

"*How's that?*" or "*Which?*" or "*Eh?*" or "*What is it?*" "I beg your pardon?" ; *never remember*, do not recollect ; observe, say ; proposal, proposition ; future, subsequent ; partly, *partially* ; rights, privileges ; period, point of time ; and others, etc. ; scarcely, hardly ; a year ago, a year since ; so, as, (in comparisons) ; able, superior ; benefits, *advantages* ; such, so ; though, if ; in, into ; lie, *lay* ; shall, *will* ; two, couple ; fewer, *less* ; on, upon ; exceed, excel ; *infer*, imply ; learn, teach ; gaze, stare ; pile, heap ; live, dwell ; high, tall ; right, just ; fault, defect ; certain, sure ; safe, secure ; learning, wisdom ; artist, artizan ; haste, *hurry* ; lovely, amiable ; brute, beast ; boyish, boylike, puerile ; handsome, beautiful ; cry, weep ; purpose, intend ; news, tidings ; want, lack ; necessary, essential ; wants, necessities ; sufficient, enough ; bleach, whiten ; discovery, invention ; complete, perfect ; apparent, obvious ; friend, acquaintance ; adjourn, prorogue ; amend, emend ; amid, among ; bring, fetch ; character, reputation ; clearly, conspicuously ; energy, vigour, force ; aid, assist ; idle, lazy ; farther, further ; act, ac-

tion ; empty, vacant ; alone, only ; acknowledge, confess ; social, sociable ; recollect, recall, *remember* ; introduce, present ; affable, friendly ; aware, conscious ; neglect, negligence ; allude, refer ; continuous, continual ; luxurious, luxuriant ; *healthy*, wholesome ; sensitive, sensible ; evidence, testimony ; expected, anticipated ; due, owing ; decided, decisive ; answer, reply ; hanged, *hung* ; benefits, privileges ; truth, veracity ; identity, identification. It cannot be denied that these are mostly common words and that ordinary precision requires their discrimination even in speech. Yet in the regular criticism of compositions, not many of them would come up in the school-life of any one pupil. Even to dictate the list to a class and to urge them to find the distinctions for themselves, would be to do much in the way of giving precision and power to our Canadian speech. Let us avoid both narrow and petty hypercriticism on the one side, and vulgar looseness of expression on the other.

The words in italics are among those most frequently and seriously misused in our schools.

ART IN LITERATURE.

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(Continued from November No.)

THE middle age has been limned with a dark pencil, and the result is a gloomy and forbidding picture ; but the blackest cloud may have its silver lining. Hope may trim her quenchless lamp in the window of the meanest tenement that shivers on the dreariest waste. The night is ever darkest and coldest before the dawning, and as with the phenomena of nature, so with the

phenomena of epochs. That dark age was the precursor of Luther, the harbinger of the Reformation. No gallery of literary art would be complete without the portrait of Luther, without a memento at least to his art, for Luther is Protestantism and Protestantism, Luther. Luther the sturdy, Luther the self-reliant, Luther the earnest, Luther the humorist, Luther, who, to use his own words, having