A COMpendium
OF
ENGLISH GRANMAR,
ACCOMPANIED BY AN
APPENDIX
IN FAMILIAR LECTURES;
CONTAINING
A NEW SYSTEMATiC MODE OF PARSING;
LIKEWISE
EXERCISES IN FALSE SYNTAX,
AND
A KEY TO THE EXERCISES:
DESIGNED FOR THE USE OF PRIVATE LEARNERS
AND SCHOOLS.

BY SAMUEL KIRKHAM, JR.

FREDERICK-TOWN:
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FOR THE AUTHOR.
1823.
day of July, in the forty-eighth year of the United States of America, of the said District, hath deposited in this office the title of a newspaper, comprising charts and copies of book, the right whereof he claims as proprietor, according to the act of Congress of March thirty-first, one thousand eight hundred and forty-two, for the purpose of securing the exclusive right therein for the term of years prescribed by law. It is claimed for the exclusive enjoyment of the copies of the printed charts and copies of the book, of the Hydrometric system: Likewise exercises preparing the young for the examination of the hydrometric system, accompanied by the dictionary of the English language, in familiar lectures, for schools and academies.

The Examination of the Hydrometric System.

Mr. Knox, a resident of the District desiring to have a newspaper, comprising charts and copies of book, the right whereof he claims as proprietor, according to the act of Congress of March thirty-first, one thousand eight hundred and forty-two, for the purpose of securing the exclusive right therein for the term of years prescribed by law, has deposited with me a newspaper, comprising charts and copies of book, the right whereof he claims as proprietor, according to the act of Congress of March thirty-first, one thousand eight hundred and forty-two, for the purpose of securing the exclusive right therein for the term of years prescribed by law.

RECOMMENDATIONS.
RECOMMENDATIONS.

From the Rev. Mr. Kirkham.

Mr. Kirkham has examined several of his pupils before me in English Grammar, and it affords me much pleasure to state, that they acquitted themselves greatly to his credit and their own advantage. Those pupils have attended only one course of his Lectures, in term of weeks, and he has afforded ability to prove, not only the handy of any word in English, but the origin and correctness of many others who have pursued the study of Grammar at our common schools for years together. I have seen different modes of teaching Grammar, but never any equal to that of Mr. Kirkham's. His "Concordium" is admirably well adapted to the capacities of youth. And his manner of parsing, is peculiarly calculated to call forth the application of the mind, and make the scholar learn almost imperceptibly.

I would, therefore, highly recommend Mr. Kirkham's plan to all parents who are desirous to have their children acquire a grammatical knowledge of the English Language.

CARLISLE, DECEMBER, 26, 1822.

B. KELLEHER, V. D. M.

From the REV. A. McCLELLAND, Professor of Belles Lettres and Moral Philosophy in Dickinson College.

CARLISLE, FEBRUARY 14, 1823.

Having attended Mr. Kirkham's general examination of his pupils in English Grammar, I have no hesitation in expressing the surprise and pleasure which I received. Their progress has been remarkable, and I may venture to say, that they can stand comparison with many who have spent months in acquiring similar information. The system of Mr. Kirkham is equally remarkable for simplicity and accuracy.

ALEXANDER McCLELLAND, A. M.
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PREFACE.

To put the learner in possession of a brief and compre
hensive system of grammar, which will more rapidly facilit
ate his progress than those in general use, is the design
of the author in presenting this little treatise to the public.
If it have the desired effect, no other apology will be ne
cessary. The author does not wish, like a vain pedant, to
involve against his predecessors; but he is very sanguine
in the belief, that public opinion will support him in pro
nouncing a great majority of our authors very defective, at
least, in manner, if they are not in matter. It is true, that
many valuable improvements have been made by some of
our modern writers, who have endeavored to simplify and
render this science intelligible to the new beginner; but
they have all overlooked the most important point, viz. a
systematic order of parsing. The author is aware that some
will discard his plan on account of its simplicity; but he de
pends chiefly on its simplicity for success.

