

Britons never shall be slaves."

(f) Punctuation. If this is faulty it may change the meaning, and so interfere with the reading. But punctuation is really a thing that belongs to Composition, and should be taught as a part of that subject. The most direct way is to require pupils to copy from the Readers, and see that they put in the stops correctly. They cannot do this habitually without learning punctuation.

LITERATURE

In order to understand what we read, it may sometimes be necessary to examine the grammatical structure of some of the sentences. We may be in doubt as to which noun is the subject, and which the object, as in the line.

"And all the air a solemn stillness holds."

In the sentence, "Sufficient unto the day is the evil thereof." The subject of "is" may be "sufficient," or it may be "evil." It makes quite a difference in the meaning. The Revised Version changes the meaning of Heb. 12, v. 17, by inserting a parenthesis, thus "When he would have inherited the blessing, he was rejected (for he found no place of repentance) though he sought it carefully with tears."

The study of the parenthesis is important, and is too often neglected. There are three methods of marking the parenthesis: 1st, by a parenthesis mark before and another after the passage; 2nd, by a dash before and a dash after the passage; and 3rd, by a comma before and a comma after the passage. Sometimes one parenthesis includes another, in which case the inner one may be omitted and the outer one retained, but not *vice versa*. Thus, "God -{ who (at sundry times and in divers manners) spake (in time past) (unto

the fathers) by the prophets } hath (in these last days) spoken unto us by His Son."

Expertness in detecting the parenthesis assists in Reading, and also in punctuating a Composition, but is most valuable in deciding the meaning of a sentence.

Just as in the case of verbs when the past tense and participle are different, in Composition we hardly know which to use, so in Literature, when they are alike, we are at a loss to tell whether a certain word modifies or makes an assertion. The difficulty in the one case is in the analysis, in the other in synthesis.

In teaching Writing we aim at three things, legibility, beauty, speed. Whatever we do that will not assist in one of these is a waste of time.

So in Grammar, we aim to assist pupils in Reading, in Composition and in Literature; and that which does not contribute to one of these had better be left undone.

There is but one way for the soul to escape from the ills of life; it is to escape from its pleasures, and to seek enjoyment higher up.—*Joubert*.

Not man with religion is something more, but man without religion is something less, than man.—*Phillips Brooks*.

A SARCASTIC TEACHER can never be a teacher in the true sense of that word. There is nothing that so hurts the child, so hampers his progress, so hinders his development, as sarcasm on the part of the one from whom, above all others, he has a right to expect sympathy. The proverbial "bull in a china shop" is not more out of place—and does infinitely less mischief—than the sarcastic man or woman in the schoolroom.—*Journal of Education*.