

Much have I travelled in the realms of gold
 And many goodly states and kingdoms seen;
 Round many western islands have I been
 Which bards in fealty to Apollo hold.
 Oft of one wide expanse had I been told
 That deep-browed Homer ruled as his de-
 mesne;
 Yet did I never breathe its pure serene.

Till I heard Chapman speak out loud and
 bold:
 Then felt I like some watcher of the skies
 When a new planet swims into his ken;
 Or like stout Cortez when with eagle eyes
 He stared at the Pacific and all his men
 Looked at each other with a wild surmise,
 Silent upon a peak in Darien.

TWO FALLACIES.

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I have heard it emphatically asserted that analysis is, practically, of little use in the teaching of English, unless, indeed, the classes instructed be well advanced and the method be sparingly used. Still more emphatically have I heard it asserted, that to endeavour to teach a right by presenting a wrong is not only of little use, but absurd, nay mischievous in its ultimate tendencies. Let me commence my remarks upon the foregoing assertions by boldly stating my opinion, that they are both fallacies; and in *their* ultimate tendencies absurd and mischievous; absurd, because unfounded upon any logical, that is rational, basis; mischievous, because, if it be a crime to murder the Queen's English, to sow broadcast over the fields of education such pernicious seedlings of a warped prejudice is "worse than a crime, it is a blunder;" for there are doubtless some followers of fashion who will accept the dictum and endeavour in their turn to perpetuate the error.

Let us examine the facts of the case fairly, in that independent and impartial spirit of inquiry which ignores fashion, and needs no light but the ray of common sense to lead to the inevitable result, the justification of both methods accused.

I am only too painfully aware that there are yet some teachers, and advocates of teaching, who pin their faith to a text, and whose thirty-nine

articles of grammatical faith are found between the covers of their Lindley Murray or their Mason, etc., etc., as the case may be. I am also aware that the number of young teachers, especially in public schools, who manfully discard the thirty-nine articles to form a code of faith of their own on the basis of critical research and common sense is few. Such a proceeding would demand some little effort of originality, and to be original in so very unromantic a department of literature as the cut and dried rules which govern the usage of one's mother tongue would necessitate effort and reform—two terms we hear a great deal about, but, to judge from results, mere dead words that have long relegated their souls to another sphere—effort to renounce an acquired hobby of thought or practice, which constitutes a fashion; reform, to re-adjust effete conditions, and to bring them into harmony with a changed environment.

Is it too much to say, that they who pin their faith to a grammar will never become teachers of English, nay, will never become thorough students of the language? I am inclined to believe that a grammar is the last book that should be put into the hands of the average junior pupil, and only after he has acquired some practical knowledge of the subject in question. Theory, in short, should follow practice, not precede it. To