

"Tell me what thou *discoverest* in it."

"Have *mercy* upon us."

"The *Lord* be with you."

Exceptions, "As we forgive *them* that trespass against *us*." "That flowed *underneath* it."

(h) "There" as an expletive is unemphatic, as "There was a *sound* of *revelry*." "There" as an adverb of place is emphatic, as, "And *there* lay the rider."

(i) The verb "to be" and most of the auxiliaries are unemphatic; as, "Thy *shores* are *empires*." "The *wrecks* are all thy *deed*," "nor doth remain a *shadow* of man's *ravage*." "*Britons* never shall be *slaves*." Exceptions, To *be*, or *not* to *be*.' "The Word was *with* God, and the Word *was* God."

(j) Negatives are generally unemphatic, but there are many exceptions.

(k) The words that asks a question is usually emphatic, as, "What shall I more say?" "Where is the *promise* of His *coming*?" "You'll have that mouse?"

(l) The word "that" has four degrees of emphasis. The demonstrative pronoun has the strongest emphasis. "Bring me *that*." As a demonstrative adjective the emphasis is divided between the adjective and the noun. "Bring me *that* *book*." The relative pronoun takes the third degree of emphasis. "They that are whole need not a physician." The conjunction is unemphatic. "He said (that) I might go."

(m) Inverted passages require a slight pause at the inversion. "To the Lord our God belong — mercies and forgivenesses." "Here endeth — the first lesson."

COMPOSITION.

II. (a) Probably one of the greatest difficulties in Composition, both oral

and written, is in the selection of verbs. Whether our text-books help pupils or not is a question. If the past tense and participle happen to be alike there is little trouble, but if they are different to talk about strong and weak, or old and new conjugation does not help much. A pupil seldom has any trouble in distinguishing whether a word implies present or past time, but he does need to know whether the past tense and the participle are alike or different, and if different which is which. How to use them will cause little trouble.

(b) Another cause of trouble is in the choice of pronouns. This arises from the fact that the form of the noun is the same in the nominative and objective, and different in the pronoun. The difficulty with the pronoun is in composition, to tell which word to use. The difficulty with the noun is in Literature, to tell its relation to other words.

(c) The ear is generally a safe guide in the choice between "a" and "an." But it is not always safe, because we sometimes met with "a hotel," "a historical work," "an union," "an uniform examination."

(d) In making contractions people often forget that what is wrong in full is wrong in a contraction. "Don't" is right enough after I, we, you or they; but wrong after he, she or it.

It is a pity that we so often see "it's" for "it's" as a contraction of "it is." 'Tis a pity some of our teachers do not make a note of this.

(e) The correct use of "shall" and "will" seems a hopeless task at present. One man writes a book and says that "shall" and "will" are used in the same sense in:

"We two will wed to morrow morn,
And you shall still be Lady Clare."

And the Editor of the High School Reader changes "shall" to "will" in:

"Rule, Britannia, rule the waves,