

Pope's lines in this connection are *apropos* :

"In words as fashions the same rule will hold,
Alike fantastic, if too new or old—
Be not the first by whom the new are tried,
Nor yet the last to lay the old aside."

Proceeding to the last division, *phraseology*, we are perhaps worse sinners here than in either *accent* or *pronunciation*. A common error is our substitution of transitive for intransitive verbs, and *vice versa*. The abuse of *lie* and *lay* has been so persistently attacked that it may be passed without more than a mere mention. We still hear teachers speak of "standing" a boy in a corner, for example, or, as they put it, "I *stood* him in the corner." This is just as wrong as it would be to say, when speaking of providing a guest with a bed, "I *slept* my friend at our house." Improper also, because now wholly obsolete, is the substitution of *learn* for *teach*. Long ago these two verbs were interchangeable—more recently a very happy distinction has been made in their application—a distinction it is unnecessary to do more than allude to. Another obsolete form, more prevalent than *learn* for *teach*, and one that no teacher should retain a single day, is the inserting of "for" before infinitives. "I asked him *for* to give a reason," "He said he wanted *for* to take up book-keeping," although structurally correct, are vulgarisms. Sometimes one may hear a teacher address his pupils thus: "You've got to take and reduce it." In such a case the words "got," "take," and "and," are wholly redundant. Some one in the profession has been heard of who was in the habit of telling his scholars to "take and take" and do so-and-so; but surely he is like "Uncle Ned" in the old song, "dead, dead, dead, long ago"—at least, let us hope that is so.

When those whose special province is *not* the imparting of that knowledge

by means of which children are taught how "to speak and write the English language with propriety" commit venial, or even gross linguistic sins, it is not impossible to find some palliation for the offence; but where those belonging to our own ranks are implicated no mercy should be shewn to the culprits.

The teacher, for instance, who does not hesitate to describe a beautiful picture as "awfully nice," or to say he feels "awful glad," should be indicted for philological high treason, and he or she who uses two negatives instead of one, deserves nothing short of being placed at the bar of the Queen's English, charged with positive regicide. "I won't go to Toronto next week, I don't think," "It doesn't look like rain to-day, I don't think," are heard daily from the lips of teachers.

Every word we utter in the school-room ought to be a model for imitation by the pupils. No sentence should pass our lips in violation of good usage. Aside from this practice it is as vain to teach what we call grammar, with the object of making scholars acquainted with our noble tongue, as would be the efforts of him who should attempt to teach the art of swimming in a skating rink.

Language, written or spoken, from the very nature of things, is, and must always be, the chief medium by means of which thought may be interchanged, and our knowledge of any subject made at all valuable to ourselves or any one else.

The moment a person begins to speak in our presence, that instant (perhaps unconsciously) we begin to form our opinion, either as to his knowledge of the topic under discussion, or as to his general culture; and it not unfrequently avails the speaker but little that his acquaintance with the subject is of the profoundest, should he, in his delivery, muddle his