

And for plural, shall we be imitating by *oxes* and *mans*?

Certainly that would be easier for foreigners, if we wish to make our language a generally used Volapük.

I ask the reader's attention once more to the spirit of the thing. For certainly, when we come to detail, there are puzzling things in French participles:

and *Je l'ai vu manger*

Je l'ai vue manger

certainly do not, even when both referring to a woman, mean the same thing. No more do

and "I have come over"

"I have overcome."

One just takes anything that might puzzle the foreigner. "*Uebersetzen*" (first syllable accented) is not "*uebersetzen*" (third) in German.

But one can talk about such distinctions; they represent something in the spirit of the language; in its history; in its affinities. They are not arbitrary. That is, speak

ing generally, and allowing for reasonable reforms and modifications, perhaps desirable.

So for plurals of compound words, they often suggest distinctions in meaning, or call attention to the exact meaning—*chefs d'œuvre*, for instance, or *tete-a-tete*.

Then again, that the substantive and the adjective parts take the *s*, while the verb and the adverb parts do not, is comforting and strengthening to a learner's sense for analogy.

To have some words in *ou* taking a plural in *x*—that, as a French official said some years ago, goes against analogy. "Did a child write *s*, I should praise, not blame, him."

Give those up, French rulers of the democracy, and we shall have *oxes* if you like. But no, that sounds bad. Your *s* for *x* makes, in sound, no difference.

That reform would be as rational as some reform of our *bough*, *cough*, *lough*, *rough*, *though*, *through* business.

"Let us be sacrificers, but not butchers."—UNIVERSITY OF NEW BRUNSWICK, CANADA.

MATHEMATICS.

The peculiar service of mathematics to the student is to throw light upon all his studies of the works of nature and of man. It does this by—

1. Making him a closer—a more accurate—observer;
2. Sharpening and clarifying his ideas;
3. Extending his grasp of, and deepening his insight into details;
4. Assisting in the clarification and interpretation of facts;

5. Furnishing a criterion for estimating the relative importance of facts;

6. Providing him with means of correcting his judgments;

7. Giving him correct notions of the purpose of expression;

8. Increasing his love for unadorned truth—*i.e.*, for the truly beautiful;

9. Reducing his dependence upon memory, and,

10. Making him in a high degree master of his environment.