

from all those anxieties that plow deeper furrows on the brows of humanity than are warranted by passing years; or, it may become a bright and growing reality when the Vril-ya have shivered the rocks that now shut them in and have delivered mankind from comparative barbarism. But the school-room of the nineteenth century belongs not to these ideal realms; societies among the people for the study of science and for the promotion of culture are rare and short-lived; parents are untaught and children are born to a heritage of ignorance. Earnest, practical work is needed to save our mother tongue from the corrupting influences that steal in at so many points. Especially is this true in the new land of the West, but it is also true of the cultured East, where the foreign element enters so largely into the population, and where children enter the schools from homes of squalor and dens of poverty and vice. Many pupils have had no training, and speak the language of the streets. Some have, through carelessness, been allowed to contract habits of inaccuracy which can only be corrected by much patient effort and often bitter mortification. In fact, such errors are frequently never wholly eradicated, and, as a result, we hear such barbarisms as "tote," "I would rather do this as that," and others of like nature from the lips of people of culture as well as native intellect.

The average pupil of the grammar grades neither speaks nor writes correctly. He murders the Queen's English often in matters of construction; his a's are so flat that it seems a herculean task to round them into fulness; his g's and d's are dropped as useless, while the faithful letter r is tossed aside contemptuously; he has a limited vocabulary, with an undue proportion of slang; his ideas are crude, and his expression is timid and halting; often his written work is "confusion worse confounded," the ei's, ie's, ti's, si's, and ce's of our erratic orthography being to him profound mysteries, with the mastery of which he has never burdened his mind and in whose use he has not had sufficient practice to enable him to absorb the correct forms; his i's are undotted and his t's remain uncrossed; he knows little of the use of capital letters, and still less of the laws of punctuation.

As to faults of construction, only the utmost patience and most careful attention can secure to him the greatest good. No error should pass unnoticed, and, since we can only acquire habits by acts, as Malibran says, and can strengthen them by use alone, the corrected form put into practical use at once imparts power which could not be derived from theoretical