

university. It looks toward true expression of thought either orally or in writing. The aim of this study is to give the learner *power* to use the English language with facility and accuracy. Comparative values will aid us in giving a true estimate to this subject. How much arithmetic or geometry is required of the lawyer or the physician? How much geography or chemistry is of practical importance to the mechanic, the merchant, or the minister? And yet, to which of these is not a thorough knowledge of the mother tongue exceedingly desirable and of the utmost practicable importance?

"What is that" says Coleridge, "which first strikes us in a man of education? and which among educated men, so instantly distinguishes the man of superior mind, that we cannot stand under the same archway during a shower of rain without finding him out? Not any unusual interest of facts communicated by him. It is the unpremeditated and evidently habitual arrangement of his words, grounded on the habit of foreseeing in each integral part, or (more plainly) in every sentence, the whole he intends to communicate. However irregular and desultory his talk, there is method in his fragments."

In the whole range of knowledge nothing is more desirable and valuable than a thorough acquaintance with the mother tongue. Do our children acquire this in our schools? After years of work and studying with books, how many young men and young ladies use good English in conversation? and how many can write upon current events with which they may be familiar, so as to observe a consecutive order of topics and express thought clearly and forcibly? It is no common acquirement to be able, to wield a fluent pen, or in unpremeditated speech to express definite ideas in elegant language, or even in plain, simple English. Look over the curriculum of study and say which of the many subjects will be of the greatest practical value to your child, and, moreover, which will most positively show supremacy of intellectual vigor. Truly, in this subject, it would seem that the educational tree is planted with its branches in the earth and its roots in the air, and then we complain because there is not abundant fruitage, even after years of toil and patient waiting. But you ask how is a child to learn English? Let us interrogate Mother Nature; and this the true instructor must do. This is his best science of education and