*Pennsylvania School Journal*.