

Some Bird Riddles.

An amusing exercise can be made of this by a class of children. Have each child recite a line, then let the whole class give the answer together or, *vice versa*.

1. There's a bird whose name tells if he flies fast or slow.—Swift.
2. One which boys use, when with long strides they go.—Stilt.
3. One, we're told by the poet, at Heaven's gate sings.—Lark.
4. There's one which in Holland the new baby brings.—Stork.
5. Which bird is an artisan, works at his trade?—Weaver.
6. And which is the stuff of which flags are made?—Bunting.
7. There is one that a farmer in harvest would use.—Thrasher.
8. And one you can easily fool if you choose.—Gull.
9. What bird, at dessert, is it useful to hold?—Nut-cracker.
10. And which in the chimney place oft hung of old?—Crane.
11. Which bird wears a bit of sky in its dress?—Bluebird.
12. Which one always stands in the corner at chess?—Rook.
13. There is one built a church, of London the pride.—Wren.
14. We have one when we walk with a friend by our side.—Chat.
15. What bird would its bill find useful at tea?—Spoon-bill.
16. And which would its tail use to steer with at sea?—Rudder-duck.
17. Which proudly a musical instrument wears?—Lyre-bird.
18. And which the same name as a small island bears?—Canary.
19. Which bird is called foolish, and stupid, and silly?—Loon.
20. And which always wanting to punish poor Billy?—Whippoorwill.
21. From a high wind at evening, what name is inferred?—Nightingale.
22. Guess these and you're wise as Minerva's own bird.—Owl.

—Our Dumb Animals.

Number Devices.

The great cry of primary teachers is "something new." Interest in lower grades is sustained only through variety, and whatever device is helpful to one teacher is sure to be gladly welcomed by the tyro or the veteran who has tried everything under the sun and finds there are old and efficient ways which she has forgotten. It is for the benefit of both these types that the writer browses around among primary rooms for the "something new" that has been used and has proven itself interest awakening or sustaining. Two devices are used by a teacher in the South School, Hartford, that will be helpful to other primary teachers. They are simple and the children like them. As a review device the teacher asks a child to close his eyes while a second child claps a certain number of times. For instance, four claps are given three successive times, and the one who has hidden his eyes guesses four fours. This may be continued several minutes without a lagging of interest, because everyone covets the privilege of closing eyes. Proof again of an old pedagogical truth that whenever action is brought into play interest is sustained. Children like to do things.

A second device, even more pleasing than the former, is one in which the entire school participates. A child comes to the front of the room and hides his face. The teacher then indicates with a nod of the finger some other child who stands and counts by threes to thirty. Of course, any number may be selected. The one whose face is hidden guesses the name of the child who counts. Much interest is shown and several mistakes in guessing proves that sound is not always associated with the object to which it belongs. To keep an entire class interested during counting drills is not so simple as it seems, but here is one device that is welcomed by children and always keeps them alive.—*Connecticut School Journal*.

After all these years of planting, and of song and recitation about it, the communities have not yet risen to the point of having well-planted school premises. The large part of the grounds are yet bare of good trees. This would not be so if there were any genuine local interest on the subject of the improvement of school grounds.—*L. H. Bailey*.