

SECOND LESSON.—LINES.

Place a string in front of the class in a vertical position; request each pupil to point with the forefinger toward the upper end of the string and to move the finger slowly downward to the lower end. Repeat this movement four or five times—all the pupils moving the finger at the same time.

Change the string to a horizontal position, and request the pupils to point at it, moving finger from left to right. Repeat this movement four or five times, requiring the pupils to follow the string with their eyes as the finger moves from end to end.

Change the string again to an oblique position and request the pupils to point at it, moving the finger from left downward toward the right.

Next draw three lines on the blackboard, each about one foot in length, and require the pupils to point at each and to name its position; as, vertical, horizontal, oblique. Repeat this exercise of pointing three or four times; then request the pupils to hold splints so as to represent each position; also to point out objects in each of these positions.

THIRD LESSON.—DRAWING LINES.

Place upon the blackboard vertical, horizontal and oblique lines. Request the pupils to rest their slates in a vertical position and to draw each line twice; then to place the slate upon the desk in its usual position for writing, and to draw each line three or four times, with free movement of the arm, and to make it from four to five inches long. Let the drawing of each of these lines be repeated, also, from dictation.

FOURTH LESSON.—CUBE.

Provide a sufficient number of inch cubes to allow each pupil to hold this form; to hold it between both hands; to feel of its sides; to count them; to notice that it will not roll like the sphere, but that it will slide on a side; that it has corners and edges; that its outside is not round like the sphere, but flat; write the name cube on the blackboard, and require the pupils to pronounce it distinctly and to spell it.

Let the pupils trace the edges around one face of the cube with a finger; then to trace the edges around other faces of it with the finger; and to notice that the edges of each face are of the same length, and that all the faces are of the same size.

Let the pupils place sticks or splints of equal lengths so as to represent the four edges of a face of the cube; then place them so as to represent two faces of the cube side by side. Write the word square on the blackboard, and teach it as the name of the shape of the face of a cube; also, as the name of the shape formed by the splints.

Let the pupils look at the edges around a face of the cube and name the position of each; as vertical, horizontal, vertical, horizontal.

Give the pupils pieces of paper of such size as may be readily wrapped around the cube. Teach them to crease the paper at each edge of the cube when wrapping it, so as to show the square shape of the faces. These squares may be cut out, placed on the several faces of the cube, and counted.

Modelling the cube.—When the necessary facilities are provided, the teacher may show the pupils how to model a cube from clay. Let a sphere be made as before, and then the opposite sides of it flattened by tapping it on the moulding-board.

FIFTH LESSON.—DRAWING A SQUARE.

Place a large cube in front of the class and request the pupils to represent one face of it with splints. Then require them to hold their slates on the desk in a vertical position and to draw the four edges that bound the face of the cube. Next turn another face toward the pupils and request them to draw that in the same manner. Now they may place their slates on the desk in the position for writing, and repeat the drawing of the faces of the cube three or four times. Let the pupils also draw these faces as represented with the splints. Each face of the cube may be thus represented and drawn.—*Common School Education.*