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A COMPENDIUM

OF

1034
ENGLISH GRAMMAR,

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:

PRINTED AT THE HERALD PRESS, BY JOHN F. THOMSON,

FOR THE AUTHOR.

1823.

District of Maryland, to wit:

BE IT REMEMBERED, That on the twenty eighth day of July, in the forty-eighth year of the Independence of the United States of America, SAMUEL KIRKHAM, Junr. 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:

"A Compendium of English Grammar, 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, Junr."

In conformity with 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;" and also to the act, entitled, "An act supplementary to the act, 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, and extending the benefits thereof to the arts of designing, engraving, and etching historical and other prints."

PHILIP MOORE, Clerk
of the District of Maryland.

RECOMMENDATIONS.

The following are some of the testimonials received by the Author, the which he is indebted to the politeness of these gentlemen for their insertion in this publication.

From the Revd. Mr. KNOX, Principal of the Frederick Academy, the Rev. Mr. DAVIDSON, Professor of Mathematics, &c. and Mr. S. MARRELL, Teacher of the Monoterial School, in the same institution.

MR. KIRKHAM,

Sir,—From all the attention which it has been in our power, but imperfectly, to pay to your "Compendium, &c. of English Grammar," we consider it entitled to the patronage of the public, and calculated, especially, for the instruction of those who have not the opportunity of a correct teacher.

It is a very useful and respectable that may be, and tend to facilitate a more general and accurate acquirement of the language of our country, should meet with liberal patronage. And, though there are many authors in the occupancy of that important field of education, yet we know of none, who, in so compendious an extent, comprehends a better digested system, and on a plan more easy and simple, for the younger classes in public schools.

Sincerely desirous that your labours may meet with adequate success and encouragement, we remain, very respectfully, &c.

SAMUEL KNOX, A. M. Pr. of Fred. Acad.
PATRICK DAVIDSON, Prof. of Math's. etc.
S. MARRELL, Teacher Monoterial School.

Frederick Academy, Md. }
September 16, 1823. }

Having carefully examined Mr. S. Kirkham's new system of English Grammar "in familiar Lectures," I am satisfied, that the pre-eminent advantages it possesses over our common systems, will soon convince the public that it is not one of those feeble efforts of quackery which have so often obtruded upon our notice. To say that the Author has brought into a small compass a greater number of important principles, disencumbered of all unnecessary matter,

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RECOMMENDATIONS.

than is comprised in almost any other elementary treatise on Grammar, is not doing justice to the merits of his work. Its decided superiority over all other systems, consists in adapting the subject-matter to the capacity of the young learner, and the happy mode adopted of communicating it to his mind in a manner so clear and simple, that he can easily comprehend the nature and application of every principle that comes before him.

By teaching the new-beginner to parse every part of speech systematically, as soon as it is explained to him, and by exercising him in false Syntax, the *theory* of the science becomes happily blended with *practice*; and thus his attention is immediately arrested, and his labours are rendered pleasing and advantageous. In short, all the intricacies of the science are elucidated so clearly, I am confident that even a *private learner*, of common docility, can, by pursuing this system attentively, acquire a better *practical* knowledge of this important branch of literature in three months, than is ordinarily obtained in one year.

If this work be generally adopted in schools, it will undoubtedly prove to be of great utility in the instruction of youth.

JOHN F. JUNGSMANN, Teacher
of the Frederick Lutheran School.

Frederick, Sept. 17, 1823.

DEAR SIR,—When you first came among us to teach the English language upon a new plan, in a certain number of lessons, you found me among those who could not recommend it. Imperfect as the English Language is, and convinced that much time should be spent to acquire a knowledge of those more perfect, I acknowledge that I am at once in opposition to any innovations.

You have been pleased to put into my hands for examination, a copy of your Grammar. I have attentively reviewed it, and, although I may differ from your views, in a few points, yet, I take pleasure in having it in my power to declare, that I prefer your English Grammar to any I have ever seen. Respectfully, DAVID F. SCHAEFFER, A. M.

Pastor of the Evan. Luth. Church

Frederick, September 17, 1823.

RECOMMENDATIONS.

From the Revd. Mr. KELLER.

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 *Grammar*, and they are already able to parse, not only almost any word in *Latin*, but also in *English*, with great facility and correctness, than 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 "*Compendium*" 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.

B. KELLER, V. D. M.

Carlisle, December 28, 1822.

Carlisle has long been an object of great interest to me, and I have been happy to visit it, and to see the Rev. J. S. Ebaugh, Mr. W. C. Chambers, Principal of the Carlisle Free School, and Dr. W. C. Chambers.

