

mand that kindergartners be trained, and that the youngest primary children have the best teachers, in the higher grades still permits the callow college graduate to learn the art of teaching from the hapless classes that chance to come under his instruction in the years of his novitiate.

Within the past five years, however, the cause of the training of teachers has received an impetus. The same conditions that demanded schools of technology, increased the number and variety of the courses in the college curriculum, and introduced the elective system, have also demanded a similar broadening and reorganization of the curriculum of the common schools; they have demanded the introduction of music, gymnastics, manual training, objective and inductive methods into all grades, and of the elective principle into the high school, to the end that the common schools may be in closer touch with the conditions of modern life, and that it may no longer be true that eleven-twelfths of the pupils in the schools drop out before they have completed even the grammar-school course.

In the presence of this demand the

training of the teacher is not merely a thing desirable, it is a *sine qua non*; a teacher or a superintendent, untrained, will fail in dealing with such conditions just as a quack fails in treating a new disease. And so, from both sides—from individual necessity as well as from public policy—there has arisen an urgent demand for superior normal schools: from the side of the teacher, for institutions to train superintendents and teachers for the public and private schools, and to equip faculties for the lower normal schools; from the side of the schools, for centres whose function it is to work out the solutions of the problems of organization and adjustment which single schools are too isolated and incomplete, and which public school systems are too unwieldy to attempt to solve. It is evident that until this adjustment is accomplished the demand for trained teachers will exceed the supply, salaries will rise as requirements multiply, and men and women of higher abilities will seek the higher honours and rewards of the teaching profession.—*Professor Walter L. Hervey, in the Christian Union.*

THE EDUCATIONAL VALUE OF GRAMMAR.

GRAMMAR is not the peculiar property of any language or group of languages. It is psychological, and therefore universal in its nature. It is a study which, though conducted through the medium of language, addresses itself to phenomena of mind; its principles do not depend upon language except in their manifestation; it is (if I may so speak) prior to language; and it governs not only the study, but the very genesis, of language itself.

Grammar is the study of language in its true nature; and hence it comes to pass that the aim of grammar is

coincident with the purpose of language; it is in the same line and direction with the proper use of language. The business of language is to predicate. In this one word the whole matter may be summed up; the use of language is to predicate, that is, to say something of some subject. In the view of grammar every word is valued by its relation to the act of predication and its share in that act; upon this one principle it gathers all words into a small group of categories, and these categories, are the parts of speech. . . .

Dean Hook, in his "Life of Tat-