

1. What is a raven ?
2. How do you know birds from other animals ?
3. What is cheese made of ?
4. Why did the raven wish to be alone ?
5. Name the different parts of a tree.
6. Describe a fox.
7. Is the fox able to do everything said of him in this story ?
8. What character did the fox give the raven before speaking to him ?
9. How did the fox get the raven to let the cheese drop ?
10. What quality did the fox show in praising the raven ?
11. What qualities did the raven show in doing what the fox asked him ?
12. By what name would you call a story like this ?
13. What lesson does this story teach ?
14. Write the meanings of :—Perched, branch, glossy, plumage, bashful.

Values, 5 each, except the last, which is 10.

LITERATURE.—CLASS III.

One cold day last spring, while sweeping withered leaves into heaps for burning, Belle heard a strange little noise, right under her broom, as it seemed. "Queak, queak," it sounded to the alarm of the little maiden, who, having great fear of snakes, thought it must be one. The noise ceasing with her broom, she again commenced sweeping, and "queak, queak," came from the pile of leaves. She took a long stick, and stirring among the leaves found—what do you suppose? Only a hole scooped out, and well lined with soft gray fur, and in it what seemed to be a moving, wriggling ball of gray fur. It was a rabbit's nest, containing three tiny rabbits not larger than grown mice, but so much prettier! Their eyes were closed; but such long, dainty ears and beautiful sleek coats! Each had a straight line of white in each forehead, as though Mother "Cotton-tail" had combed and parted each little head, like any other mother who wishes her children to look very nice. After examining them, even taking one out of the nest, Belle replaced the hair-blanket and leaf-coverlet just as she found them, and concluded not to burn that heap of leaves.

The gray babies received many visits, but soon grew so large and wide awake that one day, when Belle was taking a peep, out they scampered and were never more seen in the garden. Perhaps they came home to sleep every night, but they were not seen by Belle again.

1. Name the seasons in their order. What months are included in spring ?
2. How long had those leaves probably lain there ?
3. What change in the weather may be expected as spring advances ?
4. Name some of the kinds of places in which animals make their nests.
5. What do you understand by the coats of the little rabbits ?
6. What name is here given to the old rabbit ?
7. Explain what is meant by "hair-blanket," and "leaf-coverlet."
8. Why did not Belle burn that heap of leaves ?
9. What kind of covering have rabbits as distinguished from that of dogs, pigs or sheep ?
10. What is meant by "the gray babies ?"
11. Mention some of the qualities of rabbits.
12. Define the following:—Alarm, maiden, ceasing, scooped, wriggling, tiny, dainty, sleek, replaced, concluded.
13. Distinguish between:—pear and pair; pane and pain; tacks and tax; mite and might; soul and sole.

Values, 5 each, except Nos. 12 and 13, which are 10 each.

LITERATURE.—CLASS IV.

In any civilized part of the world we may find Indian cabinets and porcelain vases; but the lanterns are exclusively Chinese, and are very showy specimens of the national taste and ingenuity. They are made in every form that fancy can invent, and of all sizes, from the small ones carried by pedestrians at night, to those that illumine the halls of the great; the latter being sometimes eight or ten feet in height, and three feet in diameter. The most costly are composed of transparent silk, adorned with landscapes, birds, flowers, and fanciful devices, in colors of dazzling brightness; the frame-work being richly carved and gilt, and the cords and tassels

by which they are suspended made of silk and gold thread. The possession of fine lanterns is a sort of passion among the Chinese, many of whom spend considerable sums in the gratification of this fancy.

1. Name any parts of the world which you regard as civilized, and give reasons why you consider them so.
2. Define—exclusively, ingenuity, and state what the "specimens" in this case are, and why called showy.
3. Discriminate between invent and discover, giving examples illustrating the use of each.
4. In the phrase—"the small ones carried by pedestrians," what is the allusion in "ones"? Derive and define "pedestrians," and "illumine."
5. Write in other words the sense of each of the following phrases:—"halls of the great;" "adorned with landscapes;" "fanciful devices;" "gratification of this fancy."
6. Is silk transparent? Why silk of this quality in this case? How is silk obtained? What qualities render it valuable? In what part of the world was it first used for clothing?
7. Distinguish between—Awl and all; quire and choir; great and grate; principal and principle; lean and lien; pier and peer; peak and pique and peek.

Values—10 each, except (7) which is 15.

(Continued next week.)

Practical Department.

PRIMARY DRAWING—HINTS AND DEFINITIONS.

From Professor Walter Smith's Teacher's Manual.

DRAWING MATERIAL AND ITS CARE.

In addition to suitable books and models, the pupils should be provided with the best of pencils and rubbers. The best work cannot be done with poor materials. The best pencil is the cheapest. No instruments are needed for this Intermediate Course, beyond a cheap rule, such as the school-square prepared for this purpose by the author. Books, pencils, and rubbers should be in charge of the teacher, when the drawing lesson is not in progress. The pencils should all be carefully sharpened by some one appointed to do this work between the lessons; and the rubbers should be examined as to their cleanliness, a thin shaving being removed from their surface, if that is found to be dirty. Not more than one minute should ever be consumed in distributing or collecting the books, pencils, and rubbers for a class of forty.

INSTRUCTION BY THE REGULAR TEACHERS.

If the introduction of drawing into the Public Schools is to be at all speedy and successful, it must be taught in the ungraded schools, and in the graded schools below the high, by the regular teachers; that is, by the teachers who give instruction in the other branches. Except where the departmental plan is adopted, it is now the custom for a single teacher to attend to several things at the same time—to reading, arithmetic, geography, grammar, for example. As it is not deemed necessary, certainly is not deemed practicable, to have special teachers for instructing pupils in any of these studies; so it is no more necessary or practicable to have special teachers to instruct the pupils in drawing. There may, indeed, be special teachers to instruct the regular teachers, and to inspect their work; but the latter must, and they can best, instruct the pupils.

Elementary drawing, when treated in a rational, systematic manner, is one of the easiest and one of the most delightful things to teach children. This is the almost universal testimony of those who have fairly tested the matter. But it can be successfully introduced into the Public Schools only upon certain conditions. Like other studies, it must be made compulsory, and not be left to the decision of the teacher and pupil. There must be examination and promotion, as in other branches. Both the practical and edu