

THE
PRINCIPLES
OF
ENGLISH GRAMMAR;

COMPRISING THE SUBSTANCE OF THE MOST APPROVED
ENGLISH GRAMMARS EXTANT,

WITH

COPIOUS EXERCISES IN PARSING AND SYNTAX;

A NEW EDITION,
REVISED, RE-ARRANGED AND IMPROVED.

FOR THE USE OF SCHOOLS.

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THE SERIES OF GRAMMARS, GREEK, LATIN, AND ENGLISH, ETC.,
ON THE SAME PLAN.



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PREFACE.

A knowledge of English Grammar is very properly considered an indispensable part of an English education, and is now taught as such, in all our Academies and Common Schools. The great number of elementary works which have recently appeared on this subject, is a pleasing evidence of the attention which has been bestowed upon it. Among these, none has enjoyed greater favor than the Grammar of LINDLEY MURRAY; and the high rank which it still holds among the numerous works which have appeared since its publication, is a decided testimony to the soundness of its principles and the excellence of the system. With all its excellence, however, it is far from being incapable of improvement; and the attempt to add to its value as a manual for schools, by correcting what is erroneous, retrenching what is superfluous or unimportant, compressing what is prolix, elucidating what is obscure, determining what was left doubtful, supplying what is defective, and bringing up the whole to that state of improvement to which the labours of eminent scientific and practical writers of the present day have so greatly contributed, can hardly fail, if well executed, to prove acceptable to the public. Such was my design; and though there may be reason to regret that it has not been undertaken by some one more capable of doing justice to the subject, still it is hoped that the labor bestowed, in order to carry it into effect, will not be altogether in vain.

In endeavoring to avoid the minutiae and diffuseness of the larger Grammar, care has been taken to guard against the opposite extreme. The abridgments of Murray now in use, are little more than a synopsis of the larger work; presenting a mere outline of the subject, altogether too meagre to be of much service to the learner. The same remark is applicable to a great number of smaller works which have been published with a similar view; namely, to serve as an introduction to a more extended system. They are incapable themselves of imparting a satisfactory knowledge of the subject; and yet it often happens, perhaps even in a majority of cases, that those who have commenced with the "introduction," have neither the time nor the means to get beyond it: and besides, unless the "introduction" be constructed on the

same principle of arrangement and expression with the one which it is intended to succeed, it will probably be found worse than useless; for when a particular arrangement and phraseology have become familiar to the mind, there is great difficulty in studying another work on the same subject, in which the arrangement and expression are materially different. A Grammar, to be really valuable, ought to be *simple* in its style and arrangement, so as to be adapted to the capacity of youth, for whose use it is designed; *comprehensive*, so as to be a sufficient guide in the most difficult, as well as in easy cases; and its principles and rules should be rendered familiar to the learner by numerous examples and exercises.

To meet these views of what a Grammar for the use of Schools ought to be, the present compilation has been made: with what success, a discerning public, to whose judgment it is respectfully submitted, will decide. Utility, not novelty, has been aimed at. In collecting materials, I have freely availed myself of the labors of others who have treated on the subject since the days of Murray, and particularly of those whose object has been similar to my own. LENNIE'S "Principles of English Grammar," deservedly esteemed in Britain the best compend for the use of schools which has yet appeared, I have adopted as the ground plan of my work. The works of MURRAY, ANGUS, CONNELL, GRANT, CROMBIE, HILEY, and others in the extensive collection of my friend Dr. BECK, to which I have enjoyed free access, have been consulted; and from all of them has been carefully selected, condensed, and arranged, whatever seemed to be suitable to my purpose. For several valuable suggestions, also, I am indebted to Dr. T. R. BECK, and several other literary friends, who kindly examined my MSS. before they were sent to press, and freely communicated their sentiments. On the whole, it is believed that there is nothing of much importance in Murray's larger Grammar, or in the works of subsequent writers, that will not be found condensed here.

On the subject of Etymology, much expansion has been deemed unnecessary; I have therefore generally contented myself with stating *results*, without embarrassing the work with the processes, often tedious and obscure, which have led to them. In the classification of words, almost all writers differ from each other; and though on this subject there has been much discussion, nothing has yet been proposed which, on the whole, appears less objec-

tionable in principle, or more convenient in practice, than that of Murray, which is therefore generally retained.

