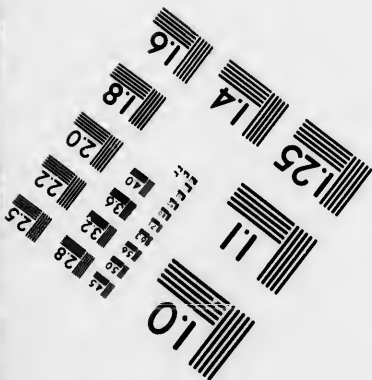
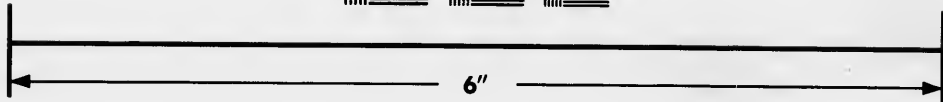
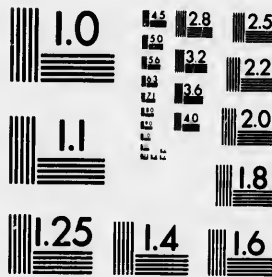


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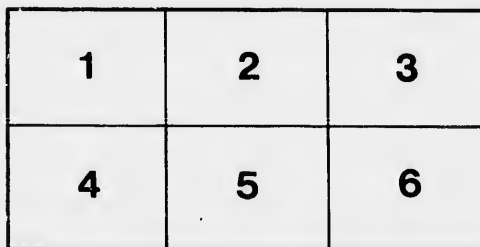
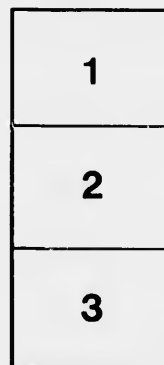
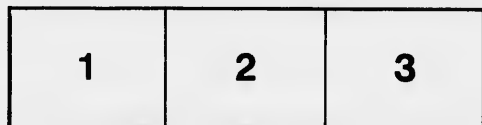
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# LESSON PLANS IN GRAMMAR

BY

W. E. GROVES

*Principal Central Model School, Toronto*

PRICE - - 20 CENTS

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1900

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## PREFACE

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The purpose of the author in placing upon the market the present "Method Series" is to be of service to the great army of busy and over-worked teachers. The author's effort is to talk as a teacher to the teachers of the Dominion.

There is no claim to infallibility for the plans submitted. The author presents them as his own individual effort. Many years ago he came to the conclusion that there is no one *the* way for anything in the teachers' profession. The only way the author steadily kept in view during his career as teacher was that he should put his best self into his work, that the work should be logically presented, and that as far as possible the work must be that of the children, the teacher's duty being simply that of a guide or supervisor.

Nor is there any desire to usurp the place of the Model or Normal School masters. These plans at best can be but a refreshing of the valuable personal instruction given by them to their students.

To our friends, the Principals of the Model and Normal Schools, we see great possibilities in the present series. One great difficulty of the Principals of these schools is to get before their students the material for Lesson Plans, that the same may be intelligently discussed. The present series will supply abundance of matter for this purpose. Even the very shortcomings will serve to point a moral or adorn a tale as well as the best work that could be prepared—the treatment is too short here, illogical there; this point should be more strongly enforced; the conclusion arrived at in this place does not follow from what precedes, etc. The students will thus have the advantage of the criticism of the weak points as well as the commendation of the strong.

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The answers of the pupils, as given in these pages are the answers which a teacher should try to get, and his success in getting them depends largely on himself. If at first he does not get the answer aimed at, he must by a change in phraseology or by an attempt from another side, try till he does succeed. That *we* should get a certain answer was necessary to the conclusion we were trying to arrive at.

Some others will object that valuable time and space might have been saved had pupils' answers not been of so formal a character—given in full, when the gist might have been secured in a word. To those, we would say that experience has taught us that in the original teaching of a topic, the verbal repetition aids in fixing the idea in a way that mere scrappy answering will not. In review work, short, sharp, brisk answering may dispense with all but the strictly significant words or phrases.

Still further, we expect to hear that the author surely could never have been a teacher, or he would never have attempted in a single lesson nearly so much as is laid down in any of the lesson plans. To such, we would say that, having put our hand to the plough, as it were, we dare not hesitate nor stay till the topic was finished, even if it took two, or three, or even four lessons to dispose of the matter in hand. Each teacher is left to conclude his lesson where his judgment and the force of circumstances shall dictate.

THE AUTHOR.

TORONTO, September, 1899.



## LESSON PLANS IN GENERAL.

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### I. DEFINED.

A Lesson Plan, or, as frequently called, "Notes of a Lesson," is a detailed statement of what the teacher proposes to teach to his class during any particular lesson, together with a concise, yet accurate, account of how he hopes to secure the desired end.

### II. WHAT A PLAN SHOULD SHOW.

A Lesson Plan should show:

(a) In a statement at the top of the first page the class for which the lesson is intended, the preparatory knowledge which will be made use of in the present lesson, and a list of the material for illustration or for purposes of experiment.

(b) The matter of the lesson stated in a series of propositions, which should be arranged in the order that is intended for presentation to the class.

(c) The method of the lesson, in which the teacher indicates how he hopes to secure the objects for which the lesson is taught.

(d) A blackboard sketch, wherein is set down the various points of the lesson as they are secured from the class.

### III. HOW TO PREPARE A PLAN.

(a) In the first case, have in your own mind a clear, definite idea of what you are going to teach. For instance, you are assigned, "Teach an introductory lesson on Inflection." Ask yourself, "What is Inflection, anyway?" for if you have not a clear conception of the subject, you cannot hope to make the matter clear to your class. Too often we turn to our text-books, and on faith take the definition that to us seems the shortest and most easily memorized, and then wonder why the children cannot see

at once just the definition that we are seeking. To return to Inflection. A good definition would run thus: "Inflection is a change in form which certain classes of words undergo, depending upon differences of meaning or use."

(b) Having fixed this as what you are to aim at, see what you are to show.

(1) That many words do undergo changes in form.

(2) That though many words undergo changes in form, some words do not.

(3) That the classes which show changes are Noun, Pronoun, Adjective, Verb, Adverb; while the Conjunction and the Preposition do not.

(4) That some of these changes are made because of a difference of meaning, and that other changes are made because of a difference in use.

(c) These several sub-divisions furnish you the "matter" of your lesson. Your efforts will now be devoted to securing such a "method" of presentation as will tend intelligently to develop what you are aiming at.

(d) Having taught your lesson, the several points will be summed up in your B.B. sketch, which the pupils will enter in their note-books for the purposes of review, and for enabling them to renew, in logical order, the mental activities which led to the conclusions arrived at.

#### IV. CAUTION.

No teacher must conclude that because he has thought out a logical plan, and has made a skilful presentation of his lesson, that now his work is done. There must be repetition to deepen the impression, and abundance of exercises to give the power to discern readily, under slightly altered forms, what has been taught as general principles. Some of the most successful teachers in the presentation of lessons fail because of their inability to recognize this fact; or should they recognize the fact, they cannot make the drill work sufficiently interesting or varied to give certainty in recognition.

## I. THE SENTENCE AND ITS PARTS.

### SECOND BOOK CLASS :—

Class should be tolerably familiar with the oral and written construction of sentences, but need not have any technical knowledge of grammar, as I should regard the sentence and its parts as the opening lesson in formal grammar.

MATTER	METHOD
<p><b>1. The introduction will be brief and of such a character as will pleasantly bring our new topic to the friendly notice of the class.</b></p>	<p>Would open the lesson with a brief, bright talk with the class. Put into the talk all the charm of manner, voice, expression, you can. Feel interested yourself—feel that, though this is the mere opening lesson on the wide subject of formal grammar, you must here make a good impression; you must break the ice of the new subject in such a way that every boy and every girl shall feel that grammar isn't a half bad subject at all; it isn't something beyond his intelligence or his experience. If it be new—and you may have said it was new—they should feel that it is only an extending and making more definite what they have been using and doing since they were able to talk. Endeavour to be your very brightest the day you take your opening lesson on the study of the sentence and its parts.</p>

MATTER	METHOD
<p>   The subdivisions of a paragraph are called sentences.</p>	<p>This preparatory work done, you might ask your class to take their readers and turn to p. 89, to the story of "The Tiger." Ask the class to read silently the first two pages, and, as they read, to notice the arrangement of the reading matter.</p> <p>Well, Tommy, what do you notice about the arrangement? The reading matter is divided into parts or pieces.</p> <p>Just make yourself a little plainer, Tommy, will you? One part begins with "The tiger" and goes down to "cat tribe" in the fifth line. Another begins with "all these animals" in the sixth line and finishes with "triumph" in 11th line.</p> <p>That will do, Tommy, thank you, I see just what you mean. Who would agree with what Tommy has said? Who can find some more similar to what Tommy has found?</p> <p>Just to give the boy or girl who may know the satisfaction of telling you, you might inquire if any of them ever heard a name given to such a group of words as that we have heard referred to. If no one has, you just say that such a group of words as that described is called a paragraph. We do not ask for any definition of a paragraph, as that is not the purpose of our present lesson.</p> <p>Class, now look more closely at our second paragraph and tell me what you see about its divisions. There seems to be four divisions in that paragraph.</p>

## MATTER

## METHOD

Tell me anything you notice about each of these four divisions. They all begin with a capital letter. They are all closed with a period.

Perhaps some boy or girl can tell me what name is given to such a group of words as those four we are talking about. It is much more than likely that they (class) generally can tell you each group is called a sentence.

Now, class, what did you tell me you called such a group of words as that which begins "All these animals," line 6, and ends with "triumph," line 11? Such a group is called a paragraph.

And what name did you give to each of the smaller groups of which the paragraph is composed? Each is called a sentence.

Now tell me what you think a sentence is? A sentence is a part of a paragraph.

That is quite true, but it is not quite sufficient for our purpose to-day. Put your books away, and we shall now take our work from the B.B.

I want each girl and each boy to think of something. You must keep your thought to yourself till I ask you, for otherwise you might interfere with somebody else's thinking. Give time for everyone to get ready.

Well, Mary, what had you thought about? I had thought about my pussy. Turning to individual members, ask sev-

**III. The sentence consists of two parts—the name of the object thought about, and what we thought about the object.**

MATTER	METHOD
	<p>eral what they had thought about, to get each personally interested.</p> <p>I want each of you to again think of what you were thinking when I asked for the first answer. Are you ready? All right! Now think of something you would like to tell me about the object you were thinking of.</p> <p>We'll come back to you, Mary. My pussy has soft fur.</p> <p>Tom, your answer? My dog can run. Minnie, take yours? My doll has curly hair.</p> <p>I would take many answers to encourage the little folk and to make each feel that he has something to do with this lesson, that he is not a mere spectator.</p> <p>Place five or six examples on the B.B. after the style of the following:—</p> <ol style="list-style-type: none"> <li>(1) My pussy has soft fur.</li> <li>(2) My dog can run.</li> <li>(3) My doll has curly hair.</li> <li>(4) The book fell to the floor.</li> <li>(5) The boy struck the ball.</li> <li>(6) The sun shines in the sky.</li> </ol> <p>Referring now to the pupils who gave the several sentences, I would ask each in turn what he had thought about; and then what his thought of the object was, thus:—</p> <p>Mary, what did you say <i>you</i> thought of? I thought about my pussy.</p> <p>And <i>what</i> did you think about your pussy? That she had soft fur.</p> <p>Who can go to the B.B. and show me</p>

## MATTER

## METHOD

the words which name the object about which Mary thought? From those who express their ability select one, and tell him to draw a vertical line thus, |, to separate the name of the object that Mary thought about from the rest of the sentence.

What did Mary say she thought about her pussy? That she had soft fur.

Who can show me the part of the sentence which shows what Mary thought about her pussy. A pupil is selected and the part pointed out.

Deal with the rest of the sentences in the same way, and when through we may enquire

Into how many parts does each of our sentences seem to be divided? Each seems divided into two parts.

**IV. The two parts of the sentence are called the subject and the predicate**

Look closely at our sentences for a moment. The first part of each sentence tells us what? It names the object thought of.

And the second part of the sentence does what? It tells us what we thought about the object.

Since our sentence seems to have two parts, you would suggest that we need, how many names for our parts? We should need two names.

That is quite true. That is just the number of names given to the two parts of our sentences.

If there were two boys of whom we were talking, but whose names we did

## MATTER

## METHOD

not know, how should you be able to make me understand which boy you were referring to? We should have to describe the boy each time we spoke about him.

What would be a much easier way than that? It would be much easier if we knew the names of the boys.

What does this suggest to you about our two parts of the several sentences? That it would be very handy to know the names given to the two parts.

If you observe now very closely I shall place the names on the B.B. The teacher may then write

SUBJECT.	PREDICATE.
My pussy	has soft fur.

Take a minute's drill on the pronunciation and the spelling of the new terms.

Then go over all the sentences, having individual pupils describe each sentence thus:

Subject—My pussy  
Predicate—has soft fur.

Since you are able to tell me what part of each sentence is subject and which part is predicate, I shall have to ask you to tell me what you think a subject is, so that if I give you a new sentence you can pick out the subject. The subject is that part of the sentence which names the object thought about.

**V. The Subject is that part of the sentence which names the object thought about.**



## MATTER

**VI. The Predicate is that part of the sentence which tells what is thought of the object named by the subject.**

**VII. A sentence is a group of words by means of which we express a thought.**

## METHOD

Having done so well, you may now try to tell me what you think the predicate is. If there be hesitation you could ask :

Is it the whole of the sentence, or is it a part of the sentence ? It is only a part.

What does this part do ? It tells us what is thought about the object named by the subject.

Now put these two ideas together and tell me what you think the predicate of a sentence is. The predicate of a sentence is that part which tells what is thought about the object named by the subject.

To review, a sentence consists of how many parts ? Of two parts.

Name those parts. The subject and the predicate.

What is the subject of a sentence ? It is that part which names what is thought about.

And the predicate ? Is that part which names what is thought about the object named by the subject.

Clearly, what must we have before we can have a subject ? We must have a thought about something.

And how can I know whether you have any thought about anything or not ? You can know only when I express it.

And what do you use to express your thought ? We use words.

But what name do you give to that group of words by means of which you express your thought ? The group of

MATTER	METHOD
	<p>words by means of which we express a thought is called a sentence.</p> <p>Now, tell me what a sentence is? A sentence is a group of words by means of which we express a thought.</p> <p>Having now reached the end of our teaching, it will be necessary to give the class practice upon the following exercises:—</p> <p>(a) Given a subject, supply a suitable predicate.</p> <p>(b) Given a predicate, supply a suitable subject.</p> <p>(c) Given a sentence, divide it into subject and predicate.</p> <p style="text-align: center;"><b>B.B. Sketch</b></p> <p>(1) Reading matter is divided into paragraphs, and paragraphs are again divided into sentences.</p> <p>(2) The sentence consists of two parts—the name of the object thought about, and what was thought about the object.</p> <p>(3) The two parts of the sentence are called the subject and the predicate.</p> <p>(4) The subject is that part of the sentence which names the object thought about.</p> <p>(5) The predicate is that part of the sentence which tells what is thought of the object named by the subject.</p> <p>(6) A sentence is a group of words by means of which we express a thought.</p>

## II. CLASSIFICATION OF SENTENCES ACCORDING TO FORM.

### SECOND BOOK CLASS :—

Class should know the Sentence fairly well, especially its function as the vehicle for the expression of thought.

MATTER	METHOD
<p><b>I. Review of the Sentence and its function should open the lesson to connect the present with past work.</b></p>	<p>For some days, now, class, we have in our Grammar lessons been dealing with what topic? We have been dealing with the Sentence.</p> <p>Tell me very briefly what a sentence is. A sentence is a group of words.</p> <p>Describe this group of words so as to distinguish it from other groups of words. By means of such a group we are enabled to express a thought.</p> <p>So what is essential that we may have a sentence? The speaker must have some thought to express.</p>
<p><b>II. The thoughts which we express through the Sentence vary from one another.</b></p>	<p>I want each boy and each girl to think of something. Now, who are ready to tell me what they thought?</p> <p>Mary, we shall take your answer. My doll is a pretty one.</p> <p>Take answers from all the children if the class is a small one, and from, say, a dozen, should the class be a large one. Place five or six of the most striking ones on the B.B. for future use.</p>

**MATTER****METHOD**

Now, you have had your turn. I think it is time I had mine.

I am thinking of where I am going next Saturday. You have the thought that you would like to know. How can you give me that thought? By asking you a question.

Let me hear you ask the question. Where are you going next Saturday?

Place this sentence on the B.B., and in a similar manner secure five or six more, to be placed beside our first lot of sentences.

In this second group of sentences what must you have had before you could give me the sentence? I must have had the thought that I wanted to know where you were going, etc., before I could give the question.

What is common to the sentences of the first lot and those of the second lot? Both lots are the expression of thoughts.

