

Old Nomenclature with the New.

FIRST LESSONS IN GRAMMAR:

ABRIDGED FROM

THE GRAMMAR

OF

THE ENGLISH LANGUAGE.

OLIVER B. PEIRCE.

Shall we embrace truth, when found? or shall we reject it, because not found before?
To be learned in error, is to be confirmed in ignorance.

NEW YORK:
PUBLISHED BY THE AUTHOR.

FOR SALE BY THE PRINCIPAL BOOKSELLERS.

1847.

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Mr. U.C. Apr. 12, 1910.

PREFACE.

To save the young learner from being discouraged by a large book, and the parent from the expense and wear of the entire work while the child is learning only a part, is the object of this abridgment.

It professes to embrace only a glance at Orthography, an outline of Etymology, and the analytical part of Syntax.

When the young pupil shall have acquired a knowledge of what is here contained, he will be ready for the larger work. Till then, the teacher should supply its place with oral instruction, which is necessary to the juvenile student with any book.

In the larger work is found a vindication of the ground assumed and acted on in this—that

A grammar of the *English language* should be, essentially, and in fact, an *English grammar*—*English* in its CLASSIFICATION—*English* in its NOMENCLATURE—*English* in its DEFINITIONS—and, last, and most of all, *English* in its RULES, both analytical and synthetical, which should describe, fully, the structure and idiom of the language—that

☞ Parsing is *describing facts* in relation to words—that

☞ A sentence, to be parsed, *must be described as it is*—that

☞ If a sentence is right, and the rules of Grammar are right, *they must agree as they are*—that

☞ If a sentence is right, and if, to make it agree with the rules of a grammar, we have to change the sentence, in the least, by *putting in* words "*understood*," or by *taking out* words "*expressed*," this *change* of the sentence is *proof* that the rules are defective or wrong, and that the grammar, so called, by whomsoever written, and however long approved, *is not a grammar of the language*.

The lessons in this book are so adjusted in reference to the larger work, that students having that, can be arranged in the same class with those who have only this.

That this little work may lead the student to a more extensive and critical acquaintance with the language than has hitherto generally been attained, is the desire of

THE AUTHOR.

NEW YORK, February, 1847.

MAXIM.

SCIENCE, in every department, physical, intellectual, moral and religious, should be so taught, that, when imparted, the principles, by recommending themselves to the understanding, can remain living and fixed, without the support of authors' or teachers' names.

ADDRESS TO THE TEACHER.

CONSIDER the persons under your charge, as rational creatures, endowed, by their Creator, with intellectual faculties which are capable of being raised, by proper exercise, to indefinite expansion and power; but which, if forced to admit, as *truth*, the *unexamined dogmas* of schools, will dwindle into the insignificance of mere brutal instinct—the imitative propensity of the *parrot* or the *ape*.

Remember that a child is a *man in miniature*—that the fact of your associating with your pupils, must, in degree, stamp upon them, in mind and morals, in deportment, in every thing that can constitute the character of man, the impress of yourself.

Remember that *active belief*, founded in conviction, from personal investigation, alone can benefit and improve mankind—that the principles of *any theory*, on *any subject*, blindly assented to, can not be lasting in their effect; but, like the mist of morning, may be noticed at the time, yet pass and are forgotten—therefore,

☞ NEVER ALLOW YOUR PUPILS TO COMMIT TO MEMORY WHAT THEY DO NOT UNDERSTAND.

☞ NEVER TEACH, AS TRUTH, ANY THING, HOWEVER TRIFLING IT MAY SEEM, WHICH REASON'S UTMOST FORCE AND BRILLIANCE CAN EVER AFTERWARDS UNTEACH.

What you can not strengthen and improve, do not weaken and deform.

Teach them that Grammar is but a guide to the understanding in the use of correct language—that PARSING is only describing facts, or the nature and relations of words as *they are used*, not as *they*, or some others *might have been used*—guard them against blindly adopting the sentiments of any man, however great in the estimation of the

world—teach them that authors are but public men sharing the common infirmities of the race—that, though long approved, theories which are not *philosophical* and practical, are *down-right insult* to the human mind, and should be at once discarded.

Explain the parts which, to the learners' various capacities, shall need to be explained; and impress on their minds, that their proficiency and enjoyment in each succeeding part, will depend on their having acquired a thorough knowledge of all that precedes it.

