unfortunately, is not confined to students. It is by no means uncommon to find in our textbooks or printed notes passages on which one must exercise considerable ingenuity to discover the author's meaning, and pages are often needlessly multiplied, or lectures long drawn out from lack of ability in handling words.

This state of affairs may perhaps be attributed to the fact that almost the entire time which is devoted to the study of grammar and English in schools is spent at a time when the pupil is scarcely old enough to appreciate the value or significance of the subject in hand. Again, too little writing is required, and, as a rule, the subjects of the themes or compositions which are written are not things that the student is familiar with, but are such that he is obliged to devote his greatest energies, not to writing, but to finding something to say.

At the Institute the men generally look with impatience on all subjects not directly connected with their professional work, but it is only fair to say that some years later, perhaps, they realize that some of their greatest defects are due not to too much, but to too little, training in such branches. By all means let us have more English, even at the expense of French or German, or even Mathematics or Physics.