

far less common than any other the teacher has to contend with, and may be avoided by both parties taking a just estimate of their respective positions. The confidence, respect, and sympathy of her employers every teacher has a right to, or she is unfit for her office; but she is unwarranted in aspiring for more than that, and if she does so she shows that the knowledge she possesses has puffed her up rather than edified her.

We will now turn from the shady to the sunny side of the picture, viz.: the encouragement of the female teachers. Here again we will turn to the unerring word of God, by which we are assured that if we "train up a child in the way he should go, when he is old he will not depart from it." And though for a time our labour may seem to be in vain, yet we are expressly told that "bread cast upon the waters shall be found after many days."

The peculiar and almost uncontrolled influence which females possess, not only in their own families, but in society at large, is another strong ground of encouragement to the Christian schoolmistress, and she will do well to remember that the character of a school is at all times strongly marked by the complexion of its female head; and if she rightly exerts her influence over the little ones committed to her care, she may, through them, be enabled to benefit even the most unpromising of their parents. We know that it has often pleased God, "by the weak things of the world, to confound the things that are mighty," and "out of the mouth of babes and sucklings to perfect praise." Again, many instances are recorded in Holy Scripture of the services of women in the cause of God being marked by tokens of peculiar honour. When, therefore, the teacher calls these things to her remembrance, she will see abundant cause for thanksgiving and great encouragement for the future.

But, to descend from these high and holy motives for encouragement, she cannot but acknowledge that, as far as her temporal prospects are concerned, a great change has been made for the better, in the course of the last twenty years. Her work is better understood and appreciated, a great stimulus has been given to it by the state, and large sums of money annually voted for its promotion; friendly supervision by able and experienced men is now very general; and our church, ever ready to extend its aid to the youngest of its members, has become increasingly zealous. Under its auspices, associations have been formed, for the mutual improvement of those engaged in the work of education; and the female teacher is allowed to partake of all these privileges.

Independently, however, of these things, there is one additional source of encouragement which the faithful and sympathizing teacher daily meets with, viz., the affectionate sympathy and respect of the children amongst whom it has been, and is, her privilege to labour. Amply will she feel herself repaid by witnessing their joyous and trusting countenances, and she may feel assured that if she brings a heart full of love for, and faith in, her work, and manifests it by an unceasing interest in their welfare, her love will be fully returned, and in due time they will "arise and call her blessed."

2. IMPROPRIETIES OF SPEECH.

I.

We often hear persons speak of 'an use,' 'an union,' etc. As properly might they say 'an year.' When *u* at the beginning of a word has the sound of *yoo*, we must treat it as a consonant, and use *a* instead of *an* before it. So in the word *one*, the vowel sound is preceded by the consonant sound of *u*, as if it were *oun*; and we might as properly say 'an wonder, as say 'such an one.' Before words commencing with *h* silent *an* must be used; as 'an hour,' 'an honest man,' etc. Before words commencing with *h* aspirated we use *a*; as 'a hope,' 'a high hill,' 'a humble cot,' etc. Do we aspirate the *h* in *humble*? Yes. So say Webster and the most modern authorities.

II.

It is a common mistake to speak of a disagreeable *effluvia*. The word is *effluviu* in the singular, and *effluvia* in the plural. A similar form should be observed with *antomato*, *arca'num*, *erra'tum*, *phenomenon*, *allu'vium*, and several other words which are less frequently used, and which change the *um* or *on* into *a*, to form the plural. In *memorandum* and *encomium*, usage has made it allowable to form the plural in the ordinary way, by the addition of *s*. We may say either *memorandums* or *memoranda*, *encomiums* or *encomia*. A man, who should have known better, remarked, the other day, 'I found but one *errata* in the book.' *Erratum*, he should have said; one *erratum*, two or more *errata*.

III.

