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Chandler's Common School Grammar

A

GRAMMAR

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OF THE

ENGLISH LANGUAGE;

ADAPTED TO THE

SCHOOLS OF AMERICA.

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PREFACE.

ENGLISH GRAMMAR has, within a few years, assumed that degree of importance in schools, to which its usefulness entitles it, almost every person is ready to acknowledge its utility, and many are anxious to become masters of it: hence, almost every treatise on the subject has been purchased with avidity, and read with patience. The desire of the uninformed to acquire a knowledge of their own tongue, has induced the learned to attempt an analysis of its principles, and to reduce it to those rules by which other languages are governed. If they have failed in their attempt to make their works fully understood, and, consequently, generally useful, it is because they have attempted to show what the principles of grammar *are*, rather than how they may be acquired.

A long acquaintance with the business of teaching convinced the author of this work that the study of English Grammar may be made as interesting to the pupil as that of any other science; and that it is only necessary to fix the attention, and excite the emulation of scholars, by lucid explanations and familiar examples, to insure a rapid progress.

That the pupils' acquirements in English Grammar are, in general, so far behind their knowledge of other sciences, is chiefly owing to the want of a proper arrangement of their studies. They are, in general, required to commit to memory whole pages of uninteresting matter, of the application of which they are profoundly ignorant, and of which a large proportion of the words are entirely above their comprehension. Thus, the definitions of the parts of speech, the declension of pronouns and conjugation of verbs, and sometimes the rules of Syntax, are required from the pupil, before he is able to designate the

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parts of speech of which a simple sentence is composed. To obviate this difficulty, a system of teaching is proposed in which the scholar, by commencing with the business of parsing, is immediately made acquainted with the necessity for understanding the definitions of the parts of speech as they occur progressively in his lessons: and hence, by a continual application of them, he becomes conversant with their uses, and familiar with their various ramifications. The scholar, when he has read the definition of the parts of speech, and seen their application as they occur in his first lessons for parsing, will find that the task of committing to memory the explanations in Etymology is materially diminished.

For this purpose, the progressive lessons of etymological parsing are inserted, accompanied by the most simple exposition of each sentence. These lessons, which, by their constant reference to the explanations of the different parts of speech, must fix in the mind of the scholar the just value of words, and give him a facility in the use of grammatical terms, will, it is confidently believed, be as useful in grammar, as maps are in geography.

The arrangement of the work will be found to agree, as much as practicable, with that of other works of a similar kind. A new classification of some words seems required by the analogy of our language; but as an alteration in the nomenclature of any science is attended with much difficulty, it was deemed best to adhere, as far as possible, to admitted arrangements; especially where a difference in the use of terms would make no essential difference in composition.

On the subject of the use of a passive voice in the indefinite form of the verb, a chapter has been given containing an argument for the admission of a form which is now coming into general use. But, aware that many teachers are opposed to the introduction of such a form of the verb, or rather that they deny its existence, care has been taken to separate that chapter from the text of the work; and, in the course of the treatise, there is no parsing or compilation provided in that form.

It is often said by people of some real claim to science, that the best knowledge of Grammar is to be obtained from reading attentively the approved works of the language; and that the tedious business of Etymology and Syntax is only a useless tax upon the time and patience of a scholar. Such persons must have but little acquaintance with the early progress of the human mind, and still less knowledge of the art of directing it. A pleasing style may be acquired from an intimate acquaintance with the English classics; but no man has ever become a grammarian from reading them. We may learn from them to think correctly, act nobly, and live virtuously; but not to write grammatically. It is the sentiment that excites our admiration, and the pleasing (not always correct) disposition of the words, which creates that peculiar pleasure we receive in reading; hence, even supposing the works free from those errors in which almost every page abounds, the reader has but a small chance of correcting those improprieties which all acquire in their nursery, and of which few, even in the severer labors of composition, have been able to divest themselves. For it is the law which gives a knowledge of offence; and if no law, or rule is given, we may go on our whole life-time reading and writing, without once perceiving the difference between a pleasing and a correct style.

It is not presumed that even a perfect knowledge of the rules of Syntax will prevent an occasional violation of them; imitative as we are, it is natural that the examples which are every hour uttered in our ears, or spread before our eyes, should have a greater effect than the cold precept which is seldom repeated, and more rarely followed. The writings of every grammarian are sometimes, from inattention, at variance with his own rules.

The study of English Grammar has been much neglected, and even discountenanced, by men of science, from the belief that a knowledge of the Latin language is sufficient to make an English scholar. Though it is true that, in all languages, the great principles of Grammar are the same, yet there are certain forms of expressions, and some peculiarities, in every language,

which can not be reached by the rules of any other.- These forms and expressions exist in a peculiar manner in the English language; and, however liberal may be the attainments of the pupil in Latin or Greek, he is not an English scholar till these are understood.

