

English.

All communications intended for this column should be sent to W. H. Huston, care of THE EDUCATIONAL JOURNAL, Toronto, not later than the 5th of each month.

QUESTIONS.

1. THE ROBIN (page 397, H. S. R.)—What is the subject of the second paragraph, and what sentence contains it?
2. (a) The Reconciliation (page 308).—What is the subject of the last paragraph?
(b) Explain "rapture of devout wonder."
(c) "Not in vain—not in vain has he lived—etc." Why are the dashes here?
(d) Explain the second to the last sentence.—J. H. T.
3. I do not wish to appear harsh, but I was particularly exasperated when reading over the last set of questions, and I venture to propound a question which you may attend to or not: "About how many of our teachers do you suppose are fitly provided with English dictionaries and other equally necessary books?"—ENQUIRER.
4. Was Surajah Dowlah in the service of the English or the French?
5. At the taking of Ft. William did he command English or French troops?
6. What and where is Ozan?
7. What is the translation of "La Allah illah Allah?"

ANSWERS.

- The subject is the characteristics of the Robin. The paragraph is descriptive, and therefore no single sentence contains a summarized statement of its thought. The three leading thoughts will be easily seen if the paragraph is subdivided into three sections at the words, "bitter-rinded store," and "my raspberries."
2. (a) The effect on Esmond of the devotion of Lady Castlewood.
(b) The sight of the "endless brightness and beauty" inspired feelings of wonder mingled with worship (devotion), which were so strong that they took entire possession of his soul.
(c) To indicate a broken, hurried state of feeling.
(d) Love, unlike riches and fame, is eternal in the heart of dead and surviving.
 3. Not so many as "Enquirer" might suppose. It is impossible for some of our teachers to do more than exist on the salaries they receive. School-boards should see to it that teachers receive decent wages, and that the schools are properly supplied with the necessary works of reference. A good dictionary—say the concise Imperia—is an indispensable adjunct of the teacher's work.
 4. He favored the French.
 5. Native forces with a few French.
 6. We know nothing of any place with this name.
 7. This question has been already answered in a previous number.

EXERCISES IN HISTORICAL ENGLISH.

FOR SENIOR HIGH SCHOOL PUPILS.

1. WHAT were the effects of the Norman Conquest on (1) the vocabulary, (2) the pronunciation, (3) the power of word-formation, (4) the syntax, of our language?
2. Give examples of (a) English, (b) Latin, (c) Greek, doublets, and enumerate the causes for their existence.
3. Point out in what respects the English of 1887 differs from that of 1485 as to (a) *grammar*, (b) *vocabulary*.
4. Whence and when were the following words introduced into our language:—Loafer, filibuster, plunder, domino, facade, manna, gong, paradise, steppe, palaver, janissary, boomerang?
5. What are the tests for the complete naturalization of a foreign word?
6. Show in what respects the form of the following is misleading:—Posthumous, dropsy, hawthorn, treacle, bugle, riding (an electoral division), orchard, frontispiece, stirrup, icicle, penthouse, caterpillar, liquorice, counterpane, walrus, causeway, verdigris, butler, horehound, crayfish, belfry, twig, quinzv.
7. Point out any change of meaning the following words have undergone:—Gossip, spices, artillery,

restive, explode, handsome, disaster, officious, clumsy, niece.

8. Give word-branches from hebban, lego, witan, cunnan, helios, seco, beran, tithemi, frango, deman, skopeo, audio, logos.

9. What etymological processes are illustrated by the following words:—Passenger, sound, story, ask, lord, sue, espy?

10. What is etymologically peculiar in spinster, vixen, children, bridegroom, pea, eaves, farther, hindmost?

EXERCISE IN ENTRANCE LITERATURE.

"THE DISCOVERY OF AMERICA."

Fourth Reader, p. 115.

1. GIVE in your own words a brief account of the voyage of Columbus.
2. State *very briefly* the substance of each paragraph.
3. Explain the meaning of (1) set sail, profound calm, flagging sails, faded from the horizon; (2) hearts failed, literally, chaos, rugged seamen, glorious anticipations; (3) trade wind, favorable breeze; (4) tracts of ocean, apparently boundless waste, uniformly aft, conjure, fed each other's discontent, mutiny, secret conferences, mad desperado; (5) critical, serene and steady countenance, to work upon the pride, avarice; (6) field-birds, they stood in this direction; (7) shoreless horizon, turbulent clamor, assumed a decided tone, accomplish the enterprise; (8) became desperate, river weeds, artificially carved, sanguine expectation, make land; (9) ranging his eye, unremitting watch, sudden and passing gleams; (10) lay to, continual orchard, attitudes and gestures; (11) made signal, royal standard, crystal transparency, solemn possession; (12) wildest transports; (13) crystal firmament, ample wings; (14) appellation, aborigines.
4. Write notes on Canary Islands, heights of Ferro, behind them was everything dear to the heart of man, the admiral, tropics, return to Spain, Portuguese navigators, has been sent by the sovereign to seek the Indies, the *Pinta*, richly dressed in scarlet.
5. (a) "As the days passed away." How long did the voyage last?
(b) "They were full of vague terrors." Name some of these terrors.
(c) In what way would river-weeds, berries on a thorn branch, a reed, a board, a carved staff respectively indicate the proximity of land?
(d) "The *Pinta*." What were the names of the other vessels?
(e) "Kissed the earth." What did the kiss indicate?
(f) "San Salvador." Why did Columbus give the island this name?
6. Distinguish breeze and wind; distress, grief and sorrow; voyage and journey; alarm and fear; mutiny and open rebellion; discontent and dissatisfaction; expected and hoped; countenance and face; navigators and sailors; clamor and noise; defiance and enmity; evening and night; populous and peopled; atmosphere and air; crouched and lay; steel and iron.

