

plan of citing some examples in the lesson, and leading up from these to illustration, and from illustration to definition, forms a complete whole, which can only be interfered with to spoil the work. We quote from the original book, both however being alike, until we come to the definition, which in the Miller book introduces in lieu of it the Mason one—a definition that quite destroys the happy knack of the author's method, and unmeaningly mutilates what might otherwise be an effective lesson. Here is the instance :

“CHAP. XVIII.—ADVERBS.

- “The big fire burns *brightly*.
 “That book is *exceedingly* dear. }
 “Some birds fly *very swiftly*.”

(1) “The word ‘*brightly*’ modifies the meaning of the verb ‘burns’; ‘*exceedingly*’ modifies the meaning of the adjective ‘*dear*’; ‘*very*’ modifies the meaning of the adverb ‘*swiftly*.’ ‘*Brightly*,’ ‘*exceedingly*,’ ‘*very*,’ are *adverbs*.”

(2) “DEFINITION.—An adverb is a word which modifies the meaning of a verb, of an adjective, or of another adverb.”

Now let us give the Mason definition which appears in the Miller book, in lieu of the above, and which fits its place in the lesson pretty much as does a patch of brown paper on a broken pane of glass :

“An adverb is a word which shows the conditions of place, time, manner, degree, cause, effect, &c., which modify or limit an action or attribute.”

The injustice to Mr. Mason, in putting *him* forward to disregard the unities of “place, time, manner,” &c., in such work as the above, is obviously not the least of the evils of this sort of editing which has had the approval of the Education Department. Fortunately for that gentleman, however,

although the Miller firm have widely paraded the fact that the definitions in their Swinton book have been brought into harmony with those of Mr. Mason, such is limitedly the case. For out of 25 definitions, in all, in the book, 12 of them are Prof. Swinton's; three or four more are of neither author, or are only in part Mason's; the few remaining being Mason's solely.

But were this otherwise, as we have already hinted, the adaptation of Swinton's definitions and classification to those of Mason's Grammar would be of questionable advantage. For the object of such a work as Swinton's is to teach grammar, not theoretically, but practically,—in developing the pupil's power of expression,—and this can best be done by giving directions couched in plain language rather than in the elaborate phraseology of the grammarian. As Prof. Swinton himself says, in the preface to his book :—

“This work is an attempt to bring the subject of language home to children at the age when knowledge is acquired in an objective way, by practise and habit rather than by the study of rules and definitions.

“In pursuance of this plan, the traditional presentation of grammar in a bristling array of classifications, nomenclatures, and paradigms has been discarded. The pupil is brought into contact with the living language itself; he is made to deal with speech, to turn it over in a variety of ways, to handle sentences; so that he is not kept back from the exercise—so profitable and interesting—of *using* language till he has mastered the anatomy of the grammarian. Whatever of technical grammar is here given is *evolved* from work previously *performed* by the pupil.”

These remarks of the author the editor of Miller's Swinton must surely have overlooked. But the harmonizing of the two books claimed by the publishers for the labour of Mr. Macmillan, as will be seen, has fortunately not been done, whatever the editor set out to do; and the citation of a few further in-