

ENGLISH PARSING.

THE word "but" is derived from the Anglo-Saxon *būtan*, contracted from *be-ūtan*, i.e. *be=by* and *ūtan=outside*, hence it meant originally "by the outside," "beyond," "except." (Skeat, Etym. Dict.) It is used in A.-S. both as a preposition and as a conjunction. It is often a troublesome word to parse, varying, apparently, from a conjunction to a preposition according to the words supplied. In the following it seems to be a preposition:

1. *I cannot be persuaded but that he meant mischief.* Governing a noun-sentence.

2. *Never dream but ill must come to all.* Supply *that* after *but*. Governs a noun-sentence.

3. *Who knows but he'll come yet?* Supply *that*. Governs noun-sentence.

4. *He is all but perfect.* Supply *a* before, and *man* after, *perfect*. Then *but* governs a noun; or expand thus: "that he is perfect," a noun-sentence.

5. *He is anything but wise.* Expand as in 4.

6. *This is anything but the truth.*

7. *It never rains but [that] it pours.* Or *but=if not*.

8. *But that he has a family he would have left England long ago.*

9. *But for you, we should have failed.* Perhaps governing the adverbial phrase "for you."

10. *There is no one, but knows.* Supply *that he* after *but*. It seems an error to parse *but* in this sentence as a "negative relative," as equivalent to *who—not*. This explanation was probably suggested by the Latin *quin* which translates it.

In the following *but* seems to be a conjunction:

1. *No sooner did he hear her, but he burst into a passion.* We now usually say *than* for *but*. We cannot supply *that* after *but*, so as to make the following a noun-sentence. *But* seems a dependent conjunction.

2. *He went but I staid at home.* Adversative conjunction.

3. *Ten to one but he comes.* *But* seems put for *that*.

4. *Beshrew my soul, but I do love.* Adversative conjunction. Compare "you may do this, but I shall do that." It may, however, be equivalent to "nevertheless."

But is an adverb in,

1. I have but one.

2. I can but grieve.

N. B.—Most of the above examples are from Abbott, though not always explained as he explains them.

(To be continued.)

IN Florida the school age is from 4 to 21—the length of the school year is 105 days; this is equal to about 5 years' continuous school attendance, reckoning 30 days to the month. Maine, has the same school age, but the school year is 118 days. The school age in Wisconsin allows for 8 years, 4 months and 24 days schooling. New York, New Jersey, Illinois and Delaware provide from 7 years' to 7 years and 11 months' schooling. These are the highest. Massachusetts ranks low and North Carolina lowest, providing for only 1 year and 3 months

and 8 days' schooling. Pennsylvania, Maine, Vermont, Connecticut, Rhode Island, New Hampshire, and Massachusetts can shew a daily average attendance of 50 per cent., and upwards of those enrolled as scholars.

It will be interesting to compare these statistics with those for Ontario. With us the school age is from 5 to 21, the school age is about 200 days. This allows about 9 years' schooling, counting 30 days to the month. Our daily average attendance, however, does not rise above 46 per cent. of the number of scholars enrolled.