

methods, and it is the desire of the writer and the aim of the present paper that this method should ere long take the form of a text book and then be given a place among the authorized systems of this Province.

The general teaching of this method throughout our schools, I am convinced, would tend to a more intelligent understanding of Grammar and further to a love of the subject which generally does not exist among children. Such were some of the thoughts in my mind when I ventured to bring the matter before the Executive Committee for consideration at this Convention, and to my surprise it seemed to be a recognized axiom of all such committees, that he or she who barely suggests the advisability of certain subjects being treated must be the one to do the treatment. Since this system of teaching Grammar is familiar more or less perfectly to a great number, especially to those who have received training in the McGill Normal School during the past few years, it does not lie within my province to enter into an explanation of this system itself (that, I trust, will be found in the new text-book); rather would I show how teaching English Grammar by this method removes many difficulties which beset the teacher in the duty of explanation and which puzzle the comprehension of the pupil, and to show, as I have mentioned before, how it fosters in those committed to our care a love of their native tongue. This surely is a strong point in its favor, for however much we may admire "la belle française" and desire a thorough acquaintance with its rhythmical cadences, polished sentences and idiomatic phrases, still our sturdy Anglo-Saxon "that has braved the battle and the breeze" should be our first care, and the language which has spoken to us since infancy of home, country and heaven, of love, justice and truth, possesses the power of awakening the innermost fibre of our being to patriotic zeal and loyal devotion. In order to make the meaning and scope of this paper as clear as I possibly can, I have arranged it under several heads, setting forth in order some of the many virtues which I have found this system possessing above others; not that I wish any one to misunderstand me and think that in my strong advocacy and affection for this method, I therefore see no points of recommendation in others; far be it from me; the more text books on a given subject the teacher can become acquainted with the better.

1. The quality this method possesses of being adaptable to the instruction of the lower grades.

As soon as a child begins to learn the parts of speech, by means of the symbols and types, he can be taught to formulate