

the meanings of easy synonyms, and change passages from direct to indirect narration and *vice versa*. For example, in teaching the second paragraph on page 327, some of the exercises he would naturally select are as follows:

1. Give other words that may be substituted for, "prevailed upon, pressing, taking off, wanted, replied, affected."
2. Make clauses of the following phrases, "Upon Bassanio still pressing her." And then Bassanio taking off his gloves, "To make a merry jest;" "Never to part with it."
3. Make phrases of the following clauses, "When she saw her Bassanio again;" "That the counsellor should ask him."
4. Change to indirect narration, "Give me your gloves"; "I will wear them for your sake."
5. How do the following words differ in meaning: "Espied and saw, vowed and promised, teach and learn?"

Pupils should also be taught to give the subject of any properly constructed paragraph. This is often a difficult task for them, and requires much practice. It may sometimes be facilitated by writing down a scheme of the paragraph under consideration. Elicit from them, by questions, what each sentence (or part of the sentence, if necessary) treats of, and place the answers on the board. For example, take the last paragraph on page 314. In answer to your questions, get from the pupils a scheme of the paragraph something like the following:

Sentence 1. (a) Bassanio's confession of poverty.

(b) Portia's graceful answer.

(c) Her dispraise of herself.

(d) Her acceptance of Bassanio.

(e) Her gift.

Sentence 2. (a) Bassanio's broken words of joy.

(b) His vow.

With this scheme before them, they will more readily discern that the subject of the paragraph is "The Betrothal of Bassanio and Portia;" and they will be able to see how each part clusters around that central thought. This scheme can be preserved, and given to them afterwards as a skeleton on which to write an essay on "The Betrothal of Bassanio and Portia."

When the critical reading is concluded the whole selection should be read orally by the members of the class. The lesson can then be utilized as material for compositions.

II. EXPLANATORY.

a.—First Reading.

P. 311. *One of the best conditioned.*—One of the best natured, best tempered men.