

For the REVIEW.]

Subtraction.

After reading "Sonny's Schoolin'," that most enjoyable sketch in the last *Century* which I would like every teacher to find an opportunity of reading, I have been wondering whether a plan of mine would be a help to "Sonny."

Having tried tooth-picks, tied in bundles of tens, and hundreds, as well as other groups of objects in similar ways, I have discarded these in favor of using money.

Do not start, dear fellow-teacher. The amount is within your means, certainly just after pay day, and if not, brown paper cents, tinsel dimes and home-made dollars can be brought to your aid. "Real money" is, however, most likely to interest your class. Take the minuend 104 (and what a "knotty" problem that insignificant middle figure causes). Let us consider that we have a dollar bill, no ten cent pieces and four copper cents. We wish to pay George fifteen cents. As we have only four copper cents we cannot give George five. Let us see if we have a ten cent piece we can change. As we have not, let us get our bill changed. Have a child do this, supplying ten tens for the purpose. We are still in a quandary. But we can get one of these tens change to single cents. These, with the four we had, make fourteen. We give George five and have nine remaining.

We see we have now only nine dimes. These, with no more, are still mine. Give George his due and we have eight remaining.

The one dollar having been changed, we have to consider it no longer. This method seems to me more easily understood by the children, and then the substitution of larger numbers or different names, as barrels, sheep, etc., is easily made.

M.

For the REVIEW.]

That Specimen of Analysis.

It appeared in the July number of the REVIEW, over the signature "Anon," and was the analysis of the second and third stanzas of Gray's "Elegy" as given by "a teacher in one of the Atlantic Provinces." "Anon" asked what the readers of the REVIEW thought of it. As no answer has yet appeared perhaps mine may be acceptable.

In my opinion, the specimen is open to several objections. A sentence given for analysis or parsing should not be changed in form if it can reasonably be taken as it stands; and if any change or addition is necessary, it should be the least possible. Otherwise

we shall be dealing with a different sentence from the one assigned. Thus to alter the language of these lines by introducing the co-ordinate complex sentence "but all the air does not hold a solemn stillness where the beetle wheels his droning flight, etc.," is to make too great a change.

The change is not only too great, but it spoils the sense. The solemn stillness is in *all* the air (of the place), except where the beetle and the sheep are, and except that the owl is hooting occasionally: that is the thought in general. But to say that *ALL* the air does not hold a solemn stillness in certain places is incorrect, not to say ridiculous. It is like turning the sentence, "The whole plain is flooded except where the embankments on either side of the river still mark out its course," into the form, "The whole plain is not flooded where the embankments . . . mark out its course." Any one can see the absurd error.

Again, in this analysis the construction with "save" (except), though completely changed in the second stanza, is retained in the third. To be consistent, the analyst should have made it read thus: And all the air does not hold a solemn stillness in that the moping owl . . . does to the moon complain, etc.

But there is another objection to the form given. If "Save that from yonder, etc.," is "3 c¹," then it is subordinate to "c"; and in that case we have the following nonsensical proposition: "But all the air does not hold a solemn stillness save that the moping owl does to the moon complain."

Another mistake in this remarkable specimen is seen where the first two lines of the third stanza are marked "adv. of reason." If this were correct, then in the sentence, "They all thought it wrong except Mr. P.," the words "except Mr. P." would be adverbial of reason.

The more correct general analysis would be as follows:

- A. (Prin., co-ord. with B) Now fades . . . sight.
 B. (Prin., co-ord. with A) [And] all the air . . . holds.
 1 b¹. (Subord., attr. to "all the air.") Save where the beetle . . . flight
 2 b¹. do. [And] save where drowsy . . . folds.
 3 b¹. do. [and] save that, from yonder . . . complain of such.
 b². (Subord., attr. to "Such persons") as [= who] molest her . . . solitary reign.

It may perhaps be left an open question, whether "all the air" is to be taken as the subject, and "a solemn stillness" as the object of the verb "holds," or *vice versa*.
 SYNON.