

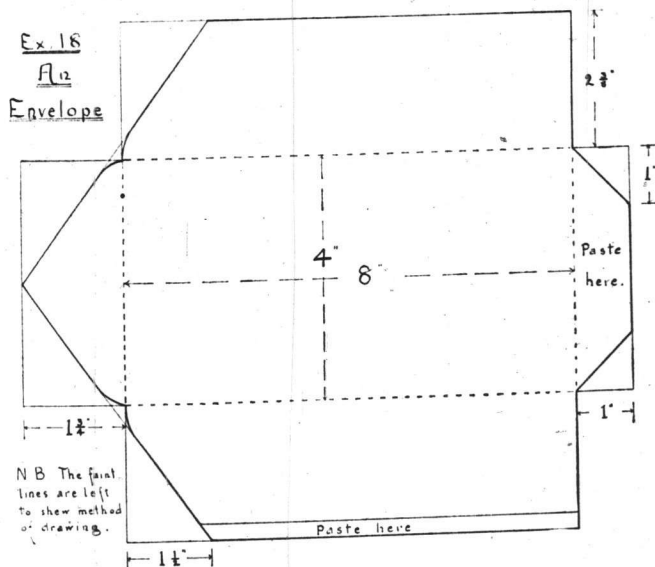
to represent it. In deciding on the size of this, the children must be led to calculate the length of the unfolded card, etc., and also the size it must be drawn

when reduced to the scale decided on. It is so much easier to tell the children this, that this note of warning needs to be sounded, so that the work may not descend to mere mechanical manipulations.

Head and hand must work together if the full benefits are to be obtained from manual training, and it should be an axiom with teachers that it is uneducational to do for the children what they can do for themselves.

The cutting out of the opening is more difficult than the larger one in Exercise 16, but can be managed with a little care. As in the last, the scissors must be held underneath the card, and an incision made near the middle first. Then cut toward each angle and gradually remove the waste and cut the exact size of opening. The front and middle pieces are tied with neat bows of cord or ribbon, and the back piece left to form a leg or rest to enable the frame to stand up.

EXERCISE 18.—An envelope. This may be made any convenient size, but it is a good plan to make it rather large. The size given takes the monthly "record" sheets used in some schools, and keeps the sheet clean



when being carried home for the parents' inspection. It is made of red wrapping paper, to be obtained at any store at almost nominal prices.

The drawing is more difficult than in Exercise 17, though the principle is the same. Commence by drawing the oblong in the centre of the paper and build the

sides, ends and flaps on it. As in the two previous exercises, a good deal of mental work is involved and the remarks on that side of the work apply particularly to this exercise.

The cutting out is simple but the creasing must be very carefully done. Care must be taken, too, in pasting the edges or an excess of paste will squeeze out of the joints and stick the front and back of the envelope itself together. The best way is to hold the edge to be pasted on the edge of the desk, working the toothpick with the paste on in an outward direction. This will prevent paste being scraped off by the edge of the paper and getting underneath it.

The Story of St. George and the Dragon.

The 23rd of April is St. George's Day. If you live in a town where there is a St. George's Society, you may see the members marching to church on that day each wearing a red and a white rose, or you may hear of some celebration in the evening. You all know that St. George is the patron saint of England, as St. Andrew is of Scotland, and St. Patrick of Ireland.

There is an old ballad that runs thus:

"Read in old histories and there you may see
How St. George, St. George the Dragon made to flee,
St. George he was for England, St. Dennis was for France,
Honi soit qui mal y pense."*

In Shakespeare, that great storehouse of stories of English history, we find St. George mentioned many times. In the play of King Henry VI, the Duke of Bedford, Regent of France, says:

"Bonfires in France forthwith I am to make
To keep our great St. George's feast withal."

King Henry V., calling his soldiers on to attack Harfleur, tells them to cry:

"God for Harry! England and St. George."

And Sir Walter Scott, in describing the English army at the battle of Flodden Field, says:

"With all their banners bravely spread,
And all their armour flashing high,
St. George might waken from the dead,
To see fair England's standards fly."

Who was this St. George? And how did he come to be England's patron saint?

Very little can be found out about him, and scholars do not agree about the different stories that are told of his life. It is said, however, that he was born in Capadocia, in Asia Minor, of noble Christian parents, in the third century; that he was a soldier and distinguished himself by his courage and skill in overcoming his

* "Evil be to him who evil thinks." The motto of the Order of the Garter.