The progress of the pupil in foreign, and particularly in the learned languages, would be materially accelerated, were he to commence the study of Grammar in his maternal tongue: he would certainly understand the principles, when he saw them applied to the language which he already understood; and this knowledge of the general principles of Grammar would be a powerful auxiliary in the acquirement of any ancient language which he might be desirous of learning.

It has been the object of the author to preserve, throughout the whole work, great simplicity of explanation, in order to reduce the study of Grammar to the capacity of those to whom it is generally assigned. And this simplicity especially pervades the parsing lessons, ~~where frequent repetition is intended~~ to fix in the mind of the young scholar, the definition and offices of the parts of speech, and to familiarize him with all their accidents and combinations.

This book is not intended as an essay upon Grammar, but as the hand-book of the scholar who wishes to commence the study of English Grammar, and feels the need of simple and familiar explanations and illustrations, and oft-repeated rules.

EXPLANATIONS.

THE teacher who may adopt this book will scarcely need any hint in regard to its use. He will understand how to arrange his classes, and how to adapt the various lessons to their capacities and previous attainments; and he will comprehend the arrangements of the lessons, and know how to simplify them even beyond what has already been effected.

Should any seek to acquire a knowledge of Grammar without the aid of a regular teacher, it may not be improper to say to them that the work commences with a cursory view of the parts of speech, which may be useful in acquiring a primary knowledge of their several uses, in that part of the work which purports to treat at large of Etymology. Every definition should be carefully studied, and applied in some appropriate parsing; and each new parsing example should include all that has been previously explained; and every successive lesson should, as far as possible, be connected with its predecessors.

The author of this volume does not pretend to write for the instruction of teachers: the book herewith presented is intended, by its simplicity of illustration, to instruct the scholar, and thereby assist the teacher. Much of the success of the work must depend upon the exertions of the instructor, upon the adaptation of the lessons to the capacity of young pupils, and the explanations and illustrations which may be given in addition to those with which the work abounds.

Persons not conversant with the labors of the school-room, will be struck with the amount of repetition in the body of the work—the experienced preceptor will bear in mind, undoubtedly, that almost every lesson he gives is made useful by being, in part, a repetition of former instruction.

INTRODUCTORY GRAMMAR.

PRELIMINARY REMARKS.

ALTHOUGH most pupils who enter upon the study of Grammar have, by associating with other scholars, gathered some knowledge of the names and uses of the parts of speech, yet it frequently happens that scholars commence the regular study of this science without having a knowledge of its most simple rules. It is best, therefore, "to begin at the beginning:" such a course must save the scholar from much confusion, and relieve the teacher from much inconvenience. With this view, it has been deemed expedient to give the scholar a cursory glance at the parts of speech, and their most important relations; and to familiarize him with the use of some of the constantly recurring terms, before he enters upon the regular study. Nothing will be omitted in the body of the work which can illustrate the rules; but it is desired *there* to treat at large of each part of speech in its place; in doing which, it will often become necessary to mention and to make use of certain of them, of which no account will have been given: for example, in speaking of cases of nouns, it is convenient to mention prepositions and participles. A slight knowledge of the name and principal purpose of each part of speech may then be deemed a convenient, if not a necessary, preparation to a particular study of all.

PARTS OF SPEECH.

A] The words in the English language are classed under ten different heads—Nouns, Articles, Adjectives, Verbs, Pronouns, Prepositions, Participles, Adverbs, Conjunctions, Interjections. These are called parts of speech. When, therefore, the scholar is asked what part of speech is any particular word, he will understand that he is asked whether it is a Noun, a Pronoun, an Adjective, a Verb, an Adverb, a Participle, an Article, a Preposition, an Interjection, or a Conjunction; for it must be one of these.

Each of the definitions in the following preparatory lessons is marked with a letter of the alphabet; and in parsing the parts of speech under the subsequent lessons, the scholar should repeat the rules which apply.

NOUN.

B] A NOUN is the name of any person, thing, or idea: as John, man, woman, angel, house, elegance, thought, wisdom.

Let the scholar point out the Nouns in the following sentences, and tell why they are Nouns:

“Man has an idea of the wisdom and goodness of his Maker.”

“God created man in his own image.”

“Heaven is full of happiness, and of angels.”

Heaven is a Noun, because it is a name. [B]

OF ARTICLES.

C] There are only three words called ARTICLES, namely, *A*, *An*, and *The*. They refer to nouns, and are said to *limit* them, as *a* man, *the* men.

