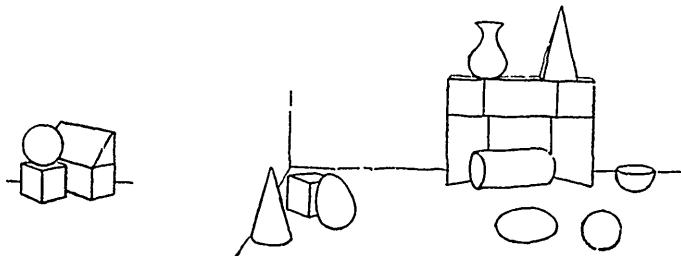


(the sphere) is placed before it, it goes and goes, if the cart is only pushed a little; or several make a train of cars with a most beautiful smoke stack, (the cylinder) on the first; or, adding the triangular prism, there is a lovely house in which may live many airy, fairy, spirits of fancy, or (placing the square prism vertically) a bird house, in and out of which may fly pigeons or sparrows or any bird that he cares to summon. Hidden in the ellipsoid and ovoid the fruits come in again, and here follow all the elliptic and oval shapes of leaves which cluster into ellipsoid, ovoid or conic forms of trees. From organic nature come round, rounding, and curved forms; while inorganic nature and manufacture give mainly forms of plane surface. The pyramid and cone make spires and steeples, and so a merry village grows, and the little vase form leads the thoughts to beautiful flowers, and also fosters in the childish mind the sense of beauty of form.



The following illustrative lesson will serve to show what the spirit of the exercise should be. There should be on the table about which the children are gathered several familiar objects resembling the sphere, as well as one or more spheres. The objects should be selected with special reference to their beauty and to the child's pleasure.

LESSON DEVELOPING SPHERE FROM FAMILIAR OBJECTS—TYPE INCLUDED IN THE COLLECTION.*

Teacher.—We are to have a new game this morning. See how many things we have to play with. I'll stand so that my back is toward the table, and you must let me know everything there is on it. Will you be sure to tell me something about the thing you mention, so that I may know just which one it is when I turn around afterward to look?

Several children.—Yes, Miss Rich.

* This lesson is taken from *The Prang Primary Manual Packet*, published by The Prang Educational Company, Boston.