

The teacher asks the child, "What were rustling?" Child answers, "The *leaves* were rustling." Teacher says, "Now tell me *what* the leaves were doing?" The child answers, "The leaves were *rustling*." Teacher asks, "Where were they rustling?" Child answers, "They were *rustling* on the *trees*." The teacher then says, "Who will read this for me so that I may think about the *leaves*, what they *were* doing, and *where* they *were*? Whenever there is trouble to lead a child to understand emphasis, a lesson of this kind is sure to help him. From this, the child is also led to see that we emphasize the *principal* thoughts in a sentence.

Add *ceed*, *cede* or *sede* to the following prefixes, whichever may fit, but be sure you are correct; *super*, *ante*, *ac*, *ex*, *pre*, *pro*, *re*, *inter*, *se*, *con*, *suc*. Do not be satisfied with one trial, but continue the test, until there is no possibility of making a mistake.

Also have the following words written in sentences that will illustrate their meaning. Give the same exercise at an interval of a week, and so on until there is no possibility of a mistake. Teachers too often take it for granted that because they know the words their scholars do also: *Feet*, *feat*, *fete*; *flew*, *flue*; *flour*, *flower*; *fair*, *fare*; *fowl*, *foul*; *firs*, *furs*, *furze*; *forth*, *fourth*; *flee*, *flea*; *fissure*, *fisher*; *gilt*, *guilt*; *gate*, *gait*; *Greece*, *grease*; *great*, *grate*; *guest*, *guessed*; *groan*, *grown*; *glazier*, *glacier*; *hive*, *I've*; *hold*, *old*; *hit*, *it*; *his*, *is*; *hill*, *ill*; *hide*, *hied*; *heater*, *eater*; *holy*, *wholly*; *hire*, *higher*, *ire*; *hole*, *whole*; *him*, *hymn*.

That the simple words following are very often misspelled, the columns of our newspapers will abundantly prove; but their misspelling is not confined to the newspapers by any means. Teachers, drill your pupils on these words till they will make no mistake in writing them: *Niece*, *seize*, *mien*, *oculist*, *lily*, *too*, *fulfil*, *superse*, *almost*, *lose*, *led*, *gauge*, *until*.

A recent discussion at a dinner table, whether "got-ten" or "got" were the preferable participle, received a practical solution, at least for the telegraphic service, from the experience related of a college professor who preferred "gotten." He had telegraphed to his wife: "Have gotten tickets for the opera to-night; meet me there." The telegraph operator rendered this into: "Have got ten tickets, etc." Mrs. Professor was delighted with the opportunity of entertaining her friends and accordingly made up a party of eight beside herself, whose greetings to the professor at the rendezvous were probably more cordial than his feelings, until matters were explained. He now makes an exception to his customary use of "got-ten."—*Church Standard*.

A London correspondent sent the *Leader* the following Catechism on the Century. We republish it for the benefit of the children of the Primary Department, as all others are supposed to know when a century begins and ends:

- Q. What is a century?
 A. A hundred years.
 Q. When did the first century end?
 A. With the last moment of the year 100.
 Q. When did the second century begin?
 A. With the first moment of the year 101.
 Q. When does the nineteenth century end?
 A. With the last moment of the year 1900.
 Q. When does the twentieth century begin?
 A. With the first moment of the year 1901.

"Semi-annual promotions are better than annual, but there must be greater freedom of promotion than this scheme seems to contemplate. There must be no red tape, no marking time, but every pupil must be encouraged to make as great an advance as possible during the years allotted to school life."—*Henry Sabin, State Superintendent, Iowa*.

"A school that moves forward in February or June in solid phalanx, and then only, might do for wooden Indians, but it is not suited to growing human beings. A pupil ought to be changed in grade just as often as it is apparent that he is either overtaxed where he is, or that he is not taxed enough. Theories must give way to facts. The "system" is for the pupils, not the pupils for the "system." Of course to deal with the needs and capacities of each pupil costs trouble; but then all education is more or less troublesome to somebody."—*Nicholas Murray Butler*.

Mr. Browning had a humble friend in the person of a pet toad, which became so attached to him that it would follow him as he walked. He visited it daily where it burrowed under a white rose tree, announcing himself by a pinch of gravel dropped into its hole, and the creature would crawl forth, allow its head to be gently tickled and reward the act by a loving glance of the soft, full eyes.

The new ideas in education, at present, come more from France than from Germany; we must turn to France to become imbued with the spirit of modern times; it is from these we get new suggestions and ideas.—*Dr. Monroe*.