

sentence, as when we render the sentence, "The virtuous man is happy," in this form, "The man who lives virtuously is happy." Substitution for the noun gives the noun sentence, as when we render the sentence, "Success depends on our own exertions," thus: "Whether we shall succeed depends upon how we exert ourselves;" and substitution for the adverb gives the adverbial sentence, "The boy returned speedily;" "The boy returned without loss of time." All the forms of the compound sentence arise from those of the simple sentence by a principle of combination; and if we consider those sentences which are at once compound and complex, we find them formed from the simple sentence by a union of the two principles already named. To teach the complex sentence I proceed as follows:—I place on the desk, say, two books, a Third and a Fourth Reader; on each book I place, let us suppose, two crayons. I then remove the crayons, holding them in my hands before the class, at the same time asking which crayon is in my right hand and which in the left. I do something with one of the crayons; for example, put it in my pocket—I then ask, "What was done with the crayon?" The answer will be, "You put it in your pocket." "Which crayon did I put in my pocket?" Answer: "The one that was on the Fourth Reader." I now ask for an expression of the whole thought, and they construct the fol-

lowing sentence:—"The teacher put the crayon that was on the Fourth Reader in his pocket." After giving them a number of similar lessons, I find that they have no difficulty whatever in producing dozens of similar sentences.

To teach a sentence which is at once complex and compound, I hold before the class in each hand a crayon, and having put the one in the right hand in my pocket, and the one in the left on the desk, I ask the pupils to make a statement about each act separately; next, I tell them to join the two statements, when the following sentence is produced:—"The teacher put the crayon that was in his right hand in his pocket, and the one that was in his left hand he put on the desk."

The compound sentence may be taught in the following manner:—Perform two or more acts. Request the class first to describe each act separately, and afterwards to combine the statements made.

I find it a good plan to keep on the black board a list of the sentences that are commonly used improperly until the pupils have acquired correct habits of expression. In conclusion, I would express the hope that grammar and composition may be happily wedded in all our schools, and a living interest developed in sentence-making, which will be far more profitable than teaching pupils to prate so much about technical grammar.

SEED SOWING.

Sow thy seed, O husbandman!
What though others reap?
It will burst the shell and rise,
Sip the dew and kiss the skies—
Sow thy seed and sleep.

In thy labours thou shalt live—
Dust alone is dead—
Ever falls the shine and rain,
Ever springs the golden grain;
And the world is fed.