

7. EDUCATION IN NEW BRUNSWICK.

The New Brunswick School law seems to be fulfilling its object in imparting education to the people. The annual report on the schools by the Chief Superintendent, laid before the New Brunswick Legislature on Friday last, shows continued progress in the work. It appears that during the summer term of 1873 the number of schools in the Province, including Common, Superior and Grammar Schools, was 979, an increase of 92 over the previous summer term. The number of teachers and assistants was 1,020, an increase of 99. The number of pupils in attendance at the schools was 42,611, an increase of 2,774. During the winter term of 1874 the number of schools was 992, an increase of 98 over the previous winter term. The number of teachers and assistants was 1,054, an increase of 94. The number of pupils at school was 44,785, an increase of 4,380. During the summer term of 1873, the proportion of the whole population of the Province attending school was one in every 672 of the population, an increase of about one per cent.—*Montreal Witness*, March 11.

IV. Correspondence of the Journal.

1. ANALYSIS.

Read before the County of Victoria Teachers' Association, at Lindsay, 24th March, 1875, by J. H. Knight, Esq., Public School Inspector for East Victoria.

"Brevity is the soul of wit." A friend of Douglas Jerrold's once remarked, "My brains have gone to the dogs." "Poor dogs," said Jerrold. Caesar said, "I came, I saw, I conquered." Dean Swift, when preaching a charity sermon, having been found fault with for preaching long sermons, took for his text, "He that giveth to the poor, lendeth to the Lord," and said, "My friends, if you like thesecurity, down with the dust." On the continent of Europe, they sometimes translate their messages into English, because the Telegraph Companies charge by the word, and they can say the same with fewer words in English than in any other language. It is better for the Telegraph Companies than for the public that Latin is now a dead language. The Romans could say in two words what requires six of ours. "*Venite adoremus*" is translated, "O, come, let us adore him." The writings of authors who adopt a pithy, perspicuous style may be compared to the land flowing with milk and honey. Those of others remind us of some of the back townships, where you may travel for miles and miles over nothing but sand and rocks, and then for miles and miles over nothing but rocks and sand. Another class resembles the gold diggings, where you may dig and toil for days to obtain a single nugget, but one such nugget repays for all the toil and care. Then again, the novice is in danger of casting away as worthless what the expert recognises as containing the precious metal. The chemist analyzes, that he may separate that which is of value from what is only dross.

To the scholar, the milk and honey of literature occasionally come without labour. But as there was but one promised land, and that approached by a wilderness, so we often have to travel on and on to reach one fertile spot in the desert. So have we to dig and toil for the precious metal, so have we to use all our faculties, that we reject not what is valuable, so have we to analyze and separate the true from the deceptive, and often when we thought we had a cargo of gold, we find we have only mica.

To understand what we read, it is necessary to know the exact meaning of each word. But this is not all. As well might we expect to ascertain the value of a picture by finding out the cost of the material, the colours, and the canvas, and allowing for the time spent by the artist. Nor is it enough to remember what we have been reading about. A child reads, "In a country far away, there once lived an old man who had twelve sons." You ask the child what he has been reading about, and he tells you he has been reading about a country far away, and an old man and his twelve sons. Probably this is as much as can be expected from a scholar in the First Class. But as he advances it is desirable that he should recognise that what is said is not about the country far away, but about the old man who lived in that country, nor about the twelve sons, but about the old man who had twelve sons. Further on the sons are spoken of, and after that the one whose name was Joseph.

For this reason we distinguish between principal and subordinate sentences, or more strictly speaking, principal and dependent propositions; and it is to the relation between these different kinds of assertions that I wish particularly to call your attention. Many of these propositions are really subordinate, such as those commencing with a relative pronoun.

The importance of the dependent proposition is greater where a

comparison is made: for example, "As the tree falls, so shall it lie," which may be rendered thus:

The tree	as	shall lie so
the tree	falls	

Again, "He cometh forth like a flower, and is cut down:"

He cometh forth	and	is cut down like
a flower cometh forth	and	is cut down.

In the following example, which is taken from Goldsmith's "Deserted Village," and will be found in the Fifth Reader, at page 387, a comparison is drawn between the village preacher and a bird trying to induce its young to attempt to fly. He was not one of those who say, "Do as I tell you, but not as I do." He taught by precept and example. In reading this, the words "bird" and "he" require to be slightly emphatic. See Example I.

The next example is taken from the short form of Deeds. See Example II.

The dependent proposition which asserts that "A. B. doth grant," is more important than the principal one, which asserts that the indenture witnesseth. The word "that" performs the duty of a conjunction coupling the two propositions. It seems also to stand as the object of "witnesseth," in which case it would be considered a pronoun, but not a relative pronoun, and the following proposition a noun in opposition.

The last illustration I shall trouble you with is taken from the "Lay of the Last Minstrel," by Sir Walter Scott. It is found in the old Third Reader, at page 250.

The point to which I wish to direct your attention is this, that whatever others might think, the minstrel would certainly claim that the highest reward for a good man would be to have his praises extolled by the minstrel, while the greatest punishment to a bad man would be to be treated with silent contempt. This would be the fate of anyone who did not love his native country better than any other land. The expressions, "for him no minstrel raptures swell" and "unsung," require to be delivered slowly and with suitable intonation. See Example III.

The system of analysis employed in Examples I., II. and III. is not intended to supersede the recognised forms now in use, but to facilitate the work where the words of the propositions do not follow in their natural order. It may be regarded in Grammar as in Book-keeping, the Journal is an intermediate step between the Day-Book and the Ledger. Much time is lost by pupils at school and candidates at examinations, because in analyzing they do not know where to begin. In this method the rule is to take every word as it comes. It is adapted for slates, blackboard, or ruled foolscap paper, but the last-named is the best. If paper be used draw nine lines with a lead pencil at right angles to the faint lines, the first an inch from the left-hand edge for a margin, and the next three at distances of half an inch apart. Then leave a space of an inch, and draw the remaining five lines at intervals of half an inch apart. These lines should not be drawn with ink, as they are not intended to form columns, but to indicate where certain words shall commence. If a slate or blackboard be used, it will be sufficient to place dots or short strokes at the top, thus:

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The left side is for the subject, the right for the predicate. The first line is for conjunctions that couple propositions, or words in the subject; the second for the grammatical subject; the third for adjectives or adjectival phrases; the fourth for adverbs or adverbial phrases. In the predicate, the first line is for conjunctions coupling words or phrases in the predicate; the second for verbs; the third for objects or other complements of the verb; the fourth for complements of words following the third line; and the fifth for complements of words following the fourth line. In commencing to analyze, begin with the first word, and enquire whether it belongs to the subject or the predicate, and then whether it be subject verb, conjunction, or complement, and set it down accordingly. Then take the next word and treat in the same way. If its place is to the right of the preceding, and there is room without interfering, it may follow in the same line, otherwise it must be placed in the line below. An auxiliary verb and a principal verb separated by another word should be placed in different lines, with a brace to connect them. A noun in opposition may be placed in the same line, or treated as an adjective or noun in possessive case. The complements need not always be separated, but may be set down with the principal word, as in Example I., "a bird," "each fond endearment," "reproved each dull delay."

When each word is in its place, under the verbs, as in Example I., placing the number in the margin, with p. for principal or d. for dependent, as the case may be. Then number the remaining lines,