

commas, and the exclamation point is placed after an exclamatory sentence. When a period consists of but few propositions but several phrases and qualifying words another form may be adopted, especially when the teacher desires to combine with the lesson one on punctuation. For instance—"Immediately, the large, unwieldy cannon, which had done such good service, fell with tremendous impetus over the rock, the castle's stronghold." (See Chart 2.)

Would that I had longer time to further illustrate this aspect of the subject; but time forbids, and I only hope that the brief explanation given, and for that reason imperfect, will justify my strong advocacy for the system as an admirable aid in teaching punctuation.

8. Not only does this method aid in analysing periods, but is invaluable in the synthesis of clauses. What Ruskin says in connection with Beauty in Architecture is as truly applicable to beauty in the formation of our English. He says: "Wherever proportion exists at all, one member of the composition must be either larger than, or in some way superior over the rest. There is no proportion between equal things. They can have symmetry, and symmetry without proportion is not composition. Any succession of equal things is agreeable; but to compose is to arrange unequal things, and the first thing to be done in beginning a composition is to determine which is the principal thing." With older pupils the symmetry of their periods frequently is as difficult to overcome as the monotony of the simple sentences of their younger sisters. At this stage of my paper, I deem it unnecessary to show how the use of this method will facilitate overcoming this symmetrical arrangement of clauses, for I am sure if you adopt it, ways and means will suggest themselves to you without any hints from me in that direction. Time permits for but one more point to be advanced in favor of this course of teaching, one which does not suggest itself at first and which concerns the teacher more than the pupil.

9. In correcting the composition of periods, by pupils, the type which they may have to follow at that time forms an infallible and concise guide by which the teacher can definitely assign the dictum, right or wrong. In favor of this point, I would only remind my fellow-teachers of the feeling of repugnance we have to assign marks to a set of composition papers; how we read and re-read certain passages; compare and compare over again certain sections, and after our task is completed