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TEMPERATURE

as observed by Hearn & Harrison, Thermometer and Barometer Makers, Notre Dame Street, Montreal.

THE WEEK ENDING

May 27th, 1883.				Corresponding week, 1882.			
Mon.	Max.	Min.	Mean.	Mon.	Max.	Min.	Mean.
45°	44°	41°	41°	38°	38°	37°	37°
44°	38°	36°	37°	42°	42°	41°	41°
42°	42°	40°	41°	40°	40°	39°	39°
44°	48°	46°	46°	46°	46°	45°	45°
46°	46°	46°	46°	47°	47°	46°	46°
46°	46°	46°	46°	47°	47°	46°	46°
46°	46°	46°	46°	47°	47°	46°	46°
46°	46°	46°	46°	47°	47°	46°	46°

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CANADIAN ILLUSTRATED NEWS.

Montreal, Saturday, June 2, 1883.

THE ROYAL SOCIETY OF CANADA.

The second annual meeting of the Royal Society of Canada took place at Ottawa last week and was well attended. On the first day there were general sessions, followed by conferences in sections, whereat a number of papers were read. On the second day a grand reception took place in the Senate Chamber in presence of His Excellency the Governor-General and Her Royal Highness the Princess Louise. The Marquis read a very appropriate address and Principal Dawson gave a full and highly instructive discourse on the aims and functions of the Society. Hon. M. Chauveau, Vice-President of the Society, also delivered a pleasing oration in French. In the course of the afternoon the Marquis visited the several sections, accompanied by Mark Twain. Among the papers read in the section of English literature on that day may be mentioned three extremely valuable philosophical dissertations by Dr. W. Clark Murray, of McGill University; an essay on "Thorau," by Geo. Stewart, junr., of Quebec; a poem on the "Grampian Hills," by Rev. Anas McDonnell, of Ottawa, and a study on the "Literature of French Canada," by Mr. John Lesperance. On the third day the members of the Royal Society were entertained at luncheon by His Excellency, and received at a garden party by the Princess in the course of the afternoon. On the fourth day the election of officers took place; Dr. Dawson retiring from the Presidency and being fitly succeeded by Hon. M. Chauveau.

This second meeting of the Royal Society of Canada is so far satisfactory that it ensures the maintenance of the body, while giving fair promise of its usefulness. During the first year the existence of the Society was regarded as experimental, and all its efforts were merely tentative, but now the outlook is better and there are hopeful indications of fruitful growth and expansion. About the two sections of science there never was any doubt, because there is a wide field for these in Canada, and the workers are both numerous and able. Neither was there misgiving about the French section, which enjoys a homogeneity of its own, and represents quite a distinctive literature. The uncertainty lay with the English section of literature, many of the members themselves being dubious of its advisability. At present, however, after a year's trial, the general feeling in that section is that it may be adapted to many general uses, in the furtherance of the cause of literature, the department of historical research being specially available. We are pleased to note the success of our Royal Society, and we trust that it may accomplish all that is expected of it. Anything tending to the promotion of arts, letters and sciences among us, deserves the warmest welcome.

THE SUBJUNCTIVE MOOD.*

BY WILLIAM LEIGH, FARQUHAR, ONTARIO.

Those of you who have studied "Mason's Grammar" will have found that he points out a number of difficulties encountered by students in the grammatical study of English. Perhaps the most prominent difficulty is that of the "Subjunctive Mood," and from the way in which Mason deals with it, it is evident that he has felt the difficulty himself. In saying this, I do not wish you to think that I consider Mason lacks anything in clearness, or that he does violence to any of the principles of English. Of all the authors I have studied on this subject—Abbott, Mason, Angus, Fleming, and Bain—Mason is the only one, in my opinion, who has interpreted faithfully the teachings of our best grammarians.

