

hardly say, "Go is better than stay." The form with *to* can be either subject or object.

IV. The gerundial infinitive may be adverbial, denoting purpose, as, "I am come *to do it*;" or adjectival, as, "'Tis a consummation devoutly *to be wished*."

V. The simple infinitive form (without *to*) was brought about by dropping the Anglo-Saxon *an* or *n*, though, of course, words of foreign origin may never have had the termination. Hence, A.-S. *bindan* gives us our "bind," as in the phrase, "I can bind."

VI. The gerundial infinitive is derived from the A.-S. dative of the infinitive in "an." This dative was formed by adding an "e," doubling the "n" of the infinitive, and placing the word *to* in front of the new form. Hence, *bindan* became in the dative "*to bindanne*." In course of time, this form lost the termination "anne," as the infinitive lost the termination "an."

VII. The infinitive "bind," thus stripped of its termination "an," which distinguished it from other forms of the verb, became identical in appearance with the first person singular, and all persons of the plural of the present indicative. The form being too vague to stand as a subject, the gerund or the infinitive with the gerundial 'to,' was used instead, as in "To err is human, to forgive divine."

EXAMPLES.

[The underlined infinitives are gerundial, the remaining are simple infinitives.]

1. He would have gone.
2. He made me go.
3. Why run *to meet* (adv.) what you would most avoid?
4. They were slain *to make* (adv.) a Roman holiday.
5. Music hath charms *to soothe* (adj.) the savage breast.
6. And fools who came *to scoff* (adv.) remained *to pray* (adv.)
7. I saw him fall.
8. I like a rascal *to be* punished.
9. The prisoner was ordered *to be executed* (simple infinitive—see 20).
10. I like *to walk*.
11. *To walk* is healthful.
12. I know him *to be* honest.
13. Let him *be* only good.
14. He is said *to be* coming.
15. He is slow *to forgive*. (adv.)
16. You are cruel *to frighten* (adv.) her.
17. Here is water *to drink*. (adj.)
18. Give me paper *to write on*. (adj.)
19. Your mistake is *to be deplored*. (adj.)
20. He ordered the soldier *to perform* that duty.

THE teacher, in the exercise of his profession, finds abundant opportunities for the exemplification of the great truths of the Decalogue. In the little community that surrounds him, there arise constantly cases of arbitration, of jurisdiction, of government; cases involving the rights of property as well as the rights of persons. The amount of original sin developed in one small school-room, would convince the most skeptical of the truth of the doctrine. In these cases the teacher becomes the appellee, the referee, the judge. There is as yet no *lex scripta* for them. It is lost in the *lex loci*. How im-

portant, then, that his decisions and his teachings in this line, should be in harmony with that which is recognized in every land as true and just! How necessary that the justice of his decisions should be recognized by the little world that surrounds his throne! These decisions often repeated, have a powerful influence on the after-life of the pupil. They make or mar. Children have a keener sense of right and wrong than adults. Satisfy this feeling of right and justice and you strengthen it; violate it, by palliation, or inconsistency, or neglect, and you so weaken it that it falls at the first assault.—*The Teacher*.