

for ever to the great peace of the teacher ; such as, distinction between of and off; to, too, two; their and there, etc.; double negatives, tautology, possessive case; all which harass the youthful mind, in many cases, to a late date. Greater attention is also required for a better understanding of the use of connectives, with which we have merely a bowing acquaintance in most of our grammars. "In these," says a writer, "consists the art of well-speaking. To mistake in any of these, is to puzzle instead of informing his hearers, and, therefore, it is that those words which are not truly by themselves, the names of any ideas, are of such constant and indispensable use in language and do much to contribute to men's well-expressing themselves." The difficulties of the more complex sentence are more or less smoothed away by the understanding the child has of the simple sentence; the same idea which led him to the one will be his guide in the other, viz., a sentence is a complete thought, *one* complete thought, no matter how many words or phrases or secondary clauses may be concerned in its composition. The child is now, we will suppose, eight or ten years old, and can write a simple sentence, at a moment's notice, on any word that he understands. In order to do this his intellect must have attained considerable order and method; he can reason and conclude with some degree of ability, and exercise consecutive thought and speech with no little freedom. He is already, and quite accurately, giving utterance to complex sentences. Take his Reader, the Fourth one now, and tell him to read carefully the first sentence and find out what he considers the principal statement in it. "Once upon a time, not long ago, there was a family of rabbits that lived in a nice shady bank near a wood." He knows that "once upon a time" and "not long ago" are not sentences at all, and he concludes that it must be "there was a family of rabbits that lived in a nice shady bank." Tell them to examine this again, when they will presently find out there are two statements, and, therefore, two sentences here; which is the more important? What does the other one do for this? It is merely a help by way of explanation or illustration. "What is a complex sentence?" Will next follow. Proceed to have the pupils classify the clauses and phrases. Which are adjectives, what do they explain or illustrate; which are adverbs, what do they affect. Let their exercises be now the finding out, first, the principal member, then the secondary ones in order of consequence to each other; find how many simple sentences can be got from the sentence; contract the whole into one simple sentence. Teach one