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THE SCIENCE OF THE ENGLISH LANGUAGE

A

PRACTICAL GRAMMAR:

IN WHICH

WORDS, PHRASES, AND SENTENCES

ARE

CLASSIFIED ACCORDING TO THEIR OFFICES,

AND

THEIR VARIOUS RELATIONS TO ONE ANOTHER.

ILLUSTRATED BY A COMPLETE SYSTEM OF DIAGRAMS.

"Speech is the body of thought."

BY S. W. CLARK, A. M.,

PRINCIPAL OF CORTLAND ACADEMY.

"AUTHOR OF ANALYSIS OF THE ENGLISH LANGUAGE," "ETYMOLOGICAL CHART,"

REVISED EDITION.



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Science of the English Language.

CLARK'S ENGLISH GRAMMAR AND ANALYSIS.

Clark's First Lessons in English Grammar. Designed for Beginners, and Introductory to the Practical Grammar. By S. W. CLARK, A.M., Principal of Cortland Academy. 18mo, half bound.

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The Chart presents at one view the entire Etymology of the English language. It is useful in reviews and etymological parsing. The whole class may follow the reciting pupil, while the attention of all is directed to the same thing at the same time, as the Chart hangs before them.

ENTERED, ACCORDING TO ACT OF CONGRESS, IN THE YEAR 1855,

By S. W. CLARK,

IN THE CLERK'S OFFICE OF THE DISTRICT COURT OF THE UNITED STATES
FOR THE NORTHERN DISTRICT OF NEW YORK.

PREFACE.

THE GRAMMAR of a Language, Quintilian has justly remarked, is like the foundation of a building; the most important part, although out of sight, and not always properly valued by those most interested in its condition.

In the opinion of many modern educators there is a tendency, on the part of all, to neglect this important branch of English Education—not so much from a conviction that the science is not important, as that there is a radical defect in the common method of presenting it to the attention of the Scholar. This was the sentiment of the Author when, some ten years since, he was called to the supervision of a Literary Institution, in which was established a department for the education of Teachers. Accordingly, recourse was had to oral instruction; and, for the convenience of Teachers, a manuscript Grammar was prepared, which embodied the principles of the science and the Author's mode of presenting it. These principles and this method have been properly tested by numerous and advanced classes during the seven years last past. The manuscript has in the mean time, from continued additions, unexpectedly become a book. It has received the favorable notice of Teachers, and its publication has been, by Teachers, repeatedly solicited. To these solicitations the Author is constrained to yield, and in the hope and belief that the work will "add to the stock of human knowledge," or at least tend to that result, by giving an increased interest to the study of the English language, it is, with diffidence, submitted to the public.

In revising the work for publication, an effort has been made to render it simple in style, comprehensive in matter—adapted to the capacities of the younger pupil, and to the wants of the more advanced scholar. It is confidently believed that the METHOD of teaching Grammar herein suggested, is the true method. The method adopted by most text-books may be well suited to the wants of foreigners in first learning our language. They need first to learn our Alphabet—the power and sounds, and the proper combinations of Letters—the definitions of words and their classification according to definitious

But the American youth is presumed to know all this, and be able to catch the thought conveyed by an English Sentence; in fine, to be able to use practically the language, before he attempts to study it as a science. Instead, therefore, of beginning with the Alphabet, and wasting his energies on technical terms and ambiguous words, he should be required to deal with thought as conveyed by Sentences. Accordingly, this introduction to the Science of Language begins with a Sentence, properly constructed, and investigates its structure by developing the offices of the Words which compose it; making the *office* rather than the *form* of a Word, determine the class to which it belongs.

As an important auxiliary in the analysis of Sentences, a system of DIAGRAMS has been invented and introduced in the work. It is not claimed for the DIAGRAMS that they constitute any essential part of the Science of Language;—nor do Geometrical Diagrams constitute such a part of the Science of Geometry; Maps, of Geography; or Figures, of Arithmetic. But it will not be denied that these are of great service in the study of those branches. Experience has established their importance. Let, then, the use of Diagrams, reduced as they are here, to a complete system, be adopted in the analyses of Sentences, and their utility will become as obvious in the science of Language, as it is in the science of Magnitude; and for precisely the same reason, that an abstract truth is made tangible; the eye is permitted to assist the mind; the memory is relieved, that the judgment may have full charter of all the mental powers.

