

thunderbolt in his hand for Zeus the all-powerful ; so the child by virtue of his imagination glorifies his own ungraceful lines ; for they say not to him what they say to you, but rather do they give back to him the thought which his fingers have so imperfectly carried out. By and by, as he learns to control his tools of nerve and muscle and pencil, he will say to the beholder more of what he means to say. No artist has ever said all he meant.

The work may be varied by building a picture, a line or two at a time. Draw a horizontal line, and allow the class to see it for an instant ; they then draw it from memory. From the ends of your horizontal line, drop two vertical lines and show your figure again, perhaps mentioning the fact that all your lines are of the same length. With the completed square can be formed a box, a house, an envelope ; or it may be left to each child's own device to make of it what he will, thus calling out his creative faculty. For the older ones more complicated drawings may be thus built ; something bearing on what they are interested in,—a bee's wing, the stamen of a lily, a flower "root and all" ; or a short sentence, a row of five or seven figures, etc. The ingenious teacher will find an infinity of uses for work of this kind.

In most intimate relation to the brain is the hand ; so that not only is the hand affected by brain development but the converse is true ; the hand having been taught to respond readily to the motor influences from the brain, the brain gains power of speed and accuracy along other motor lines ; probably through some subconscious use of a subconscious experience.

Particular attention will then be paid to training the hand, care being taken not to force the development, as in this case forcing will be most injurious, producing possibly nervous disorders of a grave nature. Calisthenic exercises, gesture songs and finger plays are good. Cutting out pictures affords training for both eye and hand. Clay moulding, paper folding and a little writing are also good. But to the average beginner a copy book is worse than useless ; he is not ready for it. The old fashioned slate is a barbarous infliction on the nerves of teacher and pupil, and is in any case of no more use than the copy book. The best substitute for a very small child is an unruled "scribbler" which can be purchased for one cent. Give the