

fiction pleases most, where it demands the least *thinking*. It is the same with all high class literature whether in fiction, poetry or philosophy. As in painting an untrained mind prefers a highly colored daub to the finest creations of the "great masters;" so in literature the highest works of genius have no attractions where literary tastes and judgment have not been cultivated.

Then the practice of composition on the principles of an Art, gives facility in that correct expression, which ought to be the rule rather than the exception. In one sense all men ought to be teachers. Every human being has some special knowledge or thought of his own, which communicated concisely, clearly, and with elegance to his fellow-man, would help to advance human progress. Mere information is a small possession, even to him who holds it, unless he can make it useful and communicate it to others. That power of communicating thought in correct language, exalted by refined taste and judicious method, ought to be as universal as knowledge itself; and the education that aims only at communicating, or acquiring knowledge, without associating and crowning it with the art of expression, is almost worthless.

The study of sentential analysis, which Dr. Morell first introduced on Beck's method into England, and which is now generally preferred in this country, was an important step in the right direction. As this study gives the pupil the theory of sentence construction, its practice, that is, a methodical and gradual course of exercises in sentence making, forms a necessary introduction to higher composition. Hence, synthesis and analysis commence this course of exercises, and the reading books of the public school offer the means of practice. The mode of analysis, is however, not similar to that adopted in the grammar. It is an analysis of ideas rather than of grammatical forms, and while not so *routine*,

forms better exercise for the mind. Take for example the following sentence. "In the year 1564, during the reign of Queen Elizabeth, Shakspeare, a great English dramatist, was born at Stratford-on-Avon."

Here are at least six ideas expressed, each of which may be elaborated into a proposition.

- 1st. Shakspeare was born at Stratford-on-Avon.
- 2nd. Shakspeare was a dramatist.
- 3rd. He was an English dramatist.
- 4th. He was a great dramatist.
- 5th. He was born in the year 1564.
- 6th. He was born during the reign of Queen Elizabeth.

Any simple sentence enlarged by attributes and extensions, may be selected out of the Readers and analyzed in the above method, and when the pupils understand the method, the teacher may then give an analyzed sentence to the class for reconstruction into a simple sentence. As an example of the latter kind, I take a sentence from the Fourth Reader, page 304.

1. Dowpier returned to his native land.
3. He had been eulogized by Humbolt.
4. He had been eulogized by Malte Brun.
2. He had been eulogized as a prince among observers.
5. He returned to his native land to sink into complete obscurity.
6. He returned after he had wandered forty years over the world.

The practical value of this kind of exercise is to make the pupil familiar with modes of combining, qualifying, and modifying ideas with main sentence by means of participles, prepositions, &c., without introducing unnecessary rests or conjunctions, and while the use of conjunctions may be avoided by using participles, the student must be cautioned not to use *two* finite verbs where the object is to construct *one* simple sentence.

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