The real source of difficulty, it seems to me, however, is the way in which we were taught to distinguish moods. The method was purely mechanical. Now, where Mason wishes us to free ourselves from a tyranny of names, and presents peculiarities, hitherto unnoticed, in a logical manner, we, as teachers, who possess more than ordinary intelligence and a little literary culture, but whose minds have become vitiated by the teaching we received from the old grammars and older teachers, at first do not perceive the distinctions in thought, to express which the English language is so admirably fitted.

It would be presumption on my part to enter into arguments in favour of the new conjugation, for any one who has examined Mason must have found reasons sufficiently cogent to abandon the old method.

It may be well here to observe that in doing away with the Potential Mood there has been recognized that important principle in grammatical science, that all grammatical expedients are to be valued in so far as they explain fully the force and office of those words with which they deal.

The Potential Mood long occupied a conspicuous place in the conjugation of our verbs, but it has by many been discovered to be a useless invention—a deviation from the foregoing rule, not having a solitary circumstance to recommend its retention. It has accordingly been discarded for an arrangement that unfolds the true use of verbs.

It is matter of surprise how such an arbitrary arrangement as the Potential Mood should be accepted by succeeding generations as the best that could be devised.

The only explanation of this is, that, in times past, teachers supposed themselves to be strictly confined to the authorized text book, and did not investigate for themselves. The question was not "What does language teach," "What does use teach," but "What does the authorized text-book teach?" The doom of this system has been sealed, fortunately for the studies of our pupils. Research in all the departments of English grammar has been extended, and it may now with truth, and not with irony, be called a science and an art.

But we shall suppose that we are now beginning a school term, and that we have a class that have been promoted to the fourth form, and is perfectly familiar with the Indicative Mood in simple and compound sentences. The Subjunctive Mood comes up for explanation.

Experience confirms me in the belief that the use of the past tense, as explained by Mason, pp. 433 and 434, is the most advantageous, for that contains the best test of the Subjunctive Mood: viz., to determine whether the supposition corresponds with or is contrary to what is the fact; and I think this needs no great power of discrimination.

Mason has made this point so clear that it would be not only useless but presumptuous to attempt any further explanation. Yet the anomalous use of the past tense, in reference to present time, demands some attention.

I think you will agree with me when I say that all present conditions of things were brought about in past times either near or remote. Take then an example: "If Noah were here, I should speak to him." Noah's being present would have to be a fact before the speaker, under the circumstances, could speak to him. Hence, in the hypothetical clause the past tense is properly employed to make a distinction between the real and supposed condition of things. In the consequent clause the use of the past tense secures the same end, showing "the want of congruity between the supposition and the fact."

Experience tells us that a serious difficulty with beginners is the use of the Present Indicative in hypothetical clauses. They fail to comprehend the reason for the supposition or what was in the mind of the speaker—to denote which is the office of moods.

Hence many who have tried to investigate the matter have experienced a difficulty, and with many investigation has ceased, because they could not tell when to use, and when not to use, the Present Indicative in hypothetical clauses. For this reason I have given this point a somewhat lengthy consideration, and to make the matter perfectly clear we shall take an example in which the present indicative is used in the hypothetical clause. "If the boy is guilty he deserves to be punished." In dealing with this sentence before my class, I was asked by one of my senior pupils, "Why does the speaker put

his opinion in the form of a supposition if there is no doubt on his mind?" It may seem strange that, although students daily meet with this use of the Indicative, they are hopelessly bewildered when they attempt to define what was in the mind of the speaker in such cases; nevertheless this is a fact. In clearing the path of investigation for my pupils, I require them first to recite the two views of suppositions, so fully illustrated in Mason's Advanced Grammar, pp. 429 and 433. Then taking an example like the previous one, we pursue the matter in the following way. We shall suppose that the boy mentioned, while in the playground, was guilty of a misdemeanor, deserving corporal punishment, and another boy witnessed the crime, having informed the teacher of the fact, he sends for the boy, who comes in, and the other boys follow to the ante room to know the result. After a thorough investigation of the matter, the boy acknowledges the fault, and the teacher is in the act of inflicting the punishment, when a stranger enters the ante-room where the boys are assembled, and asks the cause of the boy's being punished; he is informed of the circumstance, and says, "Well, if he is guilty he deserves to be punished."

