

To the Editor of the Canada School Journal.

SIR,—We see in the JOURNAL occasional communications from the author of the grammar in use in our schools. With this proof that our author is no mythical or anonymous personage, I make bold, with your permission, to ask a few questions, which I hope he will answer if they seem of sufficient importance.

1. In what way are we to understand the assertion that an adverb or adverbial phrase is never a complement of a verb of incomplete predication? What is the difference in the structure of the following sentences: "The man is rich," and "The man is here?" If in the second the verb is a verb of existence, and is equivalent to "the man exists here," then why not "the man exists rich?"

2. If an adverb may modify a noun when the latter is in the attributive or predicative relation, why not likewise when it is the subject of a sentence? What different function has "only" in "he buys wheat only," and "wheat only is bought?"

3. The word "complement" seems used especially to mark something distinct from the object of transitive verbs. How are we to understand "the infinitive complement making the object of a verb of incomplete predication?" In "can," or "ken," "know," or "ought," "owns" or "owes," we can easily see that the verb is transitive, though one is followed by "to" and the other is not, which probably does not affect the case. But how can we make "may" or "must" a transitive verb? And if by derivation, or old use, these words are all transitive, what need of the word "complement?"

4. How are we to express the different uses of "will?" "The tree will soon fall" (future tense, of course), "I will not consent" (simple determination), "He willed the death," &c. (regular, or weak, and transitive). Now, what are we to say? different parts of same word? or different words? What constitutes a word? Are we to go ahead and parse a word as we find it used, regardless of form or derivation? In preface to our Grammar we are charged to observe the *functions* of words, as "nothing is more hurtful than mechanical directions." Elsewhere (page 217 Exercises) we read, "In analysis and parsing, *grammatical form* is the essential thing." Italics are, presumably, the author's.

"In 'I can but lament the result,' but is a preposition, and in all such constructions there is an improper omission of a negative." What shall we do with this from Comus, "If I but wave this wand?" A score of such constructions could be quoted in a very few pages of Shakespeare.

"He hadn't ought to do it" is grammatical, though vulgar." In what sense are we to understand the word grammatical?

"All true adjectives can be used both ways," i. e. attributively and predicatively; in another place we are told we "can make nothing of 'afraid' but an adjective." Can we say "an afraid man?" And in "the man is asleep," and "the ship is ashore," how shall we parse, and what reason shall we give for our work?

DISCIPULUS.

Notes and News.

ONTARIO.

Mr. H. M. Clark, a teacher from the County of Bruce, Ont., has just graduated from the Philadelphia School of Elocution and Oratory with first-class honors.

We are glad to note that the Ontario Art School is to receive a grant of \$4,500 this year from the Government.

The attendance at the Toronto Public Schools is 9386.

There are 1442 pupils in the Brantford Schools.

The registered attendance in Guelph High School is 158.

Stratford Public Schools have 1143 pupils in attendance. The High School has 180 on the roll.

The Peterborough Schools have 1126 pupils in attendance.

London Collegiate Institute has an attendance of 143 boys and 142 girls.

The sum of \$125 was granted by the Stratford Board of Trustees to Mr. Dickenson for extra services in conducting the Model School in 1879.

Brantford School Board has adopted the following resolutions respecting promotion examinations: (1) That the examination do not take place in the presence of the teacher of the division being examined. (2) That the standard for promotion be 50 per cent. (3) That the reports as to the results of the examination be made by the Principal. (4) That the marks for writ-

ing be not taken into consideration in estimating the marks required for promotion.

The examinations in the several military districts for admission into the Royal Military College will, in future, be held annually in July, instead of semi-annually.

For thirty years three clergymen have presided over the Perth School Board.

Literary Societies have recently been organized in connection with Newcastle and Toronto High Schools.

The Port Hope Times speaks thus of the schools in that town: "It is extremely gratifying to be able to record that the schools of Port Hope, since Mr. Goggin became head-master, have become thorough institutions of learning. His capacity for organization is very great, and he has consequently succeeded in carrying out an excellent system of grading. Every teacher knows just what is expected from him or her, and the work goes on simultaneously and well. Mr. Goggin deserves praise for his work, and is to be congratulated on the fact that the teachers under him recognise his fitness for the position."

Mr. Somerset, Public School Inspector, addresses the following suggestions to teachers, trustees, and parents in his Annual Report:

Teachers.—The marked improvement visible in the spelling and writing in the majority of schools is a cause of great encouragement. Most teachers now realize the importance of strict personal attention to the writing of each child—even the smallest; also the usefulness of the writing exercise in employing the small scholars, and of making the study of other subjects easy.

The geography papers suggest greater attention to the spelling of geographical names; the avoidance of keeping the pupils—small classes especially, too long at the map of one particular continent or country; the desirability of giving interesting facts concerning the people and productions of a country, in addition to dry lists of names.

The arithmetic papers suggest greater attention to neatness and system in the working of questions. This remark will also apply to the papers on the other subjects. The means of effecting this is by giving occasional *written examinations*. The examination of the pupil's papers show quite clearly which schools have been in the habit of employing this exercise.

Trustees.—I can only repeat a suggestion made last year: Give greater attention to the small repairs and to the cleansing of your school-houses. Your children are there seven hours each day, and it is surely no great tax on the time of three trustees to see that their surroundings are clean and comfortable during that time. See that public examinations are held at least every half year; if the teacher seems slack about it, show him that you expect it to be done. These examinations enliven and stimulate schools that hold them.

Parents.—So much has been said about irregularity of attendance that it may be assumed that parents are now fully aware of its evil influence on the progress of our schools. It only remains for each one to endeavor to remove or reduce its extent by practising the greatest possible regularity in the attendance of his children. Any parent complaining of the slow progress his children make is placed entirely in the wrong, if the teacher is able to show, in reply, an attendance of broken periods of a few days each.

The timely provision of the necessary books, slates, pencils, &c., for the children is also a matter requiring greater attention from some parents. Its absence frequently causes great embarrassment and delay in the work of the class, as well as the individual scholar.

The use of monthly reports of the conduct and progress of each child is now being generally adopted. Their success depends entirely upon the interest parents take in them, and it is therefore hoped there will be a hearty response from them when the teacher invites their co-operation in this matter.

NOVA SCOTIA.

Since last month's notes were written, the untimely death, at the early age of 43, of James De Mille, A.M., Professor of Rhetoric in Dalhousie College, has called forth numerous expressions of sincere regret. Professor De Mille's works of fiction and humor, "Helena's Household," "The Cord and Crease," "The Dodge Club," etc., are well known, and stamp him as an author combining originality of conception with power of expression. The vacancy caused by his death in Provincial educational circles cannot easily be filled. His recently published treatise on "Rhetoric," already adopted as a text-book in many leading institutions, shows how admirable were his qualifications for his special professorship. As a lecturer he was remarkably lucid, and enchaind the attention of his classes.