For the time let each think that he wants the door of this room opened. Have you the thought in your mind?

Now, also think you are too far away to do the act, but you believe I would do it. Let me hear how you would proceed. Open the door, please.

Why do you use the word "please"? To show that we regard the act as a favour.

Then, what is the part which has to do with the expression of the thought? Open the door.

Place this sentence on the B.B., and

MATTER	METHOD
<p>III. Some sentences are used to assert or tell something, some are used to ask a question and still others to express a command.</p>	<p>secure five or six others to be placed beside those already on the B.B.</p> <p>We must now observe our sentences a little more closely. And, first, let us look at our second group of sentences.</p> <p>What are we doing every time we use a sentence of the second group? We are asking a question.</p> <p>Then, what must be one duty of the sentence? One duty of the sentence must be to enable us to ask a question.</p> <p>Now consider the sentences in our third group. What duty do we find assigned to the sentences of the third group? They all enable us to tell someone to do something.</p> <p>A captain is leading his company of soldiers. He has brought them as far forward as he wishes them to go, and he desires that they shall stay just where they are. Let me hear how you would get your company to do what you wished, if you were the captain. I would say, "Halt!"</p> <p>Say it now just as the captain would say it. "Halt!"</p> <p>What do you call any such expressions as Halt! Stop! Advance! Quick March! ? They are called commands.</p> <p>You are engaged in the office of a great, rough man. The door of his office is open. He wants it shut. Let me hear you say what you think he would say, and just as you think he would say it. "Shut the door!"</p>

## MATTER

## METHOD

But another gentleman in the office wants the same act performed, but he doesn't wish to hurt your feelings or to make you feel that you are only an office boy. How would he say the same thing? Now use the same words, "Shut the door," with the tone softened.

What would you call the first "Shut the door!"? It is a command.

Would that name apply to the second?

No. The second is a request.

The same words are used. How do you get the difference? The difference lies in the tone adopted.

Now, since the words used are the same in both commands and requests, and it is only the tone which differs, and, in print, we cannot know what tone was used, we say both commands and requests belong to the same group.

So tell me a second use of the sentence. The sentence may be used to express a command or a request.

Have this answer from several pupils.

Now we must give our attention to the sentences of the first group. What are they used for? They are all used to tell something.

Who can give me another word for "tell"? The word "assert" may be used for "tell."

Then, what may be a third duty of the sentence? The sentence may be used to tell or assert something.

MATTER	METHOD
<p><b>IV. There are three different kinds of sentences — Assertive, Interrogative, and Imperative.</b></p>	<p>We have how many groups of sentences? We have three groups. Then how many names shall we need? We shall need three names. If you will watch me closely, I shall write the name of each group above the group. Teacher does so, has the class repeat the names, and observe them closely for spelling of the names, as we shall require to use these names frequently.</p>
<p><b>V. An Assertive Sentence is one used in making an assertion.</b></p>	<p>Once more observe the sentences in the first group. What is the best definition you can give of an assertive sentence? An Assertive Sentence is one used in making an assertion or in telling something.</p>
<p><b>VI. An Interrogative Sentence is one used in asking a question.</b></p>	<p>Having defined the assertive sentence, you must now try what you can do with the interrogative sentence. An Interrogative Sentence is one used in asking a question.</p>
<p><b>VII. An Imperative Sentence is one used in expressing a command or a request.</b></p>	<p>And what would you say for the definition of an imperative sentence? An Imperative Sentence is one used in expressing a command or a request.</p>
<p><b>VIII. Each of the sentences begins with a capital letter. The Assertive and the Imperative are closed with a period (.), while the Interrogative is closed with an interrogation mark (?).</b></p>	<p>Open Readers at some page affording examples of the various kinds of sentences. After fair time has been allowed for the reading, ask the class to select the assertive sentences, the interrogative sentences, the imperative sentences. Inquire what the class finds at</p>

**MATTER****METHOD**

the beginning of each of these sentences, and also have them discover from these pages how the several sentences are closed.

For drill purposes, dictate sentences, have class tell what kind, and closely observe yourself that each begins with a capital letter, and that it is closed with the proper punctuation mark.

**B.B. Sketch.**

- (1) The thoughts which we express through the sentence vary from one another.
- (2) Some sentences are used to assert a fact, some are used to ask a question, and still others to express a command.
- (3) There are three kinds of sentences—Assertive, Interrogative and Imperative.
- (4) An Assertive sentence is one used in making an assertion or in telling something.
- (5) An Interrogative sentence is one used in asking a question.
- (6) An Imperative sentence is one used in expressing a command or request.
- (7) Each of the sentences begins with a capital letter. The Assertive and the Imperative are closed with a period (.), while the Interrogative is closed with an interrogation mark (?).



### III. THE PARTS OF SPEECH.

#### SECOND CLASS :—

Class is tolerably familiar with the sentence, and its two parts; the pupils can write readily sentences as suggested for drill at end of lesson on "The Sentence and its Parts."

MATTER	METHOD
<b>1. The introduction will introduce the term analysis, and recall the IDEA that we have been analyzing sentences into TWO parts.</b>	<p>Teacher has on the B.B. ready for the lesson to begin a series of sentences prepared in advance, giving a good list of examples of the various parts of speech. The sentences, too, should present no difficulty as regards analysis. The following will illustrate :—</p> <ol style="list-style-type: none"><li>(1) The good men do their best.</li><li>(2) The angry lion roared loudly in the jungle.</li><li>(3) Our rich friend gave very generously to the poor people.</li><li>(4) James went to town but John stayed at home.</li><li>(5) Give this to him now.</li><li>(6) They found a well-filled purse.</li><li>(8) Mary and Jane study their lessons earnestly.</li><li>(9) Come early to our party.</li><li>(10) The boys worked hard at their reading and history.</li><li>(11) You, and he, and I will go there.</li><li>(12) They found three apples in the bag.</li></ol>

## MATTER

## METHOD

Class, what name will you give to each of these groups of words? Each group is called a sentence.

And you are able to divide your sentences into how many parts? Each may be divided into two parts.

Name these parts into which you may divide every sentence. Every sentence may be divided into a subject and a predicate.

This process of dividing a sentence into subject and predicate is called analysis. Now tell me what you think would be a good definition for analysis. Analysis is the division of a sentence into subject and predicate.

This definition I shall not place on the B.B., for we shall find, as we go on, that the division becomes much closer than merely into subject and predicate.

Now, I must ask every boy and every girl to give me his best work, while we see what we can do with our sentences by way of making a closer division than into subject and predicate.

I want you to study each word separately to see if you cannot select a certain list of words all of which belong to the same class.

It is quite among the possibilities that you will have to give the class a start, not because the pupils cannot classify, but because they scarcely understand what you want. In case you find your-

ii. One class of words in our sentences is names.

MATTER	METHOD
	<p>self in such a position try something after this fashion,</p> <p>Pointing to the word "lion" (2) ask what is "lion"? It is the name of an animal.</p> <p>And "James"? and "John"? They are the names of boys.</p> <p>And "Mary"? and "Jane"? They are the names of girls.</p> <p>And "purse"? It is the name of an object.</p> <p>What would you say about "history" and "reading"? They are names of studies.</p> <p>What can you tell me all these words are that we have pointed out? They are all names.</p> <p>Then what might we make one of our classes of words? One class might be called names.</p> <p>What would you like now to do? To select all the names in the sentences on the B.B. would be a good exercise.</p> <p>The class is allowed time to make the selection.</p> <p>Now, if the class will look at the fifth sentence, we might find something else to give us work. James, read the fifth sentence.</p> <p>To whom did you say you were to give the article? I said to give it to him.</p> <p>But who is this him you are talking about? I do not know.</p> <p>What would you need to know before you could tell? I should know his name.</p>

III. One class of words stands for names.

## MATTER

## METHOD

Then what does "him" do in our sentence? It stands for the name of the person.

But what were you to give him? We were to give him this.

Let me see you perform the act which would lead you to say "Give this to him." Mary, you may do it.

Mary hands a book, or a pencil, to another girl, and says, "Give this to him."

Now, Mary, what did you give him? I gave him a book.

But what in our sentence stands for the word "book"? "This" stands for the word "book."

What did you say "him" stands for? It stands for the name of a person.

And what does "this" stand for? It stands for the name of a thing.

Who think they have found a new class of words? Give time for pupils to think, and encourage them to think.

Well, Annie, what new class do you think you have found? We have some words which stand instead of names.

Who agree with Annie?

What name shall we give this class? They might be called "instead-of-name words."

All right! We shall take that. Now see how many more of this same class you can find.

**IV. Some words limit the meaning of names.**

We have now how many classes of words? Two classes.

## MATTER

## METHOD

Name those classes. "Name" words and "instead-of-name" words.

Who have been able to see any other words which seem to have a duty different from those just named? Well, Sam, you may go on. In the first sentence "good" seems to tell us the kind of men we are speaking of.

There are several hands up now. Well, Tom, what have you to say? The word "angry" in the second sentence tells also the kind of lion.

So on with all the words denoting qualities.

You find "good" telling about what? and "angry" about what? and "rich," and "well filled"? They all tell us about the object for which the name stands.

That is, these words are all joined with what class of words? They are joined with the "name" words.

Just turn your attention to the first sentence. What is meant by the word "men"? Is your father a man? Is Mr. Smith? Is the Principal of the school? Yes, all these are men.

Then the word "men" means what men? It may mean any men.

When we use the word "good" does the word "men" mean now any men? No! it means now only those that are good.

Does the word "men" now mean so many as before? No, it means fewer.

When we have a word which makes the number of objects indicated by the

MATTER	METHOD
	<p>name word smaller, this word is said to limit the meaning of the name word.</p> <p>If this be so, have we any other words which limit the meaning of the name word? I think "three" in sentence (12) limits the meaning of the name "apples" to three objects.</p> <p>Perhaps, we might find something to interest us in sentence (8) if we were to study it. The name "lessons" would mean how many lessons if there were no other words with it? It would mean all lessons.</p> <p>But are these two girls to study all lessons in the city? Oh, no. Only their own lessons.</p> <p>What word tells us this fact? The word "their" tells us this.</p> <p>What effect has the word "their" on the number of lessons to be learned? It lessens the number.</p> <p>What word did we use a short time ago to mean just this? We used the word "limit."</p> <p>Then tell me the duty of "their" in sentence (8). It limits the meaning of the name "lessons."</p> <p>What are you so anxious to tell me, Harry? I think we have a new class of words. A number of hands are up, the owners looking for recognition.</p> <p>Well, we cannot do better than let Harry have a chance. Go on. I think we have a class which might be called limiting words.</p>

## MATTER

## METHOD

**V. Some words enable us to make an assertion about the object named by the subject.**

This could be accepted for the present. So that you may go on to the next class. Class will be exercised in selecting all the words which class thinks should go into the limiting class.

You are doing splendidly. Truly I am proud of you! But I think I have something in store now, which will require your best thinking.

You told me a few days ago that we may divide sentences into how many parts? We may divide sentences into two parts.

Name those parts. They are called the subject and the predicate.

Look at sentence (2) and tell me the subject. "The angry lion" is the subject.

What do we assert or say about the subject? We assert or say that the object named by the subject roared.

What is the act done by the object named by the subject? The act of roaring is done.

What word enables us to make the assertion about the object named by the subject? The word "roared" enables us to make the assertion about the object named by the subject.

What assertion is made of the object named by the subject in sentence (3)? The act of giving is asserted.

What word enables us to make the assertion? "Gave" enables us to make the assertion.

## MATTER

## METHOD

Select any other words which enable us to make an assertion. Require complete answers at this stage, as it serves to impress the fact. "Do" in sentence (1) enables us to make an assertion. "Give" in sentence (5) enables us to make an assertion. "Found" in sentence (6) enables us to make an assertion. And so on through the whole list.

There might be trouble with sentence (4), the class giving the first member as the subject, and the second member as the predicate. We might deal with such a case thus:

What act did James perform? He performed the act of going.

What word enables us to assert this act concerning James? The word "went" enables us to make the assertion about James.

Is it about the word "James" or about the boy James that you make the assertion? It is about the boy James that the assertion is made.

Oh! That is all right! I only wished to be sure you had the right idea in your mind.

Who are able to make out a new class of words? Nearly all the hands are up.

Well, Tom, what class have you found? Words that enable us to make an assertion would be a new class.

Who agree with Tom? Hands shown. Teacher accepts, and the words belonging to this class are written under the head-



## MATTER

## METHOD

**VI. Some words modify the meaning of words which enable us to make an assertion.**

ing, "words that enable us to make an assertion."

Look at sentence (2). What is the act asserted in this sentence? The act of roaring is asserted.

What word indicates the act of "roaring"? The word "roared" indicates the act.

Are we told that the lion roared in any special way? Yes; he roared loudly.

What would you say is the duty of loudly, then? It tells how the lion roared.

Give me any other ways the lion might have roared? He might have roared hoarsely, or furiously, or savagely, etc.

Then does the word "roared" mean as much with the word "loudly" as it would without it? No; it means only one way of roaring.

Do you remember what word we used when we were dealing with the class of words that specially referred to names, as say, "good" in sentence (1) or "angry" in sentence (2)? Yes; we said the words "good" and "angry" limited the meaning of the names, "man" and "lion."

Then how might you describe the use of such a word as "loudly" in sentence (2)? It limits the meaning of "roared."

Look now at sentence (3). What is the act indicated in that sentence? The act of giving is indicated.

MATTER	METHOD
	<p>What word enables us to say the act is one of giving? The word "gave" indicates the act as one of giving.</p> <p>Is the act of giving limited in any way? Yes; he gave generously.</p> <p>So our word "generously" seems to have what use in the sentence? It limits the meaning of "gave."</p> <p>But a short time ago you told me that "roared" belonged to what class of words? It belongs to those words which enable us to make an assertion.</p> <p>Well, what about "gave"? It belongs to the same class.</p> <p>What use did you say "loudly" and "generously" had in the sentences? One limited the meaning of "roared," and the other the meaning of "gave."</p> <p>But "gave" and "roared" belong to what class of words? They belong to the class that enables us to make an assertion.</p> <p>Now tell me the duty of "loudly" and "generously," but give me the class of words they affect rather than the names of the words themselves. They limit the meaning of words which enable us to make an assertion.</p> <p>We have been using the term "limit" for some time but with this class of words the term "modify" is preferred to "limit." Now give me the duty of "loudly" and "generously," using our new term. They modify the meaning of words which enable us to make an assertion.</p>

## MATTER

## METHOD

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**VII. Some words  
join sentences.**

Well, boys, what are all those hands up for? We have a new class of words.

I'm afraid you are only joking. But let me hear what you have to say. This class is those words which modify the meaning of words which enable us to make an assertion.

Who agree with the answer just given? Since so many of you want this I suppose I can't do better than take it.

Let the class now select all the examples of the new class they can find, after which we may resume.

But how did you say "loudly" modified the meaning of roared in sentence (2)? It tells how the act was performed.

If you will look at sentence (5) I think I have something for you. How does "now" modify the meaning of "give"? It tells when the act was performed.

Just one more, and I am done for the present. Tell me the duty of "there" in sentence (11). It tells where the act was performed.

So we find our new class modifying the meaning of the words that enable us to make an assertion in what ways? They tell when, and where, and how the act is performed.

I would not pursue the treatment of the adverb any further just now.

Read over carefully sentence (4). Tell me one thing we learn in this sentence? We learn that James went to town.

What other assertion is found in this

MATTER	METHOD
	<p>sentence? We find the assertion that John stayed at home.</p> <p>How many sentences have we? We have one sentence.</p> <p>But how many assertions have we? We have two assertions.</p> <p>Put the first assertion into the form of a sentence by itself. "James went to town."</p> <p>Put the second assertion into the form of a sentence by itself. "John stayed at home."</p> <p>How are these two sentences united to form one sentence? They are joined by the word "but."</p> <p>"Mr. Smith, I think I see another sentence where something like this occurs," says Mary Jones.</p> <p>Indeed, Mary, just show us your sentence. I think number eight is of the same kind.</p> <p>Go on and prove what you say. Well, the sentence means, Mary studies her lessons earnestly. Jane studies her lessons earnestly.</p> <p>Who agree with Mary in what she says? Teacher confirms Mary's conclusion.</p> <p>What word has been used to join Mary's two sentences? "And" has been used.</p> <p>Tommy Brown by this time has his arm frantically flourished to arrest your attention, as might a signal man wave his red flag to stay the approaching train.</p> <p>Now, Tommy, what have you to give us? Number eleven is another of the same kind.</p>

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## METHOD

Go ahead, Tommy, and show us how you make that out. Well, the sentence means, You will go there. He will go there. I will go there.

And how are these three sentences united into one sentence? They are united by the word "and."

"Why, Mr. Smith, this gives us another class of words—those that join sentences so as to make one sentence out of two or more," says Annie Munro who has been waiting for a chance to catch the teacher's eye.

Immediately nearly all the hands are up in support of Annie's assertion.

