

Name animals that bark, hiss, coo, croak, neigh, grunt, bray, bleat, quack, crow, roar, mew, growl, cackle, buzz, hoot, drone, scream, chatter, squeak, hum.

Name animals used for carrying burdens, for hunting, for drawing loads, for show, for yielding milk, fur, hair, wool, down, feathers, ivory, pearls.

Name a few birds that swim, climb, wade, perch, run, scratch, kill, go in flocks, in pairs, singly, make nests in hollow trees, in barns, under fences, on bare ground, among boughs.

How does the horse defend itself? goat? pig? sheep? giraffe? goose? hen? snake? fish? cat? monkey? elephant? porcupine? beaver? eagle? donkey?

#### A DEVICE IN SPELLING.

A list of words, say twenty, are written on the board Monday morning, and are left there for the entire week. At some time during the day the attention of the pupils is called to the first five of this list. The teacher points out the chief difficulty in each word. The sight is thus brought into action, and the pupils are trained to see the words as they are, and are led to get a correct mental picture of them. Several of the class are then called upon to spell these words orally. The sense of hearing is thus exercised, and the pupils are taught to recognize the sounds of the letters as they occur in the words. They are then required to write each word five times. This gives the necessary muscular training to enable them to produce the correct written forms. This is the only assistance rendered by the teacher in the preparation. The words are before the pupils to be considered during any leisure time they may have. On Tuesday the list is covered, pronounced by the teacher, and written by the pupils. At some time during the day the next five words are studied in the same way, to be pronounced and spelled on Wednesday. This is continued for the week, and on Friday night the twenty words are erased. On the following Monday these twenty words are pronounced and written, and twenty more are placed on the board. This is continued for five weeks, covering a course of one hundred of the most difficult words to be given the class. At the end of the five weeks the whole list of one hundred words is used as a written review. We commend this device to all teachers who are aiming to secure the best of results.—*The Western Teacher.*

#### A NUMBER LESSON.

How many days in the week? Place as many squares in a row on your desk; name them for the days of the week. Who could write all the names?

What part of a week is one day? two days? How many school days in the week? Place the school days

in a group by themselves. What part of the whole week are the school days? The other days are what part of the school days?

Count off seven feet on the floor line. Show how many yards in seven feet.

Show how many quarts in seven pints. Show how many pints in seven gills. A pint is what part of seven gills? Show with your squares.

If you earn four dimes and spend half of your money, how much have you left? if you earn five dimes? six dimes? seven dimes? Show on the blackboard.

Take seven of your squares. If they were quarters, how many of them would make a dollar? How many dollars in seven quarters?

What part of the seven quarters is a dollar? What part of the seven quarters is half a dollar?

What part of seven pints is a quart? two quarts?

What part of seven feet is one foot? two feet? a yard? two yards?

What part of seven quarts is a gallon?

Show on the floor line half of seven feet.

Each of you may show on your rulers a half of seven inches. How many inches?

Count the seven feet on the floor line by twos of feet; by threes of feet.

How many twos in seven? how many threes? how many fours? How many fives?

Tell me one half of seven. Show two sevenths of seven. Can you make a rectangle with seven inch squares?—*Adapted from School Education.*

#### Bay of Fundy Tides.

The following correction of textbook and newspaper errors in reference to the Bay of Fundy Tides is issued by the Tidal Survey Department of Marine, Ottawa:

In the Bay of Fundy the height of the tide, while quite exceptional, has been much exaggerated. From careful measurements made daily for four months by the engineers of the Chignecto Ship Railway, the extreme range in Cumberland Basin at the head of the Bay was 49 feet; and the average spring range was 42.21 feet. From the lowest level of low water then observed to the level of the highest tide ever known, which flooded the country in October, 1869, during a severe storm, the greatest range in Cumberland Basin is 53 feet. At Noel Bay, near the head of the other arm of the Bay of Fundy, the range of ordinary spring tides, as stated in the Admiralty charts, is 50½ feet. These measurements are republished in "Report of Progress, Canadian Tidal Survey" for 1898. The noteworthy tidal bore, which occurs at Moncton, on the Petitcodiac river, at the head of the Bay of Fundy, is described and illustrated with diagrams in the Report for the same year.