

ginal inhabitants of the island. "Maroon" means "hog hunter," and was given to the slaves of the Spanish colonists of 1655, who (the slaves), on the invasion of England, fled to the mountains and supported themselves by robbery and boar-hunting. They skulked about the skirts of the out-lying plantations and murdered stragglers, and at night set fire to cane pieces and out-houses. A regular war was undertaken against them in 1730, during which they were headed by a famous chief named Cudjoe. It lasted four years, and presented some of the most curious features of which war admits. The Maroon chiefs used to station themselves in glens—called, in the West Indies, "cockpits"—inclosed by nearly perpendicular mountains and rocks, and only to be entered from a narrow defile. Here, when an enemy was expected, they planted themselves on the ledges of the rock on each side, and fired on them as they advanced in single line. So harassing were hostilities of this kind that in 1738 and 1739 regular treaties were made and concessions given to these brave savages. Land was yielded to them, and a jurisdiction bestowed on the chiefs which constituted an *imperium in imperio* in the island. This state of things, modified now and then by new regulations, continued till near the end of the last century, when the influence of the French Revolution (acting on the West Indies just as that of the American revolution is acting now) produced the great Maroon war of 1795. Jamaica was then governed by a distinguished soldier—Alexander Lindsay, Earl of Balcarres—who conducted the struggle to a satisfactory conclusion. At that time the common negroes did not, as a general rule, join the rebellion, while now it is they who rise and the Maroons who remain firm to Her Majesty's Government.

5. EXPLORATION OF CENTRAL ASIA.

Sir John Lawrence has sent three native agents, disguised as merchants, to explore Central Asia by different routes. Each one is independent of the others, and kept in ignorance of their appointment, so that on their return three independent narratives may be looked for. They are instructed to take note of all they see, to observe the temper of the different peoples among whom they travel, whether movements are taking place in favour of Russia, and to visit Bokhara, Kkokand and Samarcand, before they turn back.

6. PERIODICALS IN THE NEW ITALIAN CAPITAL.

It is calculated that 31 periodicals have transferred their seat of publication from Turin to Florence, where at the present moment 64 serials exist, giving employment to about 1500 persons in the printing houses only, without counting the individuals indirectly contributing their part to the production of the smallest leaf of printed paper.

V. Correspondence of the Journal.

1. REMARKS ON ENGLISH GRAMMAR.

To the Editor of the Journal of Education:

In the last (February) number of the Journal, I notice that Mr. R. Blackwood, in his remarks upon Grammar, expresses a desire that some other teachers would give their experience on this topic. With him, I am of opinion that, if our teachers would write more on these subjects, it might lead to more uniformity in the method of teaching them, and be productive of good results; with this object in view, I venture to give my experience in dealing with the items which he mentions.

First, with regard to the rule, "One verb governs another in the infinitive mood," I fully agree with Mr. B., in doing away with the infinitive mood in English, and terming this construction a *verbal noun*, but cannot conceive that they can all be governed according to any single rule, for these verbal nouns are found in all the five cases of the noun, except the possessive; for instance, in the expression, "To be; or, not to be; that is the question;" the verbal nouns, *to be*, are in the *independ. case*; or, verbal noun independent. Then, in the sentence, "To obey is to enjoy;" *to obey* is in the *nominative case*, and *to enjoy* in the *predicative case*, after the intransitive verb *is*. Again, in the sentence which Mr. B. gives ("Forget not to do good"), *to do* is evidently in the objective case, governed by the transitive verb *forget*; also, in the sentences, "I was about to tell thee;" "He was about to send a flood;" "That all men are about to live," &c.; the verbal nouns *to tell*, *to send*, and *to live*, are in the *objective case*, governed by the preposition *about*. When not found in the above positions, they always express the *cause* or *purpose*, or the *end* of a previous action, and are the *object* of the preposition *for*, either expressed or understood, because the word *for* always introduces a complement of *cause* or *purpose*. Such is the way in which I teach my classes, and other teachers

with whom I am acquainted adopt the same method, as being the easiest for children to acquire, because when they have learned the cases of nouns, they have overcome all the difficulties (if there are any) of these *verbal nouns*.