There is an awkwardness of speech prevalent among all classes of American society in such sentences as the following: 'He quitted his horse and got on to a stage-coach; 'He jumped from the counter on to the floor; 'She laid it on to a dish; 'I threw it on to the fire.' Why use two prepositions where one would be quite as explicit, and far more elegant? Nobody, in the present day, would think of saying,

'He came up to the city for to go to the exhibition,'—because the preposition *for* would be an awkward superfluity; so is *to* in the examples given. There are some situations, however, in which the two prepositions may with propriety be employed, though they are never indispensable; as, 'I accompanied such a one to Bridgeport, and then walked on to Fairfield.' But here *two* motions are implied, the walking onward and the reaching of a certain point.

IV.

There seems to be a natural tendency to deal in redundancy of prepositions. Many people talk of 'continuing on.' I should be glad to be informed in what other direction it would be possible to *continue*.

V.

It is illiterate to put the preposition *of* after the adverb *off*; as, 'the satin measured twelve yards before I cut this piece *off of* it; 'the fruit was gathered *off of* that tree; 'he fell *off of* the scaffold-ing.'

VI.

There is an inaccuracy connected with the use of the disjunctive conjunctions *or* and *nor* by persons who speak in the following manner: 'Henry or John *are* to go to the lecture; 'His son or his nephew *have* since put in *their* claim; 'Neither one nor the other *have* the least chance of success.' The conjunctions disjunctive *or* and *nor* separate the objects in sense, as the conjunction copulative unites them; and as, by the use of the former, the things stand forth separately and singly to the comprehension, the verb or pronoun must be rendered in the singular number also; as, 'Henry or John *is* to go to the lecture; 'His son or his nephew *has* since put in *his* claim; 'Neither one nor the other *has* the least chance of success.'

VII.

Many people improperly substitute the disjunctive *but* for the comparative *than*; as, 'The mind no sooner entertains any proposition, but it presently hastens to some hypothesis to bottom it on.'—Locke. 'No other resource *but* this was allowed him; 'My behavior,' says she, 'has, I fear, been the death of a man who had no other fault *but* that of loving me too much.'—Spectator.

VIII.

Sometimes a relative pronoun is used instead of a conjunction, in such sentences as the following: 'I do not know but *what* I shall go to New York to-morrow; 'instead of I do not know but that, etc.

IX.

Never say 'cut it in half; 'for this you cannot do, unless you could annihilate one half. You may 'cut it in two,' or 'cut it in halves,' or 'cut it through,' or 'divide it; 'but no human ability will enable you to *cut it in half*.

X.

There are speakers who are *too refined* to use the past (or perfect) participle of the verbs 'to drink,' 'to run,' 'to begin,' etc., and substitute the *imperfect tense*; thus, instead of saying, 'I have *drunk*,' 'He has run,' 'They have begun,' they say, 'I have *drank*,' 'He has *ran*,' 'They have *began*,' etc. Some of the dictionaries tolerate *drank* as a past participle; but *drunk* is unquestionably correct English. Probably it is from an unpleasant association with the word *drunk* that modern refinement has changed it to *drank*.

XI.

It is very easy to mistake the nominative when another noun comes between it and the verb, which is frequently the case in the use of the indefinite and distributive pronouns; as, 'One of those houses *were* sold last week; 'Each of the daughters *are* to have a separate share; 'Every tree in those plantations *have* been injured by the storm; 'Either of the children *are* at liberty to claim it.' Here it will be perceived that the pronouns 'one,' 'each,' 'every,' 'either,' are the true nominatives to the verbs; but the intervening noun in the plural number, in each sentence, deludes the ear; and the speaker, without reflection, renders the verb in the plural instead of the singular number. The same error is often committed when no second noun appears to plead an apology for the fault: as, 'Everybody has a right to look after *their* own interest; 'Either *are* at liberty to claim it.' This is the effect of pure carelessness.

XII.

There is another very common error, the reverse of that last mentioned, which is that of rendering the adjective pronoun in the plural number instead of the singular, in such sentences as the following: 'These kind of entertainments are not conducive to general improvement; 'Those sort of experiments are often dangerous.' This error seems to originate in the habit which people insensibly acquire of supposing the prominent noun in the sentence (such as 'entertainments' or 'experiments') to be the noun qualified by the adjective 'these' or 'those; 'instead of which' it is 'kind,' 'sort,' or any word of that description *immediately following* the adjective, which should be so qualified, and the adjective must be made to agree with it in the sin-