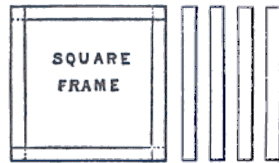


“What do you call the wood placed round the outside of your slates?” *Frames.*

“Watch me while I make a *frame* to this sheet of paper.”



“What colour have these strips of paper?” *Red.*

“How many strips must I use to make the frame?” *Four strips.*

“I will now take off the frame and put the strips of paper side by side on the black-board,—so.”

“Can you tell me which is the longest strip?” *No.*

“Why not?” *They are of the same length.*

“Yes, and this tells me that the sides of my sheet of paper are all of the same—*length.*”

“Once more. How many sides has my sheet of paper?” *Four sides.*

“And what about their lengths? Is there one longer than the other?” *No, they are all of the same length.*

“How many corners has my sheet of paper?” *Four corners.*

“And what do we call the corners?” *Square corners.*

“I want you now to remember that this piece of paper, because it has four square corners and four sides of the same length, is said to be of a *square* shape.”

“You have a piece of paper of a square shape. Show it to me.”

“Why do I say it is square?” Repeat after me—*Because it has four square corners and four sides of the same length.*”

“I will now draw a square on the black-board, using the ruler.”

“Here is the first line | ”

“What kind of line is it?” *A straight line. A standing up line.*

“Here is the second line ⊥.”

“What kind of line is this?” *A straight line. A lying down line.*

“Now I will finish the square ■.”

“How many straight sides has it?” *Four straight sides.*

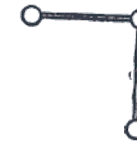
“What name do we give to the corners?” *Square corners.*

“And what is the shape called?” *A square shape.*

“Take your sticks. Put them together. Have they the same length? Lay them down again. Take one stick and fasten a pea at each end, thus ○—○.”

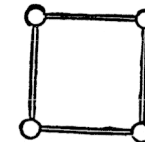
“Now take a second stick and put two other peas on in the same way ○—○.”

“Take another stick and join these two as I have done.”



“Then join the other ends with the remaining stick.”

“See that you have square corners like the black-board.”



Now tell the name of the shape of the frame you have made.” *A square frame.*

LESSON VI.

AN OBLONG.

THE children should be provided with the necessary sticks and peas to make an oblong frame.

This lesson may be introduced (as indeed nearly all lessons should) by a few questions on the previous lesson, as a connecting link.

“How many corners has a square?” *Four corners.*

“What kind of corners are they?” *Square corners.*

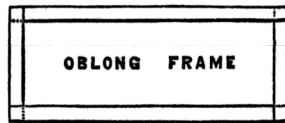
“How many sides has a square?” *Four sides.*

“What can you tell me about the sides?” *They must be of the same length. They must be straight sides.*

“Here is another sheet of paper which I will fix on the black-board.”

“How is it like a square?” *It has four square corners. It has four straight sides.*

“How is it unlike a square?” *Its sides are not all of the same length.*



“I will pin a frame to this paper as I did to the square. Here are two long strips for the long sides.”

“What colour are they?” *Blue colour.*

“And here are two short strips for the short sides.”

“What colour are they?” *Yellow colour.*

“I now take off the frame and place two long blue strips

side by side, and the two short yellow strips side by side, thus—



“Which of the blue strips is the longer?” *Neither. They are of the same length.*

“And of the yellow strips?” *They are of the same length.*

“Now I shall draw a figure on the black-board having four square corners and four straight sides, the two standing up lines shall be short, but of the same length; and the two lying down lines shall be long, but of the same length, and I shall ask you to remember its name. Here it is, and its name is *oblong* .”

“Here is another oblong with the standing up lines longer than the lying down lines .”

“And here is another leaning .”

“Take your slates. How many long sides have they?” *Two long sides.*

“How many short sides have they?” *Two short sides.*

“Hold your slates up by the long sides, so . Now by the short sides, so .”

“Of what shape are your slates?” *Oblong shape.*