

Lying at the threshold of Grammar is the classification of words, or, as it is often called, *telling the part of speech*. This is an exercise in which, with a little training, young children soon become very expert. It is also a very profitable exercise to combine with a reading lesson, tending to strengthen the powers of discrimination.

It is somewhat difficult to present a very good specimen of an oral lesson on paper; and in illustrating our plan of teaching classification we shall aim merely at an approximation to what would be exhibited in the school-room. The object below is to picture out the general idea of classification—things that are alike are placed together, those which differ are separated; resemblance is not in every particular, but only in grand points taken as the basis of the classification. We shall suppose the class before us is in the Second Reader. The words in italics are supposed to be given by the children.

LESSON I.

Children, you have been reading in No. II.; why do not those boys and girls yonder read with you? *They are not big enough.* But Tom Jones is larger than any of you. *He can not read well enough.* Why are you not in the class with No. III.? *That book is too difficult for us.* But Sarah Smith is not so large as some of you, and she is in No. III. *She can read better than we.* Suppose a number of new pupils should come in to-morrow, how could I tell what class to put them in? *You must examine them.* Must I try to find out how old they are, or how tall they are, before I would know what class to put them in? *No.* But—*you would try to find out what they knew.* If all could read equally well—you would put them in the same class. And if they were about like you—you would put them in our class. If they were unlike—you would put them in different classes. Now you see that when we put boys and girls in classes we put those that are alike—together, and those that are unlike we—put in different classes. In what respect must they be alike—in height? *No, in knowledge.* Now who can tell me what we mean by putting things in classes? *Putting the boys and girls that know the same together.* That is what we do in school when we classify boys and girls. See here, what have I in my hand? *You have beans and peas and corn.* Who will come and classify them? John may come. How many classes has John made? *Three.* One class is—*corn*; one is—*peas*; and one is—*beans*. Why did he put the beans together? *Because they are all alike.* And the peas? *Because they are alike.* And the corn? *Are all alike.* Now what is it to classify? *To put things which are alike together, and to separate—things which differ.*

Now I wish you to learn to classify words. What has I written on the board? *James runs. John walks.* Four words—who can classify them? What did we do when we classified the corn, peas and beans? *We put those that were alike together.* So now you must put those—that are alike together. Who can? Jane may try. Why have you put 'James' and 'walks' together? *They have the same number of letters.* That would be like classifying the boys by placing all the tall ones in one class and the short ones in another. What is this word? *James.* Is it really James? *No, it is his name;* and so John is the name of—another boy. James and John, then, are both—*names.* Give me some more name words? *Jane, Tom, Sarah.* What is this? *Stove.* This? *Pen.* This? *Desk.* Is this really a stove? *No, it is the name.* So stove, pen and desk are—*names.* Yes, or we may call them name words. Now, Jane, what word would you put in the same class with James? *I would put John.* Because—*they are both names, or—name words.*

You may now go to your seats, and write down all the name words in your lesson. J. B. C.

SPECIMEN EXAMINATION PAPERS.

WE have not space in this number to give as full a selection from among candidates' papers as we had intended. Our specimens must be confined for the present to two subjects, viz., *English Grammar and Teaching.*

In the first we take the work of candidates in Grade C. (Female, Class 1st, and Male, Class 2nd). The questions were as follows:

ENGLISH GRAMMAR—GRADE C.—QUESTIONS.

1. Define a collective noun or noun of multitude.

2. Should a singular or plural verb be used after the noun *people*? Give examples.
3. Explain the distinction between *Sex* and *Gender*.
4. Decline *City*.
5. What is meant by the *Superlative* degree?
6. Compare *Far*.
7. What part of speech is *before* in the sentence—*He walked before his brother?*
8. Give what you consider the best classification of verbs.
9. How many different parts of speech may the word *that* be in different situations?
10. Is the following sentence correct:—"Have either of your friends return?" ("Return" is a mis-print for "returned."—ED. J. OF E.)
11. What kind of verbs have a passive voice?
12. Write in tabular form as indicated below, The Indic. pres., Indic. past, and the past participle of the following verbs:—*Sit, set, rise, raise.*
13. Parse the sentence:—"Sweet was her breath as the breath of kine that feed in the meadows."

