

Definition: The complex subject is the simple subject with all its limitations.

Method: In the sentence, "The old tree was blown down," name the simple subject. Now name the simple subject with all its limitations. That is the complex subject of the sentence. Define.

Topic: Complex predicate.

Definition: The complex predicate is the simple predicate with all its limitations.

Method: As for complex subject.

EXERCISE I.

Select the simple subject and simple predicate of each sentence in the last group; also the complex subject and complex predicate.

EXERCISE II.

Write ten sentences containing complex subject and complex predicate. Underline the complex subject with one line, the simple subject with two. Place a parenthesis about the complex predicate, and underline the simple predicate with one line.

(No attention has been given to punctuation in this series of articles, because the writer believes in teaching the main points in a series of dictation exercises preceding grammar. As the dictation is continued for some years, the more complicated cases can be taught after the pupil has acquired some knowledge of grammar.)

EXERCISE III.

From the following lists select a simple subject with an appropriate simple predicate. Add limitations to each to make a complex subject and complex predicate. Thus: "Maple does shed. Expanded: "The maple does not shed its leaves in one tempestuous scarlet rain."

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| 1. Bell. | 1. Are fragrant. |
| 2. Flowers. | 2. Breathe. |
| 3. Fishes. | 3. Gather. |
| 4. Clouds. | 4. Are strongest. |
| 5. Horses. | 5. Rings. |

—*New England Journal of Education.*

Educational Notes and News.

Mr. D. J. Beaton, of the *Winnipeg Times*, formerly head master of Stayner Public School, is one of the observers on the *Alert*, which left Halifax the other day on the Hudson Bay expedition.

The *Shelburne Free Press* says that out of 79 teachers engaged in the County of Dufferin last year, 27 only have had a Normal School training.

Long neglected Alaska has at last obtained recognition in respect to education, in the appointment of Dr. Sheldon Jackson as United States General of Education in that territory. The needs of such an agent are very pressing, the opportunities for his services are opening on all hands, and the selection of Dr. Jackson, so long identified with the best interests of the people in the far Northwest, is the wisest possible. The *Journal* rejoices in the approach of a better day for the people of Alaska, through the elevating influence of the school, the church, and the Christian home.—*N. E. Journal of Ed.*

The free-book question in the Ohio legislature has received a quietus, at least for a time. The bill which proposed to authorize the Cleveland Board of Education to supply all the pupils in the public schools of that city with books at public expense, came to a vote in the House, March 12, and was defeated by a vote of 21 ayes and 42 nays. We sincerely hope that every bill pending which has for its object the preparation of school text-books by the state, or the supplying of books to pupils in any other way than through the regular legitimate channels of trade, will meet a like fate.—*Ohio Educational Monthly.*

On hand—at the Stationer's, Esterbrook's popular pens in every variety of size, shape, style, and of superior quality. Hie the to the stationer's.

We are sorry to learn that Mr. H. Kay Coleman, Head Master of the Peterboro' Public Schools, has been suffering severe affliction, his youngest child having recently died, and Mrs. Coleman having been very ill for some time past.

FREE BREAKFASTS FOR SCHOOL CHILDREN.—At Wolverhampton it is found that owing to the depressed condition of trade and the great distress among the operatives, over 400 children are regularly sent to school without food. Last Tuesday a series of free breakfasts were commenced in the two principal schools at the east end of the town to about 300 hungry children.—*School Guardian.*

When classics shall be cultivated no more on the banks of the Isis, and the study of mathematics has ceased to find its chosen home on those on the Cam, the foundations of the earth will indeed seem to be out of course. The catastrophe is perhaps not so distant as may be imagined. Whatever is to happen at Cambridge, it is a fact that classics have been saved this week at Oxford by a majority of one only in a congregation of 143 members. The formal proposal before the House was that classical examination at Moderation should be dispensed with in the case of candidates for honours in mathematics and natural science. The effect, however, of the proposed statute would have been to eliminate classical studies from the University course of candidates for honours generally, and it was with a clear apprehension of this consequence that the subject was discussed on both sides.—*The Schoolmaster.*

One of the commissioners of the Board of Education of the city of New York lets out the startling fact that there are now twenty-five thousand children in that city for whom there are no school accommodations; that the mayor is opposed to going to the Legislature for the power to raise money; and that from 1877 to 1882 the Board of Education did not receive enough money to care for more than one-quarter of the natural increase of the city school population. What with sectarian bigotry, political deviltry, and heightened indifference, there is good reason to believe that the standing army of barbarism in our metropolis is to be constantly re-enforced from the ranks of youthful ignorance; so that there shall always be a mighty host awaiting the leadership of any demagogue. No city has within itself more hopeful tendencies than New York, and the boast of her magnificence is heard throughout the earth. But, meanwhile, under the very centre of her glory is being packed a deposit of human dynamite whose explosion may wake up her most conceited magnate to a sense of the wrath to come. What is true of New York is measurably true of many of our great cities, and the way to meet and dispose of this threatening peril is a matter demanding the best thought of the time.—*N. E. Journal of Ed.*

Literary Chat-Chat.

A. W. Gould, in *The Current* of May 30, discusses "History in Words," and shows, taking the word "animal" as an example, how well history may be understood by the assistance of philology.

Mr. W. D. Howells is engaged upon a new serial story for the *Century* magazine, to follow "The Rise of Silas Lapham," which will be finished in the August number.

Charles Scribner's Sons, New York City, have published "Assyriology, its Use and Abuse in Old Testament Study," by Francis Brown, professor of Biblical Philology in the Union Theological Seminary, New York City; price \$1.00.

Messrs. Funk & Wagnalls, of New York, are about publishing a book by Dr. Schaaf, under the title "The Oldest Church Manual," called "Teaching of the Apostles," with illustrations and fac-simile of the Jerusalem M.S., and cognate documents, with full discussion on the subject. This will be the latest and fullest work on this remarkable book recently discovered by Bryennios, the metropolitan of Nicomedia.

Ginn, Heath & Co., Boston and New York, have just added to their "Classics for Children" the "Tales of Shakespeare," by Charles and Mary Lamb; edited for use in schools; price 40 cents.

A. S. Barnes & Co., New York, have published a very handsome edition of *Vigil*, containing the first six books of the "Æneid," by Edward Gearing, A.M., and the "Bucolics and Georgics," by Henry Clark Johnson, A.M., LL.B. We shall review the work in a future number.

It is announced that Tennyson is writing a sequel to his drama of "Becket."

The "Century Magazine" is now issued in New York on the