

to a knowledge of the logical divisions and words of which the sentence is composed. It has been seen further that, from a study of the characteristics possessed by these words when used in relation with other words in the sentence, we arrive at a knowledge of the sub-classes into which the various classes of words are divided and of the flectional changes which certain of these classes undergo. Thus the study of grammar may also be said to proceed by the ANALYTIC method, that is, by an analysis of the known whole, to a knowledge of the parts of which the whole is logically composed. For example, from our knowledge of the noun as a name word, we are able, on the basis of the extent to which the word may be applied, to further analyse the whole class of nouns into the subdivisions of proper and common nouns. Since, however, the knowledge of the parts comprising the whole will always lead to a fuller knowledge of the whole through the intelligent union, or SYNTHESIS, of the newly discovered parts, the method of grammar may, from this standpoint, be further described as an ANALYTIC-SYNTHETIC process.

Moreover, in learning the general principles of grammar, the pupil must be led to discover these facts for himself, through the application of his own knowledge to the presented examples. That is, through his own mental self-activity, the pupil must recognize the new facts in terms of his old knowledge and properly assimilate the new with the old. For example, in learning the participle, the pupil must himself discover its nature through the application of his previous knowledge of the verbal and adjectival functions and relations to suitable examples of particular participles. So, also, in mastering the complex sentence, he must interpret particular examples of these