

To the Editor of THE EDUCATIONAL MONTHLY:

SIR,—As my suggestion *re* contributions from teachers is regarded with favor by you, I venture to follow it up with an illustration, which I had not time to add when writing before.

On the recommendation of a brother master of unquestionable standing as a scholar I sent for Genung's *Outlines of Rhetoric*, which, by the way, I notice you review very favorably in your December issue. Since receiving it I have looked pretty well through it, and while I find much to commend in it, I have been surprised, and if I may use the phrase, fairly staggered to find in the "Glossary of words, idioms, and phrases which are in frequent misuse" that many expressions which I have been wont to regard as good English are condemned by Professor Genung.

I submit a few of the many that I have marked, and invite an expression of opinion by English masters as to the correctness of the professor's *dicta*, and the soundness of his judgment.

1. "One can catch up with a train, but not catch a train."
2. "Champion, not to be used as a verb; as to champion a cause."

3. "Confess, not to be used in the sense of admit; e.g. 'As any one will confess.'"

4. "Consequence, not to be used in the sense of importance or moment; as 'this is of no consequence.'"

5. "Constantly, not to be used for often or continually."

6. "Consider, not to be used in the sense of regard; as 'he is considered a very able financier.'"

7. "Convene. A person cannot be said to convene a body." Pray how does the professor account for the word *convener*?

8. "Don't, plural; not to be used with singular subject." What about 'I don't'?

9. "Empty, not to be used of a river, in the sense of to flow into, to discharge."

10. "Execute, not to be used of a personal object, in the sense of put to death."

11. "Journal, not to be used of a monthly or quarterly magazine."

12. Same—as, not to be used for same—that, as, 'this is the same picture as I saw yesterday.'"

MASTER.

EDITORIAL NOTES.

WORK IN SECONDARY SCHOOLS.

WE have more than once referred to the committee of ten appointed by the National Educational Association of the United States of America for the purpose of considering the best course of studies for secondary schools, keeping in view the difficult work of these schools, viz., preparing

pupils for colleges, professions and for work in ordinary life.

The committee of ten appointed nine conferences of ten each, the members of each conference experts in the subjects on which they were asked to report. That is, here we have a hundred teachers, professionals in the proper sense of that word, engaged for sometime past, preparing a report on this very important