

is the name of a girl. These words are names of persons. Some words name persons." He goes on with his investigation until he is ready to announce that some words name places; some words name things. This is a truthful statement of the result of his personal investigation. The teacher adds the term used in grammar to name the class—"Such words are nouns."

The student has now made a fair report of his investigation, and out of his own experience makes the truthful statement, "Some words name persons, places, or things; such words are called nouns." He finds in his own composition, or in the writings of others, words which name persons, places, or things, and are, therefore, nouns. After sufficient investigation he is prepared to accept the general truth included in the definition, "A noun is the name of a person, place, or thing."

It is clear that the pupil who approaches the study of the sentence with the avowed purpose of discovering the work of every word in the sentence; who studies the expression of his own thought in order to discover what work is done by his own words; who truthfully reports his observation in partial statements, since his observation is partial; and who builds up his conclusions to be capped by appropriate terms, is following the natural law and is pursuing a scientific course. Such study is widely removed from the bare repetition of definitions and the vain groping for correct answers. It is all the way an expression of the pupil's own experience. It deals with the thing signified rather than with the sign.

Such a course of action revolutionizes the ordinary teaching of grammar.

It is a proposition now generally admitted among thinkers, that most of the ideas represented in language by words have their foundations in some of the elementary notions connected with the senses of sight, hearing, feeling, tasting and smelling,—the vast majority of them, however, relating to the three first-mentioned senses, hence among the most common foundation—notions in language are those of *time*, *place*, and *motions*. *Time*, being in reality measured by sensations of all kinds, gives rise to many derived word-notions; e. g., *live*, *during*, *while*, *after*, *youth*, etc. *Place* and *motion* are equally prolific parents of word-notions. It is sufficient to mention, in addition to the large number of concrete nouns belonging here, such words as *in*, *beyond*, *near*, *some*, *all*, *and*, *but*, *stand*, *strike*, etc. Although the process by which complicated word-notions have arrived at their present place is often a long and intricate one, yet it will often be found advantageous, especially in junior classes, to attempt to trace backward to their origin, in far-off times, from simple concrete notions, the highly conventionalized meanings which the word-signs for these bear at the present day. This is an exercise which, while primarily belonging to the teacher of literature, will often be found exceedingly useful in the teaching of English grammar.

The following devices, among others of a similar character, have been found helpful by the writer in teaching the latter subject to junior High School students. They are based for the most part on the principle just stated; viz., that it is possible to trace in most words a relationship to one of the elementary ideas just mentioned, and hence the