In writing this work, he has not indulged himself in chi
merical speculations, which are calculated to bewilder the
young mind in a perplexing labyrinth of gloomy doubt,
instead of conducting it into the direct and delightful paths
of this noble science; nor has he attempted to make a
display of erudition, by writing a voluminous and philos
ophical treatise merely to please the learned—but, it has
been his object, by giving clear and familiar illustrations, to
disperse those clouds of obscurity that are so often cast
around the young student's bewildered imagination, and to
smooth his way, by removing those obstacles that generally
retard his progress; and thereby to render the pursuit of
this science, which has been most commonly considered a
tedious, dry, and irksome task, a pleasing, easy, and inter
esting study. The author has endeavored, by adopting a
correct and easy system, in which pleasure is blended with
the labours of the pupil, to excite in his mind an emulous
spirit of enterprise which will call forth every latent fa
culty of his mental powers into active and useful exercise.
and thus he will soon become thoroughly acquainted with the nature and principles of the science.

This system proffers great facilities and advantages not only to private learners and learners in schools, but it is intended very much to lessen the labour of teachers. Perhaps some may object to the size of the work, and say it is too concise. The author is apprehensive that many learners will consider it too prolix. Although voluminous grammars are much used by young students, yet it is notorious, that not one fourth part of those who peruse them, ever acquire a knowledge of half the instructions they contain. A learner going over a large volume, in order to seek out the essentials of the science, often labours like a haphazard traveller in a trackless wilderness, groping along in uncertainty, without one leading ray to point out the promised goal, until, fatigued and discouraged by repeated and fruitless efforts, he abandon the object of his pursuit. Large grammars, however beneficial they may prove to those who are advanced, ought never to be presented to the young and inexperienced, for their direct tendency is to discourage them. The author of this production has endeavored to condense all the most important matter of the whole science, and present it so as to compass that the learner can become acquainted with it in a short time. He makes but small pretensions to originality in theoretical matter. Most of the principles laid down, have been selected from our best modern philologists. If this work is entitled to any degree of merit, it is not on account of a judicious selection of principles and rules, but, for the new mode adopted of communicating them to the mind of the learner.

Should parents make an objection to the Compendium, fearing it would be soon destroyed by their children, they are informed, that the pupil will not have occasion to use it one fifth part as much as he will the book that accompanies it; and, besides, if he be destroyed, he will find nearly all the definitions and rules it contains, recapitulated in the series of Lectures.

HINTS TO TEACHERS AND PRIVATE LEARNERS.

As this work proposes a new mode of pursing, it may not be deemed improper, if the author give some directions to those who may feel disposed to use it. Observe, many, when they first look at the order of pursing, will not consider it as, but a mode hitherto adopted. Some writers have, indeed, made no attempt to put it in any peculiar order, but yet they have added great short of reducing the mode of pursing to a regular system. All the plans support by writers, (with some exception) require the teacher to inter- regulate the pupil as he proceeds; or else he is permitted to pursue without giving any explanations. The systematic mode laid down in this work, is pursued by the pupil, requires him to apply every definition and rule that appears to every word he parses, without having a question put to him by the teacher; and, so doing, he explains every word, just as he goes along. This course enables the learner to proceed independently; and proves, at the same time, more salutary to the instructor.

It is to the advantage of the author, that the practice, whereon it has been established, was carried along, by a course of instruction, without any signal change, and rules without any sign of abruptness. That abruptness, which so great a practical example, may be immediately abridged. This system obviates the necessity of pursuing such a course of rudiments. The new beginner who pursues it, will, in a few weeks, have all the most important definitions and rules perfectly committed, simply by applying the rules.

If this plan be once adopted, the author confidently believes that every teacher who is desirous to consult, either his own convenience, or the advantage of his pupils, will readily pursue it in preference to the old method. He is very sanguine in this belief, from the experience he has had in teaching this science for many years past. By pursuing this system, he can, with less labour, advance a pupil further in a practical knowledge of this abstract science, in two months, than he could in one year when he taught in "the old routine way." It is presumed that no instructor will doubt the truth of this assertion, who once gives this plan a fair and effectual trial. Perhaps some may, on a first view of the work, disapprove of the transposition of.
many parts; but whoever examines it attentively, will find, that, although the author has not followed the common “artificial and unnatural arrangement adopted by most of his predecessors,” yet he has endeavored to pursue a more judicious one, viz. “the order of the understanding.”

