

Had it not been for this opportune advice there might have been more serious results.

It is rumored that more seating accommodation is needed in Knox Church. Congregation is increasing in number every Sunday.

"But that I am forbid
To tell the secrets of the term exams,
I could a tale unfold whose lightest word
Would harrow up thy soul." R. A. T.

It was in the kindergarten and they were going to sing, "Thumpkins says I dance," when a little fellow said: "Please teacher I can't sing that, my father is a Methodist minister and I won't dance."

How far is it to Barton St. School?
Does anybody know?

Mr. H. H. Smith, B. A., (Tor. '00) paid a call to our halls on Jan. 15th. Mr. Smith is one of last year's O.N.C. class. He is now teaching science at Orangeville.

Mr. Hadley's reason for opposing Prof. Alexander's lectures on Browning was that it would necessitate no little amount of extra work, which he, having a very weak constitution, would not be able to stand.

Parse Hadley (headley).

Hadley is a proper noun used as a demonstrative adverb, demonstrating the improper way of getting through a window.

Send the next victim heels first, boys.

Lesson Plan for Preposition.

Introduction—Known : simple sentence, subject, predicate, object of a verb, noun, pronoun, adjective, verb, adverb, phrase doing the duty of a single part of speech.

(1) The happy birds sing sweetly by the brook in the meadow.

(2) A band of robbers stole the innocent child from her happy home.

All the known will be revived by reference to such sentences as those above.

Development—The teacher places a book on the desk, then under the desk and then by the desk and requires the pupils to state in each case the position of the book, suggesting if necessary that the pupils use the verb "lies." The teacher writes the following sentences on the blackboard :

(1) The book lies on the desk.

(2) The book lies under the desk.

(3) The book lies by the desk.

What are the only words that change in these sentences? What duty is performed by these words? By questions and answers develop that the words *on*, *under*, and *by*.

(a) Express position.

(b) Join ideas.

The teacher now moves a book on the desk, then under the desk and lastly by the desk and requires the pupils to state in each case what takes place. Teacher writes on the blackboard.

(1) The book moves on the desk.

(2) The book moves under the desk.

(3) The book moves by the desk.

Develop by questions and answers as before that the words under consideration.

(a) Express position.

(b) Join ideas.

Next, develop the same points by means of adjective phrases using such sentences as, "The book on the desk belongs to me."

We have now to develop the idea of relation :

(1) The book lies on the desk.

(2) The book moves on the desk.

What part of speech is desk? Noun. What word shows the position of the book? Desk. What additional duty does the noun perform in these sentences? Adverbial. How is this word enabled to perform this two-fold duty? By means of the word "on" which shows this relation between "desk" and the preceding idea (lies or moves).

After developing this idea fully by questions and answers, we substitute