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Box 14, Folder 02 - "Grammar Development as part of Language for Young Children" (E.M.S.)

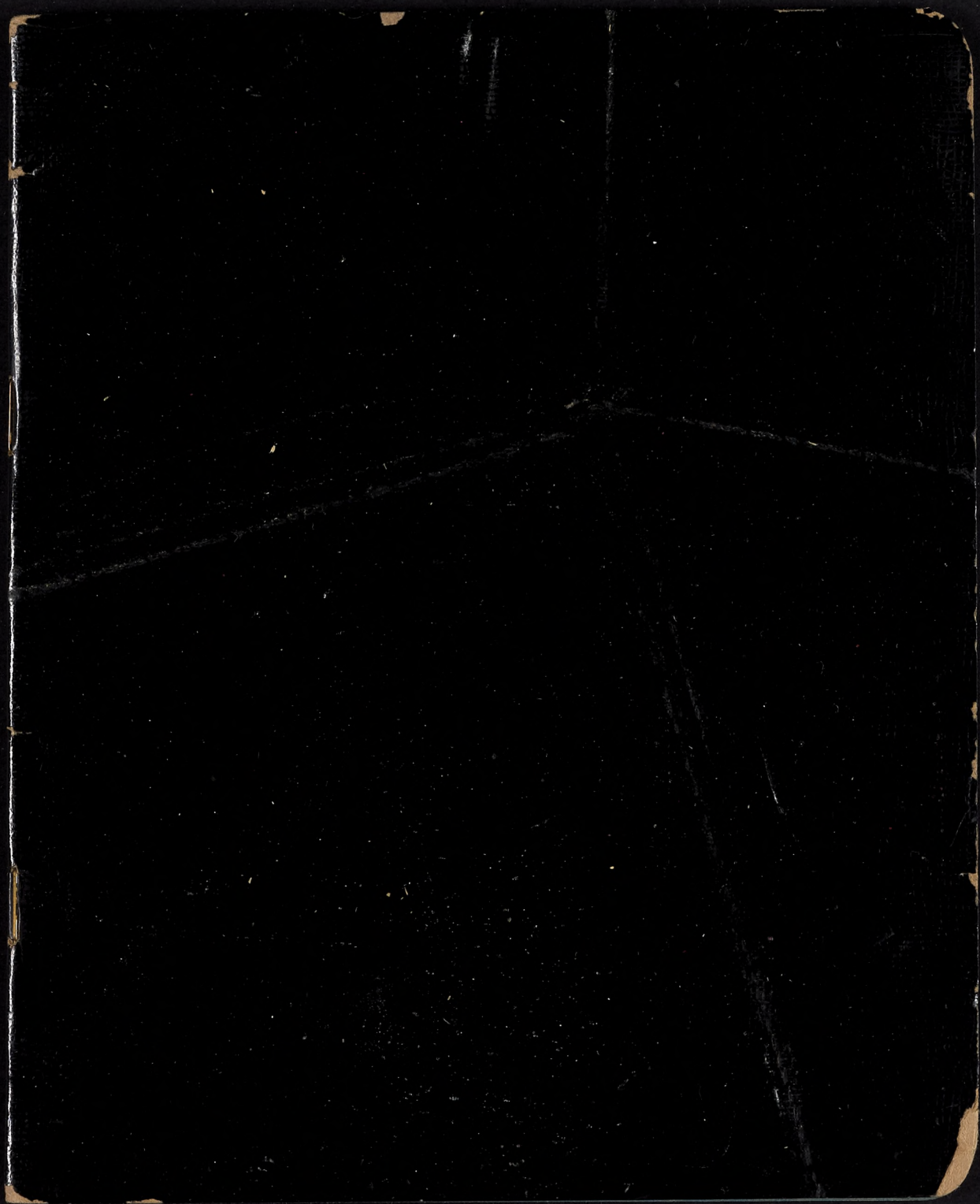
Edwin Mortimer Standing

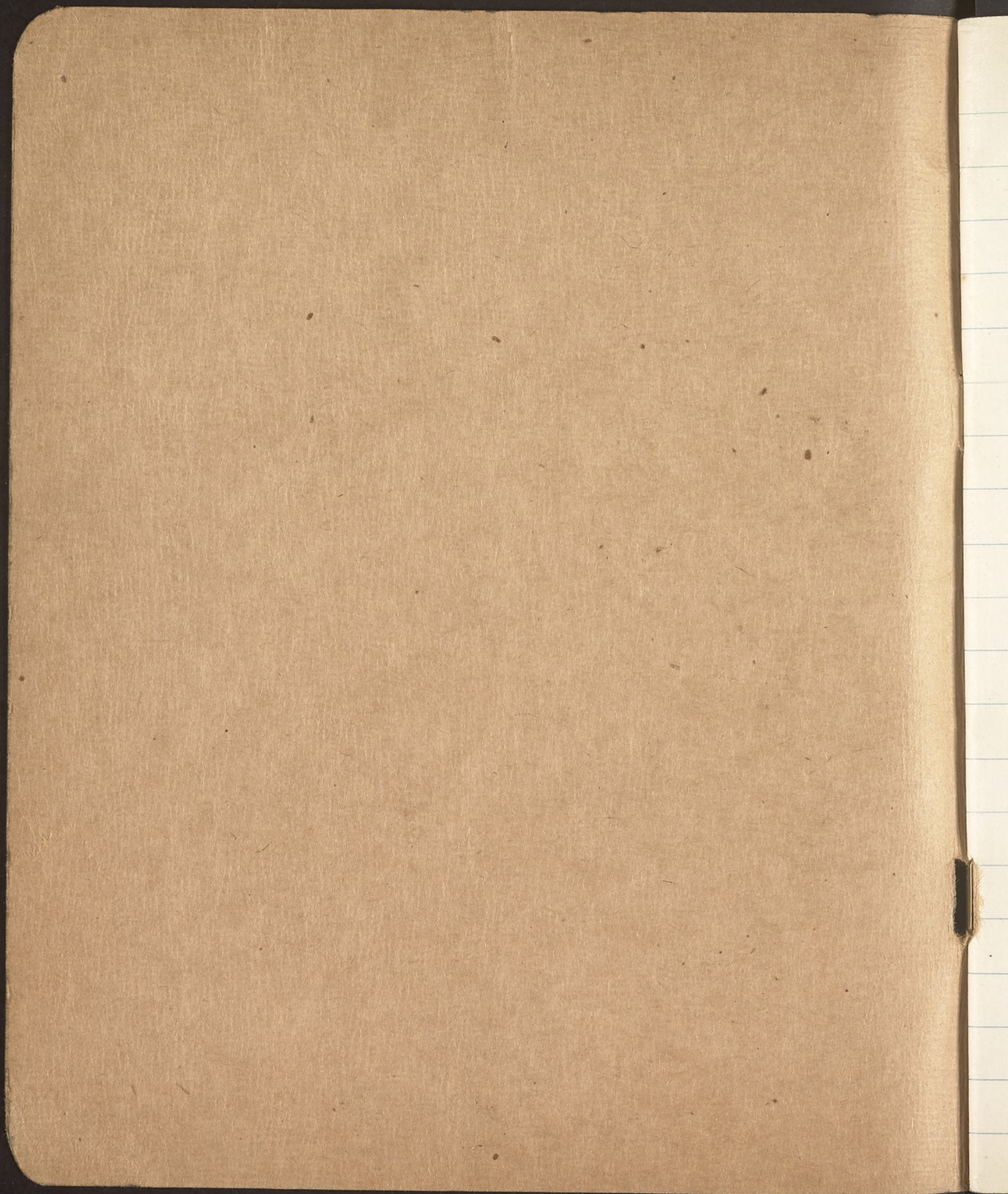
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Grammar also

The great principle in teaching the elements of Grammar to small children is that they should be made to live it. That is to say as far as possible they experience it before they define it. Should come before definition; that definition should be the consummation of an active process.