D] *A* and *an* are *Indefinite Articles*. There is no difference in the meaning of these two words; *an* is used in the place of *a*, before words that begin with a vowel sound, as *a* man, *an* ox.

E] *The* is a *definite* Article.

EXAMPLES OF PARSING.

A horse—The cow—An ox.

A . . . is an indefinite article, limiting *horse*. [D]

Horse is a noun, because it is a name. [B]

The . . . is a definite article, limiting *cow*. [E]

Cow . . . is a noun, because it is the name of a creature. [B]

An . . . is an indefinite article, limiting *ox*, and takes the place of *a* in this sentence, because the next word (*ox*) begins with a vowel sound. [D]

Ox . . . is a noun, because it is the name of a creature. [B]

ADJECTIVES.

F] AN ADJECTIVE is a word used to *qualify* a noun, by expressing some property of the person, thing, or idea, for which the noun stands, as *good*, *bad*, *old*, *new*, *high*, *low*. These are Adjectives, and, when applied to a noun, aid that word to distinguish the object for which it stands from another of the same class; as, a *good* book, not a *bad* book—a *high* office, not a *low* office—an *old* cloak, not a *new* cloak.

In parsing, the scholar will say that the adjective qualifies a noun.

EXAMPLES OF PARSING.

A good boy.

A . . . is an indefinite article, limiting the noun *boy*. It will be recollected that articles, though placed before adjectives, do not refer to or control them. [D]

good is an adjective, qualifying the noun *boy*. [F]

boy . . . is a noun, because it is a name. [B]

The large Bible—The beautiful city.

The longest street—The highest monument.

The wildest animal—The holy place.

VERBS.

G] VERBS generally express what is declared of some object, or its existence. That is, they represent the *action*, or *being*, of some person or thing.

Verb.

Charles writes.

The people worship.

Verb.

William reads.

The birds sing.

EXAMPLES OF PARSING.

The new ship sails.

The . . . is the definite article, limiting *ship*. [E]

new . . . is an adjective, qualifying *ship*. [F]

[It may be remarked that adjectives will make sense with the word thing, or things; as, *new* thing, *good* things, *many* things.]

ship is a noun, because it is the name of a thing. [B]

sails is a verb, because it represents the action of *ship*. [G]

[A verb is said to agree with the word whose action it represents; and *sails* represents the action of *ship*. The verb *sails* is said to agree with *ship*.]

The old man mourns—A young girl laughs.

An elegant horse trots—The Holy Bible instructs.

PRONOUNS.

H] A PRONOUN is a word standing for a noun, as for *John* one may say *he*; thus, John writes, and *he* reads—that is, John reads: *he*, then, is a Pronoun. I saw a man *who* was at Monterey. *Who*, represents the same person that is represented by the noun *man*; *who* is, therefore, a Pronoun.

Napoleon called Murat, and told *him* to ask the queen whether *she* would be ready.

I informed *her* that the roads were bad, and that *they* would need repairing.

EXAMPLES OF PARSING.

The boy told his mother *he* loved her.

The . . . is a definite article, limiting *boy*. [E]

boy . . . is a noun, because it is a name. [B]

told . . . is a verb, because it signifies the action or doing of a person. This verb agrees with *boy*. [G]

his . . . is a pronoun; it stands for *boy*. [H]

mother is a noun, because it is the name of a person. [B]

he . . . is a pronoun, standing for *boy*; that is, the boy loved. [H]

loved . . . is a verb, because it is the action of *he* (he loved), and agrees with *he*. [G]

her . . . is a pronoun; it stands for *mother*. [H]

A bad boy destroyed his book.

John told *Mary*—*she* told *her* mother.

John saw the man who wrote the work.

PREPOSITIONS.

I] PREPOSITIONS are words used to show the relation of words, or parts of a sentence, with other words, which they are said to govern. They are such words as *by*, *in*, or *into*, with, without, to, unto.

The boat sank *in* the river. The men rode *with* the army. He fell *upon* his face.

Prepositions govern the nouns to which they principally relate; for example, John rode *in* a gig: here, *in* governs *gig*. Charles shot *at* the birds: here, *at* governs *birds*.

EXAMPLES OF PARSING.

The servant rode behind the carriage.

The . . . is a definite article, limiting *servant*. [E]

servant . . . is a noun, because it is a name. [B]

rode . . . is a verb, because it represents action; it represents the action of *servant*, and agrees with that word. [G]

behind . . . is a preposition; it governs the noun *carriage*. [I]

the . . . is a definite article, limiting *carriage*. [E]

carriage is a noun, because it is the name of a thing. [B]

He falls upon the pavement: *upon* is a preposition, governing *pavement*.

