

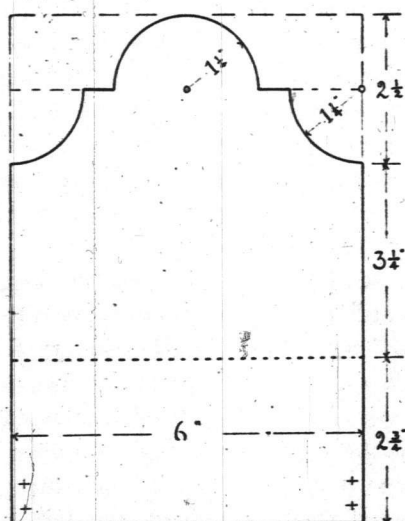
found. The terms arc, semicircle and quadrant can be illustrated in this model.

In cutting out, the small curves will prove difficult, but a little care will enable the children to accomplish them neatly and evenly. The holes are only marked on the portion which turns up to form the pocket. This and the back are punched simultaneously after folding together.

EXERCISE 26a, the alternative form of 26, varies slightly in the drawing, and is perhaps a little more difficult.

Commence with a rectangle of 9" x 6" and a faint line across it, 2" from the top. Find the centre of this line and join it to the upper corners of the rectangle. With a radius of 2" draw the

Ex 26 A Letter Case. (to hang)



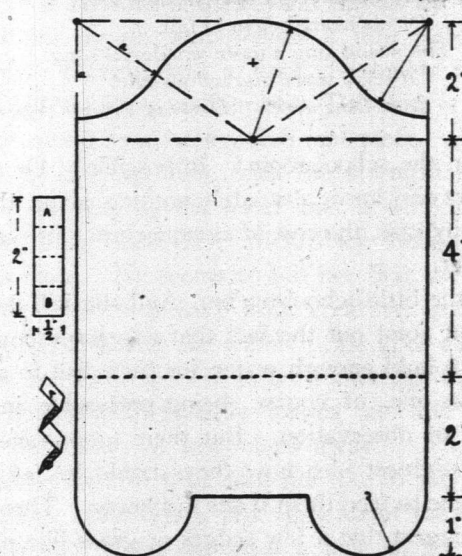
middle of the curve, as shown in the diagram. Then, from the upper corners of the rectangle, and radius equal to aa , complete the curves. This exercise can be better drawn with compasses, as great care must be taken to prevent an uneven junction of the curves. The front portion forming the pocket has two semicircles on it, but the diagram makes the method of drawing these quite clear.

The cutting is similar to that of Ex. 26, but care must be taken at bb . The small rectangle in the diagram is the piece of card used instead of a ribbon to hold the front up. It should be cut out and carefully bent; then pasted on A and B and held in position while the front and back of the model are pressed against it. The bent piece, ready for pasting, is shown in the diagram.

This brings us to the end of the first series of exercises, and in the majority of cases it will be

found that there is quite sufficient work for a class of, say, Grade IV children for a year's work, especially if the opportunities for drawing be made sufficient use of and it be properly done. One point, however, must be insisted on here: I refer to the *individual* character of all handwork in schools. Some children have greater natural skill and make more rapid progress than others, and it is these children who can be the greatest help or the greatest worry to the teacher who is beginning any form of handwork. It is well, therefore, for the teacher to be prepared with a few exercises or models which may be inserted as extra work for the smarter children. Original designs should

Ex 26^a Alternative pattern of 26.



be encouraged and the children's inventive faculty thus developed. The writer has found it an excellent plan to have a day set apart, say once in three months, on which, instead of the regular models, the children may make whatever article they desire. The course outlined in these pages need not be rigidly adhered to, but the teacher must use his or her judgment, and many suggestions for exercises will occur to the thoughtful instructor. Care must be taken, however, to analyze the progression of the exercises. The work must proceed strictly on educational lines—from the simple to the complex,—building to-day's lessons on the previous ones, taking care, though, to add some new difficulty, some new aspect, perhaps, of an old principle, in each fresh exercise. By this means mere mechanical manipulation is avoided and the mind of the child is constantly and healthily stimulated and developed.

(End of first series).