To use to this very principle it will be easier with to plunge straight into abstractions into concrete examples & the principle will become evident.

Suppose you are taking Parke's Speech. Say Nouns - Verbs: It is better to ^{take} have them both together as you will see. You can of course begin by the dogmatic statement that a Noun is the name of a Person or thing, or a Verb is a word wh. expresses Being & Doing; but this

following is a more excellent way.

First of all you cut up some blank paper into little slips about the size of a train ticket visiting card, about twice as many as there are children in the class. You divide these into two piles. In one each of the slips in one pile you write the name of some object in the room - chair, desk, cup board, chalk, floor, book etc taking care that they are all objects within the child's reach. In the other pile you write a verb - such as jump, walk, run, hop, smile, sit, bend, write etc taking care that it is each represents some action that is easily accomplished. (This better of course to do this before the class begins, but in any case it does not take long & if you haven't done it before coming in you

can put them on to writing a story or reproducing a story, while you sit nearby.)

Thus done you give each of the children one slip of paper (telling it not to let the others see. (This is an excitement in itself :) In giving out ^{slips} to papers you take care to give distribute about an equal number of nouns & verbs, not in regular alternation, but irregularly here & there.

Then you go back to your place and the fun begins. "Now", you say, "you've each got a slip of paper with a word written on. They all look just alike; but as a matter of fact ~~they all belong~~ to ~~one of two kinds~~ or families, each belongs to one or other of two different groups or families or kinds or as we say Parts of Speech. Now we've got

to find out what these groups are, or
what to do, and what ^{group} your particular
card belongs to. Now I shall call
you each separately: you must come up
to me & show me your card & then you
must do what you think best - either put
your card on the thing it describes or
act it. ~~Then you call them up one &~~
~~the others must guess the word.~~ ~~Then~~
what the word is. It

Then you call them up one by one.
First shall we say Jack. Jack comes up,
greatly excited, & shows you his card which
he has been carefully guarded. It has the
word chair on it. Thereupon with
great solemnity he goes & places the paper
on a chair. "Now what the word?" etc.
The answer comes "Chair". Good. Jack
sits down. Jimmy next with the word
~~write~~ "book". So he places the paper on

to look. My guess back. Next
is Patrick who upon whose slip
is the word "run" He shows it to you
again say "All right so ahead" — but
he can't put it on anything. He stands puzzled
he has probably forgotten what you said
about acting it if you could put it on.

"Shurry up Pat, why don't you
put it on." "Pat is Puzzled. "I can't."
"Why not? isn't there one in the room?" —

He stands resolute. "Well what did I say
if you can't put it on anything ~~do~~
act it. Can you act it?" He light
downs. He looks enquiring — as a dog
waiting for you to throw a stick for him
to fetch. "All right do it!" — And away
he goes running — with great delight.

He (To the others) Well what's the now?
Answer "Run". All right Pat you
can set down. ~~do~~ You And so it.

gues on through the class. Each brings up
his paper - acts the word if a verb, or
puts it down on the object in question
if a noun.

If you like you can when each has
finished you can make the verbs go
+ stand at one side of the room and the
nouns at the other.

~~Before the end of the lesson he will be~~
a very dull child if ~~it has not come~~
~~into their heads not arisen by the time~~

~~they have all had~~ - by the time they have all
had a lesson - ^{these} ~~certain~~ distinctions have
not arisen spontaneously in his mind.

- 1). There are two sorts of words. One
sort makes you go about a
label or name on a thing like
a label.
- 2) That the sort makes you do
something.

All ~~to~~ you have to do is to say
the kind of words which make you put
a name on something are nouns.

(A noun means a name). & the words
which make you do things are verbs.

(You needn't begin at first with
abstract nouns or verbs of being).

"Now would you like some more?"

"Yes" they all answer.

So you give out some more seeing
to it that those that had verbs get nouns
& vice versa. Then you can repeat
the process (if ~~two~~ time: if not
taking only some of the children - those
least likely to have grasped the distinction
clearly.

