

English.

All articles and communications intended for this department should be addressed to the ENGLISH EDITOR, EDUCATIONAL JOURNAL, Room 5, 11½ Richmond Street West, Toronto.

ANSWERS TO CORRESPONDENTS.

W.D.H.—

"Who sees with equal eye, as God of all,
A hero perish, or a sparrow fall,
Atoms or systems into ruin hurled,
And now a bubble burst, and now a world."

—H.S.R., p. 66.

Explain fully the meaning, and give a grammatical analysis.

ANS.—These four lines or verses constitute a description of God, who has just been spoken of as Heaven (metonymy), as hiding the future from the eyes of men, who can no more foresee what is to come than the brutes. We are told in a preceding line that this is done in order that "each may fill the circle marked by Heaven"; in other words, fulfil his allotted destiny, which fulfilment might be interfered with could he know beforehand the events which were destined to befall him. Pope, it will be seen, was a strong predestinarian, or, as some would say, fatalist. In order to show that there is no possibility of variation from the prescribed order, he goes on in these lines to characterize the God who rules over all, and fixes the destinies of all, as utterly unmoved by any considerations arising from the character, or the place, or the comparative importance of the individual. He is Lord alike of all created things. He sees with "equal eye," i.e., He is no more moved from His steadfast purpose by the death of a hero than by that of a sparrow; by the bursting of a world, such as the earth or one of the planets, than by that of a bubble on the surface of a pool. Whatever we may think of the philosophy, we are forced to admire the smooth flow of the language and the brilliancy of the antitheses which sparkle in nearly every line, until we almost tire of the perpetual succession. It is a good exercise to let the pupil run over a page, and set over against each other the antithetic or contrasted words or thoughts, e.g., hero, sparrow; atom, system; bubble, world; never is, always to be, etc.

The sentence contained in these four lines is subordinate and of the relative order. "Who" is the grammatical subject; "sees" the grammatical predicate. Modifier of subject, by apposition, "God of all." (Some may prefer to regard "as God of all" as adverbial modifier of "sees," but the former is, we think, simpler.) The difference in meaning is slight; who, being God of all, sees, or who sees, as the Being who is God of all must see. All the infinitive or noun sentences which follow: "hero (to) perish," "sparrow (to) fall," "an atom (to be) hurled (into ruin)," "a bubble (to) burst," etc., are objective modifiers of "sees." The simple nouns, "hero," "sparrow," "atoms," etc., are each in the objective case, subject of the following infinitive. We see no other grammatical difficulties, but the teacher should see that the logical relation of this whole relative clause to the preceding principal sentence is clearly understood.

R.B.G.—(a) Part III., I, of "The Bard," first three lines:

"Edward, lo! to sudden fate," etc.,
..... we consecrate."

(b) Page 260, stanza II, "The Raven":

"Some unhappy master.....
..... one burden bore."

(c) Page 340, sixth prelude:

"And now, like..... alone remain."

Especially "the magician's scroll."

ANS.—(a) The key to these somewhat obscure lines is given in the following note made by Gray himself on the phrase, "Half of my heart."

"Eleanor of Castile died a few years after the conquest of Wales. The heroic proof she gave of her affection for her lord is well known. The monuments of his regret and sorrow are still to be seen at Northampton, Gaddington, Waltham, and other places."

In the "heroic proof" Gray refers to the story, which may possibly be true, that when Edward was wounded at Jaffa with a poisoned weapon by a treacherous Saracen, Eleanor sucked the poison from the wound at the risk of her own life.

(b) "The unhappy master" is merely the supposed former owner of the raven, whose perpetual, despairing refrain of "Nevermore" the poet supposed to have been imitated from him by the bird, and to be the only word which it could articulate.

(c) The reference is to the legend of the discontented man who was given by a magician a magic scroll, through the possession of which he was promised that each of a given number of wishes would be granted him in the order in which they were made. The scroll was to become powerless as soon as the specified number of wishes had been made. The man, who had acquired a persistent habit of making foolish wishes, went on inadvertently uttering one wish after another, each of them bringing upon him some inconvenient or baneful response which he would have to use another wish to get rid of, until the whole were exhausted, and he found himself in a much worse position than at the outset. The table, in the poet's vision, dwindles until it disappears like the scroll in the legend.

CONSTANT READER.—I. How would you dispose, grammatically, of the following words: Say first, *for* Heaven hides nothing from thy view, *Nor* the deep tract of Hell—say first *what* cause Moved our grandparents in that happy state, *Favored* of Heaven so highly, *to fall* off From their Creator, and transgress His will *For* one restraint, *lords* of the world *besides*.

2. Make an analysis of this extract so as to show clearly the several clauses, and their relationships to one another.

3. Do "the" and "an" differ so widely from adjectives as to justify us in regarding them as a separate part of speech?

And still at evenings *on* before his horse
The flickering fairy-circle wheel'd and broke
Flying, and linked again, and wheel'd and broke
Flying, *for* all the land was full of life.