So, class, you would have me describe our new class of words how? They are words that join sentences.

It will be found that this explanation will meet all requirements until we meet such a sentence as Brandy and water was his favourite drink.

Once more I must ask you to look closely at sentence (2). What is the act mentioned in the sentence? The act of roaring is the one mentioned.

What word indicates the act? The word "roared" indicates the act.

Where did the roaring take place? It took place in the jungle.

With what word does "jungle" seem to be very closely connected? It is closely connected with "roared."

Through what word is the connection made? It is made through the word "in."

**VIII. Some words join names and words that stand for names to other words to show the relation between them and the other words.**

## MATTER

## METHOD

To what class of words does "jungle" belong? It belongs to the name class.

And to what class does "roared" belong? It belongs to the class by means of which we can make an assertion.

Just repeat this mentally two or three times to catch the idea more fully.

In sentence (4) what act have we referred to? We have the act of going.

I see the name "town" in that sentence. To what word does it seem closely connected? It seems to be closely connected with "went."

By what means is the connection made? It is made by the word "to."

"To," you say, joins what? "To" joins "town" to "went."

Tell me the classes of words that are joined. A name is joined to a word which enables us to make an assertion.

Where had you the same idea before? We had the same idea in sentence (2).

"I see another word of the same kind in sentence (4)," says George Banks.

What kind of word? A word that joins a name to a word which enables us to make an assertion.

Well, George, tell us what you mean. The word "at" joins "home" and "stayed."

Tell me this again using the classes instead of the names of the words. "At" joins a name to a word by means of which we are able to make an assertion.

Tell me if you see anything like this

## MATTER

## METHOD

in sentence (5). "To" joins "him" to "gave."

To what class does "him" belong? "Him" belongs to the class which stands for names.

What can you tell me about the duty of such words as "in," "to" and "at"? They join names or words which stand for names to assertive words.

In this case, "The house on the hill," select such joining word. "On" is the joining word.

Then what may this class of words do in the sentence? They may join names or words that stand for names to another name.

So instead of saying that the names are joined only to assertive words, I may say that the names are joined to other words.

Now describe these new words, "in," "to," "at" and "on." They join names or words which stand for names to other words.

We, a short time ago, spoke of another class of joining words. What did you say they joined? They joined sentences.

Tell me what these new words join? They join one word to another word.

In sentence (2) what is "jungle" joined to "roared" for? To tell *where* the roaring took place.

Why is "town," of sentence (4), joined to "went"? To tell *where* James went.

Why is "bag" joined to "found" in sentence (12). To tell *where* the finding was done.

MATTER	METHOD
	<p>To express this thought more clearly hold a book in several positions as regards a table, and have the class assert the fact. Then have them select the joining word similar to those we have been speaking of. Thus, The book is <i>above</i> the table, <i>beside</i> the table, <i>on</i> the table, <i>under</i> the table, <i>by</i> the table, etc.</p> <p>When I think of the book and the table at the same time, what is the position of the book as compared with the table? It is <i>above</i>, or <i>beside</i>, or <i>on</i>, or <i>under</i>, or <i>by</i> the table.</p> <p>Those words which tell the position of one thing towards another is said to express one relation between the ideas for which the words stand. In this case the objects were related as regards position.</p> <p>Tell me now why the names are often joined to other words. They are often joined to express the relation between the ideas for which the words stand.</p> <p>Then describe the duty of our new class of words. They join names and words that stand for names to other words to express the relation between the ideas for which the words stand.</p> <p>It will prove not only exceedingly interesting, but exceedingly profitable as well, to have the pupils now check off all words which have been assigned a place in the various classes. They will then be able to see what are omitted, and may now try their best to find a place for those omitted.</p>

IX. Check off the words we have assigned to classes to find what words have been omitted and to see if a place cannot be found for them.



## MATTER

**X. The names given to our several classes in the order in which we have taken them are nouns, pronouns, adjectives, verbs, adverbs, conjunctions, and prepositions.**

## METHOD

Now that we have found a place for most of our words, I have no doubt you would very much like to have names for our several classes.

But, first, tell me why you would want a name at all. It would be much shorter to be able to refer to a class by name than to have to describe the class every time. Take as many answers as you can get. Do not fail to commend those answers which show thought, even where you could not admit the whole of the reason.

To begin with, what is the first class we have on the B.B.? The first class consists of names only.

To this class learned people have agreed to give the name "NCUN," and we shall place the name beside the description of it that we have on the B.B.

The *names* for the other classes will be given in the same way and written beside the description given of the class.

It will next be in order to get the definitions. Many of our readers, we have no doubt, will feel like proposing a vote of censure for not giving the name and taking the definition for each class as the class was recognized. Though we may be placed in opposition to many of our most intelligent and most successful teachers, we must still remain in opposition. We feel that the oft repetition of the characteristics (and the oft repetition in full) of the several classes will so impress these characteristics that when the *name* for the class is given, the pupil will

## MATTER

## METHOD

have a firm hold of the characteristics as well as of the name.

In the case of students teaching in the Model and Normal Schools, and to whom may be assigned the teaching of individual lessons, say the Noun, it might be necessary to pursue a method somewhat different. There, so soon as the class is recognized, I would give the name, and follow this with the definition made by the class. Then practise class in giving names of different kinds—things in the house, outside the house, above the earth, under the surface of the earth, in the water; things we can see, feel, hear, taste, smell; things we cannot see, hear, feel, taste, smell, etc. Next test ability to select nouns from a page of the reader, or other printed matter. It doesn't matter for this stage if an occasional abstract or verbal noun should be overlooked; increased power to discern will come with increased practice.

XI. The definition of the several parts of Speech will now be secured from the class.

If the earlier part of the work has been consistently carried out the definitions should not be difficult to secure; and we shall not delay further but give such definitions as we think can be accepted.

(a) A noun is a name.

(b) A pronoun is a word which stands for a noun.

(c) An adjective is a word which limits the meaning of a noun.

(d) A verb is a word which enables us to make an assertion.

MATTER	METHOD
<p>XII. These several classes of words are called the 'Parts of Speech.'</p>	<p>(e) An adverb is a word that modifies the meaning of a verb. (It will be easy to extend this definition later.)</p> <p>(f) A conjunction is a word which joins sentences.</p> <p>(g) Prepositions are words which join nouns or pronouns to other words to show the relation between the ideas expressed by them and the other words.</p> <p>Since these several classes of words include all the words we use in our speech, with one another, they are called the Parts of Speech.</p> <p>Hence there should be how many Parts of Speech? There should be seven Parts of Speech.</p> <p>Let me hear you construct a definition of Parts of Speech." By Parts of Speech is meant the seven classes into which we may divide the words used in speaking.</p> <p>Then what would be a Part of Speech? It would be <i>one</i> of the classes into which words are divided.</p> <p>Name the various Parts of Speech. The various Parts of Speech are, Noun, Pronoun, Adjective, Verb, Adverb, Conjunction, and Preposition.</p> <p><b>B.B. Sketch.</b></p> <p>(1) Words may be divided into several classes.</p> <p>(2) One class consists of names.</p> <p>(3) One class consists of words which stand for names.</p> <p>(4) One class consists of words which limit the meaning of names.</p>

MATTER	METHOD
	<p>(5) One class consists of words which enable us to make an assertion.</p> <p>(6) One class consists of words which modify the meaning of words which enable us to make an assertion.</p> <p>(7) One class consists of words which join sentences.</p> <p>(8) One class consists of words which join names and words which stand for names, to other words to show the relation between the ideas expressed by them and the other words.</p> <p>(9) Definitions of the several parts of speech as found on pages 38-39.</p> <p>(10) These seven classes of words are called the Parts of Speech.</p> <p>(11) By Parts of Speech is meant the seven classes into which words are divided.</p> <p>(12) A part of Speech means one of the seven classes into which words are divided.</p>

#### IV. CLASSIFICATION OF NOUNS AS ABSTRACT AND CONCRETE.

##### JUNIOR THIRD CLASS:—

Previous knowledge: Should be familiar with words as divided into the "Parts of Speech." We now come to a closer classification of one of these "Parts," viz., the Noun.

MATTER	METHOD
<p><b>I. The lesson should be introduced with a very brief review, to revive the pupils' knowledge of the subject, and to connect the present lesson with the previous lessons.</b></p>	<p>What pupils recall our lesson on arranging words into classes or groups? Show hands. James, name one of the classes! Mary, another! John, one from you, and so on till all are named.</p> <p>What name did we give to these groups of words? They were called Parts of Speech.</p> <p>What was the name given the first "Part of Speech"? It was called the Noun.</p> <p>Just so. It is about the noun we are to talk to-day.</p>
<p><b>II. All objects may be classified on different bases, so our first step is to agree upon a basis.</b></p>	<p>We may classify not only words, but men, dogs, houses, etc. For example, tell me any classes into which we may divide men. Should the class hesitate suggest, say, size. Class, large men, small men.</p> <p>If courage were the basis, now classify. Class, brave men, cowardly men.</p> <p>If they were classified according to the</p>

## MATTER

## METHOD

color of their hair? Class, brown-haired, black-haired, red-haired, etc.

Classify houses for me, to show that you have grasped the idea of classification. Class, wooden houses, brick houses, stone houses, etc.

What did you make the basis of classification? We made material the basis.

If you were asked to classify nouns, what must we be agreed upon? We must be agreed upon the basis of classification. We must then try to discover some basis for classifying them.

**III. We shall make the perception of an object through our senses, the basis for our classification.**

Teacher will either supply himself or get from the class an indiscriminate selection of names somewhat after the following:—

James, desk, Toronto, running, paper, honesty, lion, Henry, book, stone, playing, honour, Guelph, dog, Carlo, Mary, chair, brick, courage, reading, horse, faith, plank, boy, girl, truth, London.

We might ask for name of a boy in the room, of a girl, of a city, of something inside the room, of materials outside the room, of animals. To secure abstract nouns, try thus: A poor boy saw a gentleman drop a roll of bills and pass on. The boy picked up the bills, ran after the gentleman, and restored the money. Who can suggest a name for that feature of character which the boy showed? He showed honesty. The others may be obtained in a manner somewhat similar.

**MATTER**

**METHOD**

Now I am going to ask you something pretty hard. How do you know that I am here? We can see you.

Everybody close his eyes. Teacher rings bell. What did I do? You rang the bell.

How do you know? You did not *see* me. We heard the bell ring.

John, come up to the front. Close your eyes very closely and hold out your hand. What did I give you? You gave me a pencil.

How could John tell, when he neither *saw* nor *heard*? He felt the pencil.

It would be interesting to have a boy or girl come to the front and have the eyes blindfolded, and tell you the names of flowers simply from their smell; or the names of fruits by their taste, small portions being placed on the tongue.

Now, class, when we perceive objects in the manner just described, we are said to perceive them through our senses, the senses being named those of sight, hearing, touch, taste, smell.

Now suppose, class, we make our senses the basis of classification for the nouns we have on the board.

Who can select nouns which are the names of things which we can touch? Test to see if they can.

Who can select nouns which are the names of things which we can see? Test as before.

Who will select for me nouns which

## MATTER

## METHOD

are the names of something which cannot be perceived through the senses?

If pupils think they saw *honesty* when the boy returned the bills, you may have to remind them that what they saw was a *boy* who performed an honest act.

Into what classes could you arrange all the names on the B.B.? We could arrange them into the names of those objects which we can perceive through the senses, and the names of those objects which cannot be perceived through the senses.

In your work books make two headings like this on the B.B.

Names of objects perceived through the senses.	Names of what cannot be perceived through the senses.
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And arrange under the proper heading all the names on the B.B. Teacher observes the work and tests the correctness.

This will, therefore, require how many names for our classes? We shall require two names.

That is right. In grammar the term Concrete Noun is given to those names which appear in the first column, and Abstract Noun to those in the second column.

You will now closely examine the list of names in the first column, and try to frame a definition for a concrete noun. If the definitions are faulty, by question-

**IV. This gives us two classes of nouns, called Concrete and Abstract.**

**V. Definitions.**  
 (a) A Concrete noun is the name of any object which we may perceive through the senses.



MATTER	METHOD
<p>(b) An Abstract noun is the name of a quality or action thought of apart from the object in which it exists.</p>	<p>ing get pupils to see the error, and make the correction ; after which teacher might place a formal definition on the B.B. for pupils to copy into their note books.</p> <p>Look closely at the nouns in the second list and see if you can find any differences among them. Class, some are the names of qualities, and some the names of actions. Can you think of a quality without thinking of the object which possesses the quality. There will likely be doubt on this point.</p> <p>Tell a brief story of a brave deed, showing presence of mind. What quality was shown? Bravery was shown. Do all boys possess bravery? No. Do all men? Would you like to possess it? Yes. Show why you would desire it. People would respect you. You would respect yourself. It would enable you to do great things should the occasion arise. Do we need to have battlefields and shipwrecks to show bravery or courage? Not always. Give me an example of such. A boy says "no" when he would like to have said "yes," but the saying of "yes" would have been wrong.</p> <p>What have we been talking about? We were talking of courage or bravery. Was the boy or man possessing the bravery very much in our thoughts? No.</p> <p>The name of the quality which we can think of apart from the person or thing possessing it is called an abstract noun.</p> <p>Each pupil will try to frame a defini-</p>

MATTER	METHOD
	<p>tion of an abstract noun. Teacher will test correctness and place formal definition on B.B. as before.</p> <p style="text-align: center;"><b>B.B. Sketch</b></p> <p>(1) All objects may be classified on different bases, so the first essential in any classification is to agree upon the basis.</p> <p>(2) In the classification of nouns we shall make the perception of an object through the senses our basis.</p> <p>(3) This gives us two classes, the Concrete and the Abstract.</p> <p>(4) Concrete Nouns are the names of those objects which may be perceived through the senses.</p> <p>(5) Abstract Nouns are the names of qualities or actions which may be thought of apart from the objects in which they exist.</p> <p>NOTE.—There will doubtless be many teachers who will not agree with our findings, and will quote one authority and another to sustain their contention. To all such we would say, teach as <i>your own</i> conviction leads you,—you should not blindly follow any lead any more than you should ask your scholars to blindly follow you.</p> <p>A lesson or two later we shall have to extend the definition of Concrete Nouns by adding “or which we believe to exist even if we cannot perceive it.” This will let us include as concrete such nouns as God, electricity.</p>

### B.B. Sketch

- (1) All objects may be classified on different bases, so the first essential in any classification is to agree upon the basis.
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- (3) This gives us two classes, the Concrete and the Abstract.
- (4) Concrete Nouns are the names of those objects which may be perceived through the senses.
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A lesson or two later we shall have to extend the definition of Concrete Nouns by adding “or which we believe to exist even if we cannot perceive it.” This will let us include as concrete such nouns as God, electricity.

## V. CLASSIFICATION OF CONCRETE NOUNS AS PROPER AND COMMON.

TO THIRD BOOK CLASS :—

This lesson will properly follow the classification into Concrete and Abstract.

MATTER	METHOD
<p>I. Review the previous lesson on classification of nouns into Concrete and Abstract to revive pupils' knowledge.</p>	<p>When we were classifying nouns in our last lesson we had how many classes? We had two classes.</p> <p>What were the names of these classes? They were called Concrete and Abstract.</p> <p>Give the definition we agreed upon for concrete nouns. A concrete noun is the name of any object which we can perceive through our senses.</p> <p>Give definition of an Abstract Noun. An Abstract Noun is the name of some quality or action which may be thought of apart from the object in which it exists.</p> <p>Ask a dozen members of the class to each give an example of a concrete or of an abstract noun as you ask.</p>
<p>II. Concrete nouns may be arranged into smaller classes.</p>	<p>To the following concrete nouns which the teacher will place on the B.B. you may ask the class to give two minutes' consideration :</p> <p>City, Toronto, Tom, girl, Soldiers            Three, dog, street, Carlo, steamer, Mary,            book, Sherbourne, Osgoode Hall, boy,            building.</p>

## MATTER

## METHOD

III. Our concrete nouns may be arranged into two classes.

Have you observed any peculiarity in the list of names? They are all concrete nouns.

Do you see any further peculiarity? Many of the names begin with capital letters.

That is all right. Select any of these names beginning with a capital letter, say Tom. Point out who is meant by the word. Some particular boy is pointed out.

Select from the list any word which *might* mean the same person as "Tom," but which might not. "Boy" is selected.

Perhaps you could find me another pair like "boy" and "Tom." We might get "city" and "Toronto," as the next selection, followed by "girl" and "Mary," "dog" and "Carlo," etc., until we were through the whole list.

Instead of "Sherbourne" select some street in your own town; for "Soldiers Three" the name of some book several of the class have read; for "Osgoode Hall" the name of some public building in the neighborhood.

Now, class, I want you to assist me in getting our words into lists.

But before we begin to classify, what condition must we have agreed upon? We must have agreed upon a basis or classification.

