

With teachers properly trained (as numbers of them already are), filled also with enthusiasm for their subject and their work, informed by a proper conception of what the study of a language means, and animated by a desire to be useful, in the highest and best of ways, to their country, there would be practically no limitation, except his own immaturity and will-poewr, to the expectations which a pupil might fairly hope to have realized during

his course of study in the French and German of the High Schools, given, of course, the removal of the drawbacks now offered by the three sets of limitations herein considered. And, in the best, the only right, sense of the word, he would be a cultured man, for he would have learned not only to love and to continue his studies after leaving school, but, through them, he would have learned how to discharge his duties to himself, to society, and to his country.

### TEACHING GRAMMAR.

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In a certain state examination of teachers the candidates were requested to interpret the phrase "objective teaching" and to name subjects in which this manner of teaching might be applied. One paper contained this reply: "My pupils object chiefly to grammar and music. They say they do not see any use for them."

This rather amusing statement possessed at least one virtue. It was an expression of the teacher's own experience. It is interesting to note that, in a recent canvass of the pupils studying grammar in the public schools of one of our cities, a good majority frankly, though confidentially, confessed that they saw no good reason for studying grammar. Of the remainder, nearly every child repeated the appropriate formula, "Grammar teaches us to speak and write correctly," although a few gave definite reasons for the places of the subject in the course of study, citing their experience to strengthen their argument.

"I do not see," said a girl who had just come from the country,

— "I do not see how grammar teaches you how to speak and write correctly. I know children who never studied grammar who speak correctly, and I know people who speak incorrectly even after they have studied grammar a long time." The observation of other members of the class confirmed her theory. When the conversation turned upon the difficulties in grammar, one pupil volunteered: "It wouldn't be so hard if the words were always the same thing, but sometimes they are one thing, and sometimes they are another. A word may be a noun in one place, and in another place it's a verb, and you never know which is which."

This frank acknowledgment seemed to express the difficulty which nearly every member of the class had met. "How do you discover which is which?" questioned the interlocutor. "I walk in the fields every day." "The walk through the pine grove on the hill is a very pleasant one." The country girl proceeds to reply: "You have to think what