THE POSITION OF "ONLY."

The proper place of *only* in a sentence is really ascertained by accurately determining the word to which it has special reference. . . . To say, "I only see an orange," might mean that the speaker does not feel, taste, or smell an orange, but, "I see only an orange," means that he sees no other fruit. . . . The word *too* is misused in precisely the same way. I have heard highly educated persons make such mistakes as "I was there, too," not meaning to include with other places the place indicated, but that the speaker was present with others at the place; so it would have been correct to say, "I, too, was there." *Also*, being used interchangeably with *too*, is, of course, similarly misused. In the sentence, "He will read this," *also* can be inserted to convey three meanings. "He also will read this," means that the person spoken of with others will read it; "He will also read this," indicates that he may have intended to sing it, but now he will also read it; and "He will read this also," means that he will read it in addition to other pieces.—*The Writer*.

THE RIGHT AND WRONG USE OF "AS."

ONE of the local papers reported the other day that "Mr. William B. Atwood was unanimously elected *as* principal of the Frothingham school." This use of the word *as* is not correct. The newspapers often report that a man was nominated, appointed, or selected *as* an officer. In all these constructions the word *as* is superfluous. Mr. Cleveland was not elected *as* President; he was elected President. There is a marked difference between considering a man *as* a candidate and considering him a candidate pure and simple. The country may properly consider Mr. Robert T. Lincoln *as* a candidate for the Presidency; ever since he has declined to stand, none but foolish people will consider him a candidate. *As* in these predicative constructions stands for "in the character of," and implies a comparison up to the point of identity. The omission of *as* after such words as elect, choose, appoint, hold, name, nominate, regard, consider, acknowledge, crown, means that the act is absolute, not relative, and that something beyond a comparison is achieved. "Mr. Atwood is elected *as* principal," means either that he was a principal and that as such he was elected to something else, or that he was not a principal and was then elected to be something like a principal. "He was elected principal" means absolutely and without qualification that he was chosen real principal, to the exclusion of approximate matters. Instead of *as* some people use *for* in these predicative constructions: "New York nominated Colonel Grant *for* Secretary of State." Carlyle ("Past and Present," ii. 7) says: "It is better to choose a log *for* king than a serpent," but in this case *for* is used intentionally, because a log cannot be absolutely a king. For a similar reason St. Luke, iii, 8, reads: "We have Abraham *to* our father." The regular construction is well treated in Mäzner's grammar (vol. ii. part 1, pp. 197-204). The right and wrong use of *as* after verbs like nominate, represent, avow, consider, account, declare, proclaim, should have been explained by the "New English Dictionary," which is silent on this subject. This is remarkable, as modern English writers are particularly careless on this point. After the word consider, for instance, they have generally the word *as*. But to consider Mr. Gladstone a great politician, is one thing; to consider him *as* a great politician is a different matter. Anybody may consider Mr. Gladstone *as* the greatest statesman living, that is, as if he was or in case he was so great a man. None but British Gladstonians, Irish Nationalists, and most Americans consider him the greatest statesman of his age or his country, that is, only certain persons consider him absolutely a great man. The word *as* implies a comparison, and excludes an absolute statement. It is a good word for writers or speakers who hedge.—*Beacon*.

THE latest fad in social circles in Chicago, is news classes among young ladies. A large party meets twice a week in the afternoon, and the teacher, a lady of great culture, discusses with them the news of the day. She takes a newspaper, and, selecting matter of foreign and domestic interest, discusses and explains them in a most entertaining manner, the members of the class asking questions and making comments and suggestions freely. Last week the chief topics were the execution of the Anarchists, the illness of the Crown Prince of Germany and its possible consequences, the scandal in official circles in Paris, and the meeting of the Fisheries Commission in Washington.—*Educational News*.

A COUNTY superintendent in Iowa vouches for the following:—

The teacher of a school who was devotedly pushing "Language Lessons," gave out a list of words to be defined; and to show that each pupil understood their use, the pupils were required to write the words in sentences. Among the words were *pent* and *throb*. One boy, whom "no pent up Utica" could restrain, wrote, "Pent or I'll throb you." The teacher marked the exercise zero. The boy "kicked," and told her to examine her dictionary. She opened and found *pent*, "shut up;" and *throb*, "to beat." How ought she to mark that "Language Lesson?"—*J. P. in Illinois School Journal*.