OF PENMANSHIP.

line?" "No." "Why not, my young critics?" "Because the turn ends at base, and the next line begins at base." "If you should leave out the turn, and make the straight line as far as base, what would you have ?" "A point." "I am glad you all understand the turn." "Where does the turn begin ?" "A very little above the base-line." "Where does the turn end?" "Just at the baseline." "What is the next line little teachers ?" "A right-curve." "Like this ?" A general "No." "Why not ?" "It don't slant right." "How should it slant ?" "Like the first." "Then the last part of u is like the first?" An eager "Yes." "What lines slant alike in u ?" "The straight lines have one slant, and the right curves have another." "What are the parts of small u?" "The right curve and first element twice." "How many kinds of lines are there in small u?" "Three." "Name them, in concert." "Straight line, lower turn, right curve." "What do you call these taken separately ?" "Elements." "What are elements?" "The simplest parts of letters." "What do you call the straight line." "The first element." "What do you call the right curve?" "The second element." "What other letter is made up from the same parts as u ?" "Small i." How does it differ from u?" It has the first element only once, and a dot."

> Even the earliest practice on lines, elements, and compound forms can be made exceedingly interesting when the child sees that he is truly working on

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