Lead them, step by step, from examining the different materials of which the fabric of the language is composed, to learn the proper mode of selecting, arranging and combining the parts, to form a just-proportioned and harmonious structure of the whole.

Impress them with the TRUTH, that *fifteen minutes per day*, spent in exercising the understanding, is worth more than the *whole time* wasted in the exercise of memory, without the aid of the understanding and judgment.

Though there may be change without improvement, there can not be improvement without change. Change is necessarily co-extensive with improvement.

LANGUAGE

1 Is the means of communicating thoughts or expressing ideas. It is of two kinds; Spoken and Written.*

SPOKEN LANGUAGE

2 Consists of certain sounds expressing emotion, and of other sounds rendered significant by usage; as,

Oh! Alas! Fie!—Man, woman, book, hat. [Give the sounds only.]

WRITTEN LANGUAGE

3 Consists of letters or figures used as signs of sounds; as,

O-h, for *Oh!*—*A-l-a-s*, for *Alas!*—*F-i-e*, for *Fie!*—*M-a-n*, for *Man*—*w-o-m-a-n*, for *woman*—*b-o-o-k*, for *book*—*h-a-t*, for *hat*. [Give the names of the letters first, and then their sounds in the spoken words.]

GRAMMAR

4 Is the science of language. It treats of spoken and written words as signs of ideas.

*The different incorporations of words used by the people of different nations, are called languages; and generally bear, respectively, the names of the countries in which they were first embodied, or to which they are peculiar; as, the English, the French, the Greek, the Hebrew language. Besides this, there is the language of motion, as when we nod the head in token of assent.

INSCRIPTION, SUBSCRIPTION, AND SUPERScription.*

A In-scription means the name of the person for whom the letter is intended, written either at the beginning of the letter, and over the left hand part of the page, or at the close of the letter, and under the left hand part of the page.

b Sub-*scrip*-tion means the name of the writer, written at the close of the letter, (or other written article,) and *under* the *right hand* part of the page.

c The *term of address* is the word or words used, in courtesy, at the beginning of the letter, instead of the particular name of the one addressed; as, Sir, Dear Sir, Reverend Sir, Madam, My Friend, &c. [See blank 2, below.]

d Super-scription means the name of the person to whom the letter is to be sent, (or the name and place of residence,) written on the outside of the letter [See the example, on the next page.]

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* Begin your letter on the first page of the sheet on which you are to write, leaving a fair margin on the left of the page.

f Observe the blank marked 1. Put there the name of the particular town, village, or city in which you reside, or to which you wish the answer to your letter to be sent. Let this be written *very plain*.

g Put immediately after the name of the *place*, the *date* as to *time*, the *month*, *day*, and *year* of your writing.

Observe blank 2. Put there the *term of address*, as, *Sir, Dear Sir, Madam, My Friend, Dear Parents*, or whatever you would use. Place the term of address at least *one line below* a range with the date, as above: or if you prefer to omit the term of address, you can inscribe the letter by writing at blank 2, the name of the person to whom you write.

3 If you *inscribe* the letter at blank 2, omit the term of address, so as not to have both the *inscription* and the *address*; as, *James Hall, jr., Dear Sir*: [This practice is very common and very awkward.]

‡ If you inscribe the letter at blank 2, write nothing at blank 5.

k Begin the body of the letter a little at the right of the term of address, or inscription, at blank 2, and at least two lines below the inscription or address.

1 Commence without parade or ostentation, and without much ceremony.

*These terms are defined here only as they relate to epistolary correspondence, and without any reference to the literal classical meaning of the words from which they are derived.

m Write in short, direct sentences; arranging words and sentences according to the natural order of the ideas, facts or circumstances to be expressed.  Write your letter *very plain*. Nothing can excuse a careless, *illegible scrawl*, in a letter—for the writer can not be present to *interpret* the letter to the one to whom it is to be sent.

n Do not be ambitious of making a long letter; but, rather of making it as short as the amount to be communicated, and the nature of the subject will allow.

o Observe blank 3. Put there the terms of respect; as, *Respectfully Yours, Respectfully and Truly Yours, Affectionately Yours, &c.*, or whatever you prefer, according to circumstances. Avoid pompous language, to whomsoever you write.

p Observe blank 4. Put there your own name, as the *subscription*, written with perfect plainness. He who writes at all, is inexcusable, if he does not write his own name and the name of the place of his residence, perfectly plain.

