

have taken Note H, above, we find discussions purposed we presume for the advanced scholar and for the teacher. Some of these tempt us to digress, but no; we are not to discuss grammar, but this grammar.

Note B is on Pronouns adding to the "Remarks" defence of their classification with nouns. By the way, we hope Mr. Butler will not claim this as "entirely new" and *his*, as he does "the idea advanced in Butler's Practical Grammar that the grammatical predicate is always the verb alone." In Sanskrit the Pronoun is called the everything name, and by Indian grammarians is always treated as a noun. Regarding Mr. Butler's claim to be the discoverer or inventor of the idea that the grammatical predicate is always the verb alone, we imagined the matter was as old as the days of Aristotle, and during the times of the schoolmen it was often a matter of bitter dispute. To be sure "the idea" was discussed somewhat thus: In the sentence *John is good*, what is predicated of John, goodness or existence conditions by goodness.

It is a bad sign for grammar that Mr. Butler found it necessary to write Notes C and D, C on] the Relative What, and D on the Compound Relatives. Happily for our Canadian youth our teachers are rapidly giving up the absurdity 'what is a compound relative including both the relative and the antecedent.'

Note E is on 'Common Gender.' This note might appropriately be headed Mr. Butler *versus* language; Plaintiff's address. Similarly Note K on the Subjunctive and Potential Moods might be marked 'Mr. Butler *versus* English Language.'

These two notes bring out what we had noticed while reading the body of the work to be the author's weak point, his apparent lack of *thorough* knowledge of Historical English Grammar, and of the best results of comparative Philology. Lack of the latter also appears in Note F Possessive Case of Pronouns. Mr. Butler is certainly right, but why now-a-days fight with an old Brown-Bess. Of the Historical method Mr. Roby in his Latin Grammar says what appears hopelessly intricate and irrational when judged from a scientific point of view which is not that of the historical development, becomes intelligible, and almost simple, when we look along the line of growth.

Note 6 (the last) is devoted to "is being

built," Mr. Butler taking the the adverse side. 'Tis a pity grammarians cannot understand that a grammarian can no more stop the growth of a living language than a German Emperor could change a dead one. Whether this form is found in the best writers or not one thing is certain, it has become rooted in English speech, meeting what was felt to be a want.* It would be far better then for writers to examine the laws of its formation than to take a prejudiced stand on either side.

There is a law governing the use of auxiliaries and that law will allow of this form but not of many of the forms quoted on page 102 from Mason's English Grammar. If this should meet the eye of Mr. Butler let him examine for the rule,—we have never seen it given in any grammar, yet he, Mr. Butler, has in one case called a violation of it "a vulgarism."

It is with some regret that we now lay aside this work. We have spent several pleasant hours in its examination, all the more pleasant because unexpected, for we have become so accustomed to finding in grammars of this class little but a hash of Bullion seasoned with *unrefreshing* ignorance that we at first felt little inclined to open this one. It is also with shame that we glance up and see before us the "Canadian Authorized Edition," and think what a contrast the two books present. We would fain be proud of all things Canadian and stubbornly boast "There is no land like Canada," but no; we cannot close our eyes tight enough. Lord Dufferin has declared the school system of Ontario to be superior to that of the United States, but what matters that if our text books are worthless. Valueless is discipline with leaden swords as sole weapons. If we cannot have steel give us back at least our wooden ones. With them we could strike a blow however ineffectual,—*they were not too heavy for our hands.*

* "Is being taught" is used by the Rev. E. A. Abbott the author of "A Shakesperian Grammar" and other almost unrivalled works on English. That a distinct form for the progressive passive is needed, will be recognized by any one who pays attention to the speech of uneducated persons and of children. How common is the substitute use of the middle in "getting." This morning I heard a little four-year old say "while I was getting washed."