

Patterson says: "The pleasure and benefit of those talks will depend largely on the attitude of the teacher towards the children. . . . Such intercourse will lead to an ever increasing amount of sympathy and kindliness, and must inevitably tend to shut out the most baneful of all the teacher's sins against childhood, *viz.*: sarcasm. Cowardly? Yes, it is truly a small, mean way of venting our ill-humour on those whom we feel are in our power. It warps the character of the one who uses it in such a case; and it develops in the childish victim two evils—a lack of self-confidence, and the passion of hatred, being the very opposite of that quality of mercy which "blesseth him that gives and him that takes."

### BREVITIES.

[The distinction between questions asked in this department, and in "Queries," is that the former call for opinions and suggestions from pupils in future issues, the latter are answered by the Faculty of the Normal School.]

GRAMMAR SUGGESTIONS.—To get pupils to distinguish between the emphatic and reflexive uses of the compound personal pronoun, point out that, in the former case, the pronoun may be omitted without altering the sense of the sentence. In teaching invariable adjectives, take some of the more evident examples, such as "dead" or "empty," and show that the meaning excludes the possibility of comparison. Before taking up subjective complement see that the pupils understand that a complement is anything that completes. Show that, if a chalk-box with its cover on be regarded as a whole, the cover is the complement of the lidless box, that a page torn from a book otherwise complete, might be called its complement, etc., etc. Now show that the sentence, "Man is mortal" is complete. The part "Man is—" is incomplete. What may complete it? Ans., "Mortal." Therefore "mortal" is a complement. What does it refer to? Ans., "Man, the subject." Therefore it is subjective complement. It is sometimes difficult to get young pupils to understand that "I have written" is not a past tense. The distinction between present and past may be brought out as follows: Use the sentences, "I have written," and "I wrote" as examples. Ask "When have I written? Ans., "Now." "I wrote, when?" Ans., "Then, some