

approximate correctness of size; 4 for correct proportions; 4 for correct division of sides; 4 for correct angles; 4 for execution.]

The teacher will show the face of the cube or the base of the square pyramid, and require the figure to be drawn the size of that presented. Use the large form model.

THIRD GRADE—DRAWING.

The ruler is not to be used in any of these exercises. The teacher should give out one exercise at a time and allow the pupils sufficient time to finish it before proceeding with the next.

1. Draw five straight lines from the top to the bottom of the slate or paper.

[Credits 0 to 20.]

This is to be done by the class simultaneously; the teacher counting one, two, three, four, five, for the lines in succession, with a sufficient pause between. But one trial to be allowed and no erasures.

2. Draw an equilateral triangle three inches on each side. Place a dot in the centre. From this dot draw straight lines to each corner of the triangle. [5 credits for approximate correctness of size; 5 for correct proportions; 5 for correct position of dot and lines; 5 for execution.]

The teacher should give one step at a time, and allow the pupils sufficient time to finish it before proceeding with the next.

3. Draw a circle. (Show the top of a tumbler. Require the circle to be drawn the size of that presented). [Credits 0 to 20.]

4. Draw a semi-circle four inches in diameter. [Credits 0 to 20.]

5. Draw one of the window sashes of your school-room. [4 credits for correct number of panes; 5 for correct angles; 5 for correct proportions; 6 for execution.]

FOURTH GRADE—DRAWING.

The ruler is not to be used in any of these exercises. The teacher should give out one exercise at a time and allow the pupils sufficient time to finish it before proceeding with the next.

1. Draw five lines from the top to the bottom of the paper, one half inch apart.

[Credits 0 to 20.]

This is to be done by the class simultaneously; the teacher counting one, two, three, four, five for the lines in succession, with a sufficient pause between. But one trial to be allowed and no erasures.

2. Draw one of the chairs in your school-room. [Credits 0 to 20.]

The teacher will designate the chair.

3. Draw an equilateral triangle four inches on each side. Place a dot in the centre. From the dot draw straight lines to each angle. From the dot draw straight lines to the middle of each side. [5 credits for approximate correctness of size; 5 for correct proportions; 5 for correct position of dot and lines; 5 for execution.]

The teacher should give one step at a time and allow the pupils sufficient time to finish it before proceeding with the next.

4. Draw a circle. (Show the top of a tumbler and have the pupils draw the circle the size of the one they see.)

[Credits 0 to 20.]

5. The teacher will place her inkstand before the pupils with a penholder so placed in it as to protrude some distance above the top of the inkstand. Have the pupils draw the objects so placed.

[Credits 0 to 20.]

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