

MEMORY GEMS.

And let these altars, wreathed with flowers,
And piled with fruits, awake again
Thanksgiving for the golden hours,
The early and the latter rain!

WHITTIER—*Autumn Festival*.

Trust men, and they will be true to you; treat them
greatly, and they will show themselves great.

EMERSON—*Essays*.

Dare to be true, nothing can need a lie;
A fault which needs it most, grows two thereby.

HERRERT.

To-day is ours; what do we fear?
To-day is ours; we have it here.
Let's treat it kindly, that it may
Wish at least with us to stay.

COWLEY.

To-morrow's fate, though thou be wise,
Thou canst not tell nor yet surmise;
Pass, therefore, not to-day in vain,
For it will never come again.

OMAR KHAYYAM.

Be noble—that is more than wealth;
Do right—that's more than place;
Then in the spirit there is health,
And gladness in the face;
Then thou art with thyself at one,
And no man hating, fearest none.

Glorious are the woods in their latest gold and crimson,
Yet our full-leaved willows are in their freshest green.
Such a kindly autumn, so mercifully dealing
With the growths of summer, I never yet have seen.

BRYANT.

Why stay we on this earth except to grow?

BROWNING.

Do noble deeds, not dream them all day long.

CHAS. KINGSLEY.

There is no service like his that serves because he loves.

SIR PHILIP SIDNEY.

Without halting, without rest,
Lifting Better up to Best,
Planting seeds of knowledge pure,
Through earth to ripen, through heaven endure.

EMERSON.

It is not what man does to exalt him,
But what he would do!

BROWNING.

Our greatest need to-day is primary education, the education of the masses, the great common people, who are the brawn and sinew of our community. We spend too much thought and money on high schools, colleges and universities, while the simple education of the great masses is too much neglected. In our public schools the primary grades are overcrowded, and the high schools are partly empty! That is an object lesson for our legislators and our rich men.—*F. T. Howard, New Orleans.*

Hints and Suggestions for the Class Room.

ECONOMIZE TIME.—Much keeping in after school may be avoided if teachers will establish the rule that failures in written work should be made up during the fifteen minutes before the opening of school. Tell the pupils to come in as soon as the doors are open, and have the work all ready on their desks for them to begin upon as soon as they enter. They are fresher and so is the teacher less fatigued than after school.—*Popular Educator.*

SUGGESTED EXERCISES.—“Scholars who can spell *weird, gauge, repellent* and *omnivorous*, with their eyes shut, go the head of the class.” It is a rare accomplishment.” Let me add to the list, *exonerate, exhilarate* and *exorbitant*. That will do for one lesson. Let me remind teachers very earnestly that nothing is gained by drilling pupils in spelling words that they never miss. Find out the words that trip them; then make sure work with such words, whatever the cost.—*School and Home Education.*

A NUMBER GAME.—Passing quickly through the aisles, crayon in hand, place a number on each slate, not going beyond sixty. A boy or girl is then called to the platform, holding the slate so that all can see the number. The children rise in turn, hold up their slates and telling what the numbers are, ask the pupil on the platform a question. When he fails to answer correctly he goes to his seat, and the one who asked the question answers it and takes his place. The following are some questions that may be asked:

“My number is thirty-seven; how many more is yours than mine?”

“My number is ten; if cents, how many ten-cent tops could you buy, and how much over?”

“My number is twenty-seven; add mine to yours.”

“How many nickels in your number?”

“If my number be taken from your number, what will be left?”

“Your number is how many times my number?” etc.

This calls for close attention and rapid thinking.
—*Indiana School Journal.*

SUGGESTION FOR BUSY WORK.—A collection of small pictures, such as are found in reading books, is of great advantage as a means of supplying pupils quickly with work that is variously useful. Give each pupil a picture from which he may write a story. These written stories can be used later as a reading lesson, each child reading his own story to the class. The same set of pictures can be used many times, giving each pupil an opportunity to write about a different picture each lesson.

Have each pupil write the story of yesterday's reading lesson.