

selves to the simple truth that they have made the laws of syntax a second nature, and we have repeatedly heard honest scholars who had not had the advantage of cultured circumstances in youth declare that they owed more to the Grammar than to Literature for correctness of speech.

In concluding the second use of Grammar studies let us ask the reader whether he should not think it worth while to master each and every rule of syntax contained in any English Grammar he ever saw if it were merely that he might know, when he had written a letter or an essay, whether it satisfied the conventional requirements of accidence and syntax, and whether he would consider a High School pupil fit to take a teacher's certificate, or to enter college, who could not merely correct a sentence but also refer the error to an established principle of usage for the satisfaction, say, of any one who might differ in opinion from him.

Even in school systems which affect to ignore grammar as a useless subject it will be observed that the text books on Rhetoric recognize the impossibility of ignoring grammatical purity, and it may be easily proved that the majority of recent Rhetorics, even such as those by McElroy of the University of Pennsylvania, and Hill of Harvard, deal with practical syntax elaborately.

3. The third claim of Grammar is that it is a science inferior to no other science studied in High Schools. We know at least two of the best teachers of science in our schools who hold this opinion. Tyndall and Spencer have said that grammar is a science of the highest value as a mental training, and Huxley, though he has spoken, as far as we know, less directly, has spoken even more emphatically of the value of language-training, and in such terms as to preclude the notion that he meant either the training

of Rhetoric or of Literature. None of these men would speak without mature observation and reflection, and when they do speak they speak with a view of the field of science, more general and more particular than many can command. They would not themselves ask anyone to accept their verdict on authority, but they would demand and rightly that their verdict should not be set aside without solid reasoning based upon equal experience and powers of judgment.

Now if this verdict be correct it is difficult to imagine how anyone can say that grammar is declining in importance as a school study. If scientific value is enough to justify the retention of Geometry and the introduction of Biology, surely that value if possessed in so eminent a degree by Grammar should be enough to enable it to hold its own. The English master might of course object that this argument hands grammar over to the science-master, and if it were not for the other uses of the study the conclusion would be sound; but while in most cases it is safe to say that the teacher of Chemistry is better able to teach Grammar than the teacher of Poetry, it is yet highly probable that in the interest of the mental symmetry of the latter it is best he should retain it; and it cannot be questioned that the teaching of Poetry and Grammar alternately is far better for his nervous constitution, and hence for his work, than the continuous dwelling upon emotional subjects would be.

What features are essential to a valuable science subject? There must be plenty of available specimens for experimental work; there should be many varieties of phenomena and species; the phenomena should impress the pupil with their importance in life (though not necessarily with their immediate utility); then there should be room not only for classification but for theorizing and broad