In Syntax, greater fullness has been considered proper. In the arrangement of the Rules, scarcely two writers have followed the same order; and that here adopted is somewhat different from any other. Without regarding much the usual division of Syntax into *Concord* and *Government*, those rules are placed first which appear to be most simple, and of most frequent occurrence. Care has been taken, however, to connect with a leading rule those of a subordinate character allied to it, and to add under every rule such notes and observations as appeared necessary to its illustration. Numerous examples of false syntax follow each rule, generally on the same page, and are admitted to the notes, etc. are subjoined, distinguished by the number of the note to which they belong. For the purpose of better exercising the judgment of the pupil, there have been introduced at intervals, exercises on the preceding rules promiscuously arranged; and at the end, promiscuous exercises are furnished on all the rules and observations; the whole forming a body of exercises, containing perhaps not fewer examples than Murray's separate volume of Exercises on the Rules of Syntax. In this, economy as well as convenience has been consulted. The leading principles have been made so prominent by being printed on a large type, that they may be easily read by the youngest classes without any assistance. Every thing necessary for the fuller expansion and illustration of these principles, has been introduced in its place; and the whole furnished with questions and appropriate exercises, in order to render every part familiar to the mind of the pupil as he advances, so that no larger treatise, and no separate book of exercises, will be necessary. The arrangement of the exercises on syntax on the same page with the rule which they are designed to illustrate, it is believed, will greatly diminish the labor, both of teacher and pupil, in going over this important part of the subject.

Another object steadily kept in view in this compilation, is to render it a profitable introduction to classical studies. While all languages differ from each other in their mode of inflexion, and in some forms of expression peculiar to themselves, usually denominated *idioms*, their general principles are, to a very great extent, the same. It would seem, therefore, to be proper, in

constructing grammars for different languages, that the principles, so far as they are, the same, should be arranged in the same order, and expressed as nearly as possible in the same words. Were this carefully done, the study of the grammar of one language would be a very important aid in the study of another; and the opportunity thus afforded of seeing wherein they agree and wherein they differ, would of itself furnish a profitable exercise in comparative grammar. But when a Latin grammar is put into the hands of a boy, differing widely in its arrangement or phraseology from the English grammar which he had previously studied, and then in due time a Greek grammar different from both, not only is the benefit derived from the analogy of the different languages in a great measure lost, but the whole subject is made to appear intolerably intricate and mysterious. To remedy this evil, I resolved, some time ago, to publish a series of Grammars of the English, Latin, and Greek languages, arranged in the same order, and expressed as nearly in the same words as the genius of the languages would permit.

This series has now been some time before the public, and has been received with a degree of favor far surpassing my expectations.

PREFACE TO THE REVISED EDITION.

New plates for this work having become necessary, the opportunity has been embraced to improve the work in such a way as to render it still more worthy of public favor. Several of the definitions and rules have been rendered more strictly accurate. In many places, observations and remarks have been introduced, where they seemed to be necessary to complete or elucidate the subject. The etymology of the article which stood before, is now, as it should be, placed after the noun; and that of the participle is placed with the moods and tenses, before the inflection of the verb, instead of coming after it. In these two instances only, is the order of the sections changed. In the verb, the designation and arrangement of tenses first adopted in this Grammar, but which were subsequently changed, are here resumed, being considered as altogether better, because more natural and appropriate. The former designations, however, are placed in parentheses, (except the *imperfect*, which does not correctly express the import of that tense), that teachers may adopt those which

they prefer. In the observations on the tenses, an attempt has been made to render them more full and explicit; and in the inflection of the verb, negative and interrogative forms have been introduced after the active voice.

In Syntax, two or three rules have been altered, where it seemed desirable for the sake of greater accuracy and simplicity. So much of Rules IV., V., and VI. as referred to the pronoun, has been omitted, to avoid the confusion occasioned by uniting two subjects (the verb and personal pronoun) under one rule, and all that relates to the Syntax of the personal pronoun has been placed together in special rules under Rule X. The exercises under these rules have been revised and made to correspond to these changes. In Prosody, several defects have been supplied, and the article on Composition has been considerably enlarged.

