

From such simple beginnings it will not be hard to deduce, by analogy, the relational force of such words as *except*, *save*, and others which are more difficult to deal with, especially when discussed in the ordinary way without the use of diagrams.

Transitive verbs, again, offer a field for the use of the diagram ;

—>—>—>—>—  
thus—John struck the ball but—  
<—<—<—<—<—

The ball was struck by John

The arrows show the direction in which the action passes in each case, viz., in the active voice from the subject to the object, and in the passive voice from the agent to the subject. Incidentally it may be shown that transitive verbs have all more or less connection in their meanings with the idea of *motion*.

These few examples of the use of diagram in illustrating grammatical points might be multiplied indefinitely ; but if the idea be once taken up, the ingenious teacher will find no lack of cases where it may with

advantage be used, nor much difficulty in finding appropriate ways of carrying it out in each case. Let no one, however, despise the method as being childish and unsuited to any but very young pupils.

The late Professor George Parton Young, of University College, Toronto, was accustomed to make much use of it in his lectures on logic to the under graduates of that institution, and few of those who had the privilege of listening to those lectures would question the value of his methods. All minds, and particularly those of the young, are continually striving after the concrete in the attempt to realize fully the meanings of the words which come to them through the ear, or are presented to them through the medium of printed or written characters. Hence, whatever tends to aid this effort tends also to clearness of comprehension. This, as has already been indicated, is the principle involved in using diagrams as aids to word explanation in teaching English grammar.

## EDUCATION AND LABOR.

Mr. President, Members of the University, Friends of the University :

One of the chief aims of a university is the study of relations. Men examine the relations of one attribute of God to another, the relations of God to another, the men to God, the relations of one language to other languages, of one alkali or acid to another. In some cases to the untutored mind the objects under vision seem too trivial or too remote from daily interests to justify the search into their connections. This is not so with the two things that we have

to look at to-day: Education and Labor. They absorb a large part of the thought and activity of the community in which we live.

What do we mean by education? Partly to-day the drawing out of a man's powers and character by training them, partly the body of men in this neighborhood whose powers and character have been especially developed by training. When we speak of education, we do not mean merely something classical, technical, or economic, but as well something moral. And we shall touch upon education in its alliance with wealth. We have

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