

years since, in order to obtain the passage of the statute providing local examinations for women, hedged about as these were with cumbrous restrictions, and admitting, as they did, only those candidates who were prepared in a number of subjects grouped according to certain fixed orders.

So far as appears these arrangements are still partial and defective, as providing only for matriculation subjects. The next step will be to extend them so as to cover the whole undergraduate course. That will come in time. Meanwhile we hail the present as a truly liberal measure. "The world moves."

Special.

NOTE.—We did not receive the "Copy" of the Elementary Chemistry in time for this week's issue.—ED. C. S. J.

HIGH SCHOOL LITERATURE.

FOURTH PAPER.

THE ANCIENT MARINER.

PART I.

1. "The Rime of the Ancient Mariner. What force has of in the title? In which of the following phrases is it similarly used?
(a) The tales of my grandfather.
(b) A tale of two cities.
(c) The city of London.
2. "Ancient Mariner." Does *ancient* mean *old* or *old-fashioned*?
3. Describe in the language of the poem the personal appearance of the Mariner.
4. Why is the "next of kin" the "one of three" that must hear the Mariner tell his tale?
5. "He holds him with his skinny hand":
"He holds him with his glittering eye":
Compare the uses of *holds*.
Why is the glittering eye more effective than the skinny hand in the detention of the guest?
6. "The Mariner hath his will." Whose will?
7. "The Wedding-Guest here beat his breast."
What conflicting influences are at work upon the Guest?
8. V. 35. Would *go* be suitable?
9. "Tyrannous and strong." Is this tautologic?
10. In what image is the storm-blast, with his overtaking wings, presented?
11. "Chased us south along." Could the sense dispense with "along"? If not, show its force.
12. "With sloping masts," etc. How is this stanza constructed from the basis of the four-lined typical stanza?
13. "As who pursued," etc. Explain the syntactical relation of *who*, *pursued*, and *treads*.
14. "Still treads," etc. Draw a rough diagram in illustration.
15. "Cold—emerald." Remark on the nature of the rhyme.
16. *Drafts*: what? *Clifts*: what? Whence the *sheen*, and why is it *dismal*?
17. Scan v. 64 with the present, and with the original reading.
18. "We hailed it in God's name." Why are they glad?
19. V. 67. Do *eat* rhyme with *meet* or with *met*?
20. *Fog—smoke white*: *foj smoke—white*. Which of the two readings tells us most about the fog?
21. "I shot the albatross." Compare the close of this part with the close of each of the other parts of the poem. What similarity is observable in six of the final stanzas?

22. Make a list of archaic words in Part I. Explain the meaning of each. Explain clearly why poets use such words.
23. Quote the lines of Part I., written by Wordsworth.
24. Describe the course of the ship throughout this part.
25. Quote the portions of the text thus referred to in the gloss,—
(a) The Wedding-Guest is spell-bound. (vv. 13—20).
(b) The land of ice. (vv. 51—62).

THE STUDY AND TEACHING OF ENGLISH.

BY WILLIAM HOUSTON, M.A.

(Concluded.)

GRAMMAR, LOGIC, AND RHETORIC.

These sciences collectively have for their subject-matter the formal laws of thought and of the expression of thought by means of language. They are, of course, separable from each other in treatment; but it is convenient for my purpose to group them, since grammar has to deal more or less with the laws of thought, and it would be better if the grammarians would revert to them more frequently than they do, and attach less importance to what may be called historical accidents. In other words, if grammatical analysis were made more logical than it usually is, there would be less reason to complain of its prevalent use. Take, for instance, the sentence, "The cat jumped from under the table." It is impossible to parse the word "from" according to the usual definition of a preposition, except by treating "under-the-table" as a noun of place, which logically it is. Why should any more minute analysis be required, when it is not merely a waste of time and effort, but tends to hinder the pupil from getting what you most want him to get in this direction, a clear view of the nature and functions of words? Sometimes apparent or real inconsistencies are explicable by a knowledge of word history, as, for instance, in these uses of "worth":—

Woe worth the chase! Woe worth the day!
The horse was worth two hundred dollars.

Or in these uses of "wont," both of which are justified by usage, and therefore correct:—

Some of our English poets have been wont to make their homes in Italy.

Can this be he who wont to stray
A pilgrim on the world's highway?

What I wish to insist on chiefly with respect to formal grammar, however, is that it should not be taken up systematically at an early stage of the pupil's progress—not until he has left the Fourth Class either to enter the Fifth or to pass into the High School. Even in these I see little use for it, as it is properly rather a university than a school subject. Do not suppose that this is equivalent to saying you should not teach grammar. That you cannot avoid doing from the moment the pupil comes within the sound of your voice and the circle of your influence, for grammar is not merely "the science of language," but the "art of speaking or writing correctly." The most effective method of teaching grammar to children is to teach it practically and incidentally; and I believe this to be the best way of teaching it even to university students. I attach little importance to a knowledge of books like Earle's "Philology." If a man wants to know English grammar historically he should make himself acquainted with the literature produced in the various stages and dialects of the language. It will do him little good to memorize what others have written about changes in the forms of words and inflections. By following the methods I have described above in training his pupils in the correct use of the language, and in capacity to appreciate literature, the teacher will have made them, by the time they reach the High School entrance period, excellent practical grammarians, and this is of more importance than to have them able to analyze and parse difficult expressions. I could parse at twelve years of age, and correctly according to the rules of the grammarians, expressions which to-day I would not think of trying to parse at all, simply because I regard them as anomalous. Are they, therefore, illegitimate? Not at all, if they are justified by usage. What you should do about such expressions is to see that your pupils learn to use them as educated men and women do, and, if the examiners will only permit you, to tell the boys and girls, frankly, that you do not always feel competent to explain what is arbitrary, that language is conventional and capricious, and that the great end of