

sufficient cause for dismissal, while a successful run for a few examinations in the entrance groove, is the highest ambition, as it is regarded the best evidence, of a successful educationist.

It would be well, when an evil so very generally felt throughout the Province is so pointedly adverted to by one so capable of judging as the Superintendent of the Toronto Lunatic Asylum, that some remedy were kept in view in the many changes and improvements attempted from time to time in our School Law. Some little latitude in the exercise of private judgment allowed to the teacher, especially in rural sections, would leave him less of a teaching machine, and free his pupils from the tyranny of having inflicted upon them studies which they never expect to use, and for which they have neither taste nor aptitude.

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POLITE ERRORS.—No. I.

As some good writers, and more good speakers, commit errors of grammatical construction which are rather the result of inactivity than of a want of familiarity with that science, the following hints may not be inappropriate:—

The *title*, as it implies, is employed simply in contradistinction to vulgar errors, against which it would avail nothing to admonish the class of readers to whom these suggestions are addressed.

From a valuable little book, *The Errors of Speech*, some of the least glaring, or more covert, inaccuracies have been selected, added to which are others derived from various standard authorities.

In most of the examples the errors will appear without the light of general rules; in exceptional instances the rules will be supplied.

"He does not write *as* well as I," should be "He does not write *so* well as I;" but

"He does write *as* well as I," is correct. The negative form takes the adverb *so*; the affirmative, the adverb *as*.

"She looks *beautifully*," should be, "She looks *beautiful*;" "It looks *grand*," not "*grandly*;" "It sounds *fine*," not "*finely*;" "How *sweet* the moonlight sleeps upon the banks," not "how *sweetly*." Rule: When an intransitive or neuter verb is the predicate, the noun that is the subject will take an adjective instead of the verb taking an adverb.

The verb *to lay* is a transitive verb, or one in which the action or state implied passes over to an object.

The verb *to lie* is an intransitive verb, and can have no object after it. Rule: If the person or thing spoken of exerts an action that must pass over to an object, use *lay*, *laid*, and *laying*; but if the person or thing spoken of exerts an action that *does not* pass over to an object, use *lie*, *lay*, *lain* and *lying*. "He *laid* upon the bed" is incorrect, for the verb has *no object*; but "He *laid himself* upon the bed" is correct, for there is an objective case, *himself*, supplied. For a similar reason "Let these papers *lay*," should be, "Let these papers *lie*," etc. "They have *laid* in wait" should be "They have *lain* in wait."

The preceding principles also apply to the verbs *to sit* and *to set*, *to raise* and *to rise*, etc.

To wake, *to awake*, and *to awaken* are both transitive and intransitive verbs.

Present Tense.	Imperfect and Past Participle.	Present Participle.
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Wake.	Waked.	Waking.
Awake.	Awoke or Awaked.	Awaking.
Awaken.	Awakened.	Awakening.

One may say "I *waked*, *awoke*, or *awakened* early this morning," but not that "I *woke*" or that "I *woke* another person," as there is no such word. "I *wakened* at daylight," should be "*awakened* at daylight," as there is no such word as *wakened*.

Up is used only with *wake*, *waked*, *waking*, but is both superfluous and inelegant.