

Who hears no trace of passion's evil force?
 Who shuns thy sting, O terrible Remorse?
 Who would not cast
 Half of his future from him, but to win
 Wakeless oblivion for the wrong and sin
 Of the sealed Past?

Alas! the evil, which we fain would shun,
 We do, and leave the wished for good undone;
 Our strength to day
 Is but to morrow's weakness, prone to fall;
 Poor, blind, unprofitable servants all,
 Are we alway.

Yet who, thus looking backward o'er his years,
 Feels not his eyelids wet with grateful tears,
 If he hath been
 Permitted, weak and sinful as he was,
 To cheer and aid in some ennobling cause
 His fellow man?

If he hath hidden the outcast, or let in
 A ray of sunshine to the cell of sin;
 If he hath lent
 Strength to the weak, and in the hour of need,
 Over the suffering mindless of his creed,
 Or hue, hath bent:

He has not lived in vain: and while he gives
 The praise to Him in whom he moves and lives,
 With thankful heart,
 He gazes backward, and with hope before,
 Knowing that from his works he never more
 Can henceforth part

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PEDAGOGY.

The Analytical Method of Teaching English Grammar.

A number of interesting and important topics present themselves to the mind of the teacher, when he considers that portion of his work, which consists in imparting to his pupils a knowledge of the grammatical structure of their native language. For a long time, the study of English Grammar as a separate branch of instruction in schools was entirely neglected, notwithstanding the great amount of attention bestowed upon the classical languages. It is now, however, pretty generally admitted that separate instruction in the grammar of his own language is a necessary part of a boy's education. No object, indeed, can be of greater importance in education, than that of enabling the pupil to use, with facility and skill, the language in which he thinks, and which he ordinarily employs, for the expression of his thoughts. And this object cannot be thoroughly attained without theoretical study of the structure of the language. It is evident that an English boy will most readily and thoroughly acquire a knowledge of the general principles of grammatical science from the study of the English language. Should not, then, the study of English precede that of Latin grammar? This and many other questions which our subject suggests, we shall not, however, dwell upon in the present paper, but proceed at once to that which we have more immediately in view.

We propose briefly to consider the analytical method of teaching English grammar. The ordinary method employed is a synthetical one. The synthetical method commences with the *word*, and having shewn how many and what are the different kinds of words, or parts of speech, then proceeds to explain how these words are modified or inflected, and how they are arranged to form sentences, so as to express thought. The analytical method begins with the *sentence*, as the expression of a *thought* examines the parts into which the sentence is divisible, and the relations between these parts, and then arrives at the consideration of the words of which they are made up.

Which of these methods should be adopted in the teaching of English grammar? We answer, neither exclusively; the analytical method should be employed for imparting the first knowledge of the subject, and especially for bringing out its general principles; and the synthetical method is proper for a more detailed subsequent course, and for storing up in the memory the facts and rules of the subject. As Archbishop Whately has well expressed it,—"The synthetical form of teaching is indeed sufficiently interesting to one that has made considerable progress in any study; and, being more concise, regular, and systematic, is the form in which our knowledge naturally arranges itself in the mind, and is retained by the memory; but the analytical is the more interesting, easy, and natural kind of introduction, as being the form in which the first invention or discovery of any kind of system must originally have taken place." One investigates by analysis, and then arranges the facts and principles thus obtained in a synthetical form, in order that they may be the more readily at command for future use and application.

Neither method, as we have already observed, should be used exclusively. Upon this point we quote the following from Sir William Hamilton's Lectures on Metaphysics:—"Analysis and Synthesis, though commonly treated as two different methods, are, if properly understood, only the two necessary parts of the same method. Each is the relative and the correlative of the other. Analysis, without a subsequent Synthesis, is incomplete; it is a means cut off from its end. Synthesis, without a previous analysis, is baseless; for synthesis receives from analysis the elements which it recomposes."

We have already indicated the nature of the synthetical method as applied to our subject, and it will be quite unnecessary to describe it at greater length, since it is the method employed in almost all works on English grammar. We shall more usefully employ our time and space, in proceeding to a more detailed examination of the analytical method, and of the way in which it may be best carried out; after which, we purpose to answer one or two objections, which have been, or may be made to its employment.

The analytical method commences with the consideration of the *sentence*, as the expression of a *thought*. We have several kinds of sentences; there are simple sentences, each of which is the expression of a single thought; and there are complex and compound sentences, each of which is the expression of the relation between two or more thoughts. We shall, of course, begin by the consideration of simple sentences; and not only so, but since simple sentences are of many degrees of complexity, we shall select for our first consideration those whose structure is the least involved, and which consists of the fewest and simplest parts, viz., those containing a simple or unenlarged subject, and an unextended simple predicate, not requiring an object; such a sentence in fact, as *James writes*.

The pupil is easily made to perceive that this sentence consists of two parts; that the first part, *James* expresses WHAT WE ARE SPEAKING ABOUT; whilst the second part, *writes*, expresses WHAT WE SAY ABOUT James. A few more such examples being given, it is established that all sentences are divisible into two parts, expressing respectively—

(1.) THE PERSON OR THING of which we are so speaking.

(2.) WHAT WE SAY about that person or thing, the former being called the *subject*, and the latter the *predicate* of the sentence.

After being sufficiently exercised in analysing sentences such as the above into these two parts, the pupil's attention is directed more particularly to the *subject*; and he is shewn by examples such as *John runs*, and *He runs*, that the subject may consist either of the name of the person or thing, when it is called a *noun*, or of a word used instead of the name, and called a *proun*. A sentence, such as *The man runs*, is then taken, in which he observes the word *The* prefixed to the noun *man* in order to particularise or point it out. By the help of other examples he becomes acquainted with three such words, viz., *A*, *An*, *The*, which he is told are called *articles*.