Conscious that novelty, as such, should not bear sway in the investigations of Science, the Author has been careful neither to depart from the ordinary method of presenting the Science, for the sake of novelty, nor, from dread of novelty, to reject manifest improvements. The old Nomenclature is retained, not because a better could not be proposed, but because the advantages to be gained would not compensate for the confusion necessarily consequent to such a change. But the terms purely technical have been introduced as a *natural inference from facts previously deduced*. Principles and Definitions are preceded by such Remarks as have fully established their propriety. The inductive method of arriving at truth has been followed throughout—with that it stands or falls.

ADVERTISEMENT

TO THE FIFTEENTH EDITION.

IN sending forth this revised Edition of the PRACTICAL GRAMMAR, the Author takes occasion to render acknowledgments to his numerous professional brethren who have so favorably received the former editions, and also to express his gratitude for the various criticisms which its use has suggested. Especially is he gratified that, with frank and faithful notices of the omissions and other defects in the arrangement of the former Editions, there has been a unanimous approval of the SYSTEM and METHOD herein adopted. Accordingly, the work has been rewritten upon the basis of the former Edition.

In making the revision, an effort has been made to perfect the work in all its parts;—to supply defects—to simplify the arrangement—to bring the various parts more fully in harmony with the system—and to adapt it more completely to Class Exercises.

To Part I. important Additions have been made; the Elements of Sentences have been discussed more fully, and the DIAGRAMS are made to render the Analysis of Sentences more perspicuous. ANALYSIS discloses to the Student the right use of Words, according to established custom, thus furnishing the only appropriate key to the true Etymology of the Language.

In Part II. ETYMOLOGY is so presented as to furnish a proper foundation for SYNTAX;—the several *materials* are adapted to their various positions in the *structure* to be reared.

In Part III. careful attention has been given to make the other branches of the science of Language subservient SYNTAX and harmonize with it. In this effort consists the great improvement in the Grammar as now presented;—the Analytical is made to accompany the Synthetical.

Exercises in CRITICISM are inserted, in which common errors are noticed and corrected by proper references to Rules, Notes, and Observations in the text.

The extensive and constantly increasing circulation of the original work, encourages the hope that, with its present improvements, it will secure the desired approbation of a discerning public.

CORTLAND ACADEMY,

THE ETYMOLOGICAL CHART.

THIS CHART presents, at one view, the entire Etymology of the English language. It is useful chiefly in reviews and in etymological parsing.

The large edition of the Chart—44 inches diameter—may be used more profitably, as, with it, the whole class may follow the reciting pupil—all having their attention directed to the same thing, at the same time. In the absence of a large Chart, the small ones may be used—each student using his own.

It will be noticed that the Chart does not give the Definitions of the Classes and Modifications of words; but simply presents the principles of Etymology; showing, for example,

That a "Sentence" consists of "Principal Parts," and may have "Adjuncts." That the Principal Parts of a Sentence must be a "SUBJECT," a "PREDICATE," and (if Transitive) an "OBJECT." That the *Subject* may be a "WORD," a "PHRASE," or a "SENTENCE." That if the Subject is a *Word*, it is a "NOUN" or "PRONOUN"—if a *Noun*, it is "COMMON" or "PROPER"—if a *Pronoun*, it is "PERSONAL," "RELATIVE," "INTERROGATIVE," or "ADJECTIVE." That the Noun or Pronoun must be of the "NEUTER," "FEMININE," or "MASCULINE" Gender—of the "FIRST," "SECOND," or "THIRD" Person—of the "SINGULAR" or "PLURAL" Number—and that it must be in the "NOMINATIVE" Case.

If the Subject is a "*Phrase*," it is a SUBSTANTIVE Phrase—and may be (in form), "PREPOSITIONAL," "PARTICIPIAL," "INFINITIVE," or "INDEPENDENT"—and may be "TRANSITIVE" or "INTRANSITIVE."

If the Subject is a "*Sentence*," it is a "SUBSTANTIVE" Sentence—and may be "SIMPLE" or "COMPOUND," "TRANSITIVE" or "INTRANSITIVE."

