

**SLOYD.  
EDUCATIONAL  
MANUAL TRAINING**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649256006

Sloyd. Educational manual training by Everett Schwartz

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**EVERETT SCHWARTZ**

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PREFACE.

The object of this book is to give to teachers a complete system of work, based upon purely educational principles, extending from the kindergarten through the high school; a system that has been tried with success in some of the best schools, and pronounced most excellent by leading educators of the country; a system, too, that the best educated mechanics consider sound and practical as well as progressive. Moreover, it is a system that will set teachers to thinking and inventing for themselves; and, while it will give them an opportunity to learn how to make correctly with tools the models preparatory to teaching, it will cause them to see the vital connection between the Manual Training and the other school work.

Moreover, it is a system that teaches the fundamental principles of drawing, designing, and construction and also the correct use of all kinds of wood-working and forging tools.

The first exercises in this work are so simple that they can be performed by any child in the lowest primary classes, and are so graded in number, form and drawing as to meet successfully its intellectual growth from day to day.

The book is the outcome of many years experience in teaching and study with the foremost teachers in the United States and Europe; and its chief purpose is to show that Manual Training, in its best forms, can be introduced into the schools of every city, town, and village with success and at comparatively small expense.

The author wishes to acknowledge his indebtedness to Mr. Geo. W. Whittenmore, Assistant Master in the Waltham Manual Training School for valuable help in arranging the exercises and models in the forge shop.

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5/31/17

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## INTRODUCTION.

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In the preparation of a system of manual training, the educator should have for his end and aim the educational value of the work. He should also know, and come in such close contact with other school work, that he will see the importance of manual training, and be able, through existing circumstances and conditions, to see and make the connection between it and all other subjects in the school.

The first step, as shown in the kindergarten, must be to train the powers of observation, producing new growth in the mental organism. This is done with exercises of placing, putting, building,—leading up to drawing and construction. These are also forcible means in training the imagination, and inventive skill, and are invaluable lessons in language, number, form and geometry.

There are many kinds of work, founded on or developed from the kindergarten occupations that will serve for the purpose of manual training, with drawing as a component part of each. In drawing, the eye is rendered more accurate, and the hand is brought more completely under the will than by any other exercise; but in itself it is not sufficient, it must be supplemented by its application to work in paper, card-board, wood and other material, and in the making from the drawing that which the drawing represents.

Because paper-work has been used to a great extent in the kindergarten and in the home, it is best, perhaps, to begin with it in the first primary.

keeping in mind that the work must form the basis and material for a great many lessons in attention, language, number, form-drawing, reading and writing; and that the article made should be of such a form and nature, and so systematically arranged that there will be a steady growth in all phases of the work.

"But just what shall I do? what can the children make? how can these things be made? what instruments and tools would they need? how can number, language, etc., be taught with it?" These are questions often asked by teachers.

No teacher should feel confined to a certain set of models, but rather, let the desired exercises be embodied in a good model original with the pupil or teacher, being careful to keep the general trend of thought the same. The first series of diagrams will show models and exercises that have been used in Boston schools with success.

For a room of fifty-six pupils the following tools and material would be needed: One thousand sheets of white or colored paper, and about the constituency of good writing paper, cut accurately eight inches square. Obtain this from some wholesale house, sending sample and dimensions; a few ounces of worsted, the colors selected being such that will blend with the colors of the paper; fifty-six hard wood, one foot rulers one and three-eighths inches wide, with beveled edge and graduated into one inch, one-half inch, one-quarter inch, one-eighth inch spaces; fifty-six lead pencils ("Dixon's American Graphite, M," is good), with fine point; fifty-six rubber erasers; fifty-six pairs good pencil dividers, that can be easily adjusted; fifty-six pairs good six inch scissors; fifty-six drawing needles. All these, excepting the paper, can be kept in a neatly made cloth case, with an apartment for each tool and kind of material, and can be rolled up or hung on the inside of a closet-door.

# SLOYD

OR

## EDUCATIONAL MANUAL TRAINING.

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### PART. I. — PAPER WORK.

**Example No. 1.**—Have the children sit squarely in their seats, both feet on the floor. Have them hold up their right hands, left hands, the index finger of right and left hands. Have them touch with an index finger the front edge of their desks, which is the edge next to them; the same exercise with the back, right, and left edges, the back right corner, the back left, front right, and front left. Begin here by having the children, one at a time, give directions.

**Example No. 2.**—Choose as many pupils as there are rows of seats, selecting those who need the training the most, and have them help in giving out the work. Have a certain place for every thing and teach their name and uses as they are given out, and let it be done in the following manner: Hold up a ruler before the pupils, write the word on the board, and have them speak the word, then will the ruler, the written and oral word be associated in the mind.