Perhaps that would be enough
for one lesson. - but we will go
on to the next stage which could be
done then or later as the case may be.

You give out some blank sheets of paper. Now I want each of you to write on one sheet a Noun or another Verb. The verb must be something you are prepared to act. & the noun something in the room that you can at least see. Even if you can't reach.

So now we begin actually to classify words. It does not matter if a lot of you choose the same words, nor is it necessary to go all round to class. Letting the game then examples.

As soon as you have done half a dozen or so, you can stop & say. "Now I am going to write some sentences on the board. I want you to copy them down very carefully, & then when you have written a sentence I want you to underline all the nouns or name words in blue pencil, & all

The same verbs in red. caxon. (~~or if~~
- (If you haven't got crayons you
can do it in pencil & ink or ~~or~~
single or double lining - or like this
for verbs ~~in red~~ and this for nouns -

But it is well worth getting a certain
number of coloured crayons for
Grammars: they often come in useful
- and of course they are invaluable ~~in~~
can be used for Geography & making
designs also).

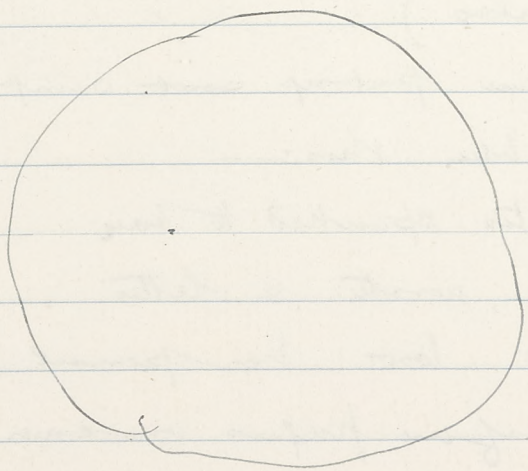
So then you put up ~~sent~~ simple
sentences like this: -

The master spanked the boy.

The boy wrote a letter.

The girl lost her pencil & so on

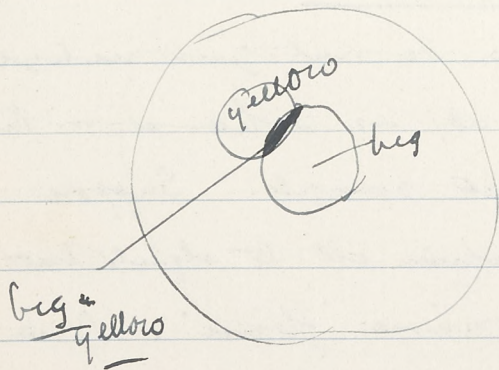
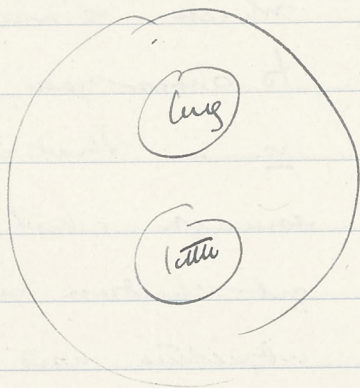
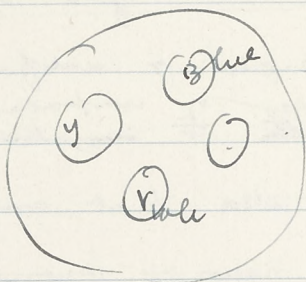
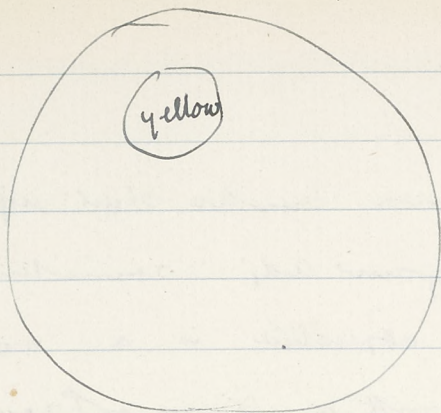
Or if one prefers one can
make columns with Noun +
Verb. at the head & copy just the
rest of the sentence but simply the nouns
& verbs down in the appropriate columns



Adjectives

Some Grammar books start off with a definition of an Adj. something like this. An adjective is a word which is used with a Noun or Pronoun to show you what kind of a thing it is. That is all right & useful enough, but it is ^{also v. important to} ~~better to say that~~ get children used to the idea that an adjective used with a noun or pronoun to limit its application.