To make room for these improvements, the lists of questions heretofore interspersed through the work, and the utility of which has been questioned by distinguished teachers, have been removed to the end of the book, where they are placed together, so that they may be used or not, as the teacher may direct. For the same purpose, all discussions of grammatical questions have been removed from the body of the work to the Appendix, and suitable reference made to them in the text. In this position, they interfere less with the regular progress of the work, and may be consulted at pleasure. By this means, also, an opportunity is afforded of discussing the several subjects, when it was thought important, at greater length than would have been proper in their place; and hence, it will be seen, the Appendix has been considerably enlarged.

By means of these arrangements, the leading parts of the Grammar are made to occupy nearly the same place as before, being seldom more than one page distant from their former position. This revisal of the work has been gone into more thoroughly now, to avoid the necessity of ever hereafter making any changes; but no change has been made which will occasion any difficulty in using this edition with the other, as the parts introduced for the most part belong to the Notes and Observations, and to distinguish them are generally enclosed in brackets.

For further information, reference is occasionally made to the Analytical and Practical Grammar, in which the subjects generally are treated of with greater fullness, especially in Syntax, than in this compend.

PLAN OF THIS WORK.

1. In this work the leading principles, definitions, and rules, forming by themselves an epitome of Grammar, are printed in larger type, and expressed in brief, accurate, and simple language, so as to be easily committed to memory.

2. All that is necessary to fill up this outline, and with it to form a complete school grammar, is inserted in its place in smaller type in Observations and Remarks, not to be committed to memory, but to be studied more fully in connection with the leading parts, in subsequent reviews.

3. The whole is perspicuously arranged under distinct sections and heads, all of which are numbered separately; and now, in addition to this, all the paragraphs are numbered by a running series of numbers, rendering it easy to refer to any particular part.

4. At the close of each part of speech, and frequently at intervals under different heads, Exercises, simple and easy, are introduced, for the purpose of rendering the pupil familiar with each step as he goes along, and better prepared for entering on that which is to follow.

5. The leading rules of Syntax always stand at the top of the page; and under each is presented, in special rules, in small type, or in observations and remarks in type still smaller, all that is necessary to complete or explain the subject of which it treats; and then under these are furnished examples of false Syntax to be corrected—an exercise of great importance, to render the principles previously studied, and their use, familiar to the pupil.

6. For the same purpose, numerous examples of false Syntax under all the rules are furnished at the end, promiscuously arranged. In correcting these, it will always be proper to shew wherein they are wrong, mention the rule which they violate, and give the rule or the reason for the change made.

7. In Analysis and Parsing, it is important that one uniform method, the shorter the better, provided it be accurate and full, should be pursued; either that here recommended, or such other as the teacher may prefer; and that the rules, when repeated, be repeated accurately in the very words of the text.

8. The subject of Composition, at the end of the book, will be a profitable study for the pupil after he has studied the grammar, and furnish the means of constantly applying its principles.

By pursuing this method, the study of Grammar, instead of being, as it is usually considered, a dry and tedious exercise of memory, becomes a very practical, intellectual, and interesting study, with but little labor, almost imperceptibly, and in a very short time, the pupil becomes a proficient in this important branch of study.

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GRAMMAR.

1. GRAMMAR is both a SCIENCE and an ART.
2. As a SCIENCE, it investigates the principles of language in general. When thus used, it is denominated GENERAL or UNIVERSAL GRAMMAR; and sometimes COMPARATIVE GRAMMAR.
3. As an ART, it teaches the right method of applying these principles to a particular language, so as to express our thoughts in a correct and proper manner, according to established usage. App. I.

ENGLISH GRAMMAR.

4. ENGLISH GRAMMAR is the art of speaking and writing the English language with propriety.
5. GRAMMAR is divided into four parts; namely, *Orthography*, *Etymology*, *Syntax*, and *Prosody*.
- [6. *Orthography* treats of letters and syllables; *Etymology*, of words; *Syntax*, of sentences; and *Prosody*, of elocution and versification.]

