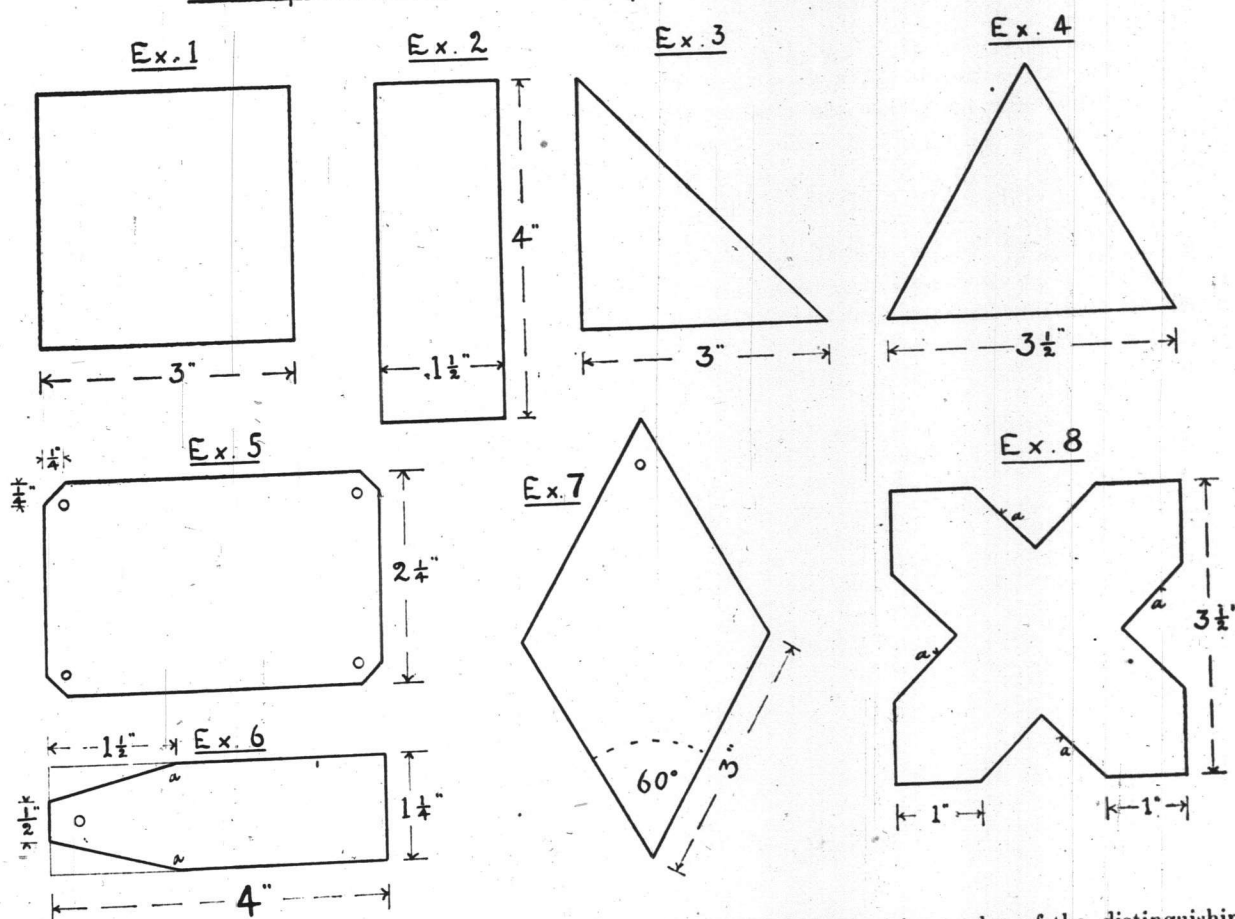


the teacher as satisfactory. The cutting may not at first be all that is desired, but the importance of exactitude in measurement should be insisted on. The names of the children should be neatly written on the cards, and the number of degrees in a right angle also put in one corner.

EXERCISE 2.—The oblong. As each new step is to be from the standpoint of something already accomplished, the oblong card is a fitting exercise to follow No. 1. Commence by getting the children to point out, first, the similarities to the square, and then the differ-

new figure is half a square. Reviewing the two previous lessons, there should be little difficulty in getting the children to calculate the number of degrees in a triangle, $90^\circ + 45^\circ + 45^\circ$, as the acute angles are half a right angle. As a piece of information, they may then be told that *all* triangles, whatever their shape, contain 180 degrees. The drawing is simple, but care must be taken to get the sides of the triangle exactly equal. In cutting out, the acute angle will involve an increase of care in commencing the cut along the hypotenuse of the triangle. During the exercise, the meaning of "tri"

The first eight exercises - Marking & cutting.



ences from it. The definition may thus be deduced and pieced together from the children's answers as in the first exercise. The drawing presents no new features, except that the half inch is introduced. The cutting out is slightly more difficult, owing to the sides of the oblong being longer than the edges of No. 1.

EXERCISE 3.—A right-angled triangle. As the base and perpendicular of this figure are to be made equal, the acute angles will, of course, be 45° . By demonstrating with a large sized triangle, cut out of cardboard, lead the children to see that the

should, of course, be given, also of the distinguishing adjective, "right-angled."

The teaching of angles, degrees, etc., is much assisted by a simple diagram, which should be drawn on the blackboard during the early lessons, and added to from time to time as new angles are introduced. This is shown in Fig. 2, (p. 182) and should at first be formed of the circle and vertical and horizontal lines through its centre, giving four right angles. Four times $90 = 360$, the number of degrees a circle is divided into for the purpose of having a standard to measure angles by.