

And now comes the question : how are we to make this gift our own? Shall we go to our mothers' knees to breathe the home atmosphere of culture? No, this is not the clime of intuitions but of honest toil. No cobwebs of a remote ancestry have here enveloped the archives of a cultured tradition. The forest boles have scarcely had time to moulder into the soil from which the bread of a bare and precarious subsistence springs. Outside of the cities and the family circles of the few, small chance would there be for any to profit by such advice. Far other means must be employed, but what? In every township throughout the length and breadth of the Province stand the temples of peace, whose doors are never closed, to which the votaries flock, from lisping infancy to blossoming youth, and within are the priests and priestesses, albeit bearing humbler names, who minister before the high altar of learning. You, you, the teachers, are the guardians of the vestal flame of speech, living examples, who having yourselves profited, in your turn must repay the debt by ceaseless vigilance, by constant corrections, by tireless supervision, example and yet again example, and still I say example! Grammar with its dry and antiquated rules is useless. It is worse than useless, it is unintelligible and revolting. Well has Bain said : "Many persons are beginning to see the mistake of commencing grammar with children eight or nine years of age. Experience must have impressed teachers with the futility of the attempt," and Herbert Spencer follows in the same vein : "As Dr. Latham, condemning the usual school-drill in Lindley Murray, rightly remarks : 'gross vulgarity is a fault to be prevented ; but the proper prevention is to be got from habit—not rules.'" Where English cannot be learned by direct

personal contact with correct speakers, other means than grammatical rules must be sought to meet the requirements of the case : reading the best authors, listening to good speakers when opportunity offers, and actual correction of errors in the class-room ; transpositions, synthesis of sentences, false syntax, anything practical, anything but the rotten strand of sophistry which has so long spanned the educational gulf, and which, termed grammatical rule, parts when the neophyte most surely needs its fallacious support, precipitating him headlong into the gulf of error and confusion. Then if rule is impotent to perform the required work, analysis for the beginner is little better. It has its uses, and valuable uses, for the student who has made some progress in the knowledge of words and groupings. To the advanced student the exercise is indispensable ; but to the tender intellect it is confusing and often misleading. What does the builder of the mansion do with the bricks at his command? Does he erect his structure by breaking down another? Not so, brick on brick, applied with synthetic hand, the fair edifice rises and at length stands revealed in all its symmetry against the glowing sky. Shall we not then take a lesson from the builder? For what is the speaker but a builder, only he works with sentences and paragraphs instead of walls and flats. Words are but bricks ; thoughts consolidated into articulations with which the word-worker rears his fabric, and leaves it a completed work with all its outlines symmetrical, its clauses balanced, its periods rounded ; or, inapt, bungling the edifice, delivers it to the world an unsightly product, with here a solecism and there a barbarism and everywhere mistakes in outline or inner completeness which mar the whole and render the labour of none effect. Let us be careful. Let us be students of this