A married woman, in writing concerning the ordinary affairs of life, should subscribe, (with the feminine prefix, *Mrs.*) her husband's Christian name; as, *Mrs. James R. Boyd*: except when writing to her relatives, and when executing legal papers.

r If you begin, at blank 2, with the term of address, *inscribe* the letter at blank 5, with the name of the person to whom you write.

* Fold the letter so that it will be at least one third wider from left to right, than it is the other way.

Paid

Miss Evelina M. Brayton,

Cazenovia, N. Y.

CARE OF
J. BRAYTON, ESQ.

† In superscribing a letter, write the name of the person as low as the middle of the letter, and the name of his place of residence under that, and a little at the right of it.  Write the superscription *very plain*.

u. Do not use such a term as *Mr.*, or *Esq.*, before the person's name, and another similar term after; as, *Mr. James Jackson, Esq.* [Omit one of the terms.] Yet such a term may be used with the name, and the office or station mentioned after the name; as, *Josiah Quincy, Esq., President of Harvard University.* *Hon. Samuel Young, Secretary of State.* *Mr. James Williams, Reporter to the Senate.*

✎ If you write to a *lady*, an *editor*, or any man in a public station, or any other person for the first time, be sure to pay the postage on your letter, unless there is a full understanding as to this matter; and unless the affair on which you write, clearly interests the one you write to, more than yourself. [See large Grammar.]

CONCLUSION.

THE foregoing pages evince that the author has left *the beaten track*. His only object has been to make a grammar from, and for, the English language. He has in no respect innovated for the sake of change. He employs the terms which he deems best adapted to express the facts; by whomsoever these terms have been used; by whomsoever rejected—a course pursued in the late reform in Chemistry, and with the most beneficial results.

He discards, totally, the common practice of parsing the words of a correct sentence according to their supposed relations to words "*understood*," which might, or might not, have been expressed—a practice at war with common sense, and a violation of the very idiom which Grammar professes to represent. This idiom of the language allows what "grammarians" call "elliptical sentences," but it does not allow the "*ellipses*" to be "supplied." They are not *ellipses*, except when viewed in contrast with the rules of false grammars, which, by their authors' own showing, are at variance with the language.

☞ Rules of Grammar should always be adapted to what the idiom of the language allows. *Without this, there can not be a grammar of the language.*

What would be thought of a geographer who, averse to labor, (and anxious to have *all theories alike!*) should sit in his study and copy from descriptions of countries and cities in Asia and Africa, and, in presenting his *new work*, should pretend to represent London, or New York, *as it is*, by describing *lakes*, where are *parks*; *forests*, where are stately *temples*; and sandy *deserts*, where are blooming *gardens*; and, when told of the discrepancy, should begin to talk of his *lakes*, and *forests*, and *deserts* "*understood*," which the pupil or the teacher must put in, "*supplying the ellipses*," to make the earth agree with his geography!

Grammar is, in fact, the Geography and Directory of the language; and as such, should be adapted to the language—approving what is right, and condemning, with reason, what is wrong.

CONCLUSION.

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The fact that this unvarying principle in Philology has not, as a principle, before been discovered and applied, proves nothing as to its falsity or correctness. It may be denounced as *new*, and, consequently, as erroneous: yet asseveration is not proof. The principle is fixed in Philosophy—in the nature of things; and though new or old, can not be moved.

The all-pervading principle called *gravitation* was not the less existent because from Nature's birth it had not been discovered till Newton held it forth disclosed. Copernicus and Galileo, Guttemberg and Faust, Harvey, Jenner and Franklin, and Watt and Fulton, were reviled by *men* for being *originals*, the *ministers of Nature* approved by *God*, to lead the way from age to age. They wearied *Mockery*. They have exhausted *Praise*. Truth, the *gold of life*, is *truth*—early disclosed, or late—by whomsoever found; by whomsoever, given.
☞ *Dare we be candid?* DARE WE ADVOCATE *WHAT WE BELIEVE?*

What is written, is written: and if, by exhibiting the principles of the language, as they are, this little *work*, and the larger one to which it leads, shall assist in dispelling the fogs of sophistry from the fields of philosophic research, and shall thereby facilitate the progress of the learner, and aid the *rising greatness* of the intellectual and moral constitution of man, the author will have the gratifying consciousness that his labors have not been vain.