Having attended at an examination of the pupils of Mr. Kirkham's English Grammar School, and having seen the *Compendium*, I am convinced that the system of teaching it is well calculated to convey a knowledge of this science to the minds of youth, in a much shorter time than in the usual way.

JOHN S. EBAUGH, V. D. M.
HENRY WALES,
WM. C. CHAMBERS.

Carlisle, Dec. 19, 1822.

From the Revd. 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 comprehensive system of grammar, which will more rapidly facilitate 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 necessary. The author does not wish, like a vain pedant, to inveigh against his predecessors; but he is very sanguine in the belief, that public opinion will support him in pronouncing 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 depends chiefly on its *simplicity* for success.

In writing this work, he has not indulged himself in chimerical 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 philosophical 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 interesting study. The author has endeavoured, 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 enterprize which will call forth every latent faculty 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 poring over a large volume, in order to seek out the essentials of the science, often labors like a benighted traveller in a trackless wilderness, groping along in uncertainty, without one beaming ray to point out the promised goal, until, fatigued and discouraged by repeated and fruitless efforts, he abandons 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 in so small a 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 easy mode adopted of communicating these 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 it 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 parsing, it may not be deemed improper, if the author give some directions to those who may feel disposed to use it. Doubtless, many, when they first look at the order of parsing, will not consider it *new*, but, a mode long since adapted. Some writers have, in fact, made an attempt at a plan somewhat similar; but they have all fallen far short of reducing the mode of parsing to a *regular system*. All the plans suggested by writers, (with one exception,) require the teacher to *interrogate* the pupil as he proceeds; or else he is permitted to parse without giving any explanations. The *systematic order* laid down in this work, if pursued by the pupil, requires him to apply every definition and rule that appertains to every word he parses, without having a question put to him by the teacher; and, in so doing, he explains every word fully as he goes along. This course enables the learner to proceed independently; and I prove, at the same time, a great relief to the instructor.

It is the great desire of the author, that the practice, wherever it has been established, of causing pupils to commit by rote the definitions and rules without any sign of reason, application of them to practical examples, may be immediately abolished. This system obviates the necessity of pursuing such a course of drudgery. The new beginner who pursues it, will, in a few weeks, have all the most important definitions and rules perfectly committed, simply by applying them.

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 farther in a practical knowledge of this abstruse 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 system 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 discernment, that a pupil will learn more by parsing *five* words effectually, and explaining them fully, than he would by parsing *fifty* words superficially without understanding them. The teacher is not under the necessity of hearing his pupils recite a single lesson of *definitions* committed to memory, for he has a fair opportunity of discovering their knowledge of these as they parse. As soon as the learner can apply his definitions and rules with facility and accuracy, the Compendium may be dispensed with: and as soon as he understands their application and real utility, he may parse without applying them. All other directions necessary for the *private learner*, will be given in the succeeding pages of this work.

The author considers it a duty devolving upon himself, to express his gratitude to those friends of literature who have so **LIBERALLY** patronized his work anterior to its publication. Should these feeble efforts successfully prove a saving of much time and expense to those young persons who may feel disposed to pursue this science with avidity, by enabling them easily to acquire a critical knowledge of a branch of education so important and desirable, the fondest anticipations of the author will be fully realized; but, should his work fall into the hands of any who are expecting by the acquisition, to become grammarians, and yet, have not sufficient perseverance to make themselves acquainted with its contents, it is sincerely hoped, that the blame for their non-improvement will *not* be thrown upon him.

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.

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.

You have undoubtedly heard some persons make the declaration, that they could speak and write so 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, probably 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

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 princi-

ples 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, | 3. SYNTAX, |
| 2. ETYMOLOGY | 4. PROSODY. |

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 *diphthong* is the union of *two* vowels; as, *ea* in *beat*.

A *triphthong* is the union of *three* vowels; as, *eau* in *beau*.

II. SYLLABLES. A syllable is a distinct sound, uttered by a single impulse of the voice; as, *an, ant*.

A word of one syllable, is termed a Monosyllable.

- | | |
|------------------|-----------------|
| Of two, | a Dissyllable. |
| Of three, | a Trissyllable. |
| Of four or more, | a Polysyllable. |

III. Words. Words are articulate sounds, used by common consent, as signs of our ideas.

A *primitive* 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 *pedigree 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**, **PRO-
NOUN**, **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, conscience, 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, sobriety, hope, immortality*. 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, "*To 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*.