

to earnestly remonstrate with those writers who will talk of "encountering an individual," of "partaking of refreshment," of "sustaining bereavement," of "a maternal relative,"—there is folly and conceit in such expressions. They are not English, though again I do not challenge the grammar of them. They are senseless elaborations of language, and I am sorry to say that some sciolists who should know better encourage these innovations upon our mother-tongue.

The study of language, as Professor Max Muller observes, is properly one of the physical sciences, but the difficulties of future philologers will be greatly increased by the intrusion into our English tongue of changes and combinations which have got there by no natural process, but owing to conscious and wilful interference.

You will perhaps say, "we are placed in a dilemma if we have to suspect the legitimacy of our English, as it is written and spoken in the common literature which comes within our reach, and in the conversations of those whom we are accustomed to class among the educated class."

Yes, I advise you to suspect the purity and correctness of very much that you read, and much that you hear from even educated persons. The standard is too conventional to be followed with safety.

What you read, let it be of the best,—the pure English from the mint of such minds as Goldsmith and the essayists of his time, the writings of Macaulay, Harrison Thirlwall, Glegg, Green, Whateley, Alford and a host of others who do write good, idiomatic and elegant English, and the speeches of John Bright, Fawcett, Lowe, and the Duke of Argyll,—all masters of strong and pure Saxon.

Learn to speak correctly,—don't worry yourselves to death about the grammar,—find out what is the true idiom and follow it,—then write as you speak and speak as you think.

In brief, "call a Spade a Spade."

Editorial Notes and Comments.

At the beginning of a new year the teacher may feel strong enough within him the desire to magnify the office of his calling, and yet fail to find in his environment the opportunity of doing so. The publicists of our time, however, never fail to sound the praises of the efficient teacher, and when we hear one of them declaring that buildings, equipments, library and apparatus do not make a school, but that our educational