

Should such a man, too fond to rule alone,
 Bear, like the Turk, no brother near the throne,
 View him with scornful, yet jealous eyes,
 And hate for arts that caused himself to rise;
 Damn with faint praise, assent with civil leer,
 And without sneering, teach the rest to sneer;
 Willing to wound, yet afraid to strike,
 Just hint a fault, and hesitate dislike;
 Alike reserved to blame, or to commend,
 A timorous foe, and a suspicious friend;
 Dreading even fools, by flatterers besieged,
 And so obliging that he ne'er obliged;
 Like Cato, give his little Senate laws,
 And sit attentive to his own applause;
 While wits and templars every sentence raise,
 And wonder with a foolish face of praise—
 Who but must laugh, if such a man there
 Who would not laugh, if Atticus were

- (a) Write explanatory notes on this extract.
 (b) This description is said to illustrate Pope's characteristic excellences. Justify the statement.

Practical Department.

DRAWING.

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(The Editor of this Department will be glad to answer questions for information addressed to him in care of the SCHOOL JOURNAL.)

V.

We will next consider the drawing of such figures as can be used in covering spaces. These figures will test the accuracy of a pupil better than any other exercise, as unless the greatest care is used in drawing the first figure, the multiplied error soon becomes painfully evident. They also practise the pupil in the invention of shorter modes of accomplishing the wished-for result, and thus also becomes ultimately a benefit. In giving these exercises, it is as well to select such sizes as will prevent the space being occupied exactly by the figure given; thus, if in a space of six inches square we require squares of $1\frac{1}{2}$ inches to be placed, the pupil will see that the work cannot be done irregularly, but must proceed from one given side, and left incomplete at the opposite one. The pupil will observe that, of simple figures, squares and hexagons alone will completely cover any space, and that a mixture of squares and octagons will do so also. Let any given space be first covered with squares whose sides are parallel to those of surrounding border, and then with those whose sides are diagonally placed. Next let a similar space be covered with hexagons (called the "bee-hive pattern"). This is most easily drawn by placing one hexagon in the centre of one side; then, by producing sides and diagonals, it will be evident that a series of points can be found which will assist in construction of other figures. Let the same be done with an octagon, when it will be seen that the intervening spaces will be regular squares if properly drawn. An excellent exercise in this work is to make the pupil divide a page of the drawing-book into four or six equal parts, according to its size, and then to require these portions to be covered each with a different pattern—but be sure that the space is of a tolerable size, as minute work too easily conceals errors in construction. One of the prettiest of these patterns is the "star-cross"; it is very frequently used in patterns for canvas, carpets, etc., and is the best "straight-line" answer to the question set at a late entrance examination: "Give a pattern for a floor cloth." To draw a "star-cross" pattern:—Draw first a square with its diameters, produce these diameters, and make them equal to the diagonals; join the points thus found, which will give two

squares overlying each other, and whose diagonals include an angle of 45 degrees; by strengthening the outline of these squares we obtain an octagonal star. If a repetition of these figures is made, the result will be octagonal stars with a cross between, producing a most effective pattern; and will also exercise pupils the ingenuity in finding shorter modes of doing it than by making each figure separately. Numerous varieties of these patterns can be drawn and intermixed,—the good drawing in every case depending on the care taken in making the first figure as exact as possible. Leave the pupils to invent for themselves some new combinations of forms, or to copy them from some carpet or canvas which they may have seen. This will develop observation at any rate.

We must next proceed to curved lines and curve-line figures. In drawing these, the teacher must be content with even a less degree of accuracy than in straight-lines; still, if there is any improvement made from day to day, there is no reason to be dissatisfied with the result. Short lessons and frequently repeated exercises will be the best way to overcome the difficulty. Naturally we commence with the circle. As a mathematically exact figure, this curve is least artistic and least pleasing to the eye, at the same time that it is most difficult to draw. Specially note that no mechanical means of drawing it are used, as this will spoil every advantage that otherwise might be gained. One simple way to draw a circle by free-hand is to draw a square of one side equal to the given diameter, draw its diameters and diagonals; then, as the circle must pass through end of diameters, eight points are obtained. This is shown in First Reader, Part II., second page of drawing—a plan which is quite impossible to be done by the children of six or seven years' old, such as are supposed to be using this book, and which would be far better placed at end of Third Reader, where there would be some probability of its being useful. Similarly connected patterns of arcs can be made by forming a series of squares, and then describing semi-circles on their sides or diameters; these forms can readily be copied from the First Reader, Part II. The teacher will find that the prevalent error in the first drawn free-hand circles is the pointing of the figure at the ends of the diameters, or the flattening of it in the centre of the quadrant—this error can easily be rectified by a little care. In no work is it more necessary to prevent frequent use of eraser. Let the paper be untouched by it until the figure is completed, and then use the eraser once for all in clearing out these errors. If it is constantly used in the progress of the work, the paper becomes rough and unfit for use. A piece of stale bread forms an excellent eraser, especially for heavy lines.

Exercise.—Divide a page of drawing-book into four parts. Fill the first with squares of 1 inch side, drawn parallel to its sides; the next with squares of 1 inch side, diagonally placed; the third with hexagons of $\frac{2}{3}$ inch side; the last with octagons of $\frac{1}{2}$ inch side.

Draw a square of $2\frac{1}{2}$ inch side. In it inscribe a circle. Surround this square with four other squares, and inscribe another circle in each. Surround whole figure by a circle.

HOW CAN WE INTEREST PUPILS?

To interest pupils the teacher must be an inventor and devise many ways and means adapted to different cases. I shall only submit a few that I have tried:—

Have some cheerful opening exercises in the morning, such as singing.

Give them plenty of work. Keep them busy.

Give them plenty of written work. Do not let them sit and study in groups. Arouse their anxiety. Get them to ask questions.

Have a query box. A query box, if properly made use of, will develop a wonderful interest in a school.