Charles came *into* the room: *into* is a preposition, governing *room*.

Henry looked *through* the hole.

He rode *from* the place.

PARTICIPLES.

J] PARTICIPLES are words derived from a verb, and partake of the characteristics of verbs and adjectives, as *loving*, *destroyed*, *having destroyed*.

EXAMPLES OF PARSING.

Mary found a little dog, *tearing* her dresses.

Mary . . . is a noun, because it is the name of a person. [B]

found . . . is a verb, because it represents the action of *Mary*. [G]

a . . . is an indefinite article, limiting *dog*. [D]

little . . . is an adjective, qualifying *dog*. It qualifies or assists the word *dog* to represent the particular animal, by referring to its size. [F]

dog . . . is a noun, because it is the name of an object. [B]

tearing is a participle from the verb *tear*. Most words that end in *ing* are participles. [J]

her . . . is a pronoun, standing for the noun *Mary*. [H]
dresses is a noun, because it is the name of certain things. [B]

"He discovered the island, *buried* beneath the water." In this sentence, *buried* is a participle from the verb to bury; it has a relation to *island*.

"William discovered the boys *playing* on the ice."

ADVERBS.

K] ADVERBS are words used to qualify verbs, adjectives, adverbs, and participles. They are such words as rapidly, when, why, very, and fearfully. Almost all the words that end in *ly* are Adverbs.

EXAMPLES OF PARSING.

The wild birds move rapidly when they fly.

The . . . is a definite article, limiting *birds*. [E]

wild . . . is an adjective, qualifying the noun *birds*. [F]

birds . . . is a noun, because it is the name of objects. [B]

move . . . is a verb, showing the action of *birds*. [G]

rapidly is an adverb, qualifying the verb *move*. It shows the *manner* in which the action is performed. [K]

when . . . is an adverb, qualifying the verb *fly*, by showing the relative time. (It shows the relative time of the verb *move*, also.) [K]

they . . . is a pronoun, standing for the noun *birds*. [H]

fly . . . is a verb, showing the action of *they*; and *they* represents the noun *birds*. [G]

John runs rapidly in the street.

Charles studies diligently at school.

CONJUNCTIONS.

L] CONJUNCTIONS are words used only to connect certain words and sentences; they are such words as and, but, or, nor. Thus, John *and* Charles came to school.

EXAMPLES OF PARSING.

William and Charles built a house, and sold it.

William is a noun, because it is the name of a person. [B]

and . . . is a conjunction, *connecting* William and Charles; because, by the use of *and*, both William and Charles are represented as doing one act. [L]

Charles . . . is a noun, because it is the name of a person. [B]

built . . . is a verb, expressing the action of William and Charles. It agrees, consequently, with the nouns *William* and *Charles*. [G]

a is an indefinite article, limiting *house*. [D]

house . . . is a noun, because it is the name of a thing. [B]

and . . . is a conjunction, connecting *built* and *sold*; showing that both of the actions represented by the words *built* and *sold* were performed by the same agents, William and Charles. [L]

sold . . . is a verb, because it represents an action. It represents the action of William and Charles, and, therefore, agrees with the nouns *William* and *Charles*. [G]

it is a pronoun, standing for the noun *house*. [H]

James *and* William make a noise, *and* disturb the school.

John laughed when he saw William running *and* jumping in the streets.

INTERJECTIONS.

INTERJECTIONS are certain words merely expressive of emotion, as Oh! Ah! Alas! &c. They are not said to relate to any other word.

ENGLISH GRAMMAR.

1. ENGLISH GRAMMAR is the art of writing and speaking the English language with propriety.

2. Grammar is divided into four parts, viz., Orthography, Etymology, Syntax and Prosody.

3. Orthography teaches the true powers of letters, and the just mode of spelling words.

4. Etymology treats of the different sorts of words, their use and variation.

5. Syntax treats of the formation of words into a sentence, and of their several relations and dependencies.

6. Prosody teaches to pronounce words according to accent and quantity. This definition, though strictly correct, is certainly limited, when the usual application of the term is considered.

As an elementary book, this work will be confined to ETYMOLOGY, SYNTAX and PROSODY.

7. As the terms, *object*, *primary*, and *secondary*, are frequently used in the course of this work, their meaning should be clearly understood by the scholar. By *object* is meant the person, thing, or event, for which a word stands, thus: *The house is old*: the building, referred to by the word *house*, is the *object* of the word *house*.

8. The *primary* is that part of speech to which some other word relates, thus: *An old house*: *house*, being referred to by *an* and *old*, is the *primary* of these two words.

9. A *secondary* is a part of speech which relates to some word,