What are you going to take as your basis? One list will all begin with capital letters, and the other won't. (We might

**MATTER**

**METHOD**

**IV. These two classes have a more important difference than the beginning or not beginning with a capital letter--they have a difference in meaning.**

accept this as showing how simple a basis may be accepted for classifying.)

With the assistance of the class the lists are arranged, the paired words being opposite each to the other.

Let us examine our lists more closely to see if we cannot detect a difference of meaning in them.

Again, show me the person meant by Tom or Mary. They are pointed out.

Show me the special person meant by boy or girl. We cannot.

Could you, if he were here with fifty others, point out the special dog named "Carlo"? We could.

But if I used the name "dog" could you? We could not.

Pursue this through the whole list, and secure the admission to each pair. Do not suppose the time lost; and the time apparently lost now will be abundantly saved when review day comes and you find you do not have to teach the topic over again.

Now that we have got through the whole list do you see any difference in meaning between our two lists? We do see a difference.

State what difference you see. In one list the names apply to only one person or thing; in the other list we could not pick out the particular person or thing the name stood for.

You are quite right. Now, how many

## MATTER

## METHOD

names do we need for our lists? We need two names.

Someone suggest names which will describe our lists. One might be called the single-object list, the other, the many-object list.

That is quite right again. But our old friends, the authors of the grammars, have fixed names for us: for your first name they use the word Proper, and for the second they use the word Common.

Once more, what names are given to our two classes of nouns? The names Proper and Common are given to our two classes.

What would you now think should be our next duty? We should get definitions for our two classes.

What do you mean by a definition of anything? We mean such a description as will serve to distinguish the object defined from all other objects.

What is the first definition you are going to try? We would try a definition of a Proper Noun.

You have all the material in front of you, so go ahead.

What would you say then a Proper Noun is? It is at least a name.

That is right. Now it is the name of how many objects? When we use a Proper Noun we mean only one object.

When you used the name Mary or John could you tell me if the people named were tall, dark or fair, dark-haired or

**V. A Proper Noun  
is an individual  
name.**

MATTER	METHOD
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light, good or bad, young or old, etc.? No, we could not.

Then has the word any meaning? It has not. It is only a name.

And a name for how many objects? It is a name for only one object.

Give me any words we have which mean only one. Single and individual are words which mean only one.

Since our Proper Noun is a name, and the name applies to only one object, give me your definition of a Proper Noun. A Proper Noun is a special or individual name.

**VI. A Common Noun is a general or class name.**

Since you said a Proper Noun is an individual name, can you suggest an adjective to describe the kind of name a Common Noun is? The word general might be used.

That is true. To how many animals does the name "dog" apply? It applies to the whole class, dog.

To how many persons does the name "boy" apply? It applies to the whole class, boy.

Since these names apply to a whole class, what kind of names might you say they were? They might be called class names.

What adjective did you use a moment ago to describe the kind of name? The adjective "general."

Combine our two ideas into a definition of a Common Noun. A Common Noun is a general, or class name.

MATTER	METHOD
	<p>When I use the name river, who can tell me anything about the object named? Tell me one thing you would know even if I did not say another word? It is a body of water.</p> <p>Yes. What kind of water? It is fresh water.</p> <p>Standing still? No; running water.</p> <p>Running anywhere? No; in a channel.</p> <p>So point out another way that our Common Nouns differ from our Proper Nouns. Common Nouns have a meaning as well as being names, while Proper Nouns are only names.</p> <p>This will conclude our lesson for today, but before we take up the next lesson, you will copy the B.B. sketch and bring the work ready for next day.</p> <p style="text-align: center;"><b>B.B. Sketch.</b></p> <p>(1) Concrete Nouns may be arranged into smaller classes or groups.</p> <p>(2) They may be arranged into two classes.</p> <p>(3) A Proper Noun is an individual name.</p> <p>(4) A Common Noun is a general or class name.</p> <p>(5) A Proper Noun is merely a name, while a Common Noun conveys a meaning as well as being a name.</p>



## VI. DRILL LESSON ON CLASSIFICATION OF NOUNS.

### THIRD CLASS :—

This lesson would follow when the classification had been taught as fully as the teacher intended. It must not be supposed that this is the first drill lesson on classification. So soon as each of the preceding lessons was concluded it should have been followed by a drill covering all the ground taken up to that time.

MATTER	METHOD
<p><b>I. The lesson will begin by a rapid review of all the previous lessons which have a bearing on the present drill. The teaching bearing on this lesson is all our previous lessons on classification of nouns.</b></p>	<p>Now, class, we have completed our classification of the noun. Who feel that they are ready for me to give anything in the way of nouns? If there be a general assent we may begin. If not, find where the pupils expect difficulty, and it may be necessary to teach some one or other of the topics again.</p> <p>For to-day we shall suppose that you are each to fight a duel. It is to be a most serious matter. Duels often are to the death of one of the contending parties. Under such circumstances, tell me anything you would want to be very careful about. About the weapons chosen. To see that the weapons were in good condition. To see that the weapons were to be depended upon, etc., etc.</p> <p>Well, in this duel of yours against the nouns, what are your weapons? Our knowledge of our past work.</p> <p>And what was that past work? The division of nouns into classes.</p>

## MATTER

## METHOD

Anything else? The definitions we got of the several classes.

Why do we want this last? So we may recognize the enemy when we see him, and know how to deal with him.

How would you suppose we could see if our weapons were in good condition? By a review of the past work.

This suits me. So we shall have swift, sharp answers for two or three minutes.

What is a noun?

Into how many classes are they divided? Two. Name those. Concrete and Abstract.

What is a Concrete Noun?

What is an Abstract Noun?

Which of these did we find we could divide still further? The Concrete.

Into how many smaller classes did we divide the Concrete Noun? Into three.

Name these. Gender Nouns, Collective Nouns and Diminutive Nouns.

Define Gender Noun.

Define Collective Noun.

Define Diminutive Noun.

I see your weapons are of the right sort, and that they have not become rusty through lack of use. I must now test your powers to use them.

I shall treat only two or three as a model.

James, classify "hillock." James stands.

*Hillock* is a noun, concrete, common, diminutive.

**II. Rapid oral drill for, say, five minutes, after the following manner:**  
 "Hillock" is a noun, concrete, common, diminutive.

MATTER	METHOD
	<p>Mary, you take "tiger." Mary stands. <i>Tiger</i> is a noun, concrete, common, masculine gender.</p> <p>Robert, you see what you can do with "crowd." Robert stands. <i>Crowd</i> is a noun, concrete, common, collective.</p> <p>Ruth, we shall give you "honesty." Ruth stands. <i>Honesty</i> is a noun, abstract.</p> <p>When we have had say five minutes' rapid drill I would ask the class next to take a written exercise.</p>
<p>III. Then would follow a written review, into which we might introduce names of a more difficult character than would be given in the oral drill.</p>	<p>The following list is submitted as a sample of such a written review:—</p> <p>Generosity, money, congregation, lion, streamlet, faith, palace, audience, negro, satchel, purity, roadway, class, duke, sapling, courage, engine, council, hero, gosling, smoke, cleverness, jury, hunter, hamlet, sky.</p>
<p>IV. A general difficulty should be dealt with in detail.</p>	<p>Suppose one-third of your class called "sky" a Proper Noun, and when asked for a reason said, "There is only one sky, therefore it must be an individual name, and hence a Proper Noun."</p> <p>Is a Proper Noun anything other than a name? No; it is only a name.</p> <p>If I give you a Proper Noun, say the name of a city you have never heard of before, what can you tell me about the city from its name—its size, situation, importance, streets, schools, government,</p>

MATTER	METHOD
	<p>etc.? We could not tell you any of these things.</p> <p>Would it be any different if I were to give the name of a dog? of a book? of a man?</p> <p>Could you tell the color of a book by my giving the name? We could not.</p> <p>What can you tell me about the sky when the name "sky" is given? It is blue. It is above us. It is arched like a dome. It is very high above us, etc.</p> <p>Then how does the name "sky" differ from the name "Mary?" It has a meaning, while "Mary" is only a name.</p> <p>How many have concluded what class to put "sky" in? It should be called a Common Noun.</p> <p>Why should we call it a Common Noun? Because it conveys a meaning as well as being a name.</p> <p>Did I tell you to what class the name belonged? No.</p> <p>Which would have taken the shorter time, for me to <i>tell</i> you or for you to find out, as you have done, for yourselves? You could have told us much more quickly.</p> <p>Which method would you prefer me to follow next time we meet a difficulty? We would rather find out for ourselves.</p> <p>Why would you prefer the longer and harder to the shorter and easier way? We like to find out for ourselves. It teaches us how to do when we meet difficulties and there is no one tell us. It</p>

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and sundry other answers will be given.

We do not place a B.B. sketch to a  
Drill Lesson, as there is nothing *taught*  
that is new—it is only a rubbing up of the  
old.

## VII. TRANSITIVE AND INTRANSITIVE VERBS.

TO THIRD BOOK CLASS:—

Class should be familiar with parts of speech so as to be able to recognize such almost at sight.

MATTER	METHOD
<p><b>I. Review the nature of the verb, and the ability to NAME the action or state indicated by the verb.</b></p>	<p>The teacher breaks a stick before the class, and pupils are asked to state the fact. (1) The teacher broke the stick. Place sentence on the B.B.</p> <p>What action was performed? The act of <i>breaking</i> was performed.</p> <p>Teacher will insist on getting just the answer wanted.</p> <p>The teacher gives several more sentences to secure quickness and certainty in the naming of the act.</p> <p>Place on B.B. and ask for the name of the action in each case.</p> <p>The horses ran down the street.</p> <p>The man shouted at the top of his voice.</p> <p>James threw the ball.</p> <p>I struck the desk.</p> <p>The actions are those of running, shouting, throwing, and striking.</p>
<p><b>II. The action expressed by some verbs are terminated upon objects.</b></p>	<p>Let us now go back to our first sentence, "The teacher broke the stick."</p> <p>What is the action indicated in this sentence? The act of breaking is indicated.</p> <p>What word indicates the action? "Breaks" is the word.</p>

## VERBS.

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## MATTER

## METHOD

What part of speech is "breaks"? It is a verb.

Who did the action indicated by your verb? The teacher did.

With whom did the action originate? It originated with the teacher.

Did he keep the action to himself? No, he did not.

When the action left him whence did it go? It was passed on to the stick.

Describe to me as fully as you can the nature of the action indicated by the verb "broke" from the moment of its origin till its termination. The act of breaking originated with the teacher, and was passed on to the stick.

Deal similarly with such sentences as the following:—

- (2) James threw the ball.
- (3) I struck the desk.
- (4) The boy split the wood.

Require the answer to each to be given in full as in "The teacher broke the stick"; and have say six different pupils stand and give each answer, as a test that the whole class knows the answer, and to give time for the fact to be impressed.

In all these sentences name the doer of the act. The persons doing the acts were the teacher, James, the person for whose name "I" stands, and the boy.

The word which indicates the doer of the act of breaking is what of the sentence? It is the subject.

MATTER	METHOD
	<p>The name "James" is what of its sentence? It is the subject.</p> <p>And so on with the rest.</p> <p>Now, in these sentences, what is the duty or function of the subject? The subject names the doer of the action.</p> <p>What word in each sentence indicates the act? The verb indicates the act.</p> <p>In our sentences, name what objects receive the several acts? The stick receives the act in the first case; the ball in the second; the desk in the third; and the wood in the fourth.</p> <p>What words are used to name those objects which receive the acts? "Stick," "ball," "desk," and "wood" name the objects which receive the acts.</p> <p>These words, "stick," "ball," "desk" and "wood" are known in grammar as objects of the verbs, in their several sentences.</p> <p>Describe the use of "stick" in the first sentence. It is the object of "broke." Of "ball" in the second. Of "desk" in the third. Of "wood" in the fourth.</p> <p>The teacher goes to the window and looks out, first asking the class to observe him closely. John, tell what I did just now? You looked out of the window.</p> <p>What is the action expressed in the sentence? The act of looking is indicated.</p> <p>Who performs the action? You do.</p> <p>To whom or what is the action performed? There may be some hesitation,</p>

III. Some verbs express an action which is not terminated upon an object.



MATTER	METHOD
<p>t of its sen-</p> <p>what is the ject? The action. e indicates the act. at objects e stick re- e; the ball third; and</p> <p>ame those "Stick," d" name cts. "desk" ammar as ir several</p> <p>n the first "broke." "desk" e fourth.</p> <p>indow and o observe did just indow. d in the is indi-</p> <p>ou do. tion per- sitation,</p>	<p>and finally someone may suggest that the action was done to the window. We may get over the difficulty somewhat by again referring to our first sentence, "The teacher broke the stick." What word placed after "broke" would get us as answer, "the stick?" "What" placed after "broke" would get for answer "the stick."</p> <p>Try with the other sentences and see if they would give the same result? The class tries and finally answers "yes."</p> <p>Now, try this upon our new sentence. If we place "what" after "looked," thus, "The teacher looked what?" what answer will our sentence give? After a fair time for trial the majority will find that the sentence will not answer the question with "what" after the verb.</p> <p>What did we call the words "stick," "ball," "desk" and "wood" when we were speaking of them before? We called them objects.</p> <p>Describe fully once more the action indicated by the verb "broke" in sentence (1). The action indicated by the verb is performed by the person named by the subject, and passes on to the thing named by the object.</p> <p>Describe fully the action indicated by our verb "looked." The action named by the verb is performed by the person indicated by the subject.</p> <p>Go on. Tell us about the object. There is no object to which the action was done.</p>

MATTER	METHOD
<p>IV. Some verbs enable us to express a state or condition without needing an object.</p>	<p>Well, perhaps that was an accident, and may not occur again. Let us try this sentence, "The man rides along the road." What is the action indicated by the verb? The act of riding is indicated. Describe fully the action indicated by the verb, as you did with our other verbs. The act of riding is performed by the person named by the subject. Go on. Tell us about the object. There is no object. Then what can you conclude about verbs having objects? All verbs do not have objects.</p> <p>Let us see if it is only verbs that express action which do not take objects. Look carefully at these sentences: "He seems happy." "The boy feels cold." "The man looks well." What is the action expressed by the verb "seems"? Should there be some hesitation with this one, let it stand; or should the class say that no action is expressed, we might ask what is expressed? The answer will not be so ready to this question, unless the class be unusually bright. When we enquire for the action expressed by "feels," we will probably get the action of feeling as an answer. What did the boy feel with? Class is puzzled and will finally confess that the boy does not feel, as we understand the action of feeling with the fingers, etc. Perhaps we shall do better with the next verb, "looks." What action is ex-</p>

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pressed by "looks"? "Looks" does not express an action.

Now if our verbs do not express an action, can you tell me what they do express? Here the class will hesitate again.

Do they tell us what the individuals indicated by the subject do? No, they do not.

If that is true, what do the verbs do? They rather indicate what the persons are, than what they do.

By "what they are," do you mean whether the persons are engineers, teachers, ministers, farmers, etc.? No; but some condition of the person indicated by the subject.

Show me exactly what you mean by referring to the sentence, "He seems happy." The man appears to be in a condition of being happy.

State that same fact, using another word for condition. The man appears to be in a state of being happy.

Make a similar statement, combining your two ideas, of the second sentence, "The boy feels cold." The boy is in a state or condition of being cold.

Let me hear you treat the third sentence. The man appears to be in a state or condition of being well.

Then what do our verbs enable us to do? They enable us to express a state or condition.

Since they do not express an action, where is our object going to come in?

MATTER	METHOD
<p><b>V. We have two classes of verbs, transitive and intransitive.</b></p>	<p>There can be no object, since there is no action to terminate on the object.</p> <p>Then I would like you to assist me in classifying verbs. From your past experience in classifying, what will be our first care? To agree upon a basis of classification would be our first care.</p> <p>From what we have brought out in our talk about verbs, who can suggest a basis? Perhaps some one might suggest the having or the not having of an object as the basis. If not you can give it yourself.</p> <p>This will give us how many classes of verbs? This will give us two classes.</p> <p>This is right. Now suggest for me names for these two classes of verbs. One might be called verbs with objects, the other verbs without objects.</p> <p>This also correct. But in grammar the authors have agreed to call such verbs by the names Transitive and Intransitive.</p>
<p><b>VI. A transitive verb is one which represents an act as passing from an agent or doer to some person or thing, the name of which is called the object of the verb.</b></p>	<p>If you were the teacher, what would you say should be the next step in our lesson? Our next step should be to get definitions for these two classes of verbs.</p> <p>Let us start then with the transitive verb. What did you say, briefly, was expressed by the verb? The verb expresses an action.</p> <p>With whom does the act originate? It originates with the person named by the subject.</p> <p>Where does the action terminate? It</p>

## MATTER

## METHOD

**VII. An intransitive verb is one that expresses**  
 (a) **An action not terminating upon some person or thing,**  
 (b) **A state or condition.**

terminates upon some person or thing, the name of which is called the object of the verb.