Of the boy's guilt there is no doubt, and consequently he uses the Indicative Mood. It may appear to you that I have magnified this difficulty, but I have invariably found that, simple as it may seem, it is a point which I had trouble in mastering, and which I have found a stumbling block to students.

With the desire to be practical, I have simply attempted to indicate, in terms as plain as possible, the plan which I have found most successful in getting my pupils to master the Subjunctive Mood.

When the use of the Present Indicative in hypothetical clauses is fully understood, little difficulty will be experienced in determining when to use the Present Subjunctive. A few words on this point may not be entirely thrown away. When there are two things that are liable to be confounded, if we get a clear idea when to use the one, the use of the other will be more easily understood. If we know when to use the Present Subjunctive, it will materially aid us in determining when to use the present Indicative in hypothetical clauses.

On listening to a sermon some time ago on Evolution, I heard the minister make use of the following: "If the Mosaic account of the creation be true, Evolutionists are in error." Now, let us consider why did he make use of the expression "Evolutionists are in error." From his sermon and from what was passing in his mind, he was certain that the Mosaic record was true, because only from his belief in the correctness of the account could he make the assertion that "Evolutionists are in error." The speaker misinterpreted what was passing in his mind by using the Subjunctive in this condition, instead of the Indicative.

Take another example, the one given in our authorized text-book. By pursuing a similar line of argument you shall see that the speaker misrepresents what is passing in his mind when he says, "If it rain we shall not come." What would lead the speaker to make use of the expression? We must think exactly as he did, and he transfers himself forward mentally to the time of starting. Then the only reasoning he could possibly have, would be its raining at that time. Change the expression to, "If it does not rain we shall come," and all becomes perfectly clear. When, then, you will ask, is the Present Subjunctive Mood used? The best answer that I can give is to be found in Mason's Advanced Grammar, pp. 433 and 439, and in his remarks on the Subjunctive Mood in the preface to his Grammar.

There is a point here to be strictly watched, that is, not to confound this use of the Subjunctive with that found in suppositions respecting the future, treated as "a mere conception of the mind," and to express which the past tense is employed. I may here refer to the infallible guide we used to have for the correct use of the Subjunctive Mood, "Where contingency and futurity are both implied, the Subjunctive; when contingency and futurity are not both implied, the Indicative." This is entirely wrong, and should be vigilantly guarded against as a fruitful source of error, since it contains only a part of the truth.

But the most perplexing problem remains to be considered: viz., whether there is a Future Subjunctive or not. If you examine the works of Abbott, Mason, Angus, Bain, and Fleming, you will find that Bain, Fleming, and Angus have a future tense in their paradigms; Mason has none, and Abbott (if I may be permitted to use the expression), is on the fence.

We were to decide this matter by numbers, Mason's testimony standing alone would go to the wall; but let us appeal to a higher authority than any of these, viz., Language. What does it say in the matter? Take an example: If Mr. Bishop should advocate the N. P., his popularity with the reform party would decline (assumed for the sake of argument). The occurrence of the probability spoken of in the sentence, if it should be brought to the test of reality, would be in the future. The mental position in which the speaker places himself is to regard it as past. Let me reconcile these statements, contradictory as they must seem.

The sentence may be re-constructed as follows, and yet convey the same meaning: If Mr. Bishop were to advocate the N. P., his popularity with the Reform party would decline. I think most of you will agree with me, that the verb in the hypothetical clause is in the past

tense. But the argument fails when applied to the consequent clause. The best way, then, to dispose of the difficulty is to put ourselves mentally in the speaker's place. The supposition is "a mere conception of the mind." Mentally the speaker projects himself forward to a period to which the probability of which he speaks is a past event.

