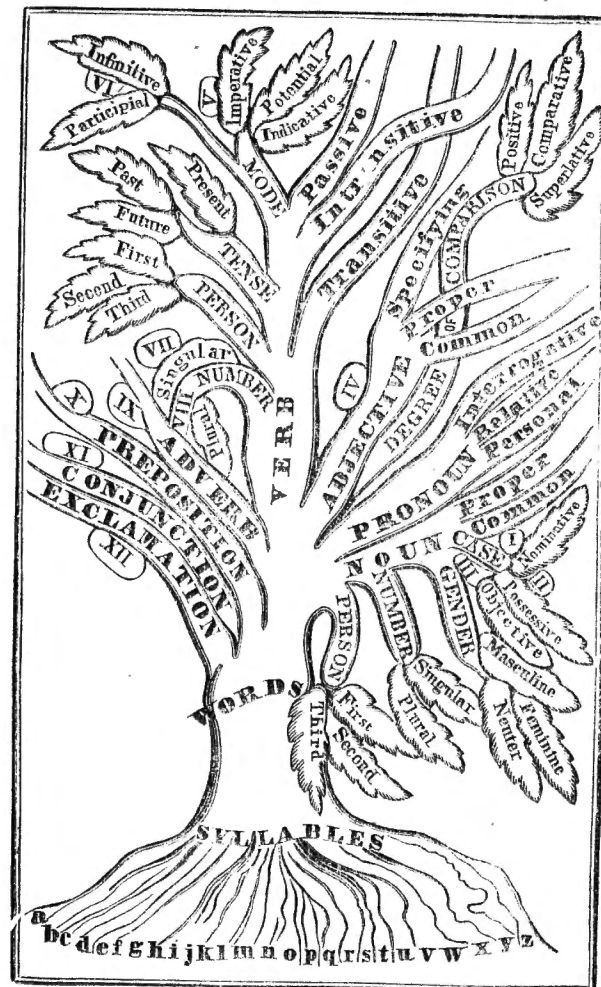




A GRAMMATICAL CHART

DISTRICT SCHOOL GRAMMAR.

THE ELEMENTARY PRINCIPLES OF ENGLISH GRAMMAR,

ACCOMPANIED BY
APPROPRIATE EXERCISES IN PARSING.

WITH AN
APPENDIX.

BY PARSONS E. DAY,
AUTHOR OF THE "DISTRICT SCHOOL SPEAKER."

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PREFACE.

The introduction of English Grammar into our common schools is comparatively of recent origin. Notwithstanding several treatises were published on this subject during the last century, yet being designed more especially for the advanced student, they were for a long time chiefly confined to the higher institutions of learning. And indeed it was then too generally conceded that only in such institutions should the advantages arising from this study be enjoyed. The spirit of improvement, however, so signally characteristic of the present age, has produced a radical change of opinion upon this subject, which has finally resulted in the introduction of this important branch of elementary science into most of our common schools. It is, however, much to be regretted that the adaptation of the various textbooks to the wants and capacities of youth, has not kept pace with the prevalence of the science. Thus the definitions, divisions, and rules of English Grammar, having been supposed, by primitive grammarians, to correspond with the Latin and Greek languages, have been carefully copied by our modern authors—the fear of innovation upon long-established customs, being considered an insurmountable barrier to further improvement.

So far as a similarity exists between the English and learned languages, it is proper to notice such resemblance; yet we deem it inexpedient to subject the English scholar to the task of committing to memory the perplexing technicalities of other languages, until he shall have become acquainted with the elementary principles of our own.

The author has endeavored to follow the guidance of nature in the presentation of this subject to the mind of the pupil. The plan laid down is the result of long practice and continued investigation; almost his entire attention having been devoted to the teaching of this subject, for several years past.

The first part of the work here presented to the public, contains a [redacted]. Upon the necessity of some exercise of this nature, the author will not enlarge. It is sufficient to say that it has been adopted, and indeed is now considered indispensably requisite by the most distinguished educationists of our country. Many plans for teaching Oral Grammar have come under the observation of the author, of which the outline laid down in this treatise, has been the most successful. The lessons are given not so much with the expectation that the pupils will be required to memorize the precise questions and answers there introduced: but rather as a *plan*, which, being modified according to the discretion of the teacher, may, as the author believes, be made highly interesting and beneficial.

The second part of the work treats of the nature, divisions, and modifications of the [redacted] tech.

The pupil having been previously acquainted with a general practical view of the English language, is now led to investigate the theory of its construction. It is unnecessary in a work of this size to enter upon a discussion of the points of difference now existing between the various compilers on this subject. A diversity of opinion must and will exist on very many questions pertaining to English Grammar. Leaving such points of controversy to be decided by the teacher, the author has contented himself by submitting the subject-matter, unencumbered with discussions of this nature.

The third part of this work embraces the [redacted]. On this subject much embarrassment and perplexity have been experienced by both teacher and scholar. If there is any thing that tends to discourage the young learner in the study of English Grammar, it is the attempt to over-burden the memory with a multitude of rules, the greater part of which are entirely unnecessary. The author believes that twelve rules of Syntax, rightly understood, are sufficient to solve or explain any grammatical sentence in our language. A system of Criticism for the correction of False Grammar, is annexed to the rules. These exercises are more especially adapted to the capacities of advanced [redacted] and [redacted]. The notes, in general, contain only the principle by which the correction should be made, although it is well to require the pupil to, prove its adaptation by references to previous rules or notes.

The author has excluded any enlarged treatise on the subjects of Orthography and Rhetoric, each of which is now taught as a science separate from English Grammar.

Having aimed to present the subject of which he treats in an easy manner and concise form, and believing this work to be in some measure adapted to the wants of the District schools, its claims are respectfully submitted to the public by

THE AUTHOR.

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THE
ELEMENTARY PRINCIPLES
OF
ENGLISH GRAMMAR.

PART I.
EXERCISES IN ORAL GRAMMAR.

LETTERS.

How many letters are there?

Twenty-six.

What are their names?

A a, B b, C c, D d, E e, F f, G g, H h, I i, J j, K k,
L l, M m, N n, O o, P p, Q q, R r, S s, T t, U u,
V v, W w, X x, Y y, Z z.

What do letters usually form?

Syllables.

What do syllables usually form?

Words.

What do the letters T-A-B-L-E spell?

Table.

Is *table* a word or syllable?

A word.

Is *ta* a word or syllable?

A syllable.

When two or more syllables are connected together, what do they usually form?

A word.