BULLIONS'S
SERIES OF GRAMMARS,
AND ELEMENTARY CLASSICS.

PUBLISHED BY

PRATT, WOODFORD & Co., NEW-YORK.

This series consists of the following works, viz :

I. PRACTICAL LESSONS IN ENGLISH GRAMMAR, etc.

This little book contains a brief synopsis of the leading principles of English Grammar, every part of which is illustrated by a great variety of exercises, of the simplest character, adapted to the capacity of pupils at an early age

II. THE PRINCIPLES OF ENGLISH GRAMMAR, etc.

This work is intended as a school Grammar, for the use of classes pursuing this branch of study in the common schools, or of the junior classes in academies. It embraces all that is important on the subject, expressed with accuracy, brevity, and simplicity, and is peculiarly adapted to the purposes of instruction in public schools.

III. THE ANALYTICAL AND PRACTICAL ENGLISH GRAMMAR.

This work, designed for the more advanced classes in schools and academies, is prepared on a more extended plan than the preceding, though not essentially different from it. The arrangement (except in syntax), the definitions, and rules are the same, but with much greater fullness in the illustrations and exercises, intended to lead the student into a thorough and critical acquaintance with the structure and use of the English language.

IV. EXERCISES IN ANALYSIS AND PARSING.

This little work consists of selections in prose and poetry from standard writers, so arranged as to furnish a convenient and progressive course of Exercises in Analysis and Parsing, in every variety of style, with such occasional references to the grammars as are deemed necessary to explain peculiar or difficult constructions. To this is prefixed directions for the analysis of sentences and models both of analysis and parsing.

V. THE PRINCIPLES OF LATIN GRAMMAR.

This work is upon the foundation of Agam's Latin Grammar, so long and favorably known as a text book, and combines with all that is excellent in that work many important corrections and improvements suggested by subsequent writers, or the results of the author's own reflection and observation during many years as a classical teacher.

VI. JACOBS'S LATIN READER.

This work forms a sequel to the Grammar, and an introduction to the study of the Latin classic authors. It begins with a series of simple and plain sentences mostly selected from classic writers, to exemplify and illustrate the leading constructions of the language, followed by Reading Lessons, of pure and simple Latin, chiefly narrative, by which the pupil, while he becomes familiar with the construction of the language, is also made acquainted with many of the most prominent characters and mythological fables of antiquity, as well as with the leading events in Roman history. Throughout the work, references are constantly made, at the foot of the page, to the Grammar and Introduction, when necessary to explain the construction or assist the pupil in his preparations.

VII. CÆSAR'S COMMENTARIES.

In this work, the plan of the Latin Reader is carried on throughout. The same introduction on the Latin idioms is prefixed for convenience of reference, and the same mode of reference to the grammar and introduction is continued. The Notes are neither too meagre nor too voluminous: they are intended not to do the work of the student for him, but to direct and assist him in doing it himself. It is embellished with a beautiful map of Gaul, and several wood-cuts representing the engines of war used by the Romans.

VIII. FIRST LESSONS IN GREEK.

This work is intended chiefly for those who begin the study of Greek at an early age; and for this reason contains only the outlines of Grammar, expressed in as clear and simple a manner as possible. It is complete in itself, being a Grammar, Exercises, Reading book, and Lexicon, all in one; so that the pupil, while studying this, needs no other book on the subject. The knowledge acquired by the study of this work will be an important preparation to the young student for commencing the study of Greek grammar with ease and advantage.

IX. THE PRINCIPLES OF GREEK GRAMMAR.

This work is intended to be a comprehensive manual of Greek Grammar, adapted to the use of the younger as well of the more advanced students in schools and colleges. Both in Etymology and Syntax, the leading principles of Greek Grammar are exhibited in definitions and rules, as few and as brief as possible, in order to be easily committed to memory, and so comprehensive as to be of general and easy application. This work is now more extensively used than any other of the kind in the country.

X. GREEK READER.

This work, like the Latin Reader, is properly a sequel to the Greek Grammar, and an introduction to the study of the Greek classic authors, and seeks to accomplish its object in the same way as the Latin Reader. See above, No. VI.