

original language was on the vowel immediately preceding, the Indo-European tenues become in Gothic, etc., the *voiceless* aspirants—*h*, *th*, *f*—but when the accent is placed on any other part of the word, these aspirants appear, in Gothic, etc., *voiced*—*g*, *d* (pronounced as *th* in “them”) *b* (bilabial=*v*). The law holds likewise in the variations of *s* and *z*, though it must be remembered that in West Germanics *r* took the place of *z* (rotacism).

So Sanskrit *bhrá'tar*, with the accent on the preceding vowel regularly became *bróthar*; but Sanskrit *má'ta'r*, *pít'a'r* with the accent not preceding became as *módor*, *fæder*.

In Anglo-Saxon the operation of

the law is restricted mainly to the following variations:—

(1) *th-d*. *cwethan*, to say; *cwæth*, (I) said; *cwædon*, (we) said; *cweden*, said.

(2) *h*, *g*. *Theon*, to thrive; *thah*, throve; but *thungen*, (we) throve.

The termination in the Indo-European being in the case of the infinitive and past singular on the stem, but in the past plural and perfect particle on the termination.

(3) *s-r*: *Ceosan*, to choose; *ceas*, *curon*, *coren*.

So we explain *was*, plural *were*. The *s* in the past plural became *z*, which in the West Teutonic group became *r*. So likewise *lose* but the old past participle (*for*)*lorn*.

PUBLIC OPINION.

To make education amusing, an easy road without toil, is to train up a race of men and women who will shun what is displeasing to them.—*The Century*.

“REMEMBER, young gentlemen, the strongest point in all moral philosophy is, to my mind, the adaptation of the best there is in us to the case presenting the greatest need.”—*My Old Professor*.

“WHY the wicked should do evil with both hands diligently and the righteous put only a finger to their work is one of those difficulties which we can recognize but cannot solve.”—*Mrs. Diffidence, All the Year Round*.

THE DISADVANTAGE.—The boldness and outspokenness of Mr. Yoxall's address appeals to all true educationists, and marks a distinct epoch in the educational world so far as this

country is concerned. In discussing “education free from neglect, mistrust and mismanagement,” he deals a series of weighty and effective blows at an educational system which has overstrained and disgusted both pupils and teachers, and driven many of our best teachers to other walks in life, much to the disadvantage of education generally.—*Cheshire County News*.

IS IT WORTH WHILE? — The superiority of the clerk over the artisan resides wholly in his clothes. He wears a black coat instead of a white jacket. Is it worth while to crowd yet more young people into a calling which is already far too full, in order to enjoy a superiority founded on no better distinction than this? Is there anything in the touch of what by courtesy is called broadcloth to make it worth while to accept in return poorer pay, longer hours, more unwholesome conditions of work? We greatly doubt it.—*Spectator*.