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### **MANUAL TRAINING DEPARTMENT.**

F. PEACOCK, EDITOR.

#### **Starting the M. T. Class.**

It is rightly conceded that there is scarcely a period in the history of the student that calls for more skill on the part of the teacher than does the first few days in the schoolroom. While this is true in connection with the general academic course, it is doubly true in manual training work.

During the first day in the manual training room of course the novelty of the situation hardly wears away, but with the second day the critical period of the boy's course begins in earnest. Every possible preparation is necessary before the lesson, on the part of the teacher, and his best resources will be taxed during its progress.

Every manual training teacher knows the difficulty most students have with the first few working drawings, especially if they have not had the advantage of a course in cardboard work.

I have found that the following method will overcome this difficulty in almost every case: After the newness of the situation has worn off the boy a bit, and he has had his hands on the last tool about

the bench, supply him with a piece of paper and a pencil. Have some simple exercise, such as a rectangular block before him. Call pupil's attention to one surface of the exercise. Have him draw it freehand and quickly. Teach term "top view" or "plan." Draw attention to adjoining edge. Have pupil draw it just beneath top view and teach "edge view" or elevation. Another exercise may be treated in this way before the model you intend him to make first is introduced, and he should be taught the term "working drawing" and how to put in dimensions if he does not know these things already. All this need not occupy more than fifteen minutes, and now the pupil is in a position to take his model and make his working sketch without any further help, beyond an occasional correction. From this sketch he can proceed to the wood-work which he regards as his proper business in this department. It will be found advantageous to manage the first three or four models in this way, as by that time the pupil will have worked off some of his superabundant desire to handle the tools, and will have acquired some idea of the importance of the working drawing, and hence will be more apt to appreciate and make a success of the latter.