

THE CANADA
EDUCATIONAL MONTHLY
AND SCHOOL MAGAZINE.

FEBRUARY, 1895.

THE USES OF GRAMMAR.

By J. H. KNIGHT, PUBLIC SCHOOL INSPECTOR, LINDSAY.

THERE are three reasons why we should study Grammar. First, to assist us in Reading; Second, in Composition; Third, in Literature.

As these purposes are almost distinct, it is obvious that we have to regard things from a different point of view according to which of these purposes we are aiming at. It will be admitted, too, I think, that any classification of words, or other treatment of language which does not assist in one of these objects is not worth retaining.

READING.

I. In studying grammar for the purpose of assisting in reading, the following points are worth remembering.

(a) The word "a" is to be treated as a part of the following word. Its sound is the same as the first syllable of such words as "above," "among," "around," "aboard," "a man," "a fat cat," "a board," "a nice house."

Teachers would save themselves and their pupils a great deal of trouble if they would remember this.

(b) The word "an" is separated from the next word, and is unemphatic; as "an apple," "an ice house."

(c) The word "the" has two

sounds. Before a vowel sound the e is long, as in "thee," as "the elder son," "the old woman." In other cases the e is short, and "the" is pronounced as if it were part of the next word as, "the mouse," "the two kittens."

(d) Pronominal adjectives, my, thy, etc., are unemphatic, unless emphatic for obvious reasons; as, "He loves me for my *own true worth*." "Thou shalt *love thy neighbour*."

(e) Qualifying adjectives are generally emphatic, the emphasis being sometimes greater than on the noun, (1) sometimes less, (2) and in some cases it requires to be divided equally between the adjective and the noun. (3)

(1) "Neither run into *any* kind of danger."

(2) "I saw a *great* ox."

(3) "My *own true* worth."

(f) Personal pronouns, prepositions and conjunctions are usually unemphatic.

(g) When a sentence ends with a pronoun preceded by a preposition the emphasis is generally placed on some preceding word, as:

"Who was this that *went* from thee?"

"To-morrow he *weds* with me."