

your word means." Bringing forward her definitions of noun and verb and applying them to the words in each sentence, as she interpreted the sentence she solved the problem, announcing that "walk" was a verb in the first sentence and a noun in the second.

The conclusion of the whole matter was summed up in the suggestion of the thoughtful pupil—"You have to think in order to answer any question in grammar." The pupils readily conceded that any subject which taught them to think was worth while, and with this general consent to the existing order of things, the debate was closed.

The conversation was a typical one, and the attitude of the pupils indicated one of the serious difficulties in teaching grammar. Too often grammar is presented to the pupils under a false flag. "It is to teach them to speak and write correctly," they are told; but forthwith they are set to studying the "classification, derivation, and various modifications of words." As a matter of fact, their study bears a very slight relation to the correctness of their speaking and writing. In the end their grammatical knowledge may serve to test forms of speech which they have learned to challenge; but, as everybody knows, speech is largely a matter of imitation and repetition. Those who are accustomed in youth to correct practice will speak well, even if their knowledge of grammar is exceedingly limited.

One value of the study of grammar, however, lies in the fact that it forces the pupil to challenge every word in the sentence, to weigh its meaning, and to discover the work which that word has to

do. Thoughtful reading, then, should be one result of teaching grammar. Appreciation of fine shades of meaning should follow in the steps of grammatical training. The power to arrange, to classify, to separate, to balance, to judge should be developed by the careful study of words. The power to interpret the speech of another and to make one's own speech clear, correct, and cogent should be the outcome of the study of grammar.

A class in grammar were once set to analyze the simple sentence, "The boys with merry hearts started on their excursion." " 'With merry hearts' is an adverbial phrase modifying 'started,'" said the first student. The others all agreed. Questions developed the fact that the pupil thought "with merry hearts" to be an adverbial phrase because it began with "with"—a vague groping after the word-classification and the lists which had been committed to memory,—surface study. All the members voted that John was correct in his analysis. He must be right or he must be wrong. They considered that he was right. The visitor asked a question in arithmetic: "Eight and five are how many?" "Thirteen." "Any other answer would be wrong." "Thirteen was the only right answer." Their judgment was compared with the decision upon the question of grammar. The analysis was right or wrong, but not in an absolute sense, as in the mathematical statement. Discussion divided the class into two parties. "If the sentence means that the boys started on their excursion with merry hearts, then it is an adverbial phrase modifying