

**SLOYD; OR, EDUCATIONAL
MANUAL TRAINING WITH PAPER,
CARDBOARD, WOOD, AND IRON
FOR PRIMARY, GRAMMAR, AND
HIGH SCHOOLS**

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Sloyd; or, Educational manual training with paper, cardboard, wood, and iron for primary, grammar, and high schools by Everett Schwartz

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EVERETT SCHWARTZ

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BY
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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. Whittemore, 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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SLOYD
OR
EDUCATIONAL MANUAL TRAINING.

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.

The work should be given out in the following order: Place the paper on the desks so that one of its edges will be parallel with and about two inches from the front edge of the desk and directly in front of you. Now repeat with the paper Example No. 1.

Example No. 3.—Take up the rulers, find the long mark near Fig. 1.

Question.—How far is it from there to the nearest corner?

Answer.—One inch. (Repeat this with two inches, three inches, and four inches.) Have them see that the corner of the ruler most used is where the one inch begins. Place the corner of the ruler on the back left corner of the paper and have the edge of the ruler parallel with the back edge of the paper; then place a fine point on the paper directly below the four inch mark, with the pencil held in a vertical position.

Question.—How far is the point from the back left corner?

Answer.—Four inches.

Question.—How far is it from the back right corner?

Answer.—Four inches.

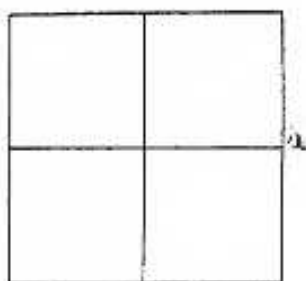
Question.—What have you done to the edge?

Answer.—Bisected it, or divided it into two equal parts.

Question.—What shall we call the point?

Answer.—The middle point, or point of bisection.

The pupils now bisect the other edges of their paper.



Example No. 4.—Teach now opposite edges, opposite corners and points. Place the ruler so that the edge shall connect the point in the back edge with the point in the front edge. To hold the ruler firmly, divide it into thirds with the thumb and the fore and middle finger. Hold the pencil as you are taught to hold the pen, then join with a line the points connected by the ruler, beginning at the back; join the remaining opposite points, beginning at the left in drawing the line.