Combine all these statements into a definition of a transitive verb. A transitive verb is one which represents an act as passing from an agent or doer to some person or thing, the name of which is called the object of the verb.

Having got the definition of a transitive verb, the definition of intransitive verb becomes comparatively easy.

From our examination of intransitive verbs you would suggest how many parts to our definition? There should be two parts.

Suppose that intransitive verbs included only such verbs as "seems," "feels," "looks," as used in our sentences, give a definition. An Intransitive Verb is one that expresses a state or condition.

Let us again refer to our verbs "looked" and "rides." If these verbs represented all intransitive verbs, how would you define it? An Intransitive Verb is one that represents an action that does not terminate upon some person or thing.

Combine your two answers into one and let me hear what you get. An Intransitive Verb is one that expresses (a) a state or condition, (b) an action not terminating on some person or thing.

MATTER	METHOD
	<p style="text-align: center;"><b>B.B. Sketch</b></p> <p>(1) The action expressed by some verbs is terminated upon an object.</p> <p>(2) Some verbs express an action which is not terminated upon an object.</p> <p>(3) Some verbs enable us to express a state or condition without needing an object.</p> <p>(4) We have two classes of verbs, transitive and intransitive.</p> <p>(5) A transitive verb is one which represents an act as passing from an agent or doer to some person or thing, the name of which is called the object of the verb.</p> <p>(6) An intransitive verb is one that expresses</p> <p style="padding-left: 2em;">(a) An action not terminating upon some person or thing,</p> <p style="padding-left: 2em;">(b) A state or condition.</p>

## VIII. INTRODUCTORY LESSON ON INFLECTION.

TO JUNIOR THIRD CLASS :—

Preparatory Knowledge.—Class should be tolerably familiar with the division of words into parts of speech, so as to recognize a noun, verb, etc., at sight.

MATTER	METHOD
<p>I. Many words undergo changes in form.</p>	<p>To begin, let the teacher place on B.B. :— (1) John went to town ; (2) John's hat is torn ; (3) Give this to John. The teacher, pointing to a book on the table, Make me a statement regarding the book. The book is on the table. This is placed on B.B. and numbered 4. Placing several books on table make a statement now about the books. The books are on the table. This will be numbered 5, and these five may be regarded as group (a). Now pointing to sentence number 1, suppose I did not wish to use the boy's name, but you all knew whom I meant, how could it be written? We might write it, He went to town. This may be numbered (1) of a new group (b). Make a similar change, class, in sentences (2) and (3). His hat is torn. Give this to him. These sentences will be number (2) and (3) of group (b). If John goes to town, how will he possibly go? He may ride to town</p>

MATTER	METHOD
	<p>Make that assertion about John. John rides to town.</p> <p>If he had gone yesterday, how would you put it? John rode to town.</p> <p>The person expecting John's arrival in town to-day might express the fact how? John comes to-day.</p> <p>Make a similar assertion about John had he arrived yesterday. He came yesterday.</p> <p>These sentences would be numbered 1, 2, 3 and 4 of group (c).</p> <p>Not to become too tedious, we shall leave the teacher to secure as he pleases his remaining sentences, but for illustration we shall have to supply :—</p> <p>(d) 1—A large horse, 2—A larger horse, 3—The largest horse; 4—A dry day, 5—A drier day; 6—A happy family, 7—A happier family.</p> <p>(e) 1—He loved much, 2—John loved more; 3—Annie came soon, but May came sooner.</p> <p>Class, examine closely the sentences in group (a), and select for me those words which show a change in form. "John" is changed to "John's," and "book" to "books."</p> <p>The class will do the same thing with the other sentences on the board, and the teacher, as directed, will arrange the words in five lists, thus :</p>

**II. Nouns, verbs, pronouns, adjectives and adverbs undergo changes in form, while prepositions and conjunctions do not.**



MATTER	METHOD				
	1st List.	2nd List.	3rd List.	4th List.	5th List.
	John	he	rides	large	much
	John's	his	rode	larger	more
	book	him	came	dry	soon
	books		came	drier	sooner
				happy	
				happier	
	<p>What part of speech are words in 1st list? They are nouns.</p>				
	<p>In the 2nd list? They are pronouns.</p>				
	<p>In the 3rd? In the 4th? In the 5th?</p>				
	<p>What parts of speech show changes in form? Nouns, pronouns, verbs, adjectives, and adverbs show changes in form.</p>				
	<p>What parts of speech do you find not changing their form? There is no change for prepositions or conjunctions.</p>				
	<p>Select any prepositions you can find in the sentences, and try to use them so as to change their form. Give fair time to make the trial. Do same with conjunctions. Encourage the class to make the attempt to change, as their failure will impress the impossibility.</p>				
	<p>John, show me what you would do if I asked you to give me a book.</p>				
	<p>If I asked for three books. If I asked for six books. If I asked for several books.</p>				
	<p>How many objects are meant by the word "book"? One object is meant.</p>				
	<p>How many by the word "books"? Two objects or more are meant.</p>				

III. These changes depend upon—

(a) Differences of meaning.

MATTER	METHOD
<p>(b) Differences of use.</p>	<p>In what way do the two words differ? They differ in the number of objects. Do they mean the same? No. Since the words do not mean the same, how might we say they differ? They differ in meaning. Tell me what act is meant by the word "rides." The act of riding is meant. Then what is meant by "rode"? The act of riding is also meant. Do the two words mean the same thing? No. You said both meant the act of riding; how can you say "No"? The first means the act done now; while the second means the act done some time ago. That is all right. Then how do these two words differ? They differ in meaning, too. A similar method will be pursued with large, larger; dry, drier; happy, happier, happiest; much, more; soon, sooner.</p> <p>Class, compare "John" and "John's" in first group. Harry, touch the person meant by "John." Touch the person meant by "John's." How many persons meant by each form? Only one person is meant. What different persons are meant? Both mean the same person. Then surely, their meaning must be the same? It looks like it. Now, think again. What does the word "John's" do besides naming the</p>

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**METHOD**

**IV. This change in form which certain classes of words undergo to denote change in meaning or in use is called inflection.**

boy? It tells who owns or possesses the hat.

Since there is no difference in meaning between the two words, what would you say distinguishes them? They have different uses.

What are the different uses? "John" is used only to name the boy; while "John's" not only names the boy, but denotes possession as well.

"He," "his," and "him" will be easily disposed of, if "John" and "John's" are clearly understood.

In grammar, a special name is given to this change. It is called Inflection.

Now, in one word, tell me what Inflection is. It is a change.

A change in what? A change in the form of words.

Do all words have this change in form? No; only some classes.

For what purpose is the change made? It is sometimes made to show a change in meaning, and sometimes to show a change in use.

Then, each pupil will try to tell me what he thinks would be a good definition for Inflection. Give fair time. Offer every encouragement to backward pupils. Ask questions from the boy who appears unable to go any further. After majority are done have individual answers read, suggestions for improvement made, and finally this definition placed on the B.B.: Inflection is a change

MATTER	METHOD
	<p>in form which certain classes of words undergo to denote a change in meaning or in use.</p> <p style="text-align: center;"><b>B.B. Sketch</b></p> <p>(1) Many words undergo changes in form.</p> <p>(2) Nouns, pronouns, verbs, adjectives and adverbs are the parts of speech which change their forms, while prepositions and conjunctions do not.</p> <p>(3) These changes depend upon differences in meaning or in use.</p> <p>(4) In grammar this change is called <b>Inflection</b>.</p> <p>(5) <b>Inflection</b> is a change in form which certain parts of speech undergo to denote a change in meaning or in use.</p>

## IX. FIRST LESSON ON CASE.

### THIRD CLASS :—

Class should be familiar with Transitive Verb, Preposition, knowing the former requires an object, while the latter joins a Noun or Pronoun to some other word. The term subject should be well understood, and there should be certainty in selecting subjects, and in selecting the objects of Transitive Verbs.

MATTER	METHOD
<p><b>I In sentences words are related to one another, not thrown together at random.</b></p>	<p>The teacher performs some act, say strikes the desk. Some boy tell me what I did just now. You struck the desk. Make the same statement, using my name instead of the pronoun "you." Mr. Smith struck the desk.</p> <p>State the same fact, using the name of my calling or business instead of my personal name. The teacher struck the desk.</p> <p>If you wished to say very strongly that I struck the desk, if I showed signs of denying the act, let me hear you make the statement. You <i>did</i> strike the desk.</p> <p>Put on the B.B. say, "The teacher struck the desk," and "You did strike the desk."</p> <p>I suppose you will let me put these words together in any way, so long as I use the same words, and yet expect me to make the same statements. Some may object, some may agree. In either case let them try what effect a different arrangement of words would have. Compare "You did strike the desk," with</p>

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ii. Nouns have three chief relations when used in a sentence.

(a) The first of these relations is the subjective relation.

“Did you strike the desk?” “John struck James” with “James struck John.”

What conclusion can you give me about the putting of words together to express a fact in a sentence? The words must be put together in a certain order if we wish the sentence to express the fact intended.

This order which words are compelled to take in a sentence is called their relation to one another.

Give me some of the parts of speech which are frequently used in sentences. The noun, the verb, pronoun, etc.

Then in the study of relations of words, what will be some of the relations which we shall need to look into very closely? We shall need to examine the relation of nouns to other words, of verbs to other words, of pronouns to other words, etc.

For to-day we shall content ourselves with observing the relation of nouns to other words in the sentence.

We shall turn again to our sentence, “The teacher struck the desk.”

What is the act indicated by our verb? The act of striking is indicated.

Who does the striking? The teacher does the striking.

About whom is the assertion of striking made? It is made about the teacher.

Then “teacher” seems very closely related to what other word in the sen-

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(b) The second of these relations is the possessive relation.

(c) The third of these relations is the objective relation.

tence? It is very closely related to the verb "struck."

In what way is it related to "struck"? It is related to the verb "struck" as its subject.

Since "teacher" is related to "struck" as its subject, try to think out a good name to describe the relation of "teacher" to "struck." It might be called the subjective relation.

Teacher place on B.B. such a sentence as "John's hat is torn."

Look at the name "John's" and tell me with what word it seems most closely related. It is most closely related to "hat."

For what purpose is it related to "hat?" It is related to "hat" to show whose hat it is.

Then, if it shows whose hat we are speaking of, it must denote what? It denotes possession.

Think what name you can give me to denote possession. The best name would be possessive relation.

This accepted and we proceed to the next.

Teacher places on B.B. say the sentence, "James struck the desk."

I want you to tell me the verb of this sentence. The verb is "struck."

What kind of verb is "struck"? "Struck" is a transitive verb.

In our lesson on transitive and in-

**MATTER****METHOD**

**III. Briefly recapitulate our three relations.**

**IV. Case is the relation which nouns and pronouns bear to the other words in the sentence.**

transitive verbs, what did we learn that a transitive verb requires? Transitive verbs require an object.

In our sentence what is the object of our verb? "Desk" is the object of our verb.

Since "desk" is the object of "struck," give me a name to denote the relation existing between "struck" and "desk." "Desk" is in the objective relation to "struck."

We have shown how many different relations? We have shown three different relations.

We have shown these relations for what parts of speech? The relations were shown for nouns.

But what part of speech may take the place of a noun? The pronoun may take the place of a noun.

Then, for what parts of speech may our relations exist? They may exist for nouns and pronouns.

That is quite correct, so we may proceed to next step.

In grammar we have a special term to denote just this relation that nouns and pronouns bear to other words in a sentence. This term is called Case.

Now, I want each of you to prepare the best definition you can for Case.

But first tell me briefly for what word did we substitute Case just a moment ago? It was substituted for "relation,"



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Then, in one word, what is case? It is a relation.

For all parts of speech? No; only the relation of nouns and pronouns.

If these are related words, they must be related to something. To what are nouns and pronouns related? They are related to the other words in the sentence.

Put all these ideas together, and now write your definition of case. Case is the relation that nouns and pronouns bear to the other words with which they are connected in a sentence.

You told me before there were how many relations or cases for the noun and pronoun? Three.

Then how many names do we need for these relations or cases? There will be three names required for these relations or cases.

What names have we already used? We have used Subjective relation, Possessive relation, and Objective relation.

Re-name these relations, using the term case for relation. Subjective case, Possessive case, and Objective case.

The authors of our grammar have used two of the three names you have just given me. But for the first one they have chosen the name Nominative case, from a word which means the naming case, because what you have called the Subjective case is always the simple name form of the noun or pronoun.

**V. There are three cases, Nominative, Possessive, and Objective.**

MATTER	METHOD
<p><b>VI. The Nominative Case is that form which a noun or pronoun has when it is the subject of a verb.</b></p>	<p>We shall now have to consider a definition for each of our three cases, and we shall deal first with the Nominative Case.</p> <p>When you are told a noun or pronoun is the subject of a verb, you are sure it is in what case? It is in the nominative case.</p> <p>Now, grammar has to deal chiefly with the various forms and relations of words as used in the sentence. Tell me what forms we may get from the noun "John?" We may have the forms "John" and "John's."</p> <p>Which of these forms is used in the nominative case? "John" is the form used in the nominative case.</p> <p>Give me your own definition of the nominative case. The nominative case is that form which a noun or pronoun has when it is the subject of a verb.</p>
<p><b>VII. The Possessive Case is that form which a noun or pronoun has to denote ownership or possession.</b></p>	<p>Having defined nominative case correctly, I do not think you will find any trouble with possessive case. John, you give your idea of possessive case. Possessive case is that form which a noun or pronoun has to denote ownership or possession.</p>
<p><b>VIII. The Objective Case is that use which a noun or pronoun has when it is the object of a verb or of a preposition.</b></p>	<p>Make a statement using "John" for the subject. What is the form of the word? The form is "John."</p> <p>Make a statement using "John" as the object of a transitive verb. The form is still "John."</p>

## MATTER

## METHOD

Then can we say that the objective has a special form to distinguish it? No.

How can we distinguish the nominative from the objective case? We can distinguish them only by their difference in use.

What is the use of the nominative case? It is used as the subject of a verb.

What is the use of the objective case? It is the object of a verb.

You have the *idea* all right, so I shall give you what is commonly taken as a definition of the objective case.

The objective case is that use which a noun or pronoun has when it is used as the object of verb.

Place on B.B. "James struck John."

What is the case of John? It is in the objective case.

Why do you say so? Because it is the object of the verb "struck."

Suppose I do not wish to name John, how might I make the statement? "James struck him."

What part of speech is "him"? It is a pronoun.

What is its case? It is in the objective case, because the object of "struck."

What would be the nominative form for "him"? "He" would be the nominative form.

What would be the possessive form? "His" would be the possessive form.

Then, how many forms have we for

MATTER	METHOD
	<p>the pronoun "he"? We have three forms.</p> <p>And what is the objective form? "Him" is the objective form.</p> <p>"I gave the book to him." Place this on B.B.</p> <p>What is the case of "him"? It is objective.</p> <p>Of what transitive verb is it the object? It is not the object of any transitive verb.</p> <p>What word seems to be very closely related to "him"? "To" seems to be very closely related.</p> <p>"To" is what part of speech? "To" is a preposition.</p> <p>Then, what to your mind makes "him" take the objective form? The preposition seems to make it take the objective form.</p> <p>Try with several other prepositions and see what form always follows each. The pupils try "in," "over," "above," "at," "by," etc., and always find form "him" following.</p> <p>What part of speech seems to demand an objective case as well as the transitive verb? The preposition seems to demand the objective form.</p> <p>Assuming that you are right, now give a definition of the objective case, which will include what you gave before and this new idea. The objective case is that use which a noun or pronoun has when it is the object of a transitive verb or of a preposition.</p>

MATTER	METHOD
	<p>NOTE.—The exceptions and special uses of the several cases would not be touched upon with a third class or in a first lesson. For instance, the definition of objective case just given does not apply to the Personal Pronouns, the Demonstratives <i>he</i> and <i>she</i>, and the Relative and Interrogative <i>who</i>.</p> <p style="text-align: center;"><b>B. B. Sketch.</b></p> <p>(1) In sentences words are related to one another.</p> <p>(2) Nouns and pronouns have three leading relations when used in a sentence.</p> <p>(3) The names of these relations are the subjective relation, the possessive relation, and the objective relation.</p> <p>(4) In grammar these relations are known as the Nominative Case, the Possessive Case, and the Objective Case.</p> <p>(5) Case is the relation which nouns and pronouns bear to other words in the sentence.</p> <p>(6) Nominative Case is that form which a noun or pronoun has when it is the subject of a verb.</p> <p>(7) Possessive Case is that form which a noun or a pronoun has when it denotes ownership or possession.</p> <p>(8) Objective Case is that use which a noun or pronoun has when it is the object of a verb or of a preposition.</p>

## X. CLASSIFICATION OF PRONOUNS.

### JUNIOR FOURTH CLASS :—

Previous day class should have had review of definition of Pronoun, and have had considerable practice in the selection of Pronouns so as to be able to choose them at sight.

