

The Educational Weekly.

TORONTO, JUNE 11, 1885.

WE very rarely see in public, or even private examinations, questions asked upon abbreviations. And yet how numerous the abbreviations that are used in text-books and indeed in daily life. One is astonished at any one who is ignorant of what is meant by, for example, R.S.V.P., or Cantuar., yet we seldom hear a teacher giving a lesson to his pupils on such common abbreviations. We remember that it was not till comparatively late in life that we learned the meaning of *subaud.*, and the fault, we think, was due to our teachers.

An occasional lesson or examination in common abbreviations and Latin, French, and other phrases in ordinary use would be an excellent exercise for the upper classes of a high school. A trial will show how extraordinarily deficient pupils usually are in the knowledge of such. They may know, perhaps, such signs as a.m.; p.m.; I.O.U.; Col.; Esq.; *incog.*; Jno.; St.; viz.; and such like. But let teachers give an examination on the following short and incomplete list, and they will, we think, discover the truth of our assertions:—Abp.; A.D.; A.D.C.; *ad. lib.*; *Et.*; A.U.C.; Bart.; B.D.; LL.D.; Cantab.; Oxon.; palimpsest; *lacuna*; *cf.*, or *cp.*, or *comp.*; *ob.*, or *obiit.*; %; °; *e.g.*, or *ex. gr.*; *et al.*; *et seq.*; Fahr.; *proemium*; *ad fin.*; *argumentum*; *scp.*; *ib.*, or *ibid.*; *i.e.*, *sic*; *in loc.*; *et saepe*; *scholium*; *κ.τ.λ.*; lat.; long.; *via.*; *lib.*; *loc. cit.*; F.D.; *Dei gratia*; log.; *log.*; Mdle.; Mdm.; Messrs.; Mgr.; MS.; *op. cit.*; B; sp. gr.; tech. term; H.M.S.; O.H.M.S.; *non seq.*; obs.; *pinx.*; P; @; *sc.*, or *scil.*; *poste restante*; *sculp.*; S.P.Q.R.; *q.v.*; 8vo; 4to; folio; *a priori*; *a fortiori*; D.V.; *dramatis personæ*; *excerpta*; *exit*; *exeunt*; *ex parte*; *in statu quo*; *tom.* (Fr. *tome*); *in memoriam*; R.I.P.; *in re*; *in toto*; *per se*; *bona fide*; *nom de plume*; N.B.; *passim*; I.H.S.; *per diem*; *post mortem*; P.P.C.; P.S.; *ad valorem*; *pro rata*; *quasi*; *pseudo*; *qua*; *verb. sat. sap.*; *sine qua non*; *sui generis*; *ubi supra*; *vexata questio*; *viva voce*; Q.E.D.; *var. lect.*; *bête noir*; *verbatim*.

Our readers will grant that not one of the above should be missed by any pupil in, at all events, the upper forms of a collegiate institute. They will also grant that this list might be extended to many times its length and our assertion still remain correct.

And yet we find a truly lamentable ignorance, even amongst so-called educated persons, of these every-day phrases and abbreviations, phrases and abbreviations which occur constantly in daily use.

So much for the technical terms, signs, and

phrases more commonly met with in our text-books. There are many other varieties which occur in our conversation, newspapers, magazines, business, and ordinary affairs of life. We may be permitted to append here another list merely suggestive to teachers of what there is to teach in this subject:—Protocol; *entente cordiale*, *charge d'affaires*; *casus belli*; consols; policy; stocks; per Cents; money market; bulls and bears; shares; M.P.; M.P.P.; savings bank; gazette; fiscal; consul; ambassador; minister; frontier; balance of power; securities; quotations; premium; net; director; bond; shareholder; bondholder; stockholder; dividend; balance sheet; current year; bonus; *nil*; clearances; creditor; debtor; depositor; profit and loss; deficit; rest; excise; customs; revenue; sub-pœna; summons; *ultra vires*; *in extremis*; sanctum; "at Home"; insolvent; liquidation; sequestration; *chic*; *sang froid*; *attaché*; *distrain*; *de trop*; consignee; trustee; nuncio; corps; *corps diplomatique*; parole; *ex officio*; *de facto*; *gratis*; *personnel*; *rationale*; naïveté; *laissez-faire*; *à la mode*; *jeu-de-joie*; *bagatelle*; *esprit de corps*; *en deshabile*; *vignette*; *carte de visite*; *carte blanche*; *dilettante*; *bijou*; *badinage*; *jeu d'esprit*; *locum tenens*; *ex cathedra*; *pari passu*; *mutatis mutandis*.

