

## CONVERSATION IN A GRAMMAR CLASS.

*Teacher.*—Will you give me a rule for the agreement of a verb in a relative clause in which the relative is the subject, and has for its antecedent predicate noun referring to a subject in the first or second person?

*1st Pupil.*—I do not understand the question. Will you please give me an example?

*T.*—Should we say "I am the general who commands here," or "I am the general who command here?"

*1st P.*—The latter.

*T.*—Why?

*1st P.*—Because the subject of *command* is *who*, referring to *general*, a predicate noun denoting the same person as *I*.

*T.*—Should we say "I am he who am going to do this" or "I am he is going to do this"?

*2nd P.*—The latter. Because *who* refers to *he*, pronoun in the third person.

*T.*—Passing this for the present, what rule have you learned for the agreement of the pronoun with its antecedent?

*3d P.*—It agrees in person, number and gender.

*T.*—Is that true of all pronouns?

*3d P.*—The grammar says so.

*T.*—How do you know the antecedent of an interrogative pronoun?

*4th P.*—By looking in the answer.

*T.*—In the following, "Who comes here? Ans. I am coming," what is the antecedent of *who*?

*4th P.*—The pronoun *I*.

*T.*—How can the form *comes* agree in person with *I*?

*4th P.*—That's what the grammar says anyhow.

*T.*—Passing this for the present, should we say, "Whosoever thou art who comest here" or "Whosoever thou art who comes here?"

*5th P.*—The first, because the antecedent of *who* is *thou*.

*6th P.*—The second, because the antecedent of *who* is *whosoever*, a predicate pronoun in the third person.

*T.*—Passing this for the present, tell me what the subject of the verb is in the following sentence:—"It is pleasant to see the sun."

*7th P.*—"To see the sun," for *it* is a mere expletive, serving to throw the subject after the verb.

*T.*—In the following sentence.—"It was not he that did it," what is the subject?

*8th P.*—The pronoun *he*, *it* serving the same purpose as before.

*T.*—Are you sure?

*8th P.*—That's what our "Analysis" says.

*T.*—How is it in the following: "It is I?"

*9th P.*—The pronoun *I* ought to be the subject, but I don't see how it can be.

*T.*—You may look up all these points for to-morrow.—*Illinois School Journal.*

## BE A GOOD READER.

There is one accomplishment in particular which I would earnestly recommend to you. Cultivate assiduously the ability to read well. I stop to particularize this, because it is so very much neglected, and because it is so elegant, charming and lady-like an accomplishment. Where one person is really interested in music, twenty are pleased by good reading. When one person is capable of becoming a good musician, twenty may become good readers. Where there is one occasion suitable for the exercise of musical talent, there are twenty for that of good reading. The culture of the voice necessary for reading well, gives a delightful charm to the same voice in conversation. Good reading is the natural exponent and

vehicle of all good things. It is the most effective of all commentaries upon the works of genius. It seems to bring dead authors to life again, and makes us sit down familiarly with the great and good of all ages. Did you ever notice what life and power the Holy Scripture has when well read? Have you ever heard the wonderful effects produced by Elizabeth Fry on the prisoners of Newgate by simply reading to them the parable of the Prodigal Son? Princes and peers of the realm, it is said, counted it a privilege to stand in the dismal corridors among felons and murderers merely to share with them the privilege of witnessing the marvelous pathos which genius, taste and culture could infuse into that simple story. What a fascination there is in really good reading! What a power it gives one! In the hospital, in the chamber of the invalid, in the nursery, in the domestic, in the social circle, among chosen friends and companions, how it enables you to minister to the amusement, the comfort, the pleasure of dear ones, as no other art or accomplishment can. No instrument of man's devising can reach the heart as does that most wonderful instrument, the human voice. It is God's special gift and endowment to his chosen creatures. Fold it not away in a napkin. If you would double the value of all your other acquisitions, if you would add immeasurably to your own enjoyment and to your power of promoting the enjoyment of others, cultivate with incessant care this divine gift. No music below the skies is equal to that of pure silvery speech from the lips of a man or woman of high culture.—[*Prof. John S. Hart.*]

## AN IDEAL COUNTRY SCHOOL-TEACHER.

As the character of a teacher in the country may tell more directly on the pupil than elsewhere, let us see what qualities are most needed. Justice should be its basis. No teacher ever rules well by caprice. A wrong deed may not call for excessive punishment, but the punishment should be sure. Do not let one pupil suffer while another goes free. Nevertheless, owing to the different temperaments of the scholars, the same act may be a more serious fault in one scholar than in another, and may call for different treatment. So it is best to let it be clearly understood that the teacher will use his own discretion in punishment. Be sure, however, that that it is discretion, and not partiality or carelessness which governs. The pupils may not understand the difference, but they will soon feel it.

Good temper should come next, perhaps. Sharpness rasps the pupil's nerves, and causes a loss of intellectual as of moral force. Perhaps even an ideal teacher cannot always be inwardly good-tempered, and let us use the largest charity in judging the worn and tired actual teachers; nevertheless the ideal remains the same,—an unruffled and pleasant exterior.

If a high sense of honor could be cultivated in boys and girls, the world would soon be a different place to live in. Whether in the business community or the domestic circle, new forces would be set in action. There are many ways of inculcating honor, but none so sure, slow as its works may be, as for the teacher to be thoroughly honorable in dealing with the pupil. A new teacher blushes to own ignorance, perhaps but unconsciously gains a moral power by the honest admission of it. I do not mean that a teacher should publish his own failings; but that no clever subterfuge which deceives the pupil can have half the educational value of entire truthfulness.

Teachers of country schools should be emphatically ladies and gentlemen. The finer their manners the better, though these should rest upon a substratum of something besides manners. Children catch a trick of manner very quickly. An untidy teacher has a far more unwholesome effect upon pupils than one who works out cube root with difficulty. It would even be a good thing if the teacher