Thus, a comparison of the Chart with the General Principles, on pages 175-180, will readily suggest to the skillful Teacher the proper method of using it in *review*.

The proper use of the Chart in *Etymological Parsing* is illustrated by EXERCISES, pp. 181-186.

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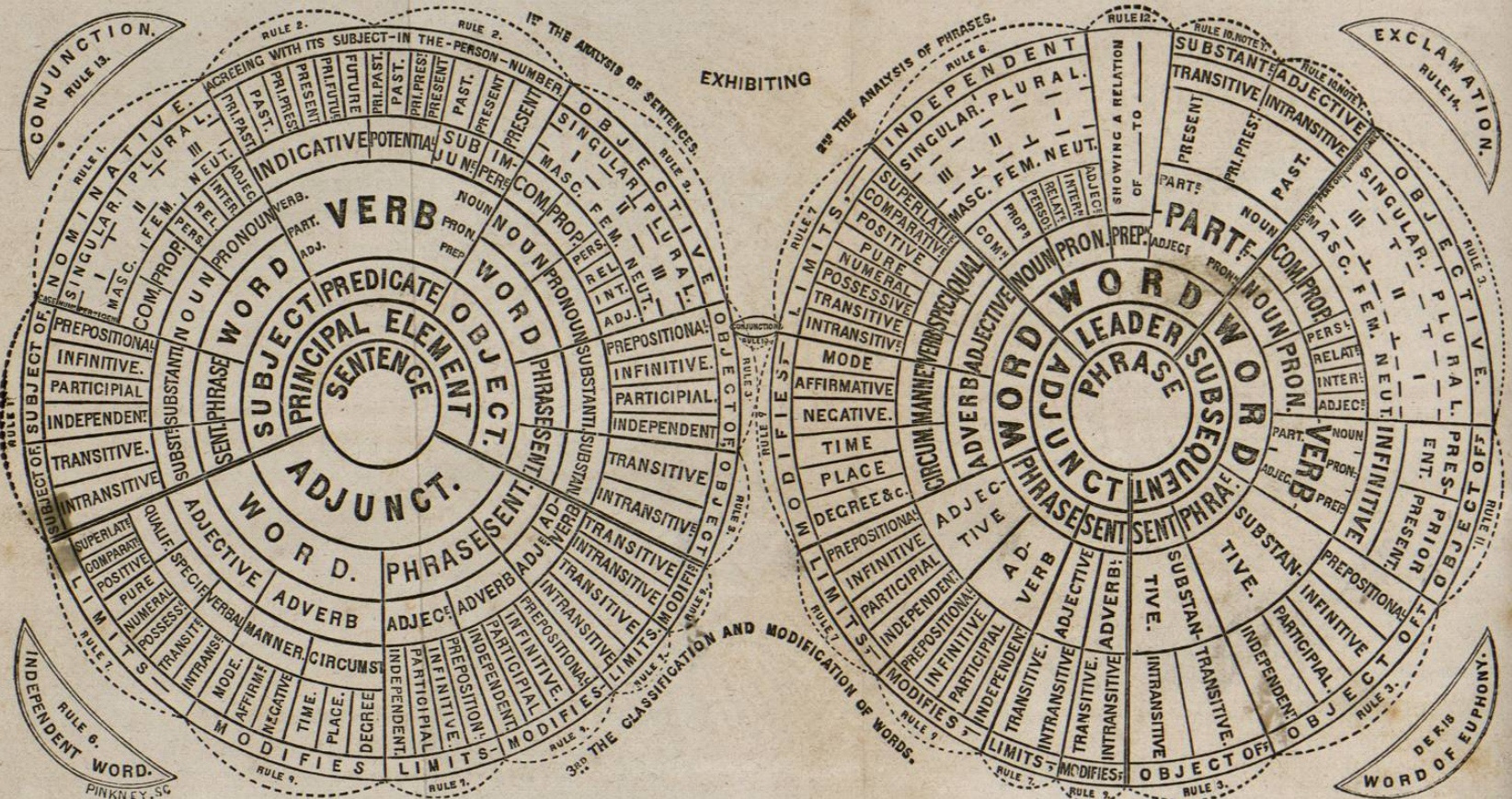
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