ures, such as squares, oblongs, triangles, etc., and following their manufacture with a drill on their properties. Instead, give each child a piece of paper about 6x6 inches, cut to size. Suppose a square is the object to be made. Measuring from the angles and edges, already cut accurately by the machine, a square of any given size can be cut out. If desired, the properties of the square can be taught from the uncut paper. The rectangle is made by folding the parallel edges together and either tearing or cutting the paper. The right angled triangle is made by folding diagonally and the other figures by more or less instrumental measurement and cutting. A brief quarter of an hour will suffice to cut out and establish the properties of any one figure.

Having taught the properties of the figure, a model, based on the principles just established, should be given. In many cases the object can be drawn neatly on the cardboard and the figure cut out without a previous drawing having been made on the drawing paper. I have found it advisable, though having only a class of 20 at a time, and two hours for each lesson, to drop all unnecessary drawings of development which would have to be duplicated. Ample scope for drawings of the object is given in cardboard with this omission. The reasons for having the geometrical figures made of light paper instead of cardboard may now be explained. Take, for example, the lesson on angles in triangles. From a small sheet of paper triangles of varied shape may be cut. By folding the acute angles into the right angle in those figures cut with the corner of the paper left intact, the principle that every triangle contains the equivalent of two right angles can easily be demonstrated.

The proof in the case of obtuse angled triangles is a little more difficult, the result of the folding being a double rectangle. Experiments made in the same way will give the children an idea of angles not to be gained in a much greater time by theoretical teaching and at the risk in the latter case of laying the foundation on sand.

So much for the geometrical side of the work. It should occupy only a small part of the time, as the greater accuracy and the more complex forms demanded in the cardboard construction needs a comparatively longer time for their manufacture.

With the first appearance of colored cardboard the teacher will find an increased interest manifested in the work. The teacher should, if possible, personally select the colors either from samples or inspection at the store. The children should be given their choice of colors whenever practicable.

Where cord is to be used a dark brown will be found generally serviceable. If possible, cheap "baby ribbon" should be used extensively. Half a dozen good colors should be wound on silk winders and a choice given from amongst the colors suitable for the cardboard being used. Work in passe-partout, cardboard cutting with the knife, as used in the construction of trays, boxes, etc., and of solid models, such as cubes and prisms, are more advanced, but not beyond the abilities of the pupils under construction.

N. B. Teachers' Association.

The N. B. T. A., which has now subordinate associations in every city of the province and in every county but Madawaska, Restigouche and Charlotte, will hold its annual convention in Fredericton on Easter Monday, next month.

By article III of the constitution, each subordinate association shall be entitled to one delegate and one additional delegate for every twenty-five members, or major fraction thereof in excess of twenty-five members.

Every teacher in N. B. should be a member of this association. Only in union is there strength. Each should stand by the other, and the result would soon be increased remuneration and better conditions all round. So many of our teachers are going west that those who are left behind are in a position, if they hold together, to greatly better their condition at once. Let all, who have not done so, sign the declaration mentioned below and forward their names, and fees of twenty-five cents, to the secretary-treasurer, H. H. Stuart, Harcourt, Kent Co., N. B., who will have the name registered with the proper subordinate association. Teachers of Charlotte, Restigouche and Madawaska, where there are no subordinate associations, should send in their names at once, and thus strengthen the other teachers in their attempt to make the association a power for good in the land.

Every teacher, not already enrolled, should join before the 31st of this month, in order that the association may make the best possible showing at the Easter convention. All subordinate associations which have not yet done so, should send in per capita tax before Easter.

The N. B. T. A. membership declaration is as follows:

We, the undersigned teachers of New Brunswick, hereoy form ourselves into an association, in subordination to the New Brunswick Teachers' Association, for mutual benefit and the furtherance of education in general, and pledge ourselves:

First,—Not to underbid any other teacher in salary.