In simpler language, the speaker views Mr. Bishop's advocacy of the N. P. and his consequent fall in the estimation of the Reformers as having occurred. Bearing in mind the fact that mood has reference to the mental attitude of the speaker, any one who regards my statement of the question as correct, must admit that the verbs in the example are in the past tense. Consequently, I think, we must come to the conclusion that Mason is right. What the other call future he calls a past paraphrase.

These are the principal difficulties I have experienced in studying and in teaching this subject, and the method I have taken in overcoming them. If any teacher present has met with the same difficulties and has received the slightest hint that may be of service to him, I shall be grateful. But, in conclusion, let me urge upon you all the necessity of investigating for yourselves, and of accepting nothing unless you are satisfied that it is right.

A GLANCE AT EDUCATION IN GERMANY.

Having recently paid a visit to Leipzig and other parts of Saxony, we propose to lay before our readers a few cursory remarks upon schools and colleges, wishing it to be understood that many, if not most, of our observations will be equally applicable to other parts of Germany, and also to the German cantons of Switzerland. As we have already said, attendance at a school has long been compulsory, and the means employed to enforce attendance are much more severe and summary than have yet been tried in England, or perhaps ever will be. The school age is from six to fourteen years. Before the age of six great numbers of children attend schools conducted upon the Kindergarten system of Froebel, who was a native of the little village of Schwelm, about twelve miles from Eisenach, on the edge of the Thuringian Forest. In the course of our tour we visited this village, and made a pilgrimage of respect to the grave of Froebel. It seems to have been one of Froebel's principles that very young children should not be prematurely taught to read, but should have their natural powers of observation and intelligence awakened and sharpened by exercises better suited to their tender years and undeveloped capacity. When a boy enters a German school at six years of age he usually learns to read and to write the alphabet simultaneously; his ear, his eye, his tongue; and his little hand all find employment. He hears the school-master utter the sound of a letter, he sees that letter immediately written upon the blackboard; he is then told to imitate with his tongue the sound uttered by his schoolmaster, and, lastly, to imitate with his hand upon a slate the same letter which he has seen written upon the blackboard. The names of letters are not mentioned for a long time. Upon this system of beginning to teach reading and writing to children at six years of age it is surprising to note how rapid is their progress under an able and zealous teacher. By the adoption of this method the time spent in learning to read common words in simple sentences may be reckoned by months instead of years. It is one of the most marked characteristics of German instruction that it is so extremely methodical, slow, and thorough. In arithmetic, for example, it is always a prime object with a German teacher not to be content with obtaining right results; but to insist further on finding out whether his scholars have really grasped the processes and principles involved in attaining the results. Thoroughness and exactness are amongst the most important and valuable marks of the German character. These qualities pervade the barrack-room, the drill-ground, and the battlefield just as much as the school-room. It seems as if the Germans had thoroughly and heartily accepted the maxim—"that whatever is worth doing at all is worth doing well." Till a scholar has thoroughly mastered one step he is not prematurely urged to take another. With the German teacher this plan is quite natural and easy, because in his country there are not as yet (and, for his sake, we hope there never will be) any fixed "standards" of examination which must be annually passed for every school. Of course there are in Germany School Inspectors and periodic examinations of the scholars, for the purpose of testing amply and thoroughly their proficiency and the progress made from year to year. But these examinations are not conducted by the School Inspectors as ours are now in England, upon the custom system that sprang from the principle of "payment by results." The Germans would ridicule the idea of paying vast sums of public money for mechanical results in the art of instruction. We once had occasion to explain to a school inspector on the continent what was our system of inspection in England. He listened attentively to our account, which roused, first, his amazement, for he could not refrain from laughing at such a mode of testing the real merits of a school or the efficiency of a teacher.

The methodical, systematic, and gradual steps deliberately taken in every German school, in accordance with a carefully considered theory of education, have led the Germans to adopt

* A paper read before the West Huron Teachers' Association, Feb. 17th, 1883.