

from an article in "Educational Foundations," and would have been even more interesting if Mr. Sinclair had answered his own questions. From our knowledge of children we should judge that many of the answers were given without much thought.

—THE man that makes a character, makes foes.—*Young.*

—PREPOSITIONS.—When prepositions are under consideration in the class, an exercise like the following will show clearly the function of prepositions in the sentence: "The bird *in* the cage is singing" might be taken as the first sentence. Ask the children to put the bird in other positions or relations to the cage. This will draw forth such examples as these: "The bird *on* the cage is singing, the bird *under* the cage is singing, or the bird *beneath* the cage is singing; the bird *above* the cage, the bird *below* the cage, the bird *behind* the cage, the bird *outside* the cage, the bird *before* the cage." The children will suggest prepositions that are almost, if not quite synonymous with some of those given above as in the second and third sentences where we have *under* and *beneath*: "The bird is *over* the cage, the bird *inside* the cage, the bird *outside* the cage, the bird *within* the cage, and the bird *without* the cage." A list of prepositions drawn from examples like these written on the blackboard, will help the children to see what the words called prepositions look like as a class.

Take also cases where the relation is between a noun and a verb: "The boy was running *beside* the road, the boy was running *across* the road, running *near* the road, running *over* the road, running *towards* the road, running *from* the road, *above* the road, *beneath* the road, etc."

—"HUMILITY is the attribute of great and noble minds, —and how beautiful does it appear."—*F. Stoughton*

—INSTRUCTION ends in the school-room, but education ends only with life. A child is given to the universe to educate.—*F. W. Robertson.*