MATTER	METHOD
<p><b>I. Briefly recall yesterday's lesson on the pronoun to secure mental adjustment for the new lesson.</b></p>	<p>What was our lesson of yesterday, class? A review lesson on the pronoun. James, give your definition of a pronoun. What is the great duty of pronouns? To stand for nouns.</p> <p>Name some of the pronouns most frequently met with. "He," "she," "it," "this," "those," "any," "I," "you," "we," "who," "that," "which," "none," "few," etc.</p> <p>In what respect do all these pronouns agree? They all stand for nouns.</p>
<p><b>II. Some pronouns by their form distinguish the speaker and the person spoken to.</b></p>	<p>James, place your reader on my desk. James comes to the front and does so. Now, James, tell what you did. "I placed the book on your desk."</p> <p>Write this on B. B., and ask class who placed this book on my desk. James did.</p> <p>What word in the sentence stands for James? "I" does.</p> <p>Ask several scholars to do little acts for you, and require each one to make the statement of what he did, and we</p>

MATTER	METHOD
	<p>shall get a series of sentences on the B. B. something like this :</p> <p>I cleared the blackboard.</p> <p>I closed the door.</p> <p>I stood when you told me to.</p> <p>I gave James the pencil.</p> <p>In all of our sentences we find, what word used instead of the name of the person who did the act? We find "I."</p> <p>Selecting some boy or girl who did not give one of the examples on the B.B., you might ask if he or she would have used the same form in saying that James (one of the boys who gave a sentence which you placed on B.B.) had closed the door. Try several pupils in the same way, until the class as a whole are convinced that no other scholar would use the form which James gave after he had closed the door.</p> <p>Then who may use this word "I" to express the person who does the act named by the verb? The person speaking is the only one who may properly use "I" for his own name.</p> <p>Give me a word which means the person speaking. He is frequently spoken of as the speaker.</p> <p>Then the pronoun "I" has to stand for what particular name when it is used in a sentence? It is used for the name of the speaker.</p> <p>We shall leave this for a short time. James, place your book on the table. James does so. Now, James, tell me what you did? I placed the book on the table.</p>

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	<p>Harry, you turn towards James and tell him what he did. Harry turns and says, "You placed the book on the table."</p> <p>Place our new sentence on the B.B. By the way, class, what word has been used for the doer of the act? "You" is used for the name of the person.</p> <p>Harry, turn to me and tell me what James did? He placed the book on the table.</p> <p>Place this last sentence on the B.B. What word is used for the name of the doer of the act in our new sentence? "He" is used for the name of the doer of the act.</p> <p>But you told me a moment ago that "You" was used for the name of the doer; and now you tell me "he" is used for the name of the doer. "You" was used when Harry was speaking to James.</p> <p>Try to tell me of some other act done by James, using the word "you" for the name of the doer of the act. Class tries and fails.</p> <p>Then when may "you" be used? "You" may be used only when it stands for the name of the person spoken to.</p> <p>And what conclusion had we come to about the use of "you"? It was used only for the name of the speaker.</p> <p>This use of the pronoun to distinguish the speaker from the person spoken to should be noted on B.B.</p>



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**III. Some pronouns direct attention to the objects referred to by the nouns for which they stand.**

In this first lesson on general classification I should not refer to the various case and number forms of "I" and "you."

You take from your pocket some small object, and make some such remark as: This is very pretty. What will you give me for this? etc. Take care that you do not make any burlesque of the act.

Class, what word did I use to draw your attention to the thing which I hold in my hand? You used the word "this."

That is quite correct. Without any warning, and in your most impressive business manner, look intently into a distant part of the room, and say, "That won't do," and notice how all heads turn as you speak.

What did you turn your heads for? To see what you meant.

What part of my remark required that you turn around to find what the assertion meant? The word "that" is the part.

And how could you give a meaning to "that" when used thus in a sentence? By having our attention directed or turned to the object for the name of which "that" stands.

Then this seems a new feature that some pronouns possess, so we shall place it on the B. B. below the last statement we entered.

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IV. Some pronouns are used to make inquiries or in asking questions.

V. Some pronouns, besides standing for a noun, join a clause to another noun to describe or to limit the meaning of the noun.

## METHOD

"What did you want?" "Who goes there?" "Which is the better?" What kind of sentence would you say each of our three sentences is? Each is an interrogative sentence.

What is the interrogative word in each sentence? "What" is in the first; "Who" is in the second; and "Which" is in the third.

Tell me what part of speech you find each of these words. Each of these is a pronoun.

Then what is another duty which we find falls upon at least some pronouns? Some pronouns are used in the asking of questions.

We shall get this new fact down on the B. B. also.

Place on the B. B., "The man went to the city." "We met the man."

What did the man do? He went to the city.

What man went to the city? The one we met went to the city.

Combine our two sentences into one, making the second tell us what man went to the city. It may need a little encouragement and even assistance to get, "The man whom we met went to the city."

What is the act the speaker wishes to tell us particularly? The act of going is the one specially intended.

Who does the act of going? The man does.

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Then what is the subject of our verb "went." "Man is the subject of went."

What man went? The one we met.

Look closely at our sentence as written on the B.B., and read the precise words which tells the man who went. "Whom we met," tells us the particular man.

What name is applied to a group of words like "whom we met," which contains a subject and a predicate? Such a group is called a clause.

What is the use of this clause? It limits the meaning of the noun "man."

How is our clause joined to "man"? It is joined by means of "whom."

But "whom" is what part of speech? "Whom" is a pronoun.

Then, what double duty do we require from "whom" in our sentence? It stands instead of a noun and joins a clause to a noun.

Why is this clause joined to the noun? To limit the meaning of the noun.

Pursue a similar course with "that," "which," and "who."

Then it seems we have discovered a fourth group of pronouns; so before we forget the marks of this class we had better get them down; and we write below our last point, "Some pronouns, besides standing for a noun, join a clause to a noun to describe or to limit the meaning of the noun."

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<p><b>VI. Some pronouns are used without reference to any particular person or thing.</b></p>	<p>Now we are ready to deal with other troubles should there be any such. If you will follow me as I put these sentences on the B.B. we may be able to find still another class.</p> <p>Place on B.B.</p> <p>Some were late in arriving.  Many were absent.  Few are coming.  None was to blame.</p> <p>In these sentences select our pronouns. The pronouns are "some," "many," "few," "none."</p> <p>Can you, as in the first class we had, distinguish the speaker from the person spoken to? No.</p> <p>Do you specially wish to have a look at the persons or things referred to by the nouns? No.</p> <p>Can you place them in the next class? No, for they do not ask a question.</p> <p>Well, do they belong to our last class? No; for they do not join a clause to any other word.</p> <p>So, what conclusion are you forced to? This must be a class different from any of the others.</p> <p>I think I shall be forced to agree with you. Can you tell me what particular persons are referred to by "some" in the first of the sentences? It does not refer to any particular person.</p> <p>Look carefully at the other pronouns and see wherein they differ as pronouns from "some." None of them refers to any particular person.</p>

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## METHOD

**VII. These classes of pronouns are called Personal, Demonstrative, Interrogative, Relative and Indefinite.**

In the pronoun we have some few forms used always to denote the speaker, some few to denote the person spoken to, while some few others always denote the person spoken about. This distinction in pronouns is called Person, and we shall deal with it fully later. Now, can you give me a descriptive name for our first class of pronouns? They might be called Personal Pronouns.

This is exactly the name the makers of our grammars give to this class of pronoun. Now look at our second class.

What did you say their purpose was? To direct attention to the object for the name of which they stand.

That is true, and to this class the name Demonstrative is given.

How many names have we now got? Two, namely, Personal and Demonstrative.

Our third class introduces what kind of sentences? It introduces Interrogative sentences.

And what word in the Interrogative sentences we had seemed to be the chief word in the asking of the question? The pronoun did.

Then what name could you suggest for this class? Interrogative pronoun would seem to be a very appropriate name.

This is again the precise name our friends, the authors of the grammars, have given us. This should be encouragement for you to try the next class.

## MATTER

## METHOD

These I think you said had how many duties to fulfil? They had two duties.

What was one of these? To stand for a noun.

And what was the second? To join a clause to a preceding noun to limit or to describe the meaning of the noun.

This last part seems to be the duty of what part of speech? It seems the duty of the conjunction.

Hence give me the name you think would fairly do for this class. The name Conjunctive Pronoun would seem to be the best I can think of.

That is the name I would prefer myself, but in most of our grammars this class is called the Relative Pronoun. But before long I hope we shall have an author with courage enough to depart from the custom of the past and give this class its proper title, the Conjunctive Pronoun.

We have now reached our last class. To what particular persons or things do they refer? They do not refer to any particular persons or things.

Since they do not refer to any particular person or thing, give me the best name you can for the class.

If there be much hesitation do not waste time over the name—just give it. This class is called Indefinite.

Now that we have got names for our classes, what do you consider to be our next business? To get definitions for the several classes.

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**VIII. Personal Pronouns are those that by their form distinguish the speaker from the person spoken to.**

We cannot do better than begin with the personal pronouns.

What did you say was their special duty? To distinguish the person speaking from the person spoken to.

But how do they make this distinction? They make this distinction by using different words.

Now, each will do his best to write a definition. After fair time has been given several of the answers will be read orally for criticism and correction, after which the teacher will have an answer similar to the following to put on the B.B.:—Personal pronouns are those that by their form distinguish the speaker from the person spoken to.

**IX. Demonstrative Pronouns are those which direct attention to the objects for the names of which they stand.**

When we were speaking of the class demonstrative, what did you say we were inclined to do when we heard one of those pronouns mentioned? We were inclined to turn around so as to see the object.

That is true. In other words our attention was fixed upon the object.

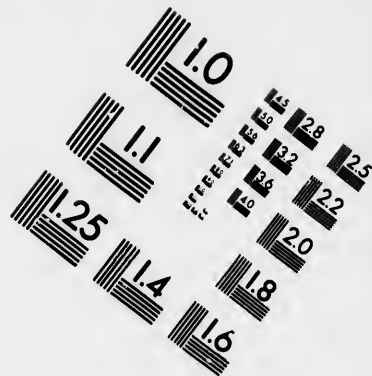
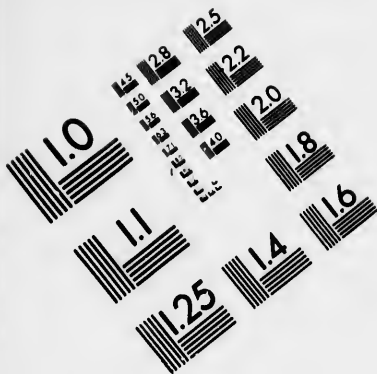
Keeping this fact in mind try to construct the best definition you are able of a demonstrative pronoun.

We might here take an illustration of how we sometimes help a class to a definition when the class has the *idea*, but cannot find words to express the idea.

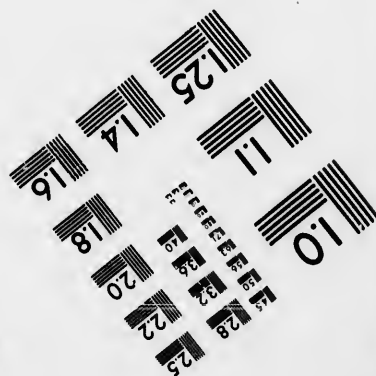
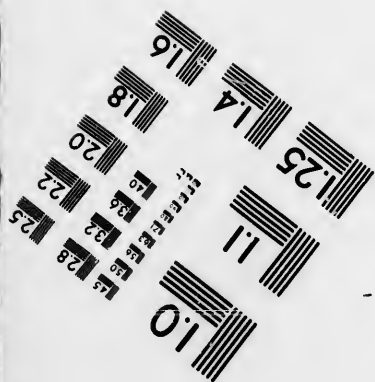
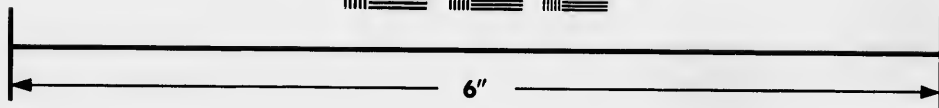
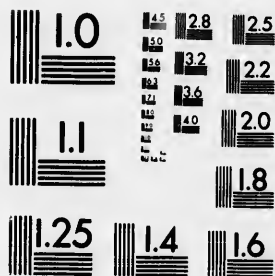
Suppose we have several pronouns as "this," "that," "him," etc., and the class seems incapable of getting even a start on the definition.







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**MATTER****METHOD**

Pointing to the words on the board, what, at least, can you tell me of these words? They are pronouns.

Start a definition getting that fact only. "A Demonstrative Pronoun is one"—here the pupil must stop, as he now requires to put in the limiting or defining ideas.

What do these pronouns do? They direct our attention.

Now put the two facts together. "A Demonstrative Pronoun is one that directs our attention."

To all things in general? No, to a special object.

Combine this idea with what you have given already. "A Demonstrative Pronoun is one that directs our attention to a particular object."

What object? The object they stand for.

I thought pronouns stood for nouns, but you tell me they stand for things. Which is right? They stand for nouns, not for things.

Now, tell me what object they direct attention to. They direct attention to the object for whose name they stand.

That is just about right. Let me hear what definition you can put together now. "A Demonstrative Pronoun is one that directs our attention to the object for whose name it stands."

You might then ask the class to consent to the removal of "our," leaving the definition more general; and also

## MATTER

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call attention to the fact that many accurate speakers and writers do not use "whose" to refer to anything but persons, and ask for something which might take the place. "Of which" will not be hard to get.

Now that we have secured the definition we want, it will go down in the B. B. Sketch under the definition of Demonstrative Pronoun.

This lesson has already drawn itself out to an abnormal length, and since the classification is complete, two classes have been defined, and a special difficulty in connection with one definition been disposed of, we shall not pursue the topic any further, but shall conclude with the

### B. B. Sketch.

(1) Some pronouns by their form distinguish the speaker and the person spoken to.

(2) Some pronouns direct attention to the objects referred to by the nouns for which they stand.

(3) Some pronouns are used to make inquiries or in asking questions.

(4) Some pronouns, besides standing for a noun, join a clause to another noun to describe or to limit the meaning of the noun.

(5) Some pronouns are used without reference to any particular person or thing.

(6) These classes of pronouns are called respectively Personal, Demonstrative, Interrogative, Relative, and Indefinite.

MATTER	METHOD
	<p>(7) <b>Personal Pronouns</b> are those that by their form distinguish the speaker from the person spoken to.</p> <p>(8) <b>Demonstrative Pronouns</b> are those which direct attention to the objects referred to by the nouns for which they stand.</p> <p>(9) <b>Interrogative Pronouns</b> are those used in making inquiries or in asking questions.</p> <p>(10) <b>A Relative Pronoun</b>, or, more properly, a <b>Conjunctive Pronoun</b>, is one that relates to a preceding noun called the antecedent, and joins to this noun a clause to describe or to limit its meaning.</p> <p>(11) <b>An Indefinite Pronoun</b> is one that does not refer to any particular person or thing.</p>

## XI. ACTIVE AND PASSIVE CONSTRUCTIONS.

### FOURTH CLASS :—

Class should be perfectly familiar with Transitive and Intransitive Verbs. The previous day's lesson should conclude with a review of the Transitive and Intransitive Verbs.

MATTER	METHOD
<p><b>1. Many constructions admit of the object receiving the action signified by the verb becoming the subject of a new sentence.</b></p>	<p>Teacher, has placed on B.B. before lesson begins :</p> <ol style="list-style-type: none"> <li>(1) James hit the ball.</li> <li>(2) The day grew colder.</li> <li>(3) He became a miser.</li> <li>(4) The boy found the purse.</li> <li>(5) We are happy.</li> <li>(6) They roused the wide, old wood.</li> <li>(7) It rained all day.</li> <li>(8) The mist rises from the river below.</li> <li>(9) The hound caught the stag by the lower pool.</li> <li>(10) A mournful sound came up the valley.</li> <li>(11) He seems a gentleman.</li> <li>(12) The men built the house of stone.</li> </ol> <p>After giving the class time to read over the sentences on the B.B., ask if any one can re-write the first sentence so as to make the ball the prominent idea. "The ball was hit by James," is given by some one.</p> <p>Allow time for criticism and confirmation ; then ask class to write in one group all the sentences which may be so expressed, in a second group the new</p>

MATTER	METHOD
<p><b>H. Only Transitive Verbs are capable of this change of construction.</b></p>	<p>form of the sentence, and in a third group write all the sentences which will not admit of such a change.</p> <p>When thus arranged the work should appear on the B.B. thus :—</p> <p>(a)</p> <p>James hit the ball. The boy found the purse. They roused the wide, old wood. The hound caught the stag by the lower pool. The men built the house of stone.</p> <p>(b)</p> <p>The ball was hit by James. The purse was found by the boy. The wide, old wood was roused by them. The stag was caught by the hound by the lower pool. The house was built of stone by the men.</p> <p>(c)</p> <p>The day grew colder. He became a miser. We are happy. It rained all day. The mist rises from the river below. A mournful sound came up the valley. He seems a gentleman.</p> <p>The class will once more closely examine the sentences in group (a), and then those in group (c), to see if any difference may be detected in the</p>

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nature of the verbs. If some member of the class does not see that all the verbs in group (a) are Transitive verbs, while those in group (c) are Intransitive, it will be something unusual. However, should the unexpected happen, you cannot do anything but inquire the class of verb in first sentence, after which the rest will take care of themselves.

