

by the teachers. The regular course of models is given below, together with the exercises upon which they are based. To this course have been added, from time to time, supplementary models adapted to the needs and qualifications of the individual pupil.

The model presented must appeal to the interest of the worker, and should be useful from her standpoint.

It must be esthetically good.

It must be sufficiently difficult of execution to call out a vigorous exercise of the best efforts of the worker, while at the same time it must be sufficiently within her powers to admit of fairly successful achievement.

The classes are conducted on the plan of both class and individual work; class work whenever every individual may be reached by it; individual, when especial attention is required.



Sloyd Work in Whittier School.

The endeavor is to find such supplementary models as shall reach the daily interests and experiences of the student—something that shall touch both what they do know and care for, and that which they are growing to know and care for. It is sought to develop character through a cultivation of concentrated effort, sound judgment, habits of forethought, neatness, accuracy, industry, and honesty of work, and incidentally a practical knowledge of materials and tools.

*Models.*—1. Wedge. 2. Flower pin. 3. Flower Stick. 4. Penholder. 5. Tool Rack. 6. Coat Hanger. 7. Cutting Board. 8. Flowerpot Stand. 9. Flowerpot Stool. 10. Bench Hook. 11. Hatchet Handle. 12. Corner Bracket. 13. Hammer Handle. 14. Key Board. 15. Paper Knife. 16. Ruler. 17. Towel Roller.