

WORDS MEANING NUMBER, OR QUANTITY.

Decide which of the words in this list refer to number and which mean quantity:

many	much	little
several	considerable	fewer
few	less	

Which sentence of each of these pairs seems right to you?

1. I have less books than she has.
2. I have fewer books than she has.
1. We have as many as fifty sheep.
2. We have as much as fifty sheep.

After you have decided which is right, make sentences in which you use correctly the words that are used incorrectly here.

RULE.

Fewer and *many* should be used in speaking of number instead of *much* and *less*.

EXERCISE IV.

Fill each blank with one of the words in parenthesis:

1. There were ——— than twenty scholars present. (less, fewer)
2. There were as ——— as thirty elephants in the herd. (many, much)
3. This cake requires ——— than three cups of sugar, and ——— than three eggs. (less, fewer)
4. You must use as ——— as four eggs to make it good. (much, many)
5. She gave me as ——— as a dozen bulbs. (much, many)
6. I have ——— pennies than you. (less, fewer)
7. We burn ——— coal than you. (less, fewer)
8. ——— than ten of the club went to the picnic. (less, fewer)
9. There were ——— than I expected at the lecture. (less, fewer)

—School News.

THE SPIDER.

Among the objects of common interest the spider ranks high. Every child has seen and watched a spider and every child probably believes the story that a trampled spider means rain.

Set the children to work to look up a few spiders and bring them to school. By questioning get from the children the shape of the spider, the number of feet and the color. Also, you will, in all likelihood, hear of cobwebs.

After the children have examined the spiders and have told you what they know about them ask if any one would like to see the spider spin her thread. All children, and especially the younger ones, would enjoy and profit by this.

Fill a pan or large dish with water; then, placing a stick in something, (a potato or an apple would do) to keep it upright, place it in the middle of the pan. Next select a large spider and put him on the stick. Let the children watch him run up and down, even going half way into the water, looking for a safe way off the stick. After a good many fruitless attempts he will be seen slowly spinning his narrow thread and swinging himself upon it until it is long enough to reach to the side of the pan, when he will be safe again on dry land.

A written story could now be taken up with the children, telling what they saw, thus turning your nature lesson into a lesson in composition and writing.

A good ending to the lesson would be the repeating by the class of the story of "Bruce and the Spider."

This lesson was taught last term in my class and was very successful. We added the drawing of the spider, and the younger children cut spiders from colored paper, added legs with colored chalks and made booklets in which their spiders were pasted and their stories written.

K. HENRION.

Red Rose Tea

"is good tea."