

never be known. Before us lies the tedious and arduous task of fighting a disease in its advanced stages.

Lennie and Murray and Morell and Bullion and Meiklejohn have been read, learned and digested; the truth of their rules and explanations have been accepted by the average pupil, and he has continued to speak exactly as he did before he ever heard of syntax. If his parents are cultured, our young grammar student will speak the purest English; if he belong to a certain class, his language will be strictly grammatical, but plentifully besprinkled with slang; if the home conversation is innocent of any attempt at grammatical accuracy, he will listen respectfully to the teacher's corrections, and follow his father's example.

A few scholars may be interested enough to correct one another, their brothers and sisters, or even their parents; but rarely are they sufficiently in earnest to correct their own ungrammatical selves.

Clearly then, as things stand at present, we must look, not to the school, but to the home, for help—for help which the home is often powerless to yield; which simply means that a large percentage of our school children is to be relegated to the uneducated class—not for lack of knowledge, but for incapacity to express it in plain English.

Another grave feature is the fact that many of these pupils become the teachers of our country schools, and so the evil spreads. Either the country scholars accept blindly the teacher's dictum, or they, if not practising better than he knows, perhaps knowing better than he practises, despise him for breaking rules which they do not care to keep.

If our embryo teachers could be, not taught only, but *trained* in correct speaking, the evil would be greatly mitigated; *they*, at least, would not propagate it. But would they give the self-help needed for effectual training, or should we find them too lethargic and indifferent?

If the Diploma were granted only to those who had given sufficient proof of the unlikelihood of their ever transgressing the rules of syntax, the subject of "Conversational English" would receive as great attention as their geometry and history, and surely this is not too much to require.

It is impossible to glean all, or even the greater part of, the most usual errors abroad; a few will suffice to recall others.

A very common mistake is *the use of the Past Indicative for the Past Participle*—

"He would have *fell*."