Our attention will now be turned to the sentences in group (b). To what great class of verbs do those in (b) belong? You will generally be told that they are Intransitive.

Here we must inquire for the definition of a Transitive verb. James, you tell us what a Transitive verb is? A Transitive verb is one which represents an act as passing from an agent or doer to some thing, the name of which is the object of the verb.

In our first sentence in group (b) what is the act indicated by the verb? The act of hitting is signified.

By whom is the act performed? The act is performed by the boy, James.

Does the action remain with the doer? No; it passes on to the object, ball.

Then what kind of verb must we have? We must have a transitive verb.

But, what is the expression which indicates the act? The act is indicated by "was hit."

Then you will classify "was hit" as what kind of verb? "Was hit" is a transitive verb.



MATTER	METHOD
<p>III. Transitive Verbs have two constructions called the active and the passive constructions.</p>	<p>Similarly all the verbs in group (b) will be shown to be transitive verbs.</p> <p>The sentence, "James hit the ball," may be expressed in how many ways, then? The sentence may be expressed in two ways.</p> <p>In the form "James hit the ball," what, concerning the action, is indicated by the subject? The subject names the doer of the action.</p> <p>In the form "The ball was hit by James," what does the subject do? The subject names that to which the action is done.</p> <p>You have given me exactly the distinction between the two constructions. To these two constructions the names active and passive are given.</p>
<p>IV. The Active Construction is that sub-division of transitive verbs wherein the subject names the doer of the act indicated by the verb.</p>	<p>Turn to group (a), where all the verbs are of the active construction.</p> <p>These verbs are all of what kind? They are all transitive verbs.</p> <p>How do the subjects in group (a) differ from the subjects in group (b)? In group (a) the subjects name the doer of the action indicated by the verb.</p> <p>Then tell me what you would consider a good definition for the Active Construction. The Active Construction is that sub-division of the Transitive verb wherein the subject names the doer of the action indicated by the verb.</p>

## MATTER

**V. The Passive Construction is that sub-division of the Transitive verb wherein the subject names the object which receives the act indicated by the verb.**

## METHOD

Having defined the Active Construction, suppose you try what you can do with the Passive Construction. The Passive Construction is that sub-division of the Transitive verb wherein the subject names the object which receives the act indicated by the verb.

NOTES.—(a) Subsequent lessons would deal with the question, "Is voice an inflection or a classification of the verb?" Let the pupils decide this for themselves. Have them review their definition for Inflection, giving examples. Do the changes here correspond with the changes which indicate true inflection? When the class has done what can be expected of pupils you might give them confidence in their own conclusion by quoting from Abbott's "How to Parse," p. 320: "It has no pretensions to be called a 'Passive Voice,' and would not have been called so but for a desire to ape the terms of Latin grammar. The Latin passive voice has distinctive inflections, and deserves its name. The English 'Voice' is a mere imposture."

(b) The class should also arrive at some conclusion as to why only Transitive verbs have the two constructions.

(c) What are the advantages of possessing the double construction.

(d) There should be frequent drill to ensure quickness in changing from one construction to the other, also to secure certainty of recognition when the various forms are presented.

MATTER	METHOD
	<p>(e) In the active construction the doer of the action is given prominence, while in the passive construction the object which receives the act is made prominent.</p> <p style="text-align: center;"><b>B.B. Sketch.</b></p> <p>(1) Many constructions admit of the name of the object receiving the action signified by the verb becoming the subject of a new sentence.</p> <p>(2) Only Transitive Verbs are capable of this change of construction.</p> <p>(3) Transitive Verbs have two constructions, named the active and the passive constructions.</p> <p>(4) The Active Construction is that sub-division of transitive verbs wherein the subject names the doer of the act indicated by the verb.</p> <p>(5) The Passive Construction is that sub-division of transitive verbs wherein the subject names the object which receives the act indicated by the verb.</p>

## XII. MOOD.

### FOURTH BOOK CLASS :—

Class should be familiar with the nature of Inflection.

MATTER	METHOD
<p>I. Introduce the topic by a brief reference to Inflection, and to the inflections of other parts of speech previously studied.</p>	<p>Class, you are all aware that unless we keep bright brass and steel work constantly polished it speedily rusts or tarnishes. Similarly our school work rusts or tarnishes. Can you tell me how we can prevent so great a calamity occurring, in other words, how are we to keep our work polished? Constantly reviewing past work keeps it bright and fresh. That is true. Let us turn our attention to our old friend Inflection. What is Inflection? What parts of speech have you previously examined which show Inflection?</p> <p>To-day I shall ask you to consider the verb, to discover, if possible, whether it undergoes any such changes in form as would lead us to call the change an Inflection.</p>
<p>II. Verbs show changes in form to indicate the attitude of the speaker's mind towards the action or condition expressed by the verb.</p>	<p>Teacher may have in advance on the B.B. a series of sentences somewhat after the style of the following. It would be an advantage to have the sentences concealed by a curtain, which may be withdrawn when the sentences are needed :—</p> <p>(1) James strikes the desk.</p>

**MATTER****METHOD**

(2) If James strike the desk the teacher would be angry.

(3) Open the door, John.

(4) The horse threw his rider.

(5) If James study hard he will succeed.

(6) James studies hard to succeed.

(7) If the rain continue the river will overflow its banks.

(8) It continues to rain heavily.

(9) Bring in a pail of water.

(10) Stop trifling there.

(11) He slays his enemies without remorse.

(12) Though he slay me, yet will I trust in him.

Give class time to examine the list, then direct attention to sentences (1) and (2).

What is the act indicated by the verb in the first sentence? The act of striking is indicated.

What action is indicated by the verb "strikes" in the second sentence? The act of striking is indicated.

Who does the act in each case? James does the act.

How do the verb forms vary? The form is "strikes" in the first sentence, but "strike" in the second sentence.

And what is the difference in meaning between the acts indicated by the two verbs? There is no difference.

Then, if this be an inflection that we have, what must the variation in form indicate? It must indicate a difference in use.

## MATTER

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That seems all right. Then see if you can see any difference in use. The action indicated in the first sentence is going on; but in the second sentence we are not sure whether it will ever go on or not.

Any other way you could put this? In one case the action is sure, and in the other case the action is not sure.

Who is it that, in the first instance, regards the action as sure or not sure? The person who uttered the sentence.

Give me another name for the person who utters a speech. He may be called the speaker.

Then, again, who regards the action as sure or not sure? The speaker is the person.

Has the act of striking indicated in the second sentence actually occurred yet? No.

Then this act which is predicated must exist where? It must exist only in the mind of the speaker.

Then how did the mind of the speaker view the act of striking as indicated in the second sentence? The mind of the speaker regarded the act as not sure.

Give me a single word meaning "not sure." "Uncertain" would mean not sure.

Then how does the mind of the speaker regard the act of striking as indicated in the first sentence? The mind of the speaker regards the act as certain.

We have observed how many forms of the verb thus far? Two forms.

MATTER	METHOD
<p data-bbox="245 842 429 887"><b>III. This change is called "Mood."</b></p> <p data-bbox="245 1104 429 1202"><b>IV. There are three moods, the indicative, the Subjunctive, and the imperative.</b></p>	<p data-bbox="468 287 968 371">And why do these forms vary? To show whether the speaker's mind regards the act as certain or uncertain.</p> <p data-bbox="468 373 968 483">Class, find any other examples where the same difference in use is noticed. Give class time to make necessary observations and to report.</p> <p data-bbox="468 486 968 569">What sentences have you not reported as yet? The third, the ninth, and the tenth.</p> <p data-bbox="468 572 968 626">Have those acts been performed yet? No.</p> <p data-bbox="468 629 968 712">Can you regard them as certain? No. Is there any expression of uncertainty? No.</p> <p data-bbox="468 715 968 825">Then, keeping in view the mind of the speaker, what attitude of the speaker's mind do they express? They each express a command.</p> <p data-bbox="468 848 968 902">This change in the form of the verb is called Mood.</p> <p data-bbox="468 905 968 1003">What does this change show? It shows the attitude of the mind of the speaker towards the act expressed by the verb.</p> <p data-bbox="468 1006 968 1089">And what may this attitude be? It may be that of certainty, or uncertainty, or that of a command.</p> <p data-bbox="468 1113 968 1196">Then how many moods or attitudes of the speaker's mind do we have? We have three moods.</p> <p data-bbox="468 1199 968 1245">Then how many names do we require? We require three names.</p>

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You know I always like to let you people have a trial at giving me names. Give me the best names you can for these three moods. The mood of certainty, the mood of uncertainty, and the imperative mood.

Where did you ever get the name imperative mood? We had imperative sentences, and the name seems to apply to the mood of the verb just as well as to the sentence.

You are a regular grammatical Columbus. That is the strictly grammatical term used to name this mood.

Now for the other two. I shall just say that in the grammar the mood of certainty is called the indicative mood, while the mood of uncertainty is called the subjunctive mood.

The scholars are now in possession of the salient features of the three moods, and we leave the teacher to secure the necessary definitions.

NOTES.—(a) Section V. of the matter column is not strictly orthodox, as it should give the grammatical definitions, but we desire to economize the space.

(b) The infinitive is not touched here, being made the topic of a subsequent lesson.

(c) Future lessons will show that questions fall under the indicative mood, as the inversion of the words is made

**V. Definitions of the three moods will now be got from the class.**



MATTER	METHOD
	<p>only to enable the mind more readily to perceive the difference between the assertive and the interrogative forms.</p> <p>(d) Uses of the subjunctive mood will take up a whole lesson by itself.</p> <p>(e) The so-called potential mood will be shown not to be an inflection, the duties being performed by verb phrases.</p> <p>(f) Pupils should know why the subject of the verbs of the imperative mood is always suppressed.</p> <p>(g) Though we refer to condition and action, we have used only illustrations showing action, otherwise it would require almost twice the space.</p> <p style="text-align: center;"><b>B.B. Sketch</b></p> <p>(1) Verbs show changes in form to indicate the attitude of the speaker's mind towards the action or condition expressed by the verb.</p> <p>(2) This change is called Mood.</p> <p>(3) There are three moods, the Indicative, the Subjunctive, and the Imperative.</p> <p>(4) The Indicative mood is that form of the verb which indicates that the speaker regards the action or condition as certain.</p> <p>(5) The Subjunctive mood is that form of the verb which indicates that the speaker regards the action or condition as uncertain.</p> <p>(6) The Imperative mood is that form of the verb which the speaker uses to express a command or a request.</p>

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### XIII. TENSE.

#### FOURTH BOOK CLASS:—

Class should be familiar with the nature of Inflection, and the lesson on Mood should be still quite fresh.

MATTER	METHOD
<p><b>I. The verb undergoes changes in form to denote the time of the action indicated by the verb.</b></p>	<p>By the way, class, what was that inflection of the verb we have been discussing of late? We were discussing Mood.</p> <p>What is shown by the inflection called Mood? It shows the attitude of the speaker's mind towards the action expressed by the verb.</p> <p>That is all right. To-day we shall endeavor to find if there are any other changes in the form of the verb which depend on some other condition than the attitude of the speaker's mind.</p> <p>In the course of my teaching, class, I am required to write frequently on the B.B. Tell me what act I thus perform? You write on the B.B.</p> <p>But if it were letters for a law firm which I write frequently, how would you express the fact? You write letters.</p> <p>If I wish to tell you that the writing took place yesterday, how would it be stated? You wrote letters yesterday. You wrote on the B.B. yesterday.</p> <p>Place these four sentences on the B.B. in two separate lists.</p>

MATTER	METHOD
<p>II. There are three great divisions of time—the past, the present, the future.</p> <p>III. This change of form in the verb to indicate difference in time is called Tense.</p> <p>IV. By means of verb phrases further difference in time may be indicated.</p>	<p>What is the action expressed in all four sentences? The act of writing is expressed.</p> <p>What verb forms are used to denote the act? The forms "write" and "wrote" are used.</p> <p>What is the difference in the action expressed by these verbs? There is no difference.</p> <p>Then what does the difference in form indicate? It indicates a difference in the time of the actions.</p> <p>Then, do you regard this change of form an inflection? Yes.</p> <p>And the inflection is used for what purpose? To indicate a difference in time.</p> <p>Having reached this conclusion, what would you next care to inquire about? We might investigate how many divisions of time there are.</p> <p>All right. Go ahead. Give me any great divisions of time you may think of. There is past time; there is present time; and there is time yet to come, or future time.</p> <p>This change in the form of the verb to indicate a change in time is called Tense.</p> <p>Class, write your definition of Tense.</p> <p>To go back for a few minutes. If those letters are to be written to-morrow, state the fact. I shall write the letters to-morrow.</p>

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What is the action indicated in the sentence? The act of writing is indicated.

What words are used to express the act of writing in this last sentence? "Shall write" is used to express the action.

To what division of time is the act referred? It is referred to future time.

Can we call this change in the verb form an inflection? No! For the change in time is indicated by a verb phrase.

That is right. But many of our grammars treat these phrases as if they were true inflections, and at the various examinations questions are asked as though there were no doubt of their being inflections.

Turning to the B.B. the teacher begins to write, and as he writes he asks: What am I doing now? You are writing on the B.B.

If I made the statement myself what would I say? I am writing on the B.B.

When I make use of this form to express the fact of writing what can you tell me of the condition of the action? The action is going on. The action is not finished, etc.

To describe this fact in grammar we use the term "imperfect."

In what time did you say the act was imperfect? It is imperfect in present time.

V. By means of verb phrases differences of completeness or incompleteness may be indicated.

MATTER	METHOD
	<p>Then construct a name which will indicate the double fact—that the act is imperfect, and also that it takes place in present time. It might be called Present Imperfect.</p> <p>But if an act is imperfect in present time, in what other time may the same act be imperfect? It may be imperfect in past time. It may be imperfect in future time.</p> <p>Then give descriptive names for these two double facts. The forms might be called Past Imperfect and Future Imperfect.</p> <p>Make me statements about the writing of the letters to show me what you mean. "I was writing the letters," will show past imperfect action, while "I shall be writing the letters" illustrates future imperfect action.</p> <p>Further, when we speak of an action as being <i>imperfect</i>, what other possible condition is implied at the same time? It is implied that there may be perfect action.</p> <p>And the action may be perfect in what great divisions of time? The action may be perfect in past, present, or future time.</p> <p>Give three descriptive names to indicate these three verb forms. They would be called past perfect, present perfect, and future perfect.</p> <p>Give example to illustrate your meaning. I had written the letters. I have written the letters. I shall have written the letters.</p>

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Select your verb forms and name each. "Had written" is past perfect, "have written" is present perfect, while "shall have written" is future perfect.

Now, class, we need not necessarily refer to an act as either perfect or imperfect. We may make no reference to either completeness or incompleteness, in which case we say the verb form is *indefinite*.

Then a verb form may be indefinite in what great divisions of time? An act may be referred to indefinitely in past time, in present time, and in future time.

Thence construct descriptive names for the indefinite forms. They would be past indefinite, present indefinite, future indefinite.

Give illustrations for each form. "I wrote letters" would illustrate past indefinite, "I write letters" would illustrate present indefinite, while "I shall write letters" would serve to show the future indefinite.

Select your several verb forms and name each. "Wrote" is past indefinite, "write" is present indefinite, and "shall write" is future indefinite.

These nine forms and phrases constitute in English what Mason calls the nine "primary tenses."

Arrange on the B. B. a plan somewhat after the following:—

**VI. There are nine chief tense forms in English when we include the verb phrases just described.**

MATTER	METHOD
	Past ... { Indefinite ( <i>I</i> ) <i>wrote</i> .
	{ Imperfect ( <i>I</i> ) <i>was writing</i> .
	{ Perfect ( <i>I</i> ) <i>had written</i> .
	Present { Indefinite ( <i>I</i> ) <i>write</i> .
	{ Imperfect ( <i>I</i> ) <i>am writing</i> .
	{ Perfect ( <i>I</i> ) <i>have written</i> .
	Future { Indefinite ( <i>I</i> ) <i>shall write</i> .
	{ Imperfect ( <i>I</i> ) <i>shall be writing</i> .
	{ Perfect ( <i>I</i> ) <i>shall have written</i> .

VII. The definitions of the several tenses will be secured from the scholars.

With all our present information well in hand the teacher will not have much difficulty in securing definitions for the several tenses or tense substitutes. In case of difficulty in securing approved phraseology, the teacher would assist in, say, the first, and then give the pupils a good opportunity to complete the series. Thus :

The past indefinite tense is that form of the verb which refers an action to past time, but does not make any reference to the completeness or incompleteness of the action.

