

BENCHES AND MODELS.

The benches are of convenient height and size, and each one is fitted with a rack for the holding of tools, and also with tools. Some of them are also fitted with a simple device for the holding of the drawings, so that the work with the tools may proceed with the drawing in full view all the time. General class instruction with the aid of a black-board, is given by some teachers in a fifteen minutes' talk, before the particular work of the half-day begins; and instruction is given also to the pupils individually as the work at the benches proceeds.

A series of articles technically called "models" are made by the boys. The things are articles of use, and are known to be such by the pupils. Each one is wholly made by the pupil. When the teacher needs to give practical demonstration, he gives it on another piece of wood, and not on the piece on which the boy is working. It is not much learning, but much interfering, which makes anybody mad. The pupils make the objects by copying directly from the actual models. They also make drawings of the models from measurements, and make the objects from the drawings.

NATURE OF THE MODELS.

In some schools the first object to be made is a wedge or flower stick or plant label. These involve (1) cutting to an exact length, (2) cutting the ends square by the use of a fine saw, (3) reducing to the proper thickness and width, and (4) making a taper with the same angles as those of the model. In other schools a small pointer is the first model; and in others some object equally easily made. The first article is easily made; the second introduces some slightly different use of a tool or the

use of some different tool; and so they proceed, arousing, training and gratifying the child as he makes all of each one himself.

HAND AND EYE TRAINING.

The manual training includes practically as much drawing with a pencil on paper as it does woodwork by the use of tools. It is really hand and eye training. It is not in the nature of a new subject or study to be added to an already over-burdened school course. It is in the highest sense a recreation for the mental powers of the boys. Its purpose is to train the child with system and care, to observe, to interpret, to construct and to describe. The course of instruction lasts for three years, and each boy gives half a day per week to it.

In some cases the manual training rooms are in the ordinary school building; in other instances, the manual training is carried on in a separate building, which serves as "a centre" for the boys from two, three, or more schools in the locality.

THE BOYS LIKE IT.

I learned that the attendance of the boys at the manual training was more regular than at any of the other classes during the week, and that discipline was not hard to maintain.

I observed that the children were deeply interested in their work. A casual glance of observation was all they gave to the visitors. A spirit of earnestness, self-reliance and careful perseverance seemed to pervade the school. The teachers told me that in accuracy of observation and clearness and accuracy of expression there was a noticeable improvement in the children after they had gone through the manual training course.

THE REFORM IS FAR-REACHING.

This manual training movement is only a part of the educational re-