

The teacher will now select three sentences, such as ; *The man walks*, *The man is beaten* and *The man is a painter* ; where the predicate *walks* expresses something which the man does ; the predicate *is beaten*, shews what the man has done to him, or, in grammatical language, what the man suffers ; and the predicate *is a painter*, shows neither what the man does, nor what he suffers, but simply what he is. We thus get three kinds of predicates, — predicates of *doing*, of *suffering*, and of *being*. Predicates of doing are easily shewn to consist of one or more words expressing an action done, and called *verbs* ; predicates of suffering, of two or more words expressing an action suffered, and also called *verbs* ; and predicates of being, of two or more words, one of which at least is a word expressing being, called a verb, and is joined to another word which may be either a noun, a pronoun, an adjective, or an adverb. Examples to be used here, are such as, *James is a boy*, *James will be good*, *It is he*, *He has been here*. A verb is thus shewn to be a word expressing doing, suffering or being.

Having now become acquainted with the noun, pronoun, article, verb, adjective, and adverb, we should next proceed to the consideration of the kinds, persons, numbers, and genders of nouns and pronouns ; and of the voices, persons, numbers, tenses, moods, and kinds (regular, irregular, and defective,) of verbs. With regard to voice, it will only be necessary to state that the verb in a predicate of doing is in the active voice ; and that in a predicate of suffering, in the passive voice. Of the moods, those only will at this period be referred to, which are used in sentences such as those with which we now have to do, viz., the indicative, potential, imperative, and infinitive, and the participles.

In all this, care must be taken to introduce each point to the pupil by suitable examples, deducing the facts or principles to be learnt from those examples, and then, and not till then, furnishing him with the technical terms in which the facts and principles are embodied. If this course be strictly adhered to, it will be found to give an interest to the subject, which can be imparted to it by no other method of treatment. The pupil is as it were, investigating for himself, the teacher only serving as a guide, and bringing before his notice the different things to be learned in the most natural and advantageous order. The examples given are made to serve the purpose for which experiments are employed in the teaching of chemistry and other branches of natural science. Indeed, they have, in one respect, an advantage over such experiments. Chemical experiments will most frequently present things to the pupil's observation, which are quite new and strange to him ; he would probably not have been able to contrive them for himself. But such sentences as those used above for examples, he is continually employing every day and hour of his life. In other words he has already, from the practical acquaintance which he has obtained with his own language, an implicit knowledge of very many of the principles and facts to be learned, which has only to be rendered explicit and fixed in the memory, by his attention being properly directed to those principles and facts, and his being furnished with suitable technical terms.

Every step must be not only illustrated and made clear by numerous examples, but the teacher must make sure that his pupil has thoroughly grasped what is presented to his mind, by causing him to perform numerous exercises, requiring him to analyse a number of sentences such as those given above, and to parse each word as far as his knowledge goes. A similar remark will apply to the whole of the course here described.

Having made these remarks, we will proceed with the sketch of our proposed course. We now come to deal with sentences, consisting of other parts in addition to the simple subject and predicate. We shall employ such examples as *John tears the book*, *John killed it*, *Peter wishes to read*, *They have made Henry King*, etc. ; by which we shall shew what is meant by the Direct and Indirect Objects, and of what parts of speech each of these may consist. We are also now in a position to explain the difference between the nominative and objective cases, and to

classify verbs into Transitive and Intransitive. The next step will be to shew, by proper examples, how the subject or the object may be *enlarged* by an adjective or participle, a noun or pronoun in apposition, or a noun or pronoun in the possessive case. When we have in the same way made the pupil acquainted with the several modes in which predicates are *extended*, we shall have pretty well completed our survey of simple sentences, consisting of what Dr. Morell calls elements of the first degree.

The pupil will next be introduced to the consideration of sentences, some of the parts of which consist of phrases, or elements of the second degree. He will be shewn that all phrases may be classified into three kinds, the noun, adjective, and adverb phrases according to the part of speech whose function in the sentence it is capable of performing. He will also become acquainted with the preposition, a part of speech which only occurs as a constituent part of a phrase.

It will be unnecessary to state at any length the way in which the method is applied to the consideration of complex and compound sentences. This will be sufficiently evident from what has gone before. The pupil must be led to observe how they are analysed into the simple sentences of which they are made up the distinction between subordination and co-ordination must be brought out ; and the component simple sentences must be classified, like phrases, into noun, adjective, and adverb sentences, according to the function they perform when considered as parts of the principal sentence. It is in this part of our course that we shall first meet with conjunctions, and with the conditional mood of verbs.

Our method is evidently based upon what is called *Analysis of Sentences*, and instead of the uses and functions of different kinds of words being learned, as in the synthetical method, from bare definitions, they are deduced from an intelligent consideration of the structure of the sentence, and thence of the relations existing between its different parts.

The reader will of course understand that many variations in detail might be made in the course above sketched out, without in any way sacrificing the analytical method upon which it proceeds. It will be found of great importance to cause the pupil to work out numerous and well graduated exercises. In fact, he should analyse and parse as constantly as he is made to do *sums* in his arithmetical course.

Two principal objections have been made to the use of the analytical method, as a basis of a first course of instruction in English grammar. In the first place, it has been urged that it mixes together two different subjects, viz., analysis of sentences, and what is ordinarily understood by the term grammar, and thus distracts the attention of the child, by requiring him to learn two things at the same time. This would be a very serious objection if there were any valid foundation for it. Our answer is simply that those who look upon analysis of sentences and ordinary grammar as two separate and independent subjects, are altogether in the wrong. They form, when rightly considered, but one whole ; so that it is impossible to teach the latter, without, at least implicitly and blindly, recognising the principles and facts which it is the province of the former to investigate. Does not, for instance, a comprehension of the meaning of such terms as nominative case, and objective case, necessarily involve an understanding of what is meant by the subject and object of a sentence, although the words subject and object may never have been used by the pupil ? Does not, again, a comprehension of the office of the adverb, as expressing the time, place, &c., of the action indicated by the verb, necessitate also a knowledge of what is intended, when we speak of the extension of the predicate ? And can the pupil possibly tell what noun or pronoun the finite verb agrees with, unless he is able to discover the subject of that verb ? In fact, it is impossible to *parse* without implicitly *analysing*. This objection then falls to the ground.

But, in the next place, we are told, the analytical method burdens the memory of the pupil with an additional set of technical terms ; the study of grammar already involves the