

temporaries. As a judge he exhibited qualities of both head and heart which, while they won for him respect and admiration, gained also esteem and friendship in high degree. His great business and executive ability quickly showed itself in the improved conduct and quicker despatch of the business of the Court. As the head of the Government his record has long been before the people of Ontario. The mere enumeration of the reforms that have been effected and the beneficial acts passed during his *régime* would occupy more space than we have at disposal. The judicious settlement of the vexed question of the Municipal Loan Fund; the liberal and salutary provisions of the local Railway Acts; the consolidation of the Provincial Statutes; the local option principle reduced to practice in the Liquor Acts; the General Incorporation Act, by which so much economy of time has been secured in the Legislative Assembly; the well-considered and systematic aid to Public Charities; the changes by which the Education Department has been relieved of its irresponsible and bureaucratic character, and put in charge of a responsible Minister; the progressive legislation in connection with higher education and the University of Toronto; the introduction of the Ballot in political and municipal elections; the liberalising of the Franchise up to the verge of universal suffrage;—all these and many other legislative reforms wrought under this *régime* will be lasting monuments to his statesmanship.

Mr. Mowat's legislation, though uniformly Liberal and progressive, has never been sensational. His opponents have sometimes charged him with timidity. That wise caution that refuses to move blindly under irresponsible pressure, that waits to look on all sides of a question, and goes forward only when the way is made clear, is certainly his. But that cowardly fear of censure which shrinks and hesitates on the brink of what is seen to be right and just, for fear of consequences, cannot be laid to his charge. No really urgent legislation in the interests of Liberalism and progress has been unduly delayed through his fault. The manner in which he has met and vanquished, not only in the local political arena but in the highest court of the realm, Sir John A. Macdonald with all the power and prestige of his own high reputation and the Dominion premiership at his back, sufficiently attests his courage in doing what he deems the right. The vindication of provincial rights in the matters of the Boundary, the Rivers and Streams Bills, and the License question are services rendered by Oliver Mowat which will long be remembered by a grateful province.

As leader of the Local Government, in the House and out, Mr. Mowat's address and tactics are admirable. Clear-headed and logical in debate; cautious in committing himself, yet, when occasion demands, prompt in decision and firm in action; uniformly courteous and affable, yet ready and keen in retort, and often turning the tables on an opponent most effectively; keeping himself thoroughly informed on all important questions; exhibiting on all occasions a sound judgment combined with a ready wit, he inspires his colleagues and followers with confidence, and generally holds at bay or discomfits his most eager assailants. In some of these respects, notably in the extent and fulness of his knowledge of the subjects under debate, and in the soundness and acumen of his opinions on juridical and jurisdictional questions, his record compares most favourably with that of his great antagonist, the veteran leader of the Dominion Government.

To say that he may have sometimes made mistakes in judgment and policy, and that he has not uniformly steered clear of the dangerous reefs which abound in the streams of patronage, is but to admit that he is human and consequently fallible.

Mr. Mowat has always taken a deep interest in social and religious questions. He is a member of the Presbyterian Church, and was for many years President of the Evangelical Alliance. Like most men who have wrought earnestly and conscientiously for the public good in any sphere, his philanthropy and integrity are, no doubt, deep-based upon the firm foundation of religious principle. It has been sneeringly insinuated that he has claimed for himself the high honour of being a "Christian politician." It is unnecessary to say that the charge is without foundation. It seems to have originated in a perversion of a hypothetical allusion in one of his speeches to what might be considered the duty of a Christian politician, in some specified case. To arrogate to himself the distinctive title was farthest from his thought. Such a boast would be as repugnant to his good sense and taste as to the modesty for which he is distinguished. That he is a faithful and devout member of an influential Christian church is a crime which will be readily forgiven him in view of the great services he has rendered to society and the State.

J. E. WELLS.

### BAIN ON "RHETORIC" \* AND "TEACHING ENGLISH." †

A COUPLE of volumes from the press of D. Appleton and Co., and from the pen of Alexander Bain, LL.D., Emeritus Professor of Logic in the University of Aberdeen, will be certain to attract the purely literary mind as well as the vast body of teachers and students for whom these works have principally been compiled. For many years Bain's *Mind and Body*, *Mental Science*, *Logic*, and *English Composition and Rhetoric* have been before the public, and accepted as the most excellent text-books on these subjects it is possible to obtain. The last named work has, after twenty years' experience of teaching, been entirely remodelled, and with it appears a second volume, entitled *On Teaching English*, auxiliary to the enlarged and improved edition of the *Rhetoric and English Composition*. Both works denote, in various impressive and unmistakeable ways, the

