

So he says about 9. With 12 he will say, I have these parts already, so they are not necessary.

The work may stand as follows :—

$$\left. \begin{array}{l} 8=2, 2, 2, \\ 9=3, 3, \\ 12=3, 2, 2, \end{array} \right\} 2, 2, 2, 3, 3, =72=L. C. M.$$

72 contains 8 nine times, 9 eight times, and 12 six times. Hence it is a common multiple; hence if not the L. C. M., it must be too large. I will cast out one factor, 2. 36 will contain 9 and 12, but not 8. Hence we cannot drop 2. Dropping out 3, 24 will contain 8 and 12, but not 9. Hence it is not too small; hence it must be the L. C. M.

A well-worded explanation is given before John sits down, and this is written next day by all, and given orally at the board many times. The second, third, or fourth day the rule is made. Never until the reason, the mathematics of the matter is comprehended.

The above may not be the best method of teaching the L. C. M., but it has shown to me the best results of those I have used. Pupils are able to give it, and answer any questions, after a four months' vacation.—*New England Journal of Education.*

ONE WAY OF TEACHING GRAMMAR.

BY MISS IDA M. GARDNER.

Topic: The use of the word "limit."

Definition: A word limits another when it narrows its meaning.

Method: When I use the word "apples," do you know whether I mean by it sweet or sour apples?

Answer.—We do not.

The word "apples" includes both sweet and sour apples. When I say "sweet apples," are sour apples included or excluded? Then is the meaning made broader or narrower by placing before the word "apples" the word "sweet"?

Ans.—It is made narrower.

What is the use of the word "sweet" in this expression?

Ans.—To narrow the meaning of the word "apples."

In the sentence, "The river flows swiftly," what is the use of the word "swiftly"?

Ans.—To narrow the meaning of "flows."

In the sentence, "James struck John," what is the use of the word "John"?

Ans.—To narrow the meaning of the word "struck."

When a word narrows the meaning of another word, it limits it. When does a word limit another?

EXERCISE I.

In the following sentences select those words which limit other words :—

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|-------------------------------|--|
| 1. Great ideas travel slowly. | 7. The apparel oft proclaims the man. |
| 2. The artist never dies. | 8. All the air a solemn stillness holds. |
| 3. Bring roses. | 9. One stroke fells not an oak. |
| 4. Rivers need a spring. | 10. Love all mankind equally. |
| 5. God never changeth. | 11. Decide not rashly. |
| 6. Ideas outlive men. | |

EXERCISE II.

(Observe that in the sentence, "The flowers of spring are beautiful," the words "of spring" taken together narrow the meaning of "flowers.")

Select from the following sentences those words or expressions which limit other words :—

1. All the hedges are white with dust.
2. Not every blossom ripens into fruit.
3. All are architects of fate.
4. The voice of the summer is heard on every side.
5. The curfew tolls the knell of parting day.

Topic: Adjective element.

Definition: An adjective element is whatever limits a noun or pronoun.

Method: "The fleet of France was destroyed."

What does "The" limit? "Of France?" "Fleet" is a word of what kind? Then, for what are "The" and "of France" used?

Ans.—They are used to limit a noun.

"I, Paul, beseech you."

How is "Paul" used? "I" is a word of what kind? For what is "Paul" used?

Ans.—To limit a pronoun.

Whatever limits a noun or pronoun is an adjective element.

Define.

EXERCISE I.

Analyze the following sentences according to the model.

Model of Analysis.—"The old Liberty Bell has been preserved."

This is a sentence. It is a complete thought expressed in words. "Bell" is the subject. It names that of which something has been said. "Has been preserved" is the predicate. It is used to say something of that which the subject names. "Bell" is limited by "The," "old," and "Liberty,"—three adjective elements.

An adjective element is whatever limits a noun or a pronoun.

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|------------------------------------|---|
| 1. Cologne Cathedral is completed. | 11. Every sin must be paid for. |
| 2. Every child should be educated. | 12. God alone is great. |
| 3. The right shall prevail. | 13. Thy will be done. |
| 4. The full soul is silent. | 14. The glittering Pleiades may be counted. |
| 5. Everything new is fine. | 15. The melancholy days have come. |
| 6. The east is blossoming. | 16. We both returned. |
| 7. The prize is won. | 17. They all fled. |
| 8. The Eternal City shall be free. | 18. I alone escaped. |
| 9. All life is brief. | 19. A cold wave is approaching. |
| 10. The golden moments fly. | 20. The sweet blue violets have arrived. |

Topic: Adjective.

Definition: An adjective is a word which is neither a noun or a pronoun, but which may be used to limit a noun or a pronoun.

Method: "Our brave old soldier, General Grant, is suffering."

What kind of a word is "our"? What does it limit? What kind of a word is "General Grant"? What does it mean? What other words limit "soldier"? Are "brave" and "old," nouns or pronouns?

Ans.—They are neither nouns nor pronouns.

What kind of a word do they limit? Tell me about "brave" and "old."

Ans.—They are words that are neither nouns nor pronouns, but are used to limit a noun.

Take this sentence: "We both fell." Is "both" a noun or a pronoun?

Ans.—It is neither.

What does it limit? "We" is a word of what kind? Tell me about "both."

Ans.—It is neither a noun nor a pronoun, but is used to limit a pronoun.

A word which is neither a noun nor pronoun, but which may be used to limit a noun or a pronoun, is an adjective.

Define.

(At this point the above definition is sufficient. Later it will be well to show the various kinds of adjectives.)

EXERCISE I.

Select the adjectives in the following sentences:

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|---|---|
| 1. The south wind grieves. | 6. Striking manners are bad manners. |
| 2. The west wind cheers. | 7. Laziness is a living lie. |
| 3. The north wind invigorates. | 8. The world is my country. |
| 4. The east wind grumbles. | 9. Education is the chief defence of nations. |
| 5. The rosy cheek of a healthy child is a pleasant sight. | 10. Words are fossil thoughts. |