

But what is the use of this moral suasion? Will it not do to

"Ram it in, cram it in,
What are teachers paid for?"

It will, if our object is to make things. But no; we want to produce a man, a woman, in all the words include. It is pitiable that in modern usage these words have lost so much of their true significance. Do we teachers realize the force of influence? Tennyson says:—"I am a part of all that I have met." Do we not become part of our pupils? Yes, every day we leave some impress on their characters, engraft some thought in them which will mature in years to come.

Oh, that our every thought and action may be reflections from above, so that we may be indeed teachers taught by the Great Master. L.

A Reply.

To the Editor of *The Educational Review of the Maritime Provinces.*

Dear Sir—

It is, we suppose, an unusual thing to reply to a book review, and if we were to follow our inclination we should certainly not do so. However, the criticism of our little French Reader which you published in your November number is so misleading that we feel obliged to ask you for a little space for a rectification.

Our reader is called "a fairly got up and fairly printed fifty cents book." This is more than unjust. For the price, its finish is unique among French readers in the Canadian and American markets. It might be called a fairly got up seventy-five cents book.

Furthermore, our book is declared to have no *raison d'être*. Now, there is no other reader published which contains the same combination of elements: which offers our Canadian population, calling for a practical course in French, the same practical features: commercial correspondence, questions in the French language, passages specially prepared for retranslation, etc. Indeed it is only necessary to give due prominence to those qualities which F. W. S. in brief language, strongly contrasted with the prolixity of his fault-finding passages, himself admits to disprove his statement at the head of this paragraph. But there is more to be said. No man can point to a book which contains similar "questions on the text," questions as simple, practical and *answerable*, or show an instance where "retranslation" and "parallel passages" are found in conjunction with extracts in other respects satisfactory. We ransacked the catalogues of all the great publishing houses and examined their readers before deciding to make one of our own. We failed to find what was wanted in this

country, and if any man knows where a book like ours can be obtained at the price, we should like him to tell us where it is.

F. W. S. wants grammatical notes. This is perfectly lawful. They have their value, especially in institutions where French is treated like a dead language. We preferred to leave them to the teacher and can no more be censured for this omission than a kitchen gardener for not growing orchids. The translations we give are not "bad notes," for not only do they remove the obstacles which block the pupil's path in the preparation of his lesson, but they show him how an idiomatic passage must be treated—not rendered literally but put into the best English which does not depart from the idea. This is what they were intended to do, and I confess I think our Canadian boys and girls had better acquire facility in translation than a knowledge of the niceties of the subjunctive.

F. W. S. makes four charges of incorrectness. Now on page 45 "*que*, not translated" is a perfectly sufficient direction for the pupil. On page 102 F. W. S. prefers the words "exempt from the chance of" for *hors d'insulte*. Nobody could certainly drag any other meaning out of our expression taken in connection with the context; on page 11 *on*, it is true, is not said of any particular person, but is most emphatically intended to hit the person addressed and may therefore be freely rendered by *you*. On page 109, *dame de grande qualité* is incorrectly translated we admit, since it refers to rank. To this discovery and to the enumeration of some words which (some of which only) might be included under the inevitably vague term of "exceptional in pronunciation" does the entire criticism reduce itself. It is perhaps allowable to add that these defects just admitted are confined to a small part of the book (although found on different pages) which the absence of one of the editors in Europe and the temporary ill-health of the other, prevented from receiving as much supervision as the rest, and that, expressly on that account a very small edition was issued which will permit of a review almost as soon as introduced.

We think, sir, that a useful book, the first part of which has received the emphatic approval of the teaching profession in the Province of Quebec, deserves better treatment than that which F. W. S. has given it. That must be our apology for troubling you.

H. H. CURTIS,

L. R. GREGOR.

Montreal, November 29th, 1893.

I taught, partly because I heard it was a good route to the presidency, and partly because I needed money. It was fortunate that I did not need much.
—Bill Nye.