

if necessary, as in Example III. To transfer this to the form, as in Example IV., is little more than a matter of copying. Parsing can be done very readily from the intermediate analysis, as the relation of each word is very distinctly seen.

EXAMPLE I.

1 d.	and as a bird	each fond endearment tries to tempt its new-fledged offspring to the skies
2 p.	he	tried each art
3 p.	(he)	reproved each dull delay
4 p.	(he)	allured to brighter worlds
5 p.	and (he)	led the way.

EXAMPLE II.

1	This Indenture made in duplicate the 24th day of March, 1875, in pursuance of the Act, between A B and C D,	
1 p.	that A B,	witnesseth
2 d.		in consideration of \$100, doth grant unto C D all and singular, to have and to hold unto C D, his heirs (and) (his) assigns and for ever, subject to the reservations.

EXAMPLE III.

1	If such	there
1 d.		be,
2 p.		go
3 p.	(thou),	mark
3	(thou)	him
4		well,
4		for him
4	no	
4	minstrel	
4 p.	raptures	swell,
5		high
5	though his	
5 d.	titles	(be),
6		proud
6	(though) his	
6 d.	name	(be),
7		boundless
7	(though) his	
7 d.	wealth	(be)
8 d.	as wish	can claim ;
9		despite those titles,
9		(and) (that) power
9		and (that) pelf,
9	the	
9	wretch,	
9 p.	concentered all in self,	living
10	and (the)	shall forfeit fair renown,
10	(wretch)	
10 p.		doubly dying
10		shall go
10		down
10		to the vile dust
11		from whence
11 d.	he	sprung,
10		unwept,
10		(and) unhonoured
10		and unsung.

EXAMPLE IV.

No. & Kind.	Subject.	Complements.	Predicate.	Completion.	Extension.
1 d.	such		be		there
2 p.	(thou)		go		
3 p.	(thou)		mark	him	well
4 p.	raptures	no, minstrel	swell		for him

5 d.	titles	his	(be)	high
6 d.	name	his	(be)	proud
7 d.	wealth	his	(be)	boundless
8 d.	wish		can claim	
9 p.	wretch	the, centered all in self	shall forfeit fair renown	despite those titles, power and pelf, living
10 p.	(wretch)	(the)	shall go	doubly dying, down to the vile dust, unwept, unhonoured and unsung
11 d.	he		sprung	from whence

2. QUESTIONS TO PUPILS—TEN GOOD RULES.

To the Editor of the Journal of Education.

DEAR SIR,—Would you be kind enough to print the following rules in your Journal, as they may benefit some of the Teachers throughout the country. When I read them I thought, if they were followed, good results might soon be noticed :—

1. "Would you arrest and sustain attention? Question the pupils.
2. "Would you discover what scholars already know? Question them.
3. "Would you provide teaching adapted to the wants of your scholars? Question them individually.
4. "Would you promote hearty co-operation between teachers and scholars? Question them on matters of common interest in the school.
5. "Would you pointedly and powerfully deal with the conscience? Question them with kindness and directness.
6. "Would you clearly and successfully direct the anxious? Question them as to their precise difficulty.
7. "Would you ascertain the actual results of your teaching? Question on what you have taught.
8. "Before you begin the lesson—Question.
9. "As you proceed with the lesson—Question.
10. "At the close of the lesson—Question."

TEACHER.

V. Papers on Educational Topics.

1. THE TRUE END OF EDUCATION.

The true end of education is not what the man shall most do, but what he shall most be, and this, too, in order that he may most and best do the part assigned to him. It is a character more than a calling. Character first and calling next. Not to get tools, so much as to become himself the superior instrument or agent for all the work of life. In an age like ours, and especially in a land like ours, where material values are the high prizes of life to the multitude, it is no marvel if old barriers should be broken down in our educational systems. It is seen that the practical talent is that which succeeds; that mere scholarship, however prized by the possessor, does not win the chief prizes of our day. It is even said that higher learning is often positively in the way of one's success in life; may so smooth and polish a man as to make him a poor wrestler for promotion in every day affairs. It has been charged that the high education "rifles the cannon until the strength of the metal is gone." But if the metal was of poor stuff, or lacking careful preparation for the strain upon it, then rifled or unrifled it would burst at the first discharge. I know that, as is said of Sir John Hunter, men may be ignorant of the dead languages and yet may be able to teach those who sneer at their ignorance that which they never knew in any language, dead or living. But is that an argument against the classics in education? No! But to-day learning is sought with most avidity which graduates a man as a railroad president or a bank president upon the fastest living. And not the rings of the plants are studied half so much as the municipal or state rings of the contractor. Where are the college graduates to day—in the foremost ranks of learning, pushing forward literary enterprises, controlling our public schools, and guarding all our educational interests? Alas! "One to his farm, another to his merchandise." I have lately seen it alleged that for the last twenty years no graduate of our American colleges has risen to fame as an orator, a poet, a statesman, or an historian, or in either of the learned professions. And even if this be so, why is it except that the public mind has so set itself to the new methods as to turn aside the course of popular education from the ideal to the practical, and to merge it into business affairs. I see it stated that the greatest warfare of the nineteenth century is the industrial warfare—the struggle between the great nations for supremacy in the various industries. And out of this legitimate strife come the great