

Correspondence, etc.**GRAMMAR FOR THE JUNIOR CLASSES.**

DEAR SIR,—As soon as the pupils thoroughly understand what has been said about nouns and verbs, they will be in a position to learn how to add words to the former by way of enlargement. For this purpose I would suggest that the blackboard be divided into two parts by a perpendicular line, and that a noun be written on the left side, and a verb on the right side, thus :—

Boys | talk.

It will be as well to choose intransitive verbs for this lesson, so that the attention of the class may be directed to the nouns and those words which are added to them. Ask the pupils to say what kind of boys talk, and write every example they give on the board to the left of the noun. If the teacher select the intransitive verbs at first, the class should supply all the other material in answer to questions, and at the end of this part of the lesson the blackboard will look something like this :—

Good little girls		work.
Pretty little babies		sleep.
A great wild lion		roars.
Naughty little boys		talk.

Now take this blackboard sketch and teach from it the function of the added words. This will not be difficult, since the pupils have supplied materials, and will be unanimous in declaring that these words *tell the kind* of noun. We can now venture to tell the class what name is given to all such words as these, and the big sounding word “adjective” will be readily understood by all.

Now ask some one to say what an adjective is, and what it does. Get the fact out of the class that an adjective *is a word*, and that it *points out* or *shows the kind* of noun.

In order to be quite sure that the class understand the lesson, and at the same time to exercise their brains, they should be told to divide their slates into three columns. Then the teacher might dictate about twenty nouns to be written in the middle column. To these the pupils should be required to add verbs, or saying words, on the right, and adjectives on the left side. During the supervision of this work, many errors will possibly be discovered ; these should be pointed out and the pupil should be asked to supply some other word, and to give his reason why it is more suitable. If these three lessons have been properly understood, our pupils will now have a knowledge of the uses of nouns, adjectives and verbs. By keeping the verbs separate from the other two parts of speech, they will be able to write short—very short, of course,—sentences correctly. They will be able to