

to the predicate. We would retain these terms, but dispense with such terms as adjunct and attribute, as being redundant. In limiting the terms in this way in analysing the simple sentence it will be seen that we dispense with the analysis of phrases, while the term *indirect object* is the only exceptional form we recommend, as indicating the dative case.

In general analysis of other than simple sentences, we use the terms compound sentence and complex sentence, to distinguish the whole proposition; noun, adjective and adverbial clauses to distinguish their principal parts. The conjunction may be called the *connective*. The function of the clause is the function of the noun, the adjective or the adverb, and the relations between clauses may readily be indicated, as are the relations which these parts of speech bear in connection with other words in the simple sentence or clause. Unless the word *proposition* be used to indicate the principal clause of a complex sentence, we would dispense with it altogether. It is anything but a clear term, and when the word *clause* is used it becomes a mere redundancy. We would also dispense with the term *single sentence*.

In closing this part of our report referring to the nomenclature of analysis teaching, we would refer to the diagram scheme, which Dr. Robins has invented, and which Miss Robins has further elucidated as a first stage to composition. To those who have given the plan a fair trial, it has been of the greatest service in class work, and illustrates better than any other we have seen the sentence as an organism related in all its parts.

This form has been somewhat modified by the teachers who have adopted it, notably by Principal Masten, of Coaticooke. The only objection to the extended diagram when a large sentence is being investigated, is the difficulty the teacher has in detecting errors on the part of the pupils when under examination by means of written papers. But the transition from the diagram to a simple analysis form, as that which has appeared in the *Educational Record*, is an easy process, and can easily be overtaken by any teacher who desires to facilitate the work of an examiner.