THE END.

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RECOMMENDATIONS.

*From the Teachers of the Teachers' Society, in the
City of New York.*

We have examined "The Grammar of the English Language," by Oliver B. Peirce, Esq., and are happy to find that he has left the *old* and *beaten track*, and formed a *Grammar of the Language* as it *really* is used by our best writers.

It has always appeared to us that the early writers on this subject, drew their code of principles from *Latin Grammar*: and later writers have, with a few verbal alterations, followed the same track; thus subjecting the *English* student to the necessity of studying theories that could not represent his *own language*; theories, which, so ill adapted to elucidate the subject, have invariably bewildered the learner, by imposing on his understanding, and ended with exciting his disgust.

The *New Nomenclature*, adopted by our author, is admirably expressive of the principles to be represented by it; and *must* thereby facilitate, very much, the pupil's advancement.

His Syntax, too, is capable of evolving every combination of words that the language admits, without changing it to another form of expression.

The Rules for the transposition of Poetry, the Prosody and Rhetoric of this treatise, are *plain*, *pointed*, and *direct*; and cannot fail of proving highly useful and very interesting to those who would acquire a thorough knowledge of the English language.

It is, in short, a *Grammar of the English Language*; and simplifies the subject to such a degree that a youth of ordinary parts, can, with *ease* and *satisfaction*, make himself master of this branch of Science, hitherto regarded so difficult.

We must, in conclusion, express our hope that the School Committee of the City of New York, will, *as early as possible*, take measures for introducing this work into the City Schools.

*Extract of a Letter from I. Swift, A.M., Princp. of Union
School, at Geneva, New York.*

DEAR SIR:

In sending you this, I have several objects,—one to thank you for the parts of the Grammar sent in sheets, by mail,—another, to inquire how you progress in your enterprise. Is your new edition published yet? If not, when will it be forthcoming? Where can it be obtained? Do you continue in the field as a lecturer? If so, when may we expect to see you this way?

When you lectured here, you made a strong impression on my mind that your work has many excellencies not to be found in the old theories. That impression remains the same.

I have used your book from the time you were here to the present; and am confirmed in my conviction of its superior merits. Our county Superintendent was highly delighted with my class in Peirce's Grammar. **HE PRONOUNCED IT THE MODEL CLASS FOR THE COUNTY.** He strongly favors the work.

Wishing you all success in your noble enterprise, I remain, very respectfully and truly yours,

ISAAC SWIFT.

O. B. PEIRCE, Esq.

From PORTER MONTGOMERY, Esq., late County Superintendent of Jefferson county, N. Y.

I HAVE examined "The Grammar of the English Language," by Oliver B. Peirce. For originality, clearness, extent—for its philosophical correctness, and practical utility, it stands unrivalled. Time must soon set to it the seal of approval from all lovers of TRUTH and EDUCATIONAL IMPROVEMENT.

P. MONTGOMERY.

Sacketts Harbor, N. Y., Feb. 15, 1847.

From REV. GEORGE G. HAPGOOD, for a long time President of the Cazenovia Seminary, New York.

DEAR SIR:

I HAVE examined the last edition of your Grammar of the English Language, and deem it the most *analytical* and *philosophical* work of the kind to be found in the language. Yours truly,

GEORGE G. HAPGOOD.

OLIVER B. PEIRCE, Esq.

MR. PEIRCE:

I HAVE devoted considerable time to the examination of your Grammar of the English Language; and hesitate not to give, as my opinion, that it represents the principles of the language *as it is*, better than any other system of Grammar extant. It remedies numberless errors and defects in the *old systems*; and makes that *plain* and *practical* which has heretofore been shrouded in obscurity, or buried beneath a superincumbent mass of what, to the *English* student, is but *senseless verbiage*.

I believe it calculated to give a better knowledge of our language, and that, in less time, than the *old theories*; and should rejoice to see it introduced into all our schools, to the *exclusion of every other system*.

With much respect, I am, sir, yours,

SYLVESTER BLISS,

Principal of the South School, in the City of Hartford.

Concluding Resolutions of a series unanimously adopted at the close of the first Teachers' Institute ever held in Connecticut:

Resolved, That we highly appreciate the enlarged views and benevolent purposes of Mr. Peirce, and the independent stand against existing prejudices which he has taken in relation to the science; and that we shall hail with satisfaction every indication of his success, as he advances in his work of Improvement and Reformation.

