

- II. (c) Qualities.
- III. Uses.
- IV. History.

Upon this skeleton I would hinge every object lesson, and then in the same order I would ask the determinations to be given me back in the form of a written composition.

### **Editorial Notes and Comments.**

The solution of the question of grammar study for our schools seems to have been reached by the authorization of such a text-book as Prof. Meiklejohn's. There can be little doubt of its excellence, and we do not hesitate in asking our teachers to approach the study of it in much the same spirit as Dr. Raub, Editor of the *Educational News*, approaches the subject of English Grammar in general! "It is interesting," he says, "and we think in a great measure profitable, to listen to the discussions, and also read them in the different educational journals, as they touch on the various theories of teaching English Grammar. One could sometimes almost imagine that the people, if they could hear some of the denunciation of this innocent branch, would rise in a body and demand that all teaching of so useless a science should be abandoned at once in every grade of school 'below the high school.' We make that quoted reservation because it is the one shelter behind which the attacking force hide themselves in their sensational efforts to blot grammar from the established course of study in our schools. But somehow the people do not rise; somehow the subject of grammar continues to be taught in the successful schools of the country; somehow the common sense of the many leads them to see that all valuable language culture must have for its basis after all the much-maligned science of English Grammar. To-day parsing is the red flag that agitates and irritates, to-morrow it may be analysis, and the next day it may possibly be criticism of erroneous constructions, and the agitator holds his hands aloft in holy horror, lest the sight of an incorrect sentence, such as the child utters daily, even hourly, as a habit, may forever put a blight on his correct grammatical construction. Is it not plain to everyone that after these years of agitation the subject of English Grammar as a school study has suffered no harm, and that the English language itself has come out unscathed, except as it has been now and then foully dealt with by those who would abolish its study in a scientific way?