

ber of a complex sentence should be called a clause of that sentence just as much as the dependent member. It may be advanced here, with a certain amount of propriety, that the teacher is not expected to instruct the pupils in several Grammars, but to follow one of the authorized text-books and to stand or fall by what the author of that book is pleased to decide. That course of action may suit a few, but it will not be agreeable to the teacher who desires the members of the class to inquire into the "why and the wherefore" of the subject presented, and, further, to such a teacher the aim is not so much to follow the system of an authorized text-book as it is to grapple with the same question presented in a different light perchance by some other author. Such teaching "gains in honor, in grace, in all true magnificence, by its regard to things that are to come." If time permitted, additional examples might be given to illustrate the difficulties mentioned, but sufficient, I think, has been said to justify me in asserting that in following this method the structure of sentences is made much clearer to the pupil, and the teacher has not every now and then the unpleasant task of explaining examples which he knows perfectly well do not fulfil the conditions of a definition previously learned by the class.

CHART I.

SYMBOLS.	TYPES.
n noun.	I. n
n—n " in apposition.	Birds fly.
n' " " possessive case.	v
n" " " objective "	II. n ^{ar}
np pronoun.	The large bird does
n'p " in poss. case.	not fly.
n"p" " " obj. "	vn
v verb.	III. np
vc " of command.	He strikes it.
vq " interrogative.	v—n"p"
vn " negative.	IV. (np)
vp participial adj.	Come here.
vg gerund.	vc—d
vi verb infinitive.	V. n—n—ar
() something understood.	
p preposition.	vq—n"
pn" " and a noun.	Does Smith the baker sell
pn" p" " " " pronoun.	bread ?