Some teachers do not quite realize the function of an adj. as looked at in this way; but it is quite simple. Suppose the boy asks to include all the objects that come under the name 'flower'. Now a certain proportion of ~~these~~ some flowers are yellow flowers - therefore the adjective yellow limits the



application of the word flower to a smaller number, as in Diag 2.

Similarly the other colours limit the application of the noun colour, as in Fig 3.

Then again flowers can be big or little; these again limit the application of the noun. Some flowers are big yellow flowers — which is a further limitation which can be shown by the intersection of the two circles, or rather by the part common to both the circles.

All adjectives therefore limit the application of a noun noun, & the greater the number of adjectives the more definite the limitation. This is an important principle for the teacher to realize, & these diagrams help to bring home the idea. Also for the child, but these diagrams

though useful later on, are not
the best way to bring a home to the
children at first. A letter

A letter may is as follows - ^{it need} not
of course ^{be} exactly the same, but
on the same lines.

A letter may is as follows.

Take some pieces of coloured
Chalk - ^{say} white, red, green, ^{brown,} ~~blue~~
^{white,} and put them on a table or desk
where all the class can see. Now
a small tray on a desk or table
where all the children can see. & stand
yourself a little away from it.
Then ask for a volunteer ~~to carry or~~
~~to fall down.~~ Jimmy. Jimmy stands
out. "Now Jimmy I shall be much
obliged if you will bring me
to chalk on that desk." The
Chances are that he will bring the

whale trap. If he takes one piece
only - ~~of the~~ - you can see. "No
Tunny I did not want say the red
chalk I saw the Chalk. In which
case he will soon rectify his mistakes.

"All right Tunny you can sit
down" & ~~you take another~~ you call out
another child. "Now Violet come here
I want you to fetch the chalk for
me, but ~~for~~ but ~~that~~ with be something
special about your fetching, & it
is written on this piece of paper, which
you can read but not the others. They
must watch carefully & guess. Now
look at this & then go & get what it
says. I have here a slip of paper
with word red on it. At once
she goes off & gets the red chalk
& brings it to me. "Now have
you guessed - ?" "Yes, yes" - "Well don't

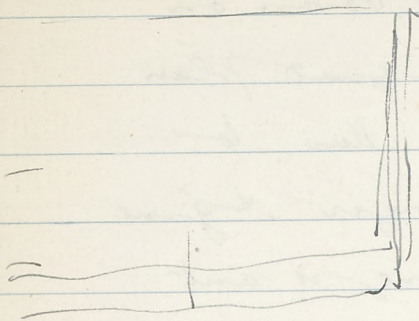
shant it out - write it down on
a piece of paper. [It is a good plan
sometimes for them too do this to
keep to secret a bit longer, & give
to others a chance of working it out
for themselves ~~at the~~ second or third
example?]

Thank you Violet you are set
down - Now another. (There will be a
flood of hands "me! me!" -).

Then you repeat the ceremony with
another child & another slip - with
another colour on it. - & so on through
all the colours.

"Now, what was on the first slip?"
~~Red~~ "The mill thunder and Red, & the
second? "Blue" & so on.

Now what do the little slips tell you?
You can easily now check the statement
that these words are used to tell you



what kind of chalk is wanted — not
just chalk all to chalk. — but to
red chalk, the blue chalk & so
on. Thus you can point out
that these are limiting words, they do
not apply to all but only to some.

Now on another ^{desk} table you can
have a similar a tray with ² pencils
on it some long & some short.

