

"studied," and not a single point will be retained. These and others are frequent errors committed by all, or nearly all, students. Instruction in concentration of mind is needed here, and how little the average pupil receives.

Again, the teacher assigns a lesson generally just as the class is dismissed, and often without a more than general knowledge of what it contains. The lesson should be assigned at the beginning of the recitation, and time will be saved if the difficult or obscure portions are pointed out, and perhaps explained; this draws the pupil's attention, and prepares him in advance, and he is much more apt to conquer the difficulty than if he meets it unexpectedly.

There are just two ways to prepare a lesson—the hard way and the easy way, and the pupils generally take the former, not from choice, but because they know no better. In addition to preparing the pupils for the difficulties of the advance lesson, it will be of advantage to both teacher and pupils if directions are given as to the best method of overcoming these difficulties. Very often the pupils do not have a clear idea of what is expected of them, either in preparation, or in recitation, and much poor work is caused by this uncertainty; they do not know how to look, or what to look for, and sometimes do not recognize it when they find it. The teacher's business is to see to it that all these points are made plain to his pupils just as much as it is his business to hear recitations. The pupils have a right to this kind of instruction, as well as to the kind usually given—and frequently the former is of as much, if not more, importance as the latter. It is true, however, that few teachers realize this, and so, not only fail in their duty, but cause themselves and their pupils infinite worry and needless labour by this neglect.—*E. L. Cowdrick, Western School Journal.*

Webster's International Dictionary, recognized by the courts, the schools and the press, as the one great standard authority of the English-speaking world, justly deserves the honour of being the only dictionary to receive the gold medal, the highest award of merit from the Jamestown Exposition. If you haven't the International Dictionary in your school or home, why not address the publishers, G. & C. Merriam Co., of Springfield, Mass., for specimen pages, styles of binding, etc. By mentioning this paper you will receive free a most useful set of coloured maps. See advertisement elsewhere in these columns.

For Spellers.

When "ei" and "ie" both spell "ee,"
How can we tell which it shall be?
Here's a rule you may believe
That never, never will deceive,
And all such troubles will relieve—
A simpler rule you can't conceive,
It is not made of many pieces,
To puzzle daughters, sons and nieces,
Yet with it all the trouble ceases;
"After C an E apply;
After other letters I."
Thus a general in a siege,
Writes a letter to his liege,
Or an army holds the field,
And will never deign to yield
While a warrior holds a shield
Or has strength his arms to wield.
Two exceptions we must note,
Which all scholars learn by rote;
"Leisure" is the first of these,
For the second we have "Seize."

Now you know the simple rule,
Learn it quick, and off to school!

—*Tudor Jenks, St. Nicholas.*

One of the daintiest persons I ever knew was a middle-aged teacher who wore dark skirts made to clear the floor, and blue or white shirt waists all the year in her schoolroom. Her handkerchiefs were so spotless, her collars and cuffs so immaculate, her hair so free from display, her shoes so well kept, and everything about her so radiant with cleanliness, that her pupils could not help trying to appear like her. I don't believe she ever said an audible word on the subject of good taste in dress, but there was no need to. Her dainty garments spoke for her, and her pupils had a daily object lesson in the beauty of cleanliness. It pays to be neat and trim in the schoolroom just as much as in the office, and more, for you have a larger audience in the schoolroom, and one that may be influenced for life if you but take the pains to do it.—*Hilda Richmond, in Popular Educator.*

A certain young lady, so the story runs, wrote to Marion Crawford, requesting that he send her a bit of sentiment and his autograph. The reply was: "Dear Miss A—: When you request a favour that is of interest only to yourself, please inclose a 2-cent stamp. There's your sentiment and here's your autograph.—*F Marion Crawford.*"

The story may not be true, but the sentiment is of general application.