The past imperfect tense is that verb phrase form which refers an action to past time, and also indicates that the action is incomplete.

These will serve for illustration.

NOTES.—(a) The material herein contained will probably serve for two lessons.

(b) The three perfect progressive verb phrases would next be taken up.

## MATTER

## METHOD

(c) Then would follow the passive forms corresponding to the active forms we have given.

(d) The special uses of the present indefinite and past indefinite tenses would be taken up later with examples.

(e) The pupils should have abundance of practice in the tense forms.

**B. B. Sketch**

(1) The verb undergoes changes in form to denote the time of the action indicated by the verb.

(2) There are three great divisions of time—the past, the present, and the future.

(3) This change of form in the verb to indicate difference in time is called "Tense."

(4) By means of verb phrases further differences in time may be indicated.

(5) By means of verb phrases differences of completeness or incompleteness may be indicated.

(6) Including the verb phrases just referred to there are nine principal tense forms in English—Past Indefinite, Past Imperfect, Past Perfect; Present Indefinite, Present Imperfect, Present Perfect; Future Indefinite, Future Imperfect, Future Perfect.

(7) Definitions for these nine tenses should here follow, but for sake of space they are omitted.



#### XIV. INTRODUCTORY LESSON ON THE INFINITIVE MOOD.

TO SENIOR FOURTH CLASS:—

Previous knowledge: must be familiar with agreement of subject and predicate as regards number and person.

MATTER	METHOD
<p>1. Most verbs have their forms limited by the person of the subject.</p>	<p>Teacher, place on B.B. : I am coming, He am coming, and ask class to pronounce on the correctness or incorrectness of one or both. Why do you object to the second sentence? The verb must agree with the subject "he" in person. That will compel the verb to take what form? 'The verb must be "is," not "am." Deal similarly with "Thou am coming," "John am coming," "John art coming," etc. May the verb take any form we please regardless of the other words to which it is related? No. What related word or words seem to have the greatest influence in determining the form of the verb? The subject seems to have the greatest influence. In what respect does the subject control the verb in the sentences we have just examined? They control the verb in respect to person.</p>

MATTER	METHOD
<p>II. Most verbs have their forms limited by the number of the subject.</p>	<p>Teacher, place on the B.B.:</p> <p>John is coming, John and Harry is coming.</p> <p>What have you to say about the correctness of the first? It is correct. About the correctness of the second? It is not correct. What is the matter with the sentence? The verb should be plural to agree with the plural subject. Next, give sentences such as He is coming. Thou art coming. They is coming. You art coming.</p> <p>By questions have the class again tell that the form of the verb depends on the number of the subject. Then tell me what we have found that in many cases determines the form of the verb. The form of the verbs in the cases we have examined is determined by the number and person of their subjects.</p>
<p>III. There are verbs which do not have their forms affected by the number and person of a subject.</p>	<p>Place on B.B. John studies to improve. They study to improve. Name the verbs in the two sentences on the B.B. The verbs are studies, study and improve occurs twice. Why do we write "study" as "studies" in the first sentence? To agree with the subject John in person and number. Notice the form <i>improve</i>. Who improves as told in first sentence? John improves.</p>

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## MATTER

## METHOD

Who improves in the second sentence?  
They improve.

What effect have "John" and "They," though of different number, upon the form of the verb *improve*? They have no effect.

Teacher, place on B.B. the following:—  
Gluttons live to eat. The wise man eats to live. He is to come home to-morrow. They are to come home to-morrow.

Class, tell me why "live" is the verb form in the first sentence. Why "eats" is not "eat" in the second? Why have we "is" in the third sentence, but "are" in the second? Select all the remaining verb forms which show no change in form? Eat, live, come and come.

What are the subjects to limit the form of these words? They have no subjects. Then, so far as having their forms limited or unlimited by the subjects, we should have how many classes of verbs? We should have two classes.

Describe those classes. One class whose forms are determined by the number and person of their subjects; and another class whose form is not affected in any way by the number and person of a subject.

You are right. Then how many names do we need for our classes of verbs? We need two names.

Let us very briefly go back to the verbs of the first class.

**IV. Verbs whose forms depend on**

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**MATTER**

the number and person of their subjects are called Finite verbs.

V. An Infinitive is a verb whose form is not limited by the person and number of a subject.

**METHOD**

How did you say they differed from those of the second class? They differed from those of the second class by having their forms limited by the number and person of their subject. That is correct. In grammar such verbs are said to be Finite verbs.

Class, now each try to frame a definition of a Finite Verb.

Class tries. Answers of several pupils are read and pupils criticize. If necessary they are allowed a second trial, when an answer similar to the following will be placed by the teacher on the B. B. :—

A Finite Verb is one whose form is limited or determined by the person and number of its subject.

Now, if we call the class of verbs just dealt with Finite Verbs, give me a name for the other class. Such verbs would be called Infinitive Verbs.

You are very close to it. In grammar the authors have agreed to call all such Infinitives.

Now, as before, do your best at forming a definition of an Infinitive.

Time being given, individual pupils will read their answers as before for criticism and correction.

Teacher will then place on the B. B. a definition somewhat after the following: An Infinitive is a verb which names an action or state without having its form limited by the number and person of a subject.

MATTER	METHOD
	<p data-bbox="640 313 819 338" style="text-align: center;"><b>B.E. Sketch.</b></p> <p data-bbox="479 347 976 417">(1) Most verbs have their forms limited or determined by the number and person of their subjects.</p> <p data-bbox="479 417 976 465">(2) There are some verbs which do not have their forms so limited.</p> <p data-bbox="479 465 976 531">(3) Verbs of the first class are called Finite Verbs, while those of the second class are called Infinitives.</p> <p data-bbox="479 531 976 601">(4) A Finite Verb is one whose form is limited or determined by the number and person of its subject.</p> <p data-bbox="479 601 976 701">(5) An Infinitive is a verb which names an action or state, but whose form is not limited or determined by the number and person of a subject.</p>

## XV. THE USES OF THE INFINITIVE.

To SENIOR FOURTH CLASS :—

Previous knowledge : the class must know the infinitive sufficiently well to recognize it at sight ; also function of various parts of speech, and of phrases and clauses, as substitutes for parts of speech.

MATTER	METHOD
<p><b>1. The infinitive may be used as a noun. (a) The subject of a verb.</b></p>	<p>Place on B.B. To play is pleasant. Class, analyze this sentence. What did you say the subject of the sentence is? The subject is "to play." Right! How would you describe "to play?" It is an infinitive. Hence, give me one use, at least, for the infinitive. The infinitive may be used as the subject of a sentence. Class, give analysis of the following :          To walk is healthy.          To read is a profitable occupation.          To skate is a popular pastime.          What is the subject in each case?          Describe your subject. The subject of the first sentence is the infinitive "to walk," of the second, the infinitive "to read," and of the third, the infinitive "to skate."          From our past experience what would you say is the function of the subject of a sentence? Its function is to <i>name</i> that about which the assertion is made.          But, what part of speech deals with names? The noun deals with names.          Hence, the subject of a sentence must</p>

MATTER.	METHOD
<p>(b) The object of a Transitive Verb.</p>	<p>always have the value of what part of speech? It must have the value of a noun.</p> <p>What did you say was the subject of our sentence, "To play is pleasant"? We said the infinitive "to play" was the subject.</p> <p>Then the infinitive must be used with the value of what part of speech? It must be used with the value of a noun.</p> <p>Why do you say with the value of a noun? Because it is used as the subject of the sentence.</p> <p>Place on the B.B., I like to walk.</p> <p>What kind of verb is "like"? It is a transitive verb.</p> <p>How do transitive verbs have their sense completed? Their complement is called an object.</p> <p>But what is your idea of a transitive verb? It is one that expresses an action as done to something by the person or thing named by the subject.</p> <p>The <i>name</i> of that something to which the action is done would be what part of speech? It would be a noun.</p> <p>Hence, anything used as an object of a transitive verb must have the value of what part of speech? It must have the value of a noun.</p> <p>Then our infinitive, "to walk," must be used with the value of what part of speech? It is used as a noun.</p>

MATTER	METHOD
<p>(c) <b>The object of a Preposition.</b></p>	<p>Now tell me what is the function of "to walk," in our sentence. It is used objectively, the object of the verb "like."</p> <p>Hence, give me a second use for the infinitive. The infinitive may be used with the value of a noun to form the object of a transitive verb.</p> <p>Place on B.B., He was about to depart. There was nothing for him but to go.</p> <p>Class, closely observe the two sentences on the B.B. What part of speech is "about"? It is a preposition.</p> <p>What would you say for "but" in the second sentence? It is a preposition, too. But what have you learned as to the function of a preposition? It joins nouns or pronouns to other words to show their relation to these other words.</p> <p>Here we have what joined by our preposition "about?" We have the Infinitive "to depart." It is joined to what? It is joined to "was."</p> <p>But what did you say prepositions joined? They join nouns or pronouns to other words.</p> <p>Then whatever they join to other words must have the value of what part of speech? It must have the value of a noun.</p> <p>Teacher will deal with "but" and "to go" in a similar fashion.</p> <p>Then, class, from these two sentences give me a third use for the Infinitive. The Infinitive may be used with the value</p>



MATTER	METHOD
<p>(d) <b>The Complement of an Intransitive Verb.</b></p>	<p>of a noun, to form the object of a preposition.</p> <p>Teacher will place on the B.B. such a sentence as "To see is to believe."</p> <p>What is our verb? The verb is "is."</p> <p>What is its kind? It is intransitive.</p> <p>Is the sense complete or incomplete if we were to stop after "is"? It would be incomplete.</p> <p>Then what is used to complete the sense of our verb? The predicate is completed by the infinitive "to believe."</p> <p>What word has its meaning explained by "to believe"? "To see" is explained by "to believe."</p> <p>How is the explanation made?</p> <p>The class is most likely here to hesitate.</p> <p>Is the meaning explained by telling a quality of "to see"? There is no quality stated.</p> <p>Then, how is the explanation made? The explanation is made by telling the same thing by another name.</p> <p>Then if "to see" suggests one idea to your mind, what different idea is suggested by "to believe"? They mean the same thing.</p> <p>Here we have an expression in the predicate of the sentence which means exactly the same thing as the subject, in fact, merely describes the subject by giving it another name. Recall any of our previous work where we have had something very like this. The predicate noun</p>

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MATTER	METHOD
	<p>denoted the same person or thing as its subject and completed the sense of an Intransitive Verb.</p> <p>Do you find any essential difference from those duties in the matter of "to believe," which we are just considering? We do not see any difference.</p> <p>Then what would you say would be a fourth use of the Infinitive? The Infinitive may be used like a noun to describe the subject and at the same time complete the sense of an Intransitive Verb.</p> <p>What would be a shorter way of saying the same thing? The Infinitive may be used with the value of a Predicate Noun.</p> <p>It would be tedious to pursue the subject further. Suffice it to say that the method adopted above would be continued. Suggestive sentences are here given :</p> <p>He has a house to let. They brought water to drink. Your mistake is to be deplored (i. e., deplorable).</p> <p>I came to see you. I am sorry to hear this. He is slow to forgive. You were cruel to frighten her. He is likely to go.</p> <p>To tell the truth, I am tired of this. To make a long story short, nothing has been heard from him for ten years.</p>
<p>II. The Infinitive may be used with the value of an Adjective.</p>	
<p>III. The Infinitive may be used with the value of an Adverb.</p>	
<p>IV. The Infinitive has a use which we may describe as the Infinitive Absolute.</p>	

MATTER	METHOD
<p><b>V. The Infinitive is used as the complement of many Verbs.</b></p> <p>(a) <b>Auxiliary Verbs.</b></p> <p>(b) <b>After Verbs especially when these Verbs are followed by an Object which is the Logical Subject of the Infinitive.</b></p>	<p>I can go. I shall go. I may go. I saw him do it. I heard them speak. I bade him help you. I felt him yield.</p> <p>NOTE.—Let it be well understood that no teacher will attempt to use all this material in one lesson.</p> <p style="text-align: center;"><b>B.B. Sketch</b></p> <p>(1) <b>The Infinitive may be used as a Noun,</b></p> <p>(a) <b>The Subject of a Verb.</b> (b) <b>The Object of a Transitive Verb.</b> (c) <b>The Object of a Preposition.</b> (d) <b>The Complement of an Intransitive Verb.</b></p> <p>(2) <b>The Infinitive may be used with the value of an Adjective.</b></p> <p>(3) <b>The Infinitive may be used with the value of an Adverb.</b></p> <p>(4) <b>The Infinitive has a use which we may describe as the Infinitive Absolute.</b></p> <p>(5) <b>The Infinitive is used as the Complement of many Verbs.</b></p> <p>(a) <b>Auxiliary Verbs.</b> (b) <b>After Verbs, especially when these Verbs are followed by an Object which is the Logical Subject of the Infinitive.</b></p>

## XVI. THE FUNCTIONS OF THE ADJECTIVE.

### FOURTH CLASS:—

Class should be perfectly familiar with the Adjective as generally used, and with the necessity for complements for many Intransitive Verbs and with the Noun used appositively.

MATTER	METHOD
<p>1. Some Adjectives are closely connected with the Noun, whose meaning they modify; others are connected by means of a Verb, while still others are very loosely connected.</p>	<p>Teacher, place on B.B. (1) A weary man sits by the side of the road. (2) The man is weary. (3) The man, weary of life, yielded without a struggle.</p> <p>Referring to the first sentence, what was the condition of the man? He was weary.</p> <p>What word gives us this information? "Weary" does.</p> <p>What part of speech is "weary"? "Weary" is an adjective.</p> <p>Now, glancing at the second sentence, what is the condition of the man? He is weary.</p> <p>What gives us this information? "Weary" does.</p> <p>That is, you say, "weary" modifies the meaning of what word? It modifies the meaning of "man."</p> <p>But "man" is what part of speech? "Man" is a noun.</p> <p>Then, what part of speech must "weary" be? "Weary" must be an adjective.</p>

MATTER	METHOD
	<p>What word is used to bring "weary" into connection with the word "man"? The verb "is" is used.</p> <p>Now, let us look at the third sentence. What kind of man have we here? He is a weary man.</p> <p>Then, what part of speech must "weary" be? It must be an adjective.</p> <p>And why do you say an adjective? Because it tells us the condition of the man.</p> <p>But what word is necessary to bring it into connection with "man"? There is no word.</p> <p>Then, this case somewhat resembles what previous one? It resembles our first sentence.</p> <p>But how does it differ from our first sentence? The connection between "weary" and "man" is much looser in the third than in the first.</p> <p>How could you describe the relation between "man" and "weary" in the first sentence? It is closely related to "man".</p> <p>How could you describe the relation between "weary" and "man" in the third sentence? It is loosely related to "man."</p> <p>Then, in how many ways may an adjective be related to a noun? It may be related to a noun in three ways, namely, closely related, loosely related, and related by means of a verb.</p>

## MATTER

**II. When an Adjective is closely related to a Noun, the Adjective is said to be used attributively.**

**III. When a n Adjective is loosely related to a Noun the Adjective is said to be used appositively.**

## METHOD

Which is the most common relation? The first is the most common relation.

That is correct; when the adjective is closely related to the noun it is said to be used attributively.

When is an adjective said to be used attributively? The adjective is said to be used attributively when it is closely connected with the noun.

How did you say the adjective "weary" was related to the noun "man" in the third sentence? We said it was loosely related.

When we described one noun by means of another noun and the relation was very loose, what name was given to the relation of the second noun? It was said to be in apposition with the first noun.

And how was the second noun said to be used? It was said to be used appositively.

Hence, can you give me what you consider an appropriate name to describe the relation of the adjective "weary" to the noun "man" in the third sentence? The adjective might be said to be used appositively.

Accepting your answer as right, what would you say would be a fair explanation of an adjective used appositively? An adjective is said to be used appositively when the adjective is loosely related to the noun.

**MATTER**

**IV. An Adjective is said to be used predicatively when it is related to a Noun by means of a Verb and completes the idea signified by the Verb.**

**METHOD**

In our second sentence how did you say "weary" is related to "man"? It is related through the verb "is."

What is the thought asserted about the man? "That he is weary" is asserted.

Then what is the double duty of weary? It describes the condition of the man, and forms part of the predicate.

Give a descriptive name for such a use of the adjective. It might be said to be used predicatively.

Then give your explanation of an adjective used predicatively. See B.B. Sketch below.

**B.B. Sketch.**

1. Some adjectives are closely connected with the noun whose meaning they modify; others are connected by means of a verb, while still others are very loosely connected.
2. When an adjective is closely related to the noun, the adjective is said to be used attributively.
3. When an adjective is loosely related to a noun, the adjective is said to be used appositively.
4. An adjective is said to be used predicatively when it is related to a noun by means of a verb and completes the idea signified by the verb.

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