

chair; a sign-post; a cross; two crosses; a well; double ladder; triumphal arch; bridge, with keeper's house. These exercises stimulate the faculty of invention and of imitation.

Froebel's fourth "gift" consists of a large cube, made up of eight oblong parts. These may also be arranged into many forms, as—a bee-stand, a bell-tower, a closed garden wall; a city gate; a sofa; a writing-desk; tombstones of various shapes; monuments of various shapes; winding stairs.

Froebel's fifth "gift," a large cube consisting of whole, half, and quarter cubes, and his sixth "gift," consisting of doubly divided oblongs, may be used in a similar manner, to produce forms of a still more varied and complicated character. Thus the sixth gift may be arranged as a house without roof, a colonnade, a summer-house, an altar, etc.

The thirteen (one of the later or supplementary "gifts") consists of materials for cutting paper into various shapes, and mounting and combining these so as to produce different forms of greater or less degrees of complication.

Froebel's occupations or "plays," specially those which he called the "movement plays," are well calculated to stimulate the faculty of imitation. In them the children imitate various forms of natural life and motion, as—the flying of birds, the swimming of fish, the sowing of seed, mowing, threshing, grinding, etc. These may be accompanied by musical exercises.

8. Point out some of the uses of object lessons in infant schools, and illustrate your answer by short notes of a lesson on "The Whale," or on "Iron."

(a) To cultivate the power of *observation*. The children should be taught to observe each part of the object, to describe its position, shape, size, colour, etc.

(b) To cultivate the power of *thinking and reasoning*. This should be done chiefly with the elder children. They should be taught to reason out for themselves, *why* an object, or any part of it, is a certain size, shape,

colour, etc., or why it is formed of the particular material.

(c) To cultivate the power of *expression*. The children should be encouraged to describe for themselves the position, shape, etc., of the object, and of each part of it. They will thus gain the power of using the words already comprised in their vocabulary, and will acquire the command of additional ones, naturally and judiciously introduced by the teacher.

The points given above may be illustrated by the following sketch of a lesson on "The Whale."

I. *Structure*.—(A picture should be hung up before the class.)—Immense size: Compare length with that of a man, or of a horse, or with that of the school-room; also with that of an elephant (our largest land animal); general shape.

Parts of the body: Great head—vast mouth (15 or 16 feet long)—small eyes—fins—blow-holes on the top of head—immense tail. Get the children to describe shape and size of each, comparing with similar parts of other animals.

II. *Habits*.—(Here and under next head children may be taught to *think* by being brought to notice how the structure is adapted to the habits and food of the animal.)—Swims rather slowly, not more than four or five miles an hour. This on account of vast size of body compared with that of fins. Can dive and dart very swiftly.

Whale is not properly a fish, though it lives in the water. Cannot remain under water so long as fishes. Generally swims on, or just under, the surface of the water, so that it may breathe the outside air frequently. Hence provided with large blow-holes.

Suckles its young like quadrupeds. When doing so, lies near the surface, and rolls from side to side, so that she and her young may be able to take breath in turns.

III. *Food*.—Feeds on small fish. Cannot swallow large ones, because its throat is very small for so large an animal.

When it wishes to eat, it opens its vast mouth, and a large volume of water, con-