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FASHIONABLE ENGLISH.

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HAS the extension of popular education tended to the conservation of the English language in its literary purity? Is not the word education, to some extent, a misnomer? And should not the process which we designate by that name be more properly called "instruction," that is to say in the arts and accomplishments of reading, writing, and arithmetic, which are but the tools of education, and not education itself? These questions are important, and opinion will greatly vary as to the answers that ought to be given to them. It is true, that, in the late Lord Brougham's phrase, the schoolmaster has been abroad, and that the operations of that elementary functionary have been widely extended since Lord Brougham's time; and it is also true, that between the primary power of reading, and the secondary but more important power of turning that reading to profitable account, there exists a mighty difference. Lord Brougham's

schoolmaster taught reading, writing, and arithmetic, and Mr. Forster's schoolmasters teach little more. But this is not education, though unthinking people consider it to be so—and though paying the school-rate with more or less unwillingness, they pride themselves on doing their duty, though perfunctorily, in the cause of education. In our day as in every other, everybody speaks; and in our day as in every other, few people speak well; and in our time, more perhaps than in any other, almost everybody writes. But very few authors in the last quarter of the nineteenth century write much better than they talk.

The late Mr. G. P. Marsh, of Massachusetts, who died recently in the position of American ambassador to the kingdom of Italy, in his excellent lectures on the English language, originally delivered at Columbia College, New York, and afterwards reprinted in the United States and in England, records "that a distin-