We have chosen these almost at random, hoping that a single phrase will suggest many more belonging to the same class. Some will of course be known to children in the public school; others will probably never have been heard of even by those in the collegiate institute, but one and all are sure to be met with before the pupils have long left school. Many require some little knowledge of other languages—Latin, Greek, French, Italian, but this should not stand in the way of making one's self acquainted with these so common expressions. No one need be blamed for being utterly ignorant of Italian, for example, but all should know, in a general way the meanings of such words as *pianissimo*; *da capo*; *allegro*; *andante*; *scherzo*; etc. So with Greek: a few roots and also affixes should be taught. In the same way with Latin: *cum*; *de*; *re*; *ad*; etc.; with their meanings and changes in composition should be impressed upon the mind. Such knowledge will be of immense benefit in after life.

THE rebellion in the North-West might with advantage be used as a peg upon which to hang many an instructive lesson to our pupils. It is a subject of which they have heard much and in which they take great interest. We do not refer so much to the mere course of events as to the philosophical

generalizations which may be indulged in and made comprehensible to the higher forms of a high school or collegiate institute.

The outburst has not been without its lessons. Nature is compensative: few things, however calamitous, but produce some beneficial results; and those that accrue from war, if gained by loss and sorrow, are, perhaps on that account, more efficacious and, therefore, deserving of greater consideration.

Amongst such lessons is one to which we cannot shut our eyes. Indeed, were we to look beneath the surface, we might perhaps discover in it one of the true sources of all our late troubles. We refer to the difficulties attending the occupation of a single country by a variety of diverse nationalities. "Race hatred," in some form or another, has been and is the bane of many a nation. The American Republic possesses it: the Indians in the western parts, the Negroes in the south, to say nothing of the Irish and German elements scattered throughout the States, have already caused no little trouble to that nation. Russia possesses it: the mention of such names as Poles and Slavs will suffice to show that she has yet important ethnical problems to solve. Even Great Britain is not free from it, as the "Irish question" will prove. And in Canada few will hesitate to grant that its intricacy and importance call for a speedy contemplation of its difficulties.

The phrase "Race hatred" is, nevertheless, a misleading one. We question much if there is such a thing as race hatred springing simply and purely from differences of nationality. If we regard India, a country where ethnical antipathies are supposed to be wide-spreadly rampant, we shall find that this antagonism is the outcome of other influences than those which accompany the co-existence of races of different origins. When a European passes through the streets of that perhaps most fanatical of Indian cities, Hyderabad, the capital of a large and independent State, he certainly meets with no signs of favor or esteem. But what is the word oftenest muttered by the distrustful native? It is *Feringhi*, infidel. This, we conceive, will give us a clue to one influence, other than ethnical, which creates in time an inbred antagonism—it is religion. Religion, too, will explain much of that seemingly undying abhorrence with which the various oriental castes regard each other. Another, and perhaps more potent one, is power, both physical and moral. Another, civilization or education. Another, natural or acquired modes of life, habits, tastes, traits and the like.

In Canada all these seem to exist together, and to act and re-act upon one another till they lose themselves in almost undiscoverable ramifications. There is the French Catholic, the Irish Catholic, the Protestant, the French Canadian, the pure Canadian, the Scotch, the Irish, the English, the half-breed, the Scotch half-breed, the various tribes of Indians, there are different shades of each of these, and there are all manner of combinations of them.

On this subject alone much might be said. Much that would be of real value from historical and ethnological points of view.