Although, in teaching children, I include all the verbal nouns which express the *cause* or *end* of a previous action, under the government of the preposition *for*; as, "He stood up *for to read*;" "Winter comes (for) *to rule* the varied year." Yet, when the end of a previous action is expressed by the verbal noun, it would be more in accordance with reason to term the particle *to* a preposition and the accompanying word a verbal noun, in the objective case, governed by it; as, "He forced him *to retire* into Gaul;" and, in this case only would I separate them.

Next, with regard to the participle, I teach my pupils that they are all (both imperfect and perfect) derived from verbs, and partake of the nature of the verb and some other part of speech. Sometimes they partake of the nature of the verb and a *noun*, in which case they are *verbal nouns*, and have all the cases of the verbal nouns mentioned above; for instance, take the four sentences, (1.) "Generally *speaking*, the weather is fine;" (2.) "*Sinking* wells is laborious work;" (3.) "Seeing is *believing*;" (4.) "I could not avoid *submitting*;" "They had *conquered* the enemy;" "Health is improved by *exercising* the body." In the above sentences, (1.) *Speaking* is in the independent case; (2.) *Sinking* is in the nominative case to the verb *is*; (3.) *Believing* is in the predicative case after *is*; (4.) *Submitting* is in the objective case, governed by the verb *avoid*; *Conquered* is in the objective case, governed by the verb *had*; *Exercising* is in the objective case, governed by the preposition *by*. All other participles partake of the nature of the verb and an adjective; as, "The sun was *rising* in the east;" "Wright was *respected*;" where *rising* is a verbal adjective belonging to the noun *sun*, and *respected* a verbal adjective belonging to the noun *Wright*. All participles are, therefore, either *verbal adjectives* or *verbal nouns*.

In treating the participle in this way, we simplify the verb; and, instead of making six tenses, we only have the three divisions of time into which it is philosophically divided. No doubt, in the sentences which Mr. B. quotes, the sense would not be lost by making two propositions, but it would materially change the construction, and the participle would no longer be a participle; it would be much easier to leave the constructions as we find them, sanctioned by good usage; and, in the sentence which he quotes ("The sun rising; darkness flees away"), call the noun *sun* the nominative case absolute, and the participle *rising* a verbal adjective belonging to it. His next sentence ("Having been there before, he knew the road well") is more simple, the imperfect participle *having* being a verbal adjective belonging to the pronoun *he*, and the perfect participle *been* a verbal noun governed by *having*.

With the remaining item, which he mentions, there can be no difficulty; if the words are in the same construction, they are the same part of speech; and, otherwise, they are not; for instance, "It moves *slowly* and *silently*;" in this example, *slowly* and *silently* are in the same construction, and are both adverbs, modifying *moves*; but, if I say "It moves very slowly;" here *very* and *slowly* are not in the same construction—*very* being used to aid the word *slowly* in expressing an extended signification, and is only an *auxiliary* adverb belonging to *slowly*; the same applies to adjectives; as, "A *more* powerful king," where *more* is an auxiliary adjective belonging to *powerful*; but, if the word modifies both the *adjective* and a *noun*, the construction is different again, and the word is a *secondary* adjective, e.g., "A *talented* young author; his *sole* remaining joy;" here *talented* belongs to *young author*, and *sole* modifies *remaining joy*. Such examples as these are frequently met with in our reading lessons; and children can see the difference in construction, and I have found this mode of dealing with these items to be readily caught by pupils who have been unable to learn or understand them in any other way.

Putnamville, Dorchester,
March 17th., 1866.

H. M. COOPER.

VI. Biographical Sketches.

No. 28.—THE HON. CHIEF JUSTICE BOWEN.

We record the death of the Honorable Edward Bowen, D.C.L., Chief Justice of the Superior Court for Lower Canada. He was born at Kinsale, Ireland, on the 1st December, 1780, and had consequently attained the venerable age of upwards of 85 years.

He was named Attorney General for Lower Canada a short time after he was admitted to the bar, and was only thirty-two years of age when elevated to the bench on the 3rd May, 1812. Since that time, that is for almost 54 years, he has been a member of the