

cil is held properly, remembering that the pencil should always be at right angles to the line being drawn.

Another point which makes these curves appear difficult is that when the curves turn sharply they must be made up of shorter strokes. It will be found that long curves come easily from the pencil, while the short curves require flexible fingers and wrist.

As before, when the elements have been drawn, common objects or designs may follow. A much

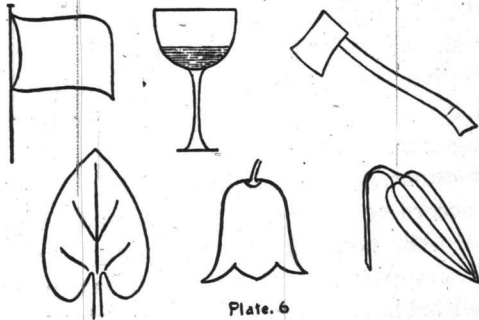


Plate 6

greater range of objects is now available, though the teacher will find that quite a number of them have to be modified, especially representations of flowers, leaves, buds, etc., which may often be drawn a little more regular in form than they actually occur in nature. Some suggestions are given on plate 6. About this time the teacher will meet with the greatest difficulty, that of getting the children to appreciate proportion. An old plan was to put in numerous guide lines, carefully measured. While this gives assistance, it is too mechanical, and does not overcome the real difficulty, which is the *appreciation of space*. In every instance, therefore, let the children look at the space first, then at the object required to be put into that space; proportion will follow.

### Things Successful Teachers Look Out For.

1. That the work for each day is prepared.
2. That the whole lesson should not be equally emphasized.
3. That the teacher does not try to teach too many things in each recitation.
4. That the class recites, not the teacher.
5. That the recitation is conducted for the class and not for individual pupils.
6. That the end of the recitation brings added knowledge, clear perception, a desire to investigate further, and a definite understanding as to what is to be accomplished in the next recitation.
7. That the following things receive careful and constant attention: Punctuation, capital letters, paragraphing, spelling, penmanship, composition, orderly arrangement and neatness.—*Selected.*

### Mental Arithmetic. III.

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#### RAPID ADDITION.

Few people can add rapidly and accurately. Many pupils working in advanced mathematics are not certain of securing a correct result at one attempt in rapid addition. This deficiency results from a lack of practice. Addition is dropped when pupils leave grade III, except as it is used, in a very irregular way, in more advanced mathematics.

Rapid addition can be made a very interesting exercise for grades V, VI, VII and VIII; as advancement is rapid, and an intense enthusiasm is aroused,—shared alike by pupils and teacher.

It is necessary, in taking up these exercises, to proceed with a regular system. Rapidity and accuracy must be at once secured, to prevent monotony, which would otherwise exist. Then the teacher must proceed very gradually, advancing only when each step is thoroughly mastered.

The following method is one which I have used with most gratifying results: Ask the pupils for all the combinations of two numbers whose sum is 10. Place these on the board:

1	2	3	4	5
9	8	7	6	5
—	—	—	—	—

Then ask for combinations of two numbers whose sum is 11. Place these on the board:

2	3	4	5
9	8	7	6
—	—	—	—

If the class is large, these numbers might be erased and supplied a second, or third time, or until they are readily given by each member of the class.

Now arrange a few columns of figures in which only the above combinations occur:

7	8	9	6	7
4	3	2	5	3
9	9	9	9	9
3	9	5	4	3
8	2	6	7	8
9	9	9	9	9
9	6	4	8	7
2	5	7	3	4
9	8	7	6	5
1	2	3	4	5
—	—	—	—	—

Practise the class on columns like this for several days. Let each pupil stand and add a column aloud