Say "fewer friends," and not "less friends." Say "if I mistake not," and not "if I am not mistaken." Say "game is plentiful," and not "game is plenty." Say "I am weak in comparison with you," and not "to you." Say "it rains very fast," and not "very hard." Say "It is primitive sense," and not "primary sense." Say "to was noted for his violence," and not that "he was a sen noterious for violence." man notorious for violence."

Say "thus much is true," and not "this much is true." Say "I lifted it," and not "I lifted it up."

HOW HE'D DO IT.

Several men were gathered at the door of a blacksmith shop on Cass Avenue, Detroit, the other morning, when a school boy not over nine years of age came along with tears in his eyes, and one

of the men asked..." What's the matter, boy...fall down?" "N-no, but I've got a hard 'rithmetic lesson, and I expect to get 1-licked!" was the answer.

"Let me see; I used to be a king-bee on fractions."

The man took the book, and turned to the page and read :

"RULE 1.-Find the least common multiple of the denominators of the fractions for the least common denominator. Divido this least common denominator by each denominator, and multiply both terms of the fractions by the quotient obtained by each denominator."

He read the rule aloud and asked if any one could understand it. All shook their heads, and he then continued :

"Well now, I think I should go to work to discover the least uncommon agitator. I would then evolve a parallel according to the intrinsic deviator and punctuate the thermometer."

"So would I I" answered every man in chorus, and one of them added : "I've worked 'em out that way a thousand times."

Not one of the men, all of whom were in business and had made money, could even understand the working of the rule, much less work examples by it, and yet it is expected that a nine-year-old boy should go to the blackboard and do every sum off-hand -Detroit Free Press.

CALCULATING BOYS.

When Bidder was ten years old he answered in two minutes the following question : What is the interest of £4,444 for 4,444 days at 41 per cent. per annum ? The answer is £2,434 16s. 51d. A few months later, when he was not yet eleven years old, he was asked, How long would a cistern one mile cube be filling if receiving from a river 120 gallons per minute without intermission? In two minutes he gave the correct auswer-14,300 years, 285 days, 12 hours, and 46 minutes. A year later he divided correctly in less than a minute, 468,592,413,564 by 9,076. I have tried how long this takes me with pen and paper, and after an incorrect result in one and a quarter minute, went through the sum again, with correct result (51,629,838 and 5,875 over), in about the same time. At twelve years of age he answered in less than a minute the ques-At twelve years or age he answered in less than a minute the ques-tion, If a distance of 9³/₄ inches is passed over in a second of time, how many inches will be passed over in 364 days, 5 hours, 48 minutes, 55 seconds / Much more surprising, however, was his success, when thirtcen years old, in dealing with the question, What is the cube root of 897,339,283,974,002,153 / He obtained the answer in 24 minutes, viz., 964,037. I do not believe one arithmetician in a thousand would get out this answer correctly in less them a querter of an hour. But I confess I have not tried the less than a quarter of an hour. But I confess I have not tried-the schel, at Slough, near Windsor, to Master Bidder, and answered in one minute. Light travels from the sun to the earth in eight minutes, and the sun being 98,000,000 miles off (of course, this is quite wrong, but 60 years ago it was near enough to the accepted value), if light would take six years and four months travelling at the same rate from the nearest fixed star, how far is that star from the earth, reckoning 365 days and six hours to each year, and 28 Lord's Proyer. He signified his willingness to gratify them, and days to each month ?" The correct answer was quickly given to all eyes were fixed upon him. He slowly and reverently arose this pleasing question, viz., 40,633,740,000,000 miles. On one from his chair, trenching with the burden of two great conceptions. occasion, we learn, the proposer of a question, was not satisfied with He had to realize the character, attributes, and presence of the

Bidder's answer. The boy said the answer was correct, and requested the proposer to work his sum over again. During the operation Bidder cald he felt certain he was right, for he had worked the "lestion in another way, and before the proposer found that be was wrong and Bidder right, the boy told the company that no had calculated the question by a third method. - Belgravia.

R JLES FOR TEACHING THE USE OF LANGUAGE.

Primary longuage lessons, if taught in the true spirit, will develop thought, the power of correct expression and observation, and prepare the way for a very successful and profitable study of the analysis and grammatical forms of our language.

half understood.

II. After each lesson, require pupils to express their thoughts in their own language.

III. Be certain that the meaning of each word used is understood and its spolling learned.

IV. Read frequently an interesting story. Require it to be repeated in the pupil's own words, and then written. This exercise will call out the power of expression, impart self-confidence, discipline the memory, and give the teacher an excellent oppor-tunity to make corrections.

V. Punctuation and the use of capital letters may be easily taught by example, aided by a few simple rules. Children learn that many things are right before they can tell why.

VI. The correct meaning of words is best taught by leading children to properly use those they understand. Many more can

be added from time to time to the stock as they need to use them. If these rules are followed, teachers cannot fail to be successful in teaching the use of language.

THINGS TO REMEMBER.

Remember, 1st, that in teaching, as well as in any other business, you must have a good deal of capital invested to obtain large

proceeds. 2nd. Remember that your capital is your health, your education, Interview to brighten and improve yourself, and your power to teach others.

8d. Remember that every good business man seeks to enlarge his business each year, by constantly investing more capital.

4th. Remember that good business men watch the market; they mark what others are doing, note how they do it, and take papers and journals that give specific information. You will be very shortsighted if you do not imitate their example.

5th. Business men often meet and consult—they have exchanges, boards of trade, hold fairs, etc. Teachers who do not pursue a similar line of conduct have themseives to blame when they fail.

6th. Remember that your work is a business in many respects, and must be conducted on business principles; that it does not consist in keeping your pupils still, and getting replies to questions, many of which you could not answer yourself.

7th. Remember that your work, if done aright, will make you a competent man or woman ; it will, like any business, give you a better judgment, more information, and a wider range of thought. 8th. Remember that you ought to be more deeply interested in

it every day, as every business man is in his business.-Ex.

THE LORD'S PRAYER.

When the elder Booth was residing in Baltimore, a pious, urbane old gentleman of that city, hearing of his wonderful Lower of elocution, one day invited him to dinner, although always deprecating the stage and all theatrical performances. A large company sat down at the table, and, on returning to the drawing room, one of them asked Booth, as a special favor to them all, to repeat the Lord's Proyer. He signified his willingness to gratify them, and