The learner should commence, not by committing and rehearsing, but by reading attentively the first two lectures several times over. He should then parse the exercises given for that purpose, according to the systematic order.

The Compendium may be considered an “Ocular Analysis of the English language,” for it presents to the eye of the learner, a comprehensive view of the whole science. By its use the young student is enabled to apply all his definitions and rules from the very commencement of his parsing. This mode of procedure may seem rather too tedious to some; but it must appear obvious to every person of knowledge that a saving of much time and expense to those young persons who may feel disposed to throw upon themselves the burden of an industrious study, but a science of real and substantial utility.

You have undoubtedly heard some persons make the declaration, that they could speak and write so well as to be understood without possessing a knowledge of grammar. I will admit that this assertion may sometimes prove true, but it will not in every instance. If you are in a habit of noticing those scenes that daily transpire around you, you will find that you have many hundred times heard persons, for the want of an acquaintance with the rules and principles of this science, express themselves in so improper and obscure a manner, that it was impossible for any one to understand them. You might, indeed, guess at their meaning; but you could not possibly tell whether you guessed

FAMILIAR LECTURES
ON
ENGLISH GRAMMAR.

LECTURE I.

DIVISIONS OF GRAMMAR—ORTHOGRAPHY.

TO THE LEARNER.

YOU are now about to enter upon one of the most useful, and, when rightly pursued, one of the most interesting studies in the world. Therefore, if you are under the impression that the study of grammar is dry and irksome, and a matter of little consequence, you must endeavor, before you proceed any further, to remove all such absurd notions and prejudices from your mind; for I will convince you, before I close these lectures, that this is not only an interesting and a pleasing study, but a science of real and substantial utility.

He that the golden treasure of this art would find,

Must store its elemental beauties in his mind.

S. KIRKHAM, Jr.

Frederick, Md. August 22, 1823.
right or wrong, for the words they employed conveyed no meaning at all. I will show you, by-and-by, that men have frequently written, and caused to be published, not only bad sense, but nonsense;—not only what they did not mean, but the very reverse of what they meant: and the sole cause of all this, was, they were defective in the application of the rules of grammar.

Although this is a very useful science, yet it is a very difficult matter for the young learner fully to comprehend it. I shall, therefore, as I proceed, make use of plain language, and endeavor to illustrate every point in a manner so clear and simple, that you will be able to understand every principle that comes before you: for I would rather give you one useful idea, than fifty high-sounding words the meaning of which you would be unable to comprehend. But, I wish you particularly to remember, that I am all the while conversing with yourself, even you who are now reading these lines, and not with somebody else; therefore, I presume you will not read a single sentence without reflecting upon its meaning; for, if you read without exercising your mind, you would do better not to read at all.

Grammar teaches us how to use words in a proper manner. The most important use of that faculty called speech, is, to convey our thoughts to others. If we have a store of words, and even know what they signify, they will be of no real use to us unless we can also apply them to practice, and make them answer the purposes for which they were invented. Grammar, well understood, enables us to express our thoughts fully and clearly; and in a manner which will defy the ingenuity of man to give our words any other meaning than that which we ourselves intend them to express.

Grammar may be divided into two sorts, Universal and Particular. Universal Grammar explains those fundamental principles which are common to all languages. Particular Grammar applies those principles to a particular language, adapting them according to the analogy of that language, and the established practice of the best and most correct speakers and writers who make use of it.

Grammar is divided into four parts:

1. Orthography.
2. Etymology.
4. Pronoun.

Orthography means word-making, or spelling. It teaches us to combine letters into syllables, and syllables into words.

