

by letter may be laid although this is not their normal use. Stick-laying is really a kind of drawing. We make shapes of objects and call them forms of life. The symmetrical forms generally begin with a square for the centre.

The child learns number here, it learns to represent outlines of objects which strengthens the faculties of memory and representation, and comparison is exercised.

As we proceed parallel lines are laid, square angles are made and noticed and so the dictation of forms is made easier. We place two sticks to form two right angles, and so to form four right angles. We make a number of objects with any given number of sticks. Large sticks might represent strokes and small ones signs then the tables could be laid as $| + | = ||$. Roman numerals are made and the face of the clock taught. Umbrellas, chairs, tents, steps, and hundreds of other pictures may be made and there is always variety.

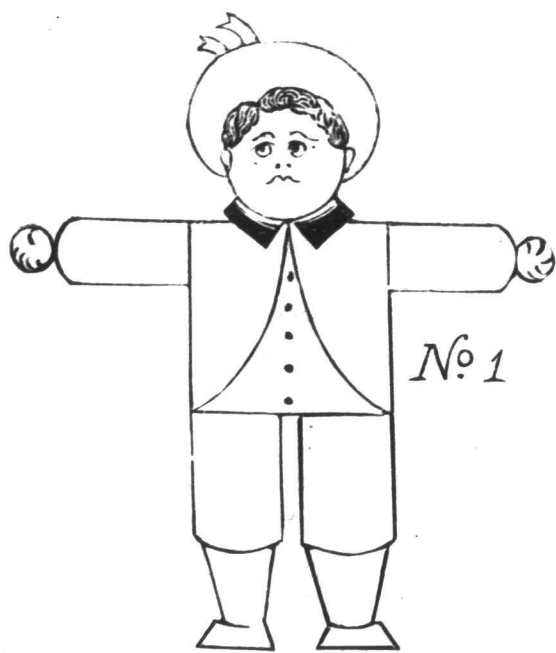
This gift is indispensable to primary teachers. After the introduction of the gift we might have a lesson as the following:—A short exercise in addition, subtraction, multiplication, or division at the beginning say for five minutes—then dictate a chair, boat, house, or something about which all may join in a little talk—lastly dictate a symmetrical form which all may go to the board and draw. D.

For the REVIEW.]

Primary Department.

FORM.

As soon as the children can model a sphere, lead them to evolve other objects based on that form. The



return-ball is always interesting, and is easily made by attaching elastic to the sphere; let them play with the toy, and excite interest by telling them about the man who invented it, and the fortune made from such

a simple idea; boys like to hear of successful men, and are spurred on to try something themselves. The modelling of apples, oranges and marbles gives practice, and widens the child's views regarding the use of the sphere. At the close of every lesson ask for a drawing, and do not expect a work of art. The crudest outline will express the child's conception of the subject, and that is all that is required; skilled work will be done later on.

Let the children talk freely to you while modelling and drawing, but keep them to the subject; help them to overcome difficulties and listen to their suggestions—often very wise and original. Make the work pleasant for them by working with them, and always (in form lessons) keep the fingers busy. Rouse an alert, expectant feeling by developing something new with every stroke of the crayon.

An outline drawing of the sphere is not interesting in itself, but certain alterations or additions are full of pleasing possibilities. From straight lines and an inner circle turn the meaningless outline into a wheel; two wheels and an axle are speedily connected and a cart is the result, often a shaky vehicle, but always a source of pride to the little builder. Then take another circle, furnish it with a spout and handle, place a knob on top, and a teapot is made from the outline. Take still another circle, mark in a set of grotesque features, and the man in the moon beams upon the tiny artists. The children see that the circle has great possibilities, and are led to try little designs of their own; the creative faculty, dormant in every child, wakens into life and becomes a source of good or ill, just as the teacher directs it. Now, when the little folk are keenly alert, is the time to turn their thoughts on another model, to find out where it resembles and where it differs from the last one; work speedily accomplished by the wonderful fingers and eyes of childhood; then its uses and possibilities are entered into; the cube gains a tangible value as it becomes a factor in daily life; the little potters who moulded the teapot discern the making of a stove in the cube-outline, and interest increases; new ideas come up and are worked out with childish energy till the cube becomes thoroughly familiar, when it may be combined with the sphere. New features are thus introduced and the interest kept up. Then present the cylinder; the trained sight readily detects rollers, mugs, pencils and mallets hidden in the outline. Work them all out and review constantly, thus keeping previous lessons before the mind's eye.

For review work I found the children much pleased with the original designs accompanying this paper. They are so simple that little explanation is needed.