"Now bring me ^{the long pencil} — you can whisper
the adjective if you like instead of
writing it on the slip so that the
others don't hear. & the child goes
& fetches the long one. & so on the
short one & so on.

So one can arrange another
set of objects — square, circular, ^{many kinds} triangles,
light, heavy, ^{various} & so on. ; always
showing that the adjectives limits
the application of the noun. Without

The adjective you would have to bring
them all; knowing the adjective you
can limit the application of the
Noun.

So ~~too~~ you can show ~~act~~
dramatic numeral adjectives. You
can have a ~~set of~~ ~~men~~ ~~draw~~
^{or halma men}
set of draughtsmen — all the
same calam. "Now bring me
3 draughtsmen", "Now bring me
10." "Now bring me all the
draughtsmen. "Now bring me
no draughtsmen etc".

Similarly with Demonstrative
adjectives. Place two ^{rulers} ~~oranges~~ or
one near. & one further away.
"Bring me the ruler." either will do.
Now bring me this ruler, &
now that ruler.

Several Adjectives to one noun

You can now arrange a tray with long & short pieces of chalk of different colours.

"Now bring me the red chalk." The child ~~can~~ ^{will} bring both ^{long} & short ^{pieces} from ^{amongst} ^{the} ^{tray}.

Now bring me the long, red chalk; & this again limits it still further.

So you can say "Bring me 6 sex, black counters." or 3 three white counters."

~~To~~ Now adjectives - by their very nature - cannot exist as it were by themselves (if you try to do this to them they turn into abstract nouns). And it is very important a child should realize ~~that~~ ^{from} the first the dependent nature of an adjective dependent that is on the

noun to qualify. An unattached

~~You can~~ adjective is grammatical abstraction as unnatural as a tail without a body.

There are two simple ways whereby you can bring this home to the children.

First - you prepare slips + write on each an adjective - ^{such} a simple adjective qualifying something in the room - eg. red, cold, my, two small large, blue. - Give a dozen or so of these out. "one to a child."

"Now Jerry what is yours -

"Blue"

"Bring me blue!" Well stand out;

she stands in front of you at the other side of the room.

"Now Jerry bring me ~~that~~ small"

She hesitates. "Well, I don't ask

you for much - just to bring me

"Small." Jerry hesitates a while
then probably goes gets a small
piece of chalk & gives it me.

"Ah but that is a small bit of
chalk ; I want 'small' - Perhaps
she will get a small piece of a paper.

"Ah but that is small piece of paper
I want 'small'"

"A Jerry you're no good! you
can't do it" - "Wait Peter can you
do better? What's your word. "Red"
Ah now perhaps you can do it
what I want. Come & try. "Bring me
red". He will hunt round & bring
a red book or a red piece of
chalk. "No that's no good I did
not ~~want~~ say a red book or a red
chalk I said red." I see you
no better than Jerry.

"Now who'll try?" - "Jerry. All right."

Jimmy. Come along. What's your
"Three". Are now we'll get it I hope
Well bring me three. Jimmy is
cautious "Three what?" says he. "Let
you're wanting to know to much. I
said three." Exasperated Jimmy
will say. But it must be three
something. You can't know I
can't bring you three of nothing.

And so the cat comes out
of the bag. Adjectives are like
small children ~~and~~ ~~hanging~~ in a
crowd: they must be attached to
someone or something: they are lost
if they are left without something
to hang on to.

"Now ~~and~~ ~~up~~ ~~them~~ to who

"Now all those who've got poor
miserable unattached adjectives held
up - " they held them up. & Now

begins the business of putting the adjectives up against suitable nouns. The red goes against is put down beside a red book, my against my pencil books, three next to three marbles & so on. It is well to get the adjectives placed next to or beside the object it qualifies not on it, as that place is reserved for the name itself.

You can put several adjectives next to the same object, as a my, a blue pencil.

"Will now all the poor adjectives have successfully been found homes against suitable nouns — like a lot of rocks settling down to their respective nests to rest, or disembodied spirits going back to their bodies — ~~let's act it~~

Required

Things

Knitting at
morrow

Social life

