

the fortnight my Lord Guildford and the Lady Jane—and she only in her fifties—and others hastening on.” “In her fifties” seems here used for “in her teens;” Lady Jane was, as a matter of fact, about sixteen.

On p. 107 of the same magazine there is a very strange sentence in a paper by Prof. Wheeler of Cornell, on the the Pyramids. “Standing as they [the pyramids] do to-day, the only living samples of the ancient wonders, they constitute a measure of the ancient marveling, and it is significant that they are as much a wonder now as they have ever been.” To say nothing of the very jumbled rhythm and weak ending of the sentence, it strikes one as not a very precise use of words to refer to the pyramids as “the only *living* samples of the ancient wonders.” The reader may, however, guess what is meant. But I am not sure that he can even guess at the meaning of the words, “they constitute a measure of the ancient marveling.”

In *The Forum*, p. 334, our newest knight, Sir J. G. Bourinot, lends his support and sanction to an unfortunate usage. He has given a short account of the treaty relations of Canada with the United States, and begins a new paragraph with these words: “While these events were transpiring, Canada had extended her government from Prince Edward Island to British Columbia.” Of course this use of *transpire* for ‘happen,’ ‘occur,’ ‘take place,’ is not unfamiliar to any of us, and yet this does not prevent it from being, as the Century Dictionary marks it, “an erroneous use.” This meaning needs no further expression, while the proper meaning is one that it is difficult to express otherwise. I sometimes give my students the following sentence from DeQuincey’s essay on Murder Considered as one of the Fine Arts: “In the regular course, any ordinary occurrence, not occurring or not transpiring till fifteen minutes after 1 a. m. on a Sunday morning, would first reach the public ear through the Monday editions of the Sunday papers, and the regular morning papers of Monday.” It is astonishing how many miss the added force of the ‘not transpiring;’ which shows that they are so familiar with the questionable usage that the correct one has been completely overlooked. This is simply one of many instances which must sometimes make every teacher almost despair as he tries to counteract the widespread feeling that a care for purity and precision in writing is akin to affectation.

Since these are somewhat disjointed notes, I may be permitted to add that I do not envy your editor who has to answer all the questions about parsing which may be sent in by puzzled teachers. It seems to me, however, that he scarcely displayed his usual astuteness on p. 192 of the March number, where he was asked to

explain “this confession extended . . . to the *having* incurred indignities of this horrible kind.” This is one of the most difficult and anomalous constructions in modern English, and scarcely to be put aside by calling it, as your editor did, a *past participle*. The word *the* before it is certainly noticeable, and the question would naturally occur, would it be called a *present* participle if the relation of the sentences were so shifted that it read: ‘to (the) incurring indignities of this horrible kind?’

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FOR THE REVIEW.

Recreation and Instruction.

How shall I enjoy myself during the holidays? is a question engaging the attention of hundreds of our teachers. With buoyant enthusiasm they look forward to a rest and a good time. One cannot help sympathizing with them; for it is often a very heavy task to lift children out of a state of dulness and ignorance to a brighter intellectual life. The task requires physical strength as well as mental fitness, and the holidays give an opportunity to recuperate the former and to increase the latter. It is to be feared, however, that very many teachers look upon the holidays as a time of respite from all mental labor, or at least from any but the agreeable task of reading a celebrated novel. They thus take the path of least resistance, but not the one which is likely to give vigorous intellectual exercise and the peculiar pleasure which that arouses. They are satisfied that their intellectual attainments suit present needs, and are not sure that study on their part would produce any appreciable effect on their school work. In fact teachers, as a class, are prone to intellectual self-satisfaction. They meet chiefly with intellects that are inferior in development to their own. In the school room they are looked up to as oracles whose word is truth. The better the record the teacher has made in academy or college, the greater will be the disparity between the teacher and pupil. As the former realizes more and more clearly the gulf that lies between, his attention is drawn more and more to the extent of the pupil’s ignorance and of his own knowledge, rather than to the great unknown region which neither has penetrated. Outside the school, if the teacher is known to be clever, the people place him in their respect only a degree below the doctor and the minister. The first complacently accepts the position, and indeed takes an occasional slip in grammar on the part of the last as evidence of his intellectual inferiority. He does not always make full allowance for the fact that no one else in the world, unless it be an author, has a better