

INDUCTIVE

GRAMMAR.

DESIGNED FOR

BEGINNERS.

BY AN INSTRUCTOR.

Windsor, Vt.

WINDSOR, Vt.

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DISTRICT OF VERMONT,

TO WIT:

L. S.

BE IT REMEMBERED, that on the second day of December, in the fifty third year of the Independence of the United States of America, EMERSON TOR. of the said district, hath deposited in this office, the title of a book, the right whereof he claims as proprietor, in the words following, to wit: "Inductive Grammar, designed for beginners. By an Instructor." In conformity to the act of the Congress of the United States, entitled "an act for the encouragement of learning, by securing the copies of maps, charts, and books to the authors and proprietors of such copies, during the times therein mentioned."

JESSE GOVE,

Clerk of the District of Vermont.

A true copy of record, examined and sealed by me.
J. GOVE, *Clerk.*

PREFACE.

That system of instruction, which is calculated to attract the attention of the pupil, to awaken his interest, to induce him to make his own deductions, and to direct the youthful mind to the great object of all knowledge—to examine correctly the true principles of nature and art, must be pronounced the best. As soon as a desire for knowledge is excited in the mind of the young, nothing but opportunity is wanting for its acquisition. Commands and reproofs will be unnecessary; but if the pupil discovers no beauty, nor any satisfactory reasons for what is asserted, he may be urged to proceed, but his progress will be slow—he studies because he is compelled, not from choice.

Let the mind acquire a habit of reasoning in youth, and this habit will accompany its possessor through life, and show its beneficial results in every department of business.

Whether the system of instructing our youth in the principles of their own language, which is in use at the present time, is well adapted to

the objects we have mentioned, is very much doubted. In this method, the pupil is required to spend much time in committing to memory his grammar. But this is an irksome task, for he discovers few or no principles developed, his memory is taxed, but his reasoning faculties remain unoccupied.

This, however, is but a small part of the defect in the system. When the scholar is required to apply what he has obtained from his grammar, he possesses only a chaos of nouns, declensions, conjugations, modes, tenses, &c. from which he must select the necessary directions for his present purpose. He is thus perplexed and discouraged; and he frequently imbibes such a distaste for the study from this circumstance, that it is with difficulty he can be made to continue it.

For the truth of this, we appeal to Instructors.

In the following pages a different course is pursued. The pupil is led forward in such a manner as to make his own deductions from the nature of the language.

In the first place, he is informed that a part of the words are used as the names of things, and that such words are known by one general appellation.

A number of sentences are then given, containing the names of familiar objects, and the

pupil is required to point out the words belonging to this class.

After this exercise has been continued a while, it is shown that some names denote but a single individual, while others embrace several, from which the scholar at once obtains the idea of number; then other sentences follow, illustrative of this particular modification of the noun.

In this manner all the parts of speech, with their modifications, are deduced, by familiar reasoning, in regular succession, with a suitable number of sentences following each particular. By this method, the mind of the pupil is not confused with a multitude of unmeaning distinctions.

He sees the office which each class of words performs, and thus becomes familiar with their use, and the relation in which they stand the one to the other. This is accomplished in about the same time that the grammar is committed to memory, according to the method now in vogue.

But one of the greatest advantages of this system is, that it attracts the attention of the scholar, and makes the exercise interesting; for he perceives the propriety of what is asserted, and he is thus induced into a habit of reasoning and reflection, before he is aware of it.

This system depends not upon theory alone for its superiority; it has been successfully car-

select all the nouns and pronouns in the sub-joined sentences, and their numbers. This method should be pursued with the other parts of speech; that is, requiring the pupil to explain those classes of words only to which his attention has been called.

Should the instructor read a phrase or sentence, and then request the pupil to point out all the words in the same belonging to any particular class of words, or what words are nouns, verbs, &c. it is believed the exercise must be much more profitable than it would be to name a word, and then demand its character, as this method will give the reasoning faculties a much greater range.

The principal part of the work is composed of sentences, and pieces selected with particular reference to exemplify the principles deduced in the reasoning immediately preceding. But after going through with any article, should the instructor discover that his class has not acquired a distinct idea of the subject, a re-perusal may be useful.

ried into operation in several schools where the results have completely justified what is here stated. Indeed it may be proper to add, that the following short Treatise is an abstract of what has been practiced successfully in one of our most respectable academies, for several years; and what experience sanctions, must be deemed worthy of attention.

Should this Treatise meet the approbation of the public, a continuation of it will be published, so as to form a complete course of instruction on the subject of English Grammar.

TO THE PUBLISHERS.

As the following system is designed to give the young pupil his first ideas of grammar, in a manner different from that usually pursued, it may not be improper to point out the method which should be adopted by those instructors who may introduce this book into their schools. The pupil should first be required to read the explanation of the nouns; and then to point out the words belonging to that class in the sentences that follow. Then let them read the description of numbers, and select the nouns in the succeeding sentences, and give the number. After examining the reasoning by which the pronoun is deduced, they should be required to

INDUCTIVE GRAMMAR.

(1) Some words are used as the names of things, others are not.

(2) Those words, which are used as the names of things, are called nouns. An apple. The word *apple* is a noun, because it is the name of a certain kind of fruit. The word *John* is a noun, because it is the name of a person. The word *virtue* is a noun, because it is the name of a good action. So the words house, horse, man, river, mountain, lake, dog, gun, carriage, and tree, are nouns because they are names of things.

Let the pupil be required to point out the words which are nouns, in the following sentences.

A large pear, an elegant house, a beautiful tree. The sun shines. The oxen plough the field. Good children study well. Books are made to be read. Edwin loves to write letters. Charles spells better than James. We write upon paper. Good boys and girls do not play upon the Sabbath; they are fond of reading good books at all times.