

committee and dismissed the contention, as Burke dismissed his consideration of the bran-new constitution of France, with conservative contempt. New curricula like new constitutions must be made by continual small improvements not by sweeping revolutions.

When it is found that faculties of pupils are being developed by the state which might be left to development by the parents or the pupils themselves, or when it is found that in whole communities we are labouring to develop powers which are already excessively developed or neglecting powers that are almost atrophied, it will be wisdom to look to remedial changes.

For example, in country districts where the pupils walk miles to school, much gymnasium work may be an injury; in countries where the people are too emotional and artistic severe mental discipline will be helpful in producing balance, but in countries where the people are hard and practical, but inartistic, music and literature should be specially encouraged. By the continuous application of such broad and unquestionable principles some approach, steady, though tardy, to a perfect curriculum may be looked for.

It is the intention of the present paper not to discuss the general question but merely to test the particular subject of English Grammar in an unprejudiced manner and in the hope of saying only what will be freely admitted by all thinking men who may read it. We would disarm combative criticism by earnestly assuring the reader that though the following remarks may sound controversial, their sole object is to arrive at an agreement as to a few vital truths. It is well known that the value of grammar is a famous battle-field; *cogitata et visa* then, are all we offer.

It is next to impossible to say

whether Grammar is knowledge of such worth as to be entitled to an hour or two out of the school week, without instituting a comparison between its claims and those of other branches of learning. But it is thought expedient not to enlarge upon that comparison at this time, but to state the claims of Grammar as clearly as possible, and to leave those who find themselves capable of doing so to weigh these claims against those of Botany, Chemistry, and Physics; Algebra, Arithmetic, and Geometry; Book-keeping, Drawing, Calisthenics, and such other studies as are pursued in our secondary schools, each of which claims and receives as great a fraction of the time of teachers and pupils as does Grammar. The comparison with Latin, Greek, French, or German is hardly necessary, since the elementary study of the Classics and Moderns is identical for the most part with the study of English Grammar.

In order to prevent misconceptions it should at once be stated that English Grammar is here used in the sense in which it is now commonly used in our Ontario High Schools; the term has had a varying extension for many generations, not to say ages, and even to-day it has various meanings in different lands. The *High School Grammar* deals with (a) The Historical Outline of the English Language; (b) The Functions and Relations of words, phrases, and clauses in sentence construction; (c) The Inflections of the Parts of Speech; (d) The Prefixes, Suffixes and Stems of words as used in Derived and Compound words; (e) Parsing and Analysis of regular constructions, and of many irregular and idiomatic constructions; and (f) with the elements of Comparative Philology as based upon an experimental study of Sound-Analysis. Most of these topics are dealt with thoroughly in this text-book and not merely in the elementary style of edu-