

For the REVIEW.]

Principles of Grammar.

There are many students in our common schools who have no intelligent conception of grammar.

To many the science is but a stumbling block, or one of the unpleasant studies fortunately not required for a farmer or business man. Others, more ambitious, consider it one of the luxuries of a common education, which, like the luxuries of life, every one is not *fated* to enjoy; yet they are willing to make a feeble attempt, if only for the sake of appearance.

Students in a so-called *eighth* grade have asked to be excused when grammar was mentioned. It had not been presented in its simplest form during their early training. Its sudden introduction had been attended with no ceremony, other than the presentation of a text, which, to the young, unaided student, means so much mystery.

The definition of "a word," as found in our text, reminds one of Spencer's(?) definition of evolution; and, perhaps, if we were to attempt to simplify the former, we should be no more successful than a seeker-after-simplicity was with the latter. Would one be liable to censure for the disregard of such definitions? The attractiveness of any subject is lost when it is reduced to a mechanical recitation of long sentences loaded with foreign words.

Now, when children are taught to think for themselves, and encouraged to ask so many questions, is it well to present the correct form without the principle?

The method works admirably with younger children when correcting mistakes in their ordinary conversation; but I speak from experience when I say that many senior grades would accept it with the question,—“yes! but why?”

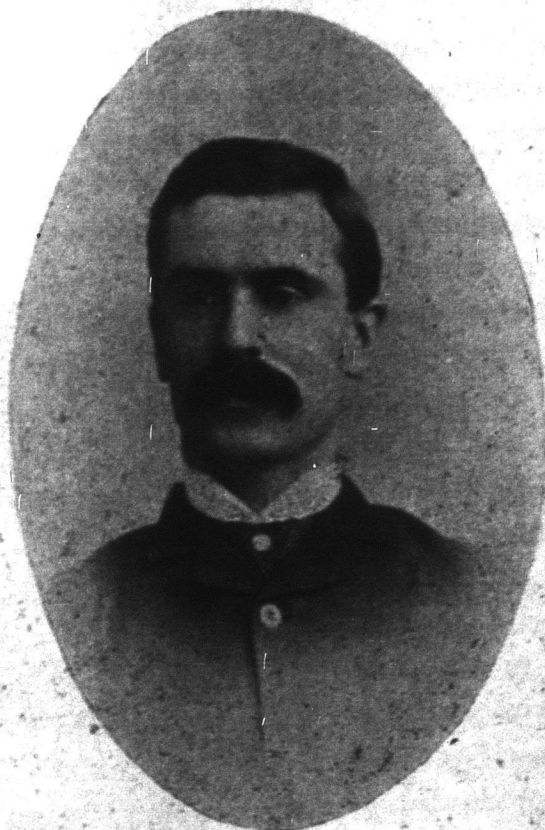
This year it was necessary for us to begin at the first principles of grammar with a seventh grade. We took illustrations with every new step, turning to the rules at the back of the book, finding paragraphs bearing on the subject in different parts of the grammar, and hunting among the best writers for correct forms to correspond with the subject under discussion. As the writer from Yarmouth suggested, we took the sentences, but the principles always attended them. The greater part of the research must come on the teacher until the class has reached a point where they can refer to work gone over to further confirm the substance of the lesson. This plan seems to please the pupils. They become interested in helping themselves, and profited by having the same principle presented in slightly different ways. The object was to show the class the practical benefits of grammar, and we feel fairly well satisfied with the result.

J. MACLEOD.

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Graham Creighton.

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Mr. Creighton was born at West River, Pictou, in the year 1860. After a few terms in a country school he took a short course in the Pictou academy and afterwards at the normal school, Truro. In 1886 he entered Dalhousie college with a bursary, and gave promise of being a graduate of high standing; but after two or three years his health failed and he was obliged to relinquish his studies for a time.

He taught the schools in Shubenacadie and Maitland with so much success that when the principalship of Morris street school, Halifax, became vacant in 1889 he had no difficulty in obtaining the situation. While teaching here he studied for Grade A, and took it quite easily. Last November he was appointed to succeed the late Inspector Condon in District No. 1.

Having early to depend on his own exertions he developed a remarkable degree of self-reliance, shrewd business capacity, and an extensive knowledge of men and things. He loses no time, for he never requires to retrace his steps, and seldom makes a mis-step.

His friends are delighted with the enthusiasm and energy which he has thrown into his new work, and they predict for him a successful future in all that he undertakes.

THE successful educator is one who makes each individual pupil believe that one is his special charge; and yet who will convince the pupils that they cannot override their teacher.