

silently passed over. Let our contributors compare with the proposed proverb, "Spare the rod, and spoil the child."

9. A train of thought respecting the mummy, its condition, appearance, and history has been passing through the author's mind, and the first thought given expression to, viz., "Thou hast walked about," is connected by *and* to the preceding thoughts; and therefore is a conjunction. ALEX. STUART.

And is a rhetorical conjunction, as clearly explained by Mr. Stuart, used to throw the reader into the position of a listener to a soliloquy, which in itself assumes the form of an address.

10. After adverbialized quasi-comparatives. When the adverb has lost its adverbial force the article precedes the adjective, as it did in all cases in Early English. We cannot now say with Chaucer, 'He hath overgreat a wit,' or with Shakespeare, 'What poor an instrument.'

11. Prince John addresses Locksley in the second person singular, then the language of inferiority or contempt, while Locksley addresses Prince John in the second person plural, at that time used towards equals or superiors. ED. ROWLAND.

In proof of this compare many passages in Shakespeare, but especially the advice given Aguecheek about to write a challenge. "If thou *thouest* him some thrice, it shall not be amiss." Twelfth Night iii. 2. 48. For an examination of the use of *thou* and *you* see the preface to Rev. H. H. Skeat's edition of *William of Palerne*.

Sith is derived from the Anglo-Saxon word *sith*, which meant late or later, and was used for *sith-than*, meaning after that. In the passage referred to, it is metaphorically used for because. The word frequently occurs in Shakespeare, and in both meanings in Hamlet ii. 2. 6 and 12. The word has no connection with seeing-that.

Horne Tooke, who had but a superficial knowledge of the Saxon and kindred tongues, derived it from the imperative of *annan* to grant, and he has ever since been servilely followed by our Spelling-Book compilers, who had not his excuse of a hobby to ride. An is simply the short form of

and (old Swedish *aen*) which in Early English had the meanings *and, if, even, also, and that too*. Chaucer almost always used *and*, not *an*, so did Shakespeare, as proved by the Folio. An seems, in fact, to have been the printers' abbreviation.

13. Either 1494 or 1497. The authority for the former date is very strong. Can any of our readers give the *original* authority for the latter date?

14. If 1494, Cape Breton (not known to be an island;) if 1497, Labrador or Newfoundland.

PROBLEMS AND QUERIES.

29. "And the Fox stands crowned mourner by the Eagle's hero-clay." Fifth Reader, p. 288. Who is meant by the Fox and whence the name? Ditto Eagle? JAQUELINE FORTUNE.

30. Is the answer to Quest. 7 p. 143, Elementary Arithmetic, correct? Do.

31. "But what strange art, what magic can dispose
The troubled mind to change its native woes?
Or lead us willing from ourselves to see
Others more wretched, more undone than we!"

(a.) What is the meaning of *dispose*

(b) What place does the phrase *willing from ourselves* occupy in the analysis of the sentence to which it belongs? ROBERT COCHRANE, ERAMOSA.

YOUNG TEACHERS' QUERIES.

1. My Inspector, on his last visit, after examining one of the classes, turned to me and said, "Teach this class in your usual way how to study the lesson you purposed setting it to-day." (Subject, Geography.) Will some of your readers be kind enough to give me a model lesson? MCGILLIVRAY.

2. I have some thirty children in the First Book, how can I keep them busy? LOBO.

3. I would like to get some hints on how best to use a black-board. R. T., LONDON.

4. How shall I begin to teach Geometry? S. F. M.