union, in the brain of their author, of extreme niceness and delicacy of mere literary discrimination with the rarer qualities of psychological knowledge and appreciation of mental phenomena. Prof. Bain would be incapable of sending out into the world a text-book redolent of shop; in other words, a book in which the facts and figures of any given subject are simply tabulated and reduced to system, gathered into groups and put under headings, and duly accompanied by orthodox questions and answers. For instance, the student who is tediously familiar with Litotes and Metalepsis, Erotesis and Epizeuxis, Epanothosis and Hypotoposis, as more or less fascinating figures of rhetoric, or with Enallage and Hyperbaton, as more or less useful figures of syntax, or with Tmesis and Paragoge, as more or less lucid and entertaining figures of etymology, will be grateful to Professor Bain for having confined most of his observations to the more popular topics, such as metaphor, simile, and allegory, hyperbole and climax. Mere enumeration of figures has in several cases been the stumbling-block in the way of many students of the rhetorical art, and the chief blemish in works on the subject; and feeling this, Prof. Bain has selected and classified those figures of speech and syntax which appeared to him most worthy and relevant. Viewing, then, the whole rhetorical field from the high vantage ground of a trained metaphysician, the author divides the various and greatly varying forms or figures of speech into three classes, according to their source, viz.: Figures founded on similarity, including the metaphor, the simile, and the allegory; the figures founded on contiguity, such as the metonymy, the synecdoche, and the transferred epithet ("the open air," "a dark lantern," a "fat living," etc.); and the figures founded on contrast, such as the different kinds of antitheses, in addition to which are cited single figures of importance, like the epigram, the innuendo, apostrophe, hyperbole, and climax. Innuendo or insinuation is well defined to be what is termed suggestiveness carried to the pitch of a figure; euphemism, which in previous works has been defined as "that figure by which a harsh or offensive word is set aside, and one more delicate put in its place," being simply a special application of innuendo. Several of the examples adduced, however, incline strongly to the figure repartee, which has been frequently defined as "a sharp, witty reply," and under which head might easily come such a saying as Sir William Temple's, who upon being bothered about physicians during a season of ill-health, answered that he "did not consult physicians, for he hoped to die without them." Somewhat of a bull, too, is the famous speech of Mark Twain's anxious friend who, when in Germany, and listening to Twain discussing private matters *viva voce*, said, "Speak in German, these Germans may understand English." In the second division of the *Rhetoric*, the qualities of style, named respectively clearness, simplicity, impressiveness, and picturesqueness, are fully expounded and exemplified, and applied to the arts of criticism and composition.

These intellectual qualities of style, while of the utmost importance and interest, must not be confounded with the emotional qualities which are treated of in the auxiliary volume, *On Teaching English*. Here the author, critic, and philosopher is at his best. There is not a dull page in the book. The chapter on essay-writing should be in the hands of every teacher, male and female, throughout the world. The advantages of composition or essay-writing are manifestly three: it causes the pupils to develop their powers in exceptional cases where pupils possess powers; it conduces to wider reading and more special research and preparation, the benefit of which is apparent, and it prescribes an easy task for the teacher. "Like indiscriminate committing to memory," says Prof. Bain, "it ranks among the crude devices of the infancy of the education art. Even when costing almost nothing to the teacher, it is not without effect on the learner." Against the practice are put forth several very powerful considerations. The author contends that the prescription of essays is pernicious, in so far as their preparation involves an exercise in knowledge or thought. As long as the essay is considered only as an exercise in style, no reasonable and comprehensive objection can be taken to it. Certainly, it is apparent that there is much truth in this statement. In ladies' schools and colleges alone the detriment to self-knowledge and self-culture that a course of limp and flowery or stale and stilted essay-writing entails is beyond recording; the self-sufficiency it engenders, the pert glibness it applauds, both far-reaching in their evil consequences. The teacher of grammar or of rhetoric, of history or of literature, is not in a position to claim from his pupils that knowledge of the world and mankind requisite to frame a bundle of essays entitled—we quote again from the author—the Relative Benefits of Solitude and Society, the Dependence of the Mind on the Body, the Choice of a Profession, the Virtue of Frugality, the Pleasures of Imagination, the Influence of Climate on National Character, Humanity to the Lower Animals. There is, of course, a trace of special pleading in Prof. Bain's attitude inseparable from the intense earnestness and love of method which characterise the philosopher. Let us teach, says the Professor in effect, but one thing at a time, and that well. Let us learn in the same definite manner. Let us above all, before we dare to think of essay-writing, be sure of our instruction and our training, and let us have so learnt to arrange, ticket, and label our varied stores of information that in the treatment of a given subject we shall be able to distinguish the scientific from the ethical, the descriptive from the expository, the narrative from the persuasive. It will not escape the critical reader that such a course will more surely evolve a John Foster or a Bacon than a Leigh Hunt or a Charles Lamb, the whimsicalities and tangential propensities of the latter two being somewhat at variance with the strict lines laid down in this earnest manual, but as the teacher must concern himself with the pupils of the living present rather than with the authors of an uncertain future, no better advice than the above can he follow. The section on "Paraphrasing" contains some hits at the habit, pernicious in the extreme, of encouraging mere perfunctory conversions of good poetry into bad prose, or good prose into most indifferent poetry. English and Scotch inspectors of schools

\* *English Composition and Rhetoric*. Part I. By Alex. Bain, LL.D. New York: D. Appleton and Co.

† *On Teaching English*. With Detailed Examples, and an Enquiry into the Definition of Poetry. By Alex. Bain, LL.D. New York: D. Appleton and Co.