Resolved, That we can only regard in *contrast*, his theory, as a Grammar of the English Language, with the *old theories*, which we can not conceive have ever been *representatives in fact*, of the English Language.

Resolved, That for its *theoretic clearness* and *consistency*, and its *practical excellence*, we commend "The Grammar of the English Language," as well as its author, for his lucidness of style, and the philosophic bearing of his lectures, to our fellow-citizens as worthy of their entire confidence and liberal support.

Resolved, That a committee of two be appointed by the Chairman to present to Mr. Peirce a copy of these resolutions, with assurance of the high respect of the Association.

W. H. PERRY, }
W. W. KINGSLEY, } COM.

J. KEYES, Chairman.
H. DEWING, Sec'y.

MR. PEIRCE:

I HAVE listened with much interest to the Course of Lectures which you have given to the Grammar Class under my charge, and from the manner in which you have treated the subject, I am persuaded that *your system is the correct one*; and that it needs but a *candid examination*, to insure it a *favorable reception*.

Your ob't. servant,

S. ALVORD,

Teacher of Grammar in the Hartford Grammar School.

From the highly important and flourishing Literary, Scientific, and Religious Institute at Watertown, Jefferson county, N. Y. It is under the supervision of the Presbyterian Church.

[EXTRACT.]

The Grammar of the English Language, by O. B. Peirce, Esq., is, in the estimation of the subscribers, distinguished, not only by original views, but by important improvements, compared with the grammars heretofore used.

It is by no means a *compilation from other works*; but differs, materially, from any in use. It seems to have been derived, by the author, from a bold and *independent* view of the English Language,

as embodied in approved writings; and supplies many important defects, to be found in other grammars, with respect to both Etymology and Syntax.

To us, the work appears better calculated to promote HABITS OF CLEAR and VIGOROUS THOUGHT, and to furnish aid, both in the analysis of English authors, and the process of English composition, than any grammar with which we are acquainted.

The *unusual nomenclature*, adopted by the author, may at first seem to be unnecessary innovation; but we think it will be found highly useful, in giving *clear views* of the *principles* and *structure* of the English language. Our opinion of the work can not, in brief, be more fully expressed, than by stating, that it will be immediately adopted, as a text book, in the Black River Institute.

[Rev.] MARCUS SMITH, *Pres. of the Board of Trustees.*

[Rev.] J. R. BOYD, A. M., *Principal.*

[Rev.] JOHN COVERT, A. M., *Vice Principal.*

ARCH'D. WHITFORD, A. B., *Prof. Math.*

H. MILLER, A. B., *Asst. Teacher.*

From the same.

THE bearer of this communication, Mr. Peirce, has made himself favorably known to us, by personal interviews, and a Course of public Lectures before the Institution under our charge. As a gentleman, and a man of science, we recommend him to the attention of the communities that he may visit; but more especially to the favorable reception of those who are engaged in the instruction of youth.

The presenting of his work to our Seminary, has been attended with *great benefit*; and we can not part with him without expressing our earnest desire that he may be duly compensated for his very laborious endeavors to disseminate more correct notions than now prevail, in relation to the Science of the English Language.

Clinton Hall, New York, Dec. 26, 1840.

After twelve evenings spent in this hall, by Mr. Peirce, Mr. Kirkham, and other gentlemen, in discussing the principles of English grammar, and in debate respecting individual theories, the Rev. D. Fraser, Vice Principal of the Clinton Collegiate Institute, was unanimously called to the chair—[Revo C. Hance, Esq., who had before presided, being absent, from the indisposition of his family;] after which, the following preamble, and the resolutions, one by one, were adopted:

Whereas, Mr. Oliver B. Peirce, at the commencement of his lectures of review, pledged himself "to demonstrate that the *OLD THEORIES* of English Grammar, (including Murray's, Kirkham's, Gould Brown's, Bullions', and Smith's,) are worse than none—are obstructives, rather than aids, to the teacher and student of English Grammar,"—and,

Whereas, Mr. Peirce offered for examination, his theory, as the first, and only, grammar of the English language that has been given to the world—and,

Whereas, We have witnessed, with admiration, the open, manly course of Mr. Peirce, in discussion and debate—the ease with which he repelled the attempts of Mr. Samuel Kirkham, and others, upon his work—the clearness with which he exposed the errors, absurdities and defects of the *old theories*, and the perspicuity with which, by his own, he exhibited the principles of the language—therefore,

Resolved, That, in the opinion of this meeting, the pledge of Mr. Peirce has been fully redeemed.

