

**WOODWORK IN THE  
COMMON SCHOOL. A  
MANUAL FOR PRIMARY  
AND GRAMMAR GRADE**

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Woodwork in the Common School. A Manual for Primary and Grammar Grade by Frederic A. Hinckley

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**FREDERIC A. HINCKLEY**

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WOODWORK

IN

THE COMMON SCHOOL.

A MANUAL  
FOR PRIMARY AND GRAMMAR GRADES.

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BY  
FREDERIC A. HINCKLEY.

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## INTRODUCTION.

The purpose of this little book is to furnish a working basis for a system of manual training for Primary and Grammar grades, which can be taught in the school-room, if necessary by the regular teacher.

The tools used therefore are small, at first simply Pencil, Rule and small Pocketknife; afterward Compasses, Jack-knife, Hammer, Screw-driver, Gimlet, Gauge and Try-square. In the beginning the work is done on the school desk. With the introduction of the hammer, a plain, portable desk cover of white wood is provided, which transforms the desk to a simple work bench.

The course is designed to cover the eight years of school work preceding the High School, and to bridge the chasm between the manual work of the Kindergarten and that of the higher grade Manual Training School. Boys and girls should take it together, as they take other school studies.

Two periods of about thirty or forty minutes each, per week, are recommended for the younger children; one period of twice the length for the older ones. The programme on page 3 subject to modification and amendment in the hands of a wise school supervisor is offered suggestively.

So far as the use of the knife is concerned, the course is divided into three parts, cutting of lines, cutting of surfaces, and cutting of solids.

This manual is designed for the teacher; the sample dictations and suggestions here given are for the teacher.



They are not intended to be followed word for word, but to convey the idea to the instructor, who after assimilating it will use such details of language as occasion may require.

Attention is called to these fundamental points:—

1st. Work is to be dictated not copied, part of the aim being to develop accuracy of hearing and obeying, as well as accuracy of observation and of execution.

2nd. Drawing is made fundamental and is intended to precede cutting.

3rd. It is not intended to limit work to problems given. If time permits any amount can be added, care being taken to observe the general principles laid down and the division into parts and sections. In any case original work should occupy a large place at every stage.

4th. Experience shows that this kind of work carries its own commendation to the pupil. In pursuing it he will need to be restrained rather than pushed.

5th. Teachers are especially urged to study the system here offered and the plans by which it is developed, not with reference to its power to produce things, but rather for its efficacy in helping to evolve capacities.

6th. One set of tools can be passed through the different rooms in one building, thus saving a large percentage of outlay. It should be the duty of the janitors to see that the tools for their respective buildings are kept in order.

The author gladly acknowledges his indebtedness to Geo. B. Kilbon for the idea of using the jack-knife in the school-room; to Miss E. C. Elder for aid in harmonizing the work with the Kindergarten; to Mrs. E. C. Hinckley for co-operation especially in developing the work in the crystal models; and to Miss Katherine D. Whitman for assistance in design and dictation. He is also indebted to the school

authorities of Northampton, Mass., the first city to adopt the system, and to Superintendent Pease and the teachers of that city, whose more than cordial co-operation did much to make the first trial a success.

### PROGRAMME OFFERED SUGGESTIVELY.

- |            |  |
|------------|--|
| 1st. Year. | Line Cutting.<br>Vertical and Horizontal lines.<br>Diagonal lines.   |
| 2nd. Year. | Line Cutting.<br>Diagonal lines continued.<br>Combinations Vertical, Horizontal, and<br>Diagonal lines.<br>Curved lines.   |
| 3rd. Year. | Line Cutting.<br>Curved lines continued.<br>Combinations Vertical, Horizontal,<br>Diagonal and Curved lines.               |
| 4th. Year. | Surface Cutting.<br>Geometrical Forms.<br>Cross and Vase Forms.<br>Openings.<br>Small Frame Fronts.<br>Large Frame Fronts. |
| 5th. Year. | Problems with Hammer and Wire Brads.<br>" " Screw-driver.<br>" " Gimlet.   |
| 6th. Year. | Getting out Stock.<br>Gauge and Try-square Problems.<br>Plain and Ornamental Frame, Box and other<br>work.                 |

- 7th. Year. Jointing and Fitting Problems.  
Plain and Ornamental Box and Frame-work,  
etc., continued.
- 8th. Year. Solid Cutting.  
Geometrical Forms.  
Crystal Models.  
General Review according to time.

ESTIMATED EXPENSE  
OF ONE FULL SET OF TOOLS.

Pencil . . .	.02
Rule . . .	.02
Knife . . .	.35
Compasses	.08
Hammer . .	.10
Screw-driver	.08
Gimlet . . .	.06
Gauge . . .	.12
Try-square	.17
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	\$1.00

GENERAL NOTE.

All drawings in this book are on a scale of 1-2 inch to the inch. To get correct measurements, therefore, from plates, it will be necessary to multiply by 2.