

**A SYSTEMATIC COURSE OF  
EXERCISES AND QUESTIONS IN  
ENGLISH GRAMMAR: FOR USE IN  
PUBLIC SCHOOLS, HIGH SCHOOLS  
AND COLLEGIATE INSTITUTES**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649111848

A systematic course of exercises and questions in English grammar: for use in public schools, high schools and collegiate institutes by M. F. Libby

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Cover @ 2017

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FOR USE IN PUBLIC SCHOOLS, HIGH SCHOOLS, AND  
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BY

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TORONTO

THE COPP, CLARK COMPANY, LIMITED

1891

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## PREFACE.

The principal objects aimed at in the following papers are:—

1. To arouse interest in the history of the mother-tongue.

2. To use the facts of language as the phenomena of a science and to make the study of that science a logical training in (*a*) observing, (*b*) classifying, (*c*) defining, (*d*) generalizing.

3. To promote a familiarity with the rules of sentence-building, such as will tend to a pure and clear use of English.

4. To promote that clear knowledge of grammatical terms and their uses which is essential to a successful pursuit of other languages.

It is believed that on these four grounds Grammar is firmly established as an essential part of the mental equipment of an educated man.

The more immediate causes of the preparation of these questions are:—(1) To prevent unnecessary loss of time in showing pupils the nature of their work: (2) To dispel the vagueness that attaches to assigning part of a text-book to be read as a lesson: (3) To help those students who read for certificates without the assistance of teachers. (4) To assist young teachers to a clear comprehension of what is possible and of what is desirable in teaching the subject of Grammar, and (5) above all to

make a move in the direction of winning for our educational system a method of Grammar teaching which shall be scientific and truly English instead of mediæval and classical or synthetic.

While realizing the impossibility of logical exactness in grammatical classifications and definitions, and the necessity of retaining our cumbersome and inconsistent terminology, the present work would urge the great desirability of keeping as near as possible to the line of scientific precision in nomenclature and of defining and classifying in the light of the following simple and well-recognized rules of logic:—

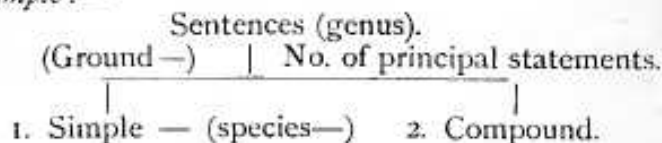
### CLASSIFICATION.

*a.* A classification should have one clear ground for the division of the larger groups into the smaller groups.

*b.* The sum of the smaller groups (species) should exactly equal the original group (genus).

*c.* The species should not overlap.

*Example:—*



### DEFINITION.

1. A definition must state the genus and the difference of a species:

<i>Example—</i> Species	—	Genus	+	Difference.
A dwelling	—	a house		to live in.



Here *dwelling* is the species defined, *house* is the genus of which *dwelling* is a species and *to live in* is the *difference* between the species *dwelling* and other *species* of *house*.

2. The definition should not be obscure, ambiguous or figurative.

3. The name of the species should not be used in defining itself.

4. The definition must denote the species, the whole species and nothing but the species.

A careful drill in defining will be of use in every department of school work; the power of classifying and defining is perhaps the greatest desideratum of scientific subjects and yet it is not taught directly in any subject.

It is the hope of the present writer that within a few years Grammar will be felt to be a great help in the study of our language and literature and at the same time as useful an educator of the more solid faculties of the mind as any other subject. Meanwhile we should feel deeply the debt of gratitude we owe to recent writers who have done so much to cut loose from the methods of the synthetic grammars and to make this great study less ludicrous than formerly.

It is impossible to treat English Grammar inductively in the full sense of the word, especially in chapters on the parts of speech; but no doubt the day is not immeasurably distant when that worn out classification will be forgotten and words will be classified according to their place in the English sentence.

The following tests have been kept constantly in view to prevent useless questions:—

1. Is this question of any educative value ?
2. Is this question such as a sound scholar of English should be able to answer ?
3. Is this question such as will lead on to the attainment of any of the great objects of the study ?
4. Is this a question that should be asked of a student who has not yet matriculated ?

Would it not be well if all our examiners had these and similar questions constantly before them in the preparation of their question papers ?

The copious extracts from " authors not specified " are intended to be used by the teacher (or student) for many grammatical purposes not directly indicated: for example the study of grammatical relations may be carried on in connection with any extract in the book.

The student is strongly advised not to study grammar in the abstract, but to look constantly at the language and to *use no technical terms without having examples of them in mind*. The teacher is advised to ask the pupils for examples to back up his abstract statements, and to keep asking for examples both in season and out of season. No other method gives good results in this most technical of subjects.

I have to thank many of my colleagues for assistance and suggestions. While some of the most advanced of our English masters have urged the abolition of technicalities, the teachers of the classics have urged the necessity of teaching English Grammar technically as a foundation for the study of Latin and Greek.

If this hand-book appears to make much of the

technicalities of tense and other verb-forms it is largely because it has seemed to me that as long as our curriculum includes Latin Grammar and Greek Grammar the English teacher should not fail to do what he can, without undue waste of time and effort, to assist the teacher of the classics in his work. The same line of argument must be used with those who would sweep away the classification of "parts of speech."

As soon as it becomes clear that a profitable study of the classics in this country is not feasible, it will become a great waste to teach Grammar in its present form. If English Grammar were taught with an eye single to the progress of English-speaking pupils in their mother-tongue the present text-books would be considered by all what they are now considered by many, very ill-adapted to their purpose.

In the meantime the present course of questions is intended to answer the constantly recurring enquiry "What shall I study in English Grammar?"

Special thanks are due to Mr. Carruthers "of ours" for advice which his intimate knowledge of the classical and English grammars enables him to give; to Mr. Huston of the Woodstock Baptist College for reading proofs and making suggestions regarding terminology; to Mr. Houston, Librarian of the Legislative Assembly for insisting upon plenty of "actual literature" upon which to base questions; and to many who have helped me greatly by asking for help and thus emphasizing the difficulties.

The study of English grammar is in a transition period and the New Grammar is yet to be written, but let no scholar on that account fancy for a moment that