4. Please parse the words underlined in the above extract.

ANS.—I. *For* is a conjunction, casual, connecting, grammatically, "hides" with "say"—"Heaven hides, etc., with." It would be more strictly logical, and perhaps better grammatically, to say that "for" connects an implied "I ask it," for that is evidently the thought-connection.

For is a conjunction—disjunctive, if you use the old but rather contradictory qualifier—connecting the sentence of which "Heaven" is the subject with the condensed one following, of which "deep tract," etc., is the subject, and an implied "does hide" the predicate. *What*, adjective, interrogative, belonging to "cause." "Favored," part. perf., modifying "grandparents." *To fall*, more properly, *to fall off*, intransitive verb, inf., having "grandparents" for its subject, and constituting with that subject the grammatical object of "moved." *For* (because of), preposition, governing "restraint." *Lords*. Some might regard this word as in the objective, in apposition with "grandparents," but the logical connection seems rather to require its construction as the nominative absolute, with an ellipsis of the part, "being," or some such word. *Besides*. So used, "besides" is generally regarded by the grammarians as an adverb. If so regarded, it must, so far as we can see, still be taken as modifying the noun "world." Why not call it an adjective at once, seeing it performs the office of one; or a preposition governing "it" (the world) understood.

(2) Probably a transposition with slight paraphrase will best serve your purpose: "Say, first—I ask because I know that Heaven hides nothing from thy view, nor does the deep tract of Hell—what caused our grandparents, seeing that they were in that happy state, and were so highly favored by Heaven, to fall off from their Creator, and transgress His will, simply on account of a single restraint imposed upon them, though they were lords of the whole world besides?"

(3) We do not think so.

(4) *Still*. As before, continuously, modifying "wheeled" and "broke" and "linked." *On*, adverb. Its meaning here is, in the same direction. It is best taken, we think, as modifying the adverbial phrase "before his horse."

(N.B.—Inquirers will please give name of author, and poem from which the extract is taken, as well as quote the passage in full.)

M.P.—The "Reef of Norman's Woe" is a reef on the west of Gloucester harbor, Mass.

Correspondence

WHAT DO THEY MEAN?

A new magazine has appeared in Toronto, *Tarot* by name. I have puzzled my brains over the first sentence of the introduction to this end-of-the-century production. Can you or any of your readers, or any of the pupils in our schools, tell what it means?

"The Public—Tarot: the juggler introduces:—the juggler, as who is better known to the public?" There it is, punctuation and all!

Let me also add a short paragraph taken from the editorial note columns of *The Mail and Empire* of March 3rd. What do you think of it?

"In all the world there is but one man that can read the translation of the Bible into the language of the aborigines which was made by a Mr. Eliot in what is now Paxton, in 1649. That man is the well-known antiquarian and scholar, Trumbull, of Hartford, Conn." Yours,

K.

THE STATUS OF THE TEACHER.

To the Editor of THE EDUCATIONAL JOURNAL:

SIR.—As you state in your editorial of January 15th, there is a tendency for salaries to become lower than they previously were, and competition has become very keen. I believe that the reason this state of affairs is noticeable in rural sections more especially is that the farmers, of late years, are suffering from hard times, and are economizing in every possible way, and prefer a teacher with not so good a reputation at a low salary to one of first-class ability at a high salary.

I think our educational system is, to a certain extent, to blame for the present state of affairs. Students are rushed through the Public Schools, then through the High Schools, and are encouraged to write for certificates by both parents and teachers, until in the end they find themselves fitted for nothing but teaching, and so overcrowd the teaching profession.

I do not agree with you that the age limit should be raised to twenty-one years, for I know many successful teachers who started in the profession at eighteen years of age, and it is usually those best fitted to teach who are ready to do so before they are twenty-one years of age.

It is not fair, either, that the standard should be raised for the purpose of keeping others out of the profession, unless those already in are forced to qualify by passing the same examinations. Your idea of township boards is a good one, and I think that it would help, in many cases, to do away with the penuriousness which exists in some sections. Still, it destroys the independence of the section, and it is not likely it will be adopted.

I think the right way to destroy the competition is for teachers in both Public and High Schools to discourage the many from entering the profession. If the same inducement to be farmers were held out to the pupils of our Public Schools as are offered for them to become teachers, it would be better not only for the members of the teaching profession, but for those in other professions as well. If there is anything that could be improved by the advancement of the coming generation in education, it is farming, and it is to that, of all occupations, that the education obtained in our Public Schools should tend.

I believe that this overcrowding of the teaching profession will right itself in time, for people will not enter an occupation which is unprofitable, and teaching is certainly so at the present time. Teachers should, however, discourage others from entering an occupation which can but prove unprofitable to those entering, as well as to those now engaged in it.

FRANK MOFFET.

Jordan, Ont., Jan. 27th, 1896.