ANSWERS BY MISS A. C. R.—ENGLISH GRAMMAR.

1. A collective noun means many in number, but conveys sometimes singularity and sometimes plurality of idea. Examples of collective nouns:—*The multitude was great; The class recites; Classes recite, &c.*
2. *People* requires a plural verb.
3. *Sex* is applied to all animate objects; *gender* is a grammatical property of words merely. There are two sexes, and four genders.
4. *City* is a n. com. sing. 3rd neut., — case.
5. The superlative expresses the highest or lowest degree of quality.
6. *Far, farther, farthest.*
7. *Before* is a preposition governing *brother*, or it might be an adverb modifying *walked*, and *brother*, nominative of a verb understood. It is according to the sense of the sentence which way we class *before*.
8. I consider, *Transitive and Intransitive, Regular and Irregular*, to be the best classification of verbs.
9. It may be either a pronoun, an adjective, or a conjunction.
10. Have either of your friends returned?
11. Transitive verbs.

| Verb. | Indic. present, 3rd sing. | Indic. past, 3rd sing. | Past Participle. |
|--------|---------------------------|------------------------|------------------|
| Sit, | Sits, | Sat, | Sat, |
| Set, | Sets, | Set, | Set, |
| Rise, | Rises, | Rose, | Risen. |
| Raise. | Raises. | Raised. | Raised. |

PARSING (given in tabular form.)

13. *Sweet*,— adj. attrib. pos. qual. "heart." Adj. qual. n.
- Was*,— v. Intrans. irreg. Indic. past, sing. 3rd. agrees with nom. "heart." A verb must agree, &c.
- Her*,— pron. pers. sing. 3rd fem. poss. agrees with a noun understood, gov. by "heart." Pron. agree, &c. The poss. is gov., &c.
- Breath*,— n. com. sing. 3rd neut. nom. subj. of verb "was." The subj. of a verb, &c.
- As*,— adv. compar. inv.
- The*, adj. defin. inv. qual. "breath." Adj. qual. n.
- Breath*,— n. com. sing. 3rd neut. nom. subj. to verb "is" (understood.) The subj. of a verb, &c.
- Of*,— prep. shows rel. between "breath" and "kine." Prep. show relation.
- Kine*,— n. com. plur. 3rd fem. obj. gov. by prep. "of." Prep. gov. obj. case.
- That*,— pron. rel. plur. 3rd neut. nom. relates to "kine," Subj. of "feed." The rel. agrees, &c. The subj. of a v., &c.
- Feed*,— v. Trans. irreg. Act. Ind. pres. plur. 3rd. agrees with "that." A verb must agree, &c.
- In*,— prep. shows rel. between "feed" and "meadows." Prep. show rel.
- The*,— adj. defin. inv. qual. "meadows." Adj. qual. n.
- Meadows*,— n. com. plur. 3rd neut. obj. gov. by "in." Prep. gov. obj. case.

The foregoing is among the best papers put in in answer to these questions. It is complete as to extent, every question being dealt with, and contains but few errors. There is one bad error in the comparison of *Far*. Strangely enough, we have seen several papers in which the same mistake occurs,—*farthest* as the Superlative, instead of *farthest*. It will be seen that the young lady fails to note the two ways of comparison, and to point out the distinction between them. Very few shew a knowledge of the difference of meaning between *farther*, *farthest*, and *further*, *furthest*. In the following answer the difference is fairly brought out:—

- "6. *Far, farther, farthest*, referring to external distance—such as may be measured. *Far, further, furthest*, referring to logical distance,—which exists only in thought."

The difference may be illustrated by examples: This horse can travel farther in a day than the other. I shall inquire further into