Resolved, That from what we have learned of the theory of Mr. Peirce, we believe it to be what it is entitled to—the *Grammar of the English Language*.

Resolved, That we recommend Mr. Peirce, as author and teacher, to our fellow-citizens, as worthy of their patronage and support; and advise (without assuming to dictate) that they attend the course of lectures which he proposes to give.

Resolved, That the preamble and resolutions be signed by the chairman, of the meeting, and published in the leading papers of the city.

D. FRASER, *Chairman.*

From O. BLANCHARD, A. M., long a Professor in the Cazenovia Seminary, N. Y., and now, in Fairfield Academy, N. Y.

FRIEND PEIRCE: I had an opportunity of sending directly to Wadsworth. I sent and procured several dozen copies of your grammar; all of which, except one, are distributed among the students. For the last few weeks, we have read and parsed according to your system. We find it a very interesting exercise, and a much more rational method of pursuing the science, than the old system and practice. Your distinctions of the *cases*, as *direct* and *indirect*, I think a most happy one. [Here follow other particulars.]

From the same.

I HAVE witnessed Mr. O. B. Peirce's method of instruction—I have examined his theory, and used it as a *text book*, one term. I give as my opinion, the result of my acquaintance with its principles, that it is preferable to the old system—easier for the teacher, and more satisfactory to the student. It calls things by their right names, distinguishing the principles of the language by terms whose meaning is, in general, obvious at the first view, and affords more ready tests for determining *what is*, and *what is not*, grammatical or correct.

O. BLANCHARD.

Extract of a Letter from V. DREW, Principal of the Academy of Science, New York, to a friend in Boston.

"I understand that Mr. Peirce, the grammarian, is in your city, and is about to publish a revised edition of his grammar of the English language.

"I wish you would ascertain *when* he will publish, and send me fifty copies as soon as possible. With this gentleman, I would like to become acquainted. In comparison with his work, the other grammars of the day, (and I know them well,) sink into insignificance. The *technical jargon* with which they are loaded, the defects in their classification, the general obscurity, and, not unfrequently, the gross *inconsistency* of their definitions and rules, not only violate the first principles of composition, but are, to the last degree, an outrage on common sense. Hence, after years of unavailing toil, so many turn, discouraged, if not disgusted, from the study of English grammar.

"Mr. Peirce has stripped the subject of the mystery which involved it, and brought this hitherto abstruse science from darkness into light. He has made it as plain and interesting as it is important.

"At present, many, from prejudice, some doubtless from interest, will denounce him; but posterity, with one accord, will venerate his name."

*Extract of a Letter from S. LUCKEY, D. D., late Editor
of the Christian Advocate & Journal, New York.*

"So far as I have become acquainted with its principles, the ground work, I am decidedly favorable to your views. We want a grammar of the language *as it is*, without being doomed to throw almost every other sentence we read into *another form to render it parsable or grammatical*. The testimonials which I have seen from gentlemen whose business and habitual attention to the subject, render them competent judges, as well as my own convictions from an examination of the work, place it beyond a doubt, in my mind, that your labors in this department of science are highly meritorious, and deserve the grateful acknowledgments of your countrymen." S. LUCKEY.

*From the Hon. IRA MAYHEW, Superintendent of Public
Instruction, for the State of Michigan.*

[It was received just as the last few pages of the work were going to press.]

Office of Superintendent of Public Instruction, }
Monroe, Michigan, March 16, 1847.

DEAR SIR: I have examined with great care the "Grammar of the English Language," of which you are the author. About two years ago, while engaged in teaching, I carried a class nearly through it. I regard it as the best exposition of the principles of the English language that I have ever seen. This opinion is based on my acquaintance with it, and my success in teaching it. The abridgment, now in press, I think, can not fail to receive the approbation of the great majority of enlightened teachers. I hope it may be generally introduced into our primary schools. Every *teacher*, as, also, every *advanced student*, should have a copy of the large work.

I am, dear Sir, very truly yours,
OLIVER B. PEIRCE, Esq.

IRA MAYHEW.