

THE PARTICIPLE.

The following extract is from a paper read at the South Essex Teachers' Association a few weeks ago, by Mr. F. J. Voaden, Principal of the Kingsville P. S. We had the pleasure of listening to the speaker and we thought we could see something good in the subject for **THE EXTRACT.** We do not fill our space by publishing long-winded lectures, essays, etc., but where we can secure such *snippets* as are contained in the extract below, our columns are always available. Teachers will please note this and send along articles containing the "nuggets".

After a suitable introduction on the general principles of teaching grammar in which the speaker strongly advised a thorough drill in the *function and relation of words before introducing pupils with inflections*, he then said:

"The subject on the program is the participle, its uses. We have taught the pupils to determine the part of speech by function and relation. We have taught, that words which suggest and assert an action or state are verbs, and that words which are related to nouns are adjectives. With these ideas thoroughly impressed, we present to the pupils a sentence containing a participle.

"Mary saw John crying."
What is the word which suggests action? The word *saw* also the word *crying* will be action verbs. What is the word which not only suggests action but asserts action with reference to some subject?—The word *saw*.

What part of speech is the word *saw*?—A verb.
What is the relation of the word *crying*?

The word *crying* is related to *John*. What part of speech is it?—An adjective modifying *John*, or the person whose name is John. This is correct. In the light of function and relation the participle is an adjective.

Obeying the enemy, the soldiers prepared for battle.
Having granted their request, Caesar departed.

Heaten in generalship, Montcalm resolved to fight as a soldier.

After good drill has been given on examples of this kind, bringing out to some words, while suggesting action, do not assert the action, and so are not verbs, but are related to nouns and attribute action to them, the pupils may be told that such words, though, adjectives in relation, are of a special class, so that a special name is given to them, namely participles.

The special characteristics of this particular class of adjectives may be further developed at this stage, by the use of many examples similar to those given.

1. They are related to nouns.
2. They are derived from all verbs.
3. They suggest action, but do not assert action.
4. When derived from transitive verbs, they may take an object.

We believe that by faithful attention to these points, hard and fast lines may be impressed, distinguishing participles from verbs, and distinguishing participles from ordinary adjectives."

(Continued in our next.)

TRANSPOSED.

The transposition of syllables by careless or embarrassed talkers often occasion some very language mistakes.

A lady visited at a large city attended a fashionable church, and, through the carelessness of an usher, was shown into a private pew. Very soon a fashionable family came in, led by a very pompous looking old gentleman, who stared angrily at the offending stranger in his pew.

"The lady, greatly embarrassed, arose and said, 'I—I beg your pardon, sir, do you occupy this pew?'"

"This was equal to the careless garrulity of the old lady who said that she had just recovered from an attack of 'infamously torryism'."

GEOGRAPHY.

ANSWERED IN OUR NEXT.

1. Name the grand divisions (continents) having respectively (a) the highest mountains; (b) the largest population; (c) the longest river; and (d) the longest relative coast line.

2. Through what countries does the Arctic Circle pass?

3. How are icebergs formed and how do they find their way to the warmer parts of the ocean?

4. Why are the days and nights always equal at the equator?

5. Define the following terms—Climate, pole, orbit, solstice, river-basin, equinoxes.

6. Name two routes by which a loaded canal-barge or small sized steamer can leave Toronto and reach New York City without going to sea.

7. What are isothermal lines? Illustrate by application to the United States.

8. Show clearly why the tropics are located 23½ degrees from the equator, and the polar circles 23½ degrees from the poles.

9. Explain why one day is added in Leap Year.

10. Show how it is that the moon rises an hour later each successive day, and also account for the tides being an hour later each day in "coming in."

NOTE.—The last three questions are taken from the pamphlet which accompanies The Heliotera. The explanations are readily understood with one of those instruments in hand.

TEMPERANCE AND PHYSIOLOGY.

(QUESTIONS IN LAST ANSWERED.)

1. Starch must be converted into sugar. This change is mainly produced in the mouth by the action of the saliva.

2. By ths roughly masticating the food.

3. It enters the lungs and then finds its way through the tissues of the air-passes, by osmosis, to the capillaries of the lungs.

4. Osmosis is the mixing of two liquids or gases by passage through a membrane separating them.—Ed.

5. We leave this question for the pupils to answer.

6. There will be danger because of the excessive action of the heart.

7. The capillaries so obstruct the passage as to prevent the pulse wave from extending into the limbs.

8. A tonic is a medicine that imparts vigor to the body. A stimulant is a medicine that gives a quick but transient impulse to the action of the heart.

9. Opium is a medicine or poison that produces insensibility to pain, or stupor, and in large doses, death.

10. In small doses, properly administered, it acts as a tonic; in larger doses it becomes a stimulant; in still larger overdoses it becomes a narcotic.

11. The stomach, the liver, the pancreas, the spleen, the kidneys, the intestines.

12. The heart. An involuntary muscle is one which contracts and relaxes without the direction of the will.

PUNCTUATION.

Fourth and fifth class pupils should be fairly proficient in this part of composition. There are a few rules on the subject with which they should be familiar. As we intend giving, later in the school year, several exercises in composition, our young readers may, perhaps, be better prepared for the work by examining carefully the following rules on the punctuation of simple sentences.

1. Words of the same class in a series, taken individually or in pairs, are set off by commas; as,

(a) The calm, cool, resolute man was there. (Never place a comma between the last adjective and the noun.)

(b) Russia exports tallow, wheat, flax and hides. (Many good writers would place a comma after "flax" but the tendency, especially with newspaper writers, is to omit it.)

(c) John and James, William and Mary, and Henry and Thomas were present.

2. Two co-ordinate words joined by *and* or *or* are not to be separated by a comma; as,

(a) Henry and Thomas were on the train.

(b) Henry or Thomas was there when the lady came.

3. A phrase, unless very closely connected with the word to which it belongs, should be set off by a comma; as,

(a) In spite of all difficulties, they resolved to make the attempt.

(b) The Indian monarch, stunned and bewildered, saw his faithful subjects falling around him.

4. Adverbs like *however*, *instead*, *nevertheless*, etc., being equivalent to phrases, are generally set off by commas; as,

(a) The story, however, was pronounced untrue.

(b) No man, indeed, is always happy. We shall continue these rules in two or three succeeding issues. As we said at the beginning, every boy and girl in the fourth and fifth classes should be familiar with these elementary rules on the subject of punctuation.

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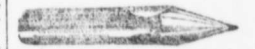
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