

particularly at the much vaunted improvements it is claimed he has made in substituting the definitions of Mason's Grammar for those of Prof. Swinton. But what is the result? Confessedly only a hodge-podge of two books which is neither Mr. Mason's nor Prof. Swinton's, and which sacrifices the unity and completeness of Prof. Swinton's work to a presumed advantage to the Canadian student, which Mr. Macmillan's jumble of definitions makes the purest phantasy. To illustrate this, let us take chapter 35, on Conjunctions, from which we will quote the three definitions given by Swinton of this part of speech, and contrast them with those given in the Macmillan book, the 1st of which is from Mason's Grammar—the 2nd and 3rd being the same as in Swinton. From Swinton then we quote :

*Definition (1)*, "A Conjunction joins words to words, sentences to sentences, or shows the dependence of one statement upon another."

*Definition (2)*, "Co-ordinate Conjunctions connect words or statements of the same rank in a sentence."

*Definition (3)*, "Subordinate Conjunctions connect a qualifying or dependent statement with a principal statement."

Complete, symmetrical, and intelligible definitions. Now we will quote the definition from Mason's Grammar given in the Macmillan work, in lieu of Swinton's definition, No. 1, as given above, and we call our readers to notice the incongruity of the substitution when ranged with the others, besides its much less lucid meaning to the pupil. The Mason substituted definition reads, "Conjunctions are connective words which have neither a pronominal nor an adverbial signification."

How utterly foreign to the elementary character of Prof. Swinton's work is this imported definition, we need not stop to point out. To pitch-fork

it into line with the other definitions, without a word to explain the mystery of a pronominal signification, to either the pupil or to the teacher, who is not up in the technical language of the abstruse grammarian, seems the height of folly. It may be said in reply to this, however, that Mr. Mason's "pronominal" should be quite as intelligible to the public school pupil as the term "Co-ordinate." Granted, if the editor had explained, which he has not, the imported phrase, as Prof. Swinton has taken care to illustrate what are "Co-ordinate" and "Subordinate" Conjunctions. Of course we admit that it is desirable to familiarize the pupil, at as early a stage as practicable, with the definitions in grammar, which he may be called upon to cram in a subsequent and higher field of study. But we plead that it is only common-sense that the definitions we place before the young, up to a certain stage at any rate, shall be those within their comprehension. Of such patch-work as this of Mr. Macmillan, we feel assured that no good can come to the pupil, if positive harm is not done him, in grafting on to the clear, simple, and sufficing definitions of the Swinton book the stiff, unintelligible philosophizings of Mr. Mason, which can only be comprehended, if at all, by the advanced student. Grammar, at the best, is a fearful muddle to the young, and above all things it should be kept free from any adulteration in definitions, and from the amateur editing that would take the systems of those who have planned out lucid, uniform, and systematic text-books on the subject to make nonsense of them.

But let us take another illustration, where the editor's disregard of Prof. Swinton's theory of building his book, as a progressive structure in view of the pupil, is ruthlessly manifested. Chapter 18, on Adverbs, is an instance to hand. Here the author's simple