

One of these consists in directing the student to master a certain body of knowledge which includes clearly stated definitions of terms and systematic classifications of sentences, clauses, phrases, and words. According to this plan the student learns the definition and applies it. That he understands what is meant by the definition is proved by his ability to identify examples furnished in the text. This plan possesses undoubted advantages. As a plan it is easily understood. The work required from the pupil is definite in character. He is at an age when a definition or a classification can be readily understood and memorized.

Another plan is that of requiring the learner to examine carefully prepared sets of sentences, phrases, and words, with a view to discovering for himself a basis upon which systematic classification may be built in each case. This involves real investigation by the pupil, and if the teacher is an enthusiastic student of grammar himself, it is likely to furnish an excellent training in grammatical study and in the expression of thought.

There can be little doubt, however, when the actual conditions are kept in mind, that both of these plans are open to criticism. The chief defect of the former lies in the fact that the student is not required to carry on any real investigation, and what ought to be work is in danger of degenerating into drudgery. The latter plan, involving as it does a rigid application of the method of inductive enquiry, does not commend itself to the majority of teachers of elementary grammar. A text-book constructed on the assumption that the teachers are all of them enthusiastic devotees of the study of