

ultimately in our schools, the children will, on leaving the kindergarten, at seven years of age, be given training in advanced paper-folding for two years, and in elementary cardboard work for the next two years; and will then enter on woodwork when thus trained to thoroughly profit by it.

Now, as to what it is actually proposed to do at present in Canada. Take, for example, Ottawa, which will be the centre of the movement, during its initial stages, at least. During next winter, there will be in that city two "centres," or sloyd rooms, where instruction will be given to the teachers in the Ottawa Normal School, and to all the boys of suitable age in the Ottawa Public Schools. The work will be in charge of Mr. A. H. Leake, of Leicester, England, an experienced sloyd and a graduate of Naas. He will have immediate control of the chief centre, with two or three assistants, some of them Canadian teachers, and will supervise the work in the other centre, where another trained man will have charge, with an assistant. To these centres the Normal School students and the school boys will come in drafts, the former receiving practical training and lectures on the theory of sloyd, and the latter chiefly practical work. The boys will receive two or three hours per week instruction, and the full course for them is one of about three years.

The work is carried on by means of a system of "models," or objects, which each boy makes entirely for himself, there being thirty such models in the three years' course. The course begins with simple objects, such as a wedge, a round flower stick, a square ruler; goes through a more difficult series, such as a paper knife, a picture frame, a scoop; and concludes with book shelves and a cabinet, involving difficult operations such as dove-tailing, etc. The course is so arranged that each model represents some slight advance upon the one that preceded it in the course, either some new tool, or some new use of a tool, previously employed, being introduced in the making of it. The utmost importance is attached to having each object, when made, the work of one individual pupil. There is no division of labor, and the teacher himself must give to the pupil not the slightest assistance upon the actual model. When he wishes to show the pupil how the work should be done, the demonstration must be made upon another piece of wood. It is also an essential to the system that the utmost accuracy be insisted upon. The metric system of measurement is employed, and even a finished model is rejected for the slightest deviation from the measurements laid down in the drawing. A model, if rejected, must be again begun by the pupil, and brought to a successful conclusion before any advanced work is done; though it is sometimes found advantageous to allow the pupil to proceed temporarily with the next, after one or two failures, since he comes

back with renewed zest to that upon which he failed.

It will thus be observed that the keynote of the system is individual work by the pupil and individual attention by the teacher. Each boy is judged on his own merits, each boy's mistakes are pointed out to him by the instructors, and at the end of the course each boy carries home in triumph his own handiwork, whether it be only five models, or twenty, or thirty. As these models are all articles of service in a house, the maker and owner will see them in daily use with keen delight. In addition to the actual work with the tools, the boys are taught to make accurate drawings to scale of the models; and they are given practice in reading the drawings while making the models. Hence, at the conclusion of the course, the boy of fifteen can form an idea of an object he wishes to make, make a drawing of it, which could be read by any mechanic; cut out his wood and make the object exactly according to his drawing.

Now a word as to the purpose of this training and its relation to technical work, by which is meant the actual learning of a trade. Though, in any sloyd exhibit, the finished models are shown as an example of the work done, this is somewhat misleading. The object of sloyd is not to turn out finished models, but, by means of their work on the models, to train the boys in the manner indicated in a former paragraph of this article. The growing skill and ripening character of the boy is the true sloyd exhibit. It is hence absolutely essential to this system that the work of instruction should be done by trained teachers. "The worst teacher of sloyd is a carpenter," for the simple reason that his life-work has been the turning out of wooden articles as perfect as possible. His object in using a tool on wood, say in the construction of a box, is to turn out a good box; the aim of sloyd in having a tool used on wood in the same construction, is to turn out a good boy. Hence, after a lengthy trial of artizans, as teachers of sloyd, their services were totally dispensed with. Their attention was centred upon the finished object, and they could rarely abstain from actually helping the pupil at the critical point, thus undermining the qualities of honesty, independence and accuracy, which it is the very aim of the system to cultivate. Sloyd work is thus very different from technical work, or the learning of a trade. Sloyd is an educational subject, suitable for early school life. Technical work is of commercial value, suitable for boys who have decided on their future mode of life, and have come to years of strength and almost of manhood. At about sixteen years of age, one boy enters a dry goods store, another continues his studies in preparation for the University, a third is entered as junior in a banking or mercantile house, and a fourth enters a technical school to prepare for work as an architect, mechanical engineer, or carpenter. For each and all of these boys sloyd has been a most valuable school subject. Commercial work in school is not valuable only for No. 1,