

The Flicker and Red-Headed Woodpecker.

Time, the month of May; place, two and a half miles from Columbus, Ohio, U. S. A. A pair of Red-headed Woodpeckers had a nest in the old stump of a decayed tree; the entrance to it undoubtedly had been made by the Flicker, as the size of it indicated it being considerably larger than the Red-heads usually make. I had previously examined this nest; there were four eggs in it at the time. At first a male Flicker tried his best to force an entrance, but was effectually repulsed by the Red-heads. The female Flicker was during this time most indolently sitting on another stump of a broken tree, seeming not to take any interest in the doings of her mate; but some time after, perhaps pressed by the necessity of laying her egg, she took an active part against the Red-heads, and the united strength of both finally overpowered them, and they had to abandon their nest and eggs to the Flickers, who, in their turn, after having thrown out the eggs of the Red-heads, installed themselves in the nest.

THEODORE JASPER.

The Blue Jay.

Curiosity is largely developed in birds. The blue jay is the most curious as well as the most voluble of all birds. I have been able to differentiate twenty-three distinct utterances in the language, if I may use the word of the jay. On one occasion I left a glass jar containing newts on a large block of sandstone in my front yard. I had not been long there before a jay flew down to examine it. One of the newts made a quick motion, and uttering a cry of surprise the jay flew to a tree overhead. He remained quiet for an instant, as if in profound thought. He then uttered his assembly call, and birds of all kinds came hurriedly flying up in answer to it. In a few moments I noticed in the surrounding trees, jay-birds, woodpeckers, sap-suckers, cat-birds, song-sparrows, orioles, mocking-birds, black-birds, peewees and flickers. They made a terrible outcry, but soon became silent, when the jay, which had called them together, flew down to the rock. Several of his most courageous brethren immediately followed him. He went up to the jar and made a careful examination of it and its contents, all the while uttering a low, querulous monologue. Suddenly he uttered three loud, peculiar cries and flew away. The assembly then dispersed. On another occasion I noticed a jay sitting silent and absorbed on the roof tree of a grape arbor. He appeared to be watching something beneath him very intently. On focusing him in my glasses, I discovered that he was in a state of great excitement, and

was trembling all over. I noticed the direction of his gaze, and soon saw the object of his regard. A large male cat was stalking a hare, and was just crouching to make his spring. He sprang at the hare, but his jump fell short, and the hare bounded away in safety. And then the jay-bird seemed to be fairly overcome with delight. He trounced himself up and down, screaming with sarcastic laughter. He seemed to be jeering and ridiculing the cat to his fullest extent, and the cat seemed to understand him. He dropped his tail and disappeared in the bushes. The jay uttered one last note of derision and then flew away.

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For the Review.]

Drawing in the Public Schools

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CHAPTER IV.

The Ellipse and Regular Curves.

The ellipse in all of its forms is shown in many utensils of daily use. The cup and saucer which we have selected for this lesson, give it from different positions, in a variety of forms. To draw an ellipse from a set copy is but a geometrical diagram, and is not only difficult, but is uninteresting to the pupils. It is quite another matter when that ellipse is sketched in connection with the other parts of a cup which is before them. In the latter case they are representing the appearance of an actual object, the roundness

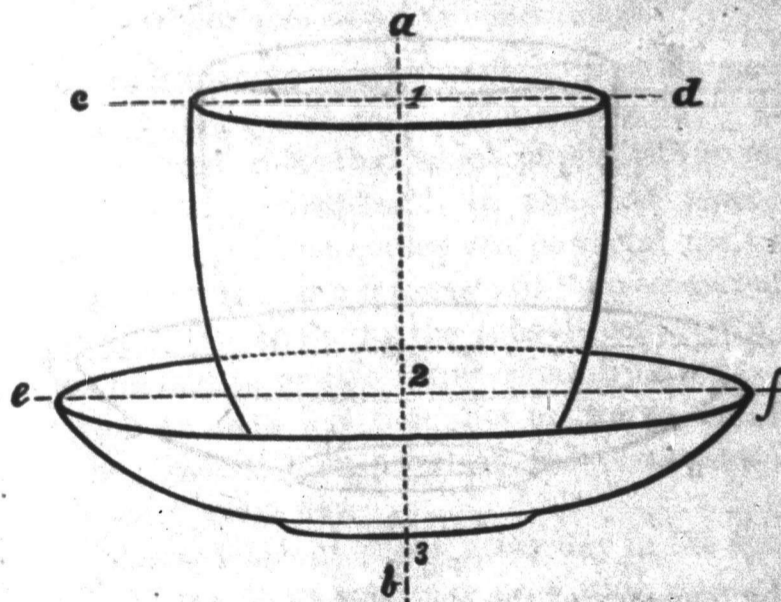


FIG. 1.

of which is shown by the symmetry of the ellipse. The pupils instead of being confronted by a diagrammatical truth, find that truth exemplified in an actual object which excites their interest, gives a more lasting impression, and teaches them to draw.

For the first lesson let the cup and saucer be placed below the level of the eyes, so that all may see into it a little distance. The teacher going to the board, draws first a perpendicular line of indefinite length (*a b* Fig 1.) telling the class that the objects are to