

'He approached from the *stand-point*;' as *approach* denotes motion, *stand-point*, rest." One would think this was meant for humour, but that sort of nonsense has been the loss of as proper a term as we have. It reminds one of the logic-monger who declared that no man could worst an atheist in argument, "because logic says a man cannot be expected to prove a negative." Throw logic to the dogs, I'll none of it; common sense is better for ordinary use.

In pointing out these faults as types of those which have produced the reaction against the investigation of errors in English, I have not wished to discredit the efforts of men of learning and taste at furnishing us with the means of purifying our writing and speech. On the other hand the reaction be begun against the reaction, and that an effort be made to find the mean between hypercriticism and carelessness. In the writer's opinion it is impossible in two years to give a boy so great a knowledge of his own errors as he needs in life, merely by criticizing what he can write in composition classes. He will make many gross and unpardonable errors that the teacher could strike out of his vocabulary by a judicious selection of examples taken from every day life here in Ontario. This opinion has been reached after the common experience of trying both methods. I have come to the conclusion that "truth lies between" or, in other words, that a boy's diction is to be purified by criticism of his compositions and by leading him to consider the use of words systematically—always of course in sentences, not abstractly. As a beginning I would suggest that the following list of words, taken partly from the very books just criticized, be presented to the pupil in a series of lessons, and that he be required to show that he understands

the use of them and the distinctions between them. These seem to be words the average man must use and at the same time words that the average boy misuses more or less. But every teacher should make his own list as every locality has its own errors. Every Canadian in the true sense of the word, says: *becuz, wuz, wich, wite, gawn*, for *because, was, which, white, gone*, but it is only in particular spots that one hears *Canada algebray* for *Canada algebra* or the nasal sound in "*man*" "*town*," or the Irish vowel in "*fight*," or the low English "*pile*" for "*pail*," and as in pronunciation so in choice words. Many of the list will be useful in any Ontario school:—

*Individual*, man; sin, crime; like, love; brave, courageous; bravery, fortitude; long, lengthened; at last, at length; distinguish, discriminate; habits, customs; despot, tyrant; common, mutual; *grow*, become; guess, surmise; practical, practicable; *quantity*, number; *except*, unless; *likewise*, also; *directly*, as soon as; *condign*, severe; prodigal, wandering; excite, incite; *stop*, stay; annoy, *aggravate*; *transpire*, take place; expect, imagine; replace, take the place of; caption, heading; balance, remainder; vocation, *avocation*; *females*, women; contemptible, contemptuous; demean, lower or bemean; antiquary, antiquarian; appreciate, value highly; *round*, around; sit, set; beat, defeat; bound, determined; baluster, balustrade; by, with (means agency); *beg*, beg leave; between, among; *climax*, acme; celebrity, celebrated man; *in our midst*, among us; *curious*, odd; *differ with*, differ from; empty, flow (of a river); *fix*, repair; grow, produce, or raise; have, *have got*; if, whether; idea, opinion; pronunciation, orthoepy; infallible, inevitable; sick, ill; *leave alone*, let alone; lit, lighted; *misaken*, in error; "Is that so?" "Indeed!"; "*What's that?*" or