It is not necessary for me to dwell long upon this part of grammar, for I presume you already understand the nature and powers of letters, and the just method of spelling words. This humble business has nothing to do with parsing, or analyzing language; but it is one of your first steps in the path of literature. Under the head of Etymology you will, however, meet with some directions in which vowels and consonants, monosyllables and disyllables, &c. are mentioned; therefore it is necessary to give you a brief explanation of them.

I. Letters. A Letter is the first principle, or least part of a word. There are twenty-six letters. They are divided into Vowels and Consonants.

A vowel is a letter which can be perfectly sounded by itself. The vowels are a, e, i, o, u, and sometimes w and y. W and y are consonants when they begin a word or syllable; in every other situation they are vowels.

All letters except the vowels, are consonants. A consonant cannot be perfectly sounded without the aid of a vowel.

A dipthong is the union of two vowels; as, ea in beat.
A triptongh is the union of three vowels; as, cau in beau.

II. Syllables. A syllable is a distinct sound, uttered by a single impulse of the voice; as, an, aut.

A word of one syllable, is termed a Monosyllable.

Of two, a Disyllable.
Of three, a Trisyllable.
Of four or more, a Polysyllable.
III. Words. Words are articulate sounds, used by common consent, as signs of our ideas.

A primitiv word is that which cannot be reduced to a simpler word; as, man, good.

A derivative word is that which may be reduced to a simpler word; as, manful, goodness.

LECTURE II.

ETYMOLOGY AND SYNTAX.

OF NOUNS AND VERBS.

The word Etymology is derived from two Greek words, which signify in English, the origin, or productivity of words. Etymology treats, not only of the origin of words, but, also, of the different sorts of words, and the various changes that may be made on them.

The word Syntax means sentence-making. Syntax treats of the agreement, government, and proper arrangement of words and sentences.

Orthography teaches you to put letters together in such a manner as to form words; Etymology teaches you the different sorts of words and their relationship, how words grow out of each other, and how they are varied in their letters in order to correspond with the variation in the circumstances to which they apply; and Syntax teaches you how to give all words their proper place or situation when you form them into sentences.

There are ten sorts of words called parts of speech; the Noun, or Substantive, Verb, Article, Adjective, Participle, Adverb, Preposition, Pronoun, Conjunction, and Interjection.

The Noun and Verb are the most important and leading parts of speech: the rest, (except the Interjection,) are either appendages or connectives.

Nouns. The word Noun signifies name. The name of any thing* we can see, hear, feel, taste, smell, or think of, is a noun. Paper, pen, apple, field, house, modesty, virtue, courage, danger, are all nouns. In order that you may easily distinguish this part of speech from others, I will give you a sign, which will be useful to you when you can not tell it by the sense. Any word that will make sense with the before it, is a noun. Try the following words by this sign, and see if they are nouns: tree, mountain, soul, mind, consistency, understanding. The tree, the mountain, the soul, &c.

You perceive that they will make sense with the prefixed, therefore you know they are nouns. There are, however, exceptions to this rule; for some nouns will not make sense with the prefixed. These you will be able to distinguish, if you exercise your mind, by their making sense of themselves; as, goodness, nobility, propriety. Nouns are sometimes used as verbs, and verbs, as nouns. This point I will explain towards the close of this Lecture, when you will be prepared to comprehend it.

Nouns are of two kinds, common and proper.

A common noun is the name of a sort or species of things.

A proper noun is the name of an individual.

The words person, place, river, mountain, lake, &c. are common nouns, because they are names of whole species, or classes of things containing many sorts; but the names of persons, places, rivers, mountains, lakes, &c. are proper nouns, because they denote individuals; as, Augustus, Baltimore, Alps, Huron. Mississippi is a proper noun, because all rivers have not this name; but river is a common noun, because the name river is given to all rivers.

* The word thing, is almost unlimited in its meaning. It is applied, with propriety, to every animal and creature in the universe, except to the human species. By the term creature, I mean that which has been created; as, a dog, water, dirt. The word thing is, also, frequently applied to actions; as, "I'm get drunk" is a beastly thing." In this phrase, it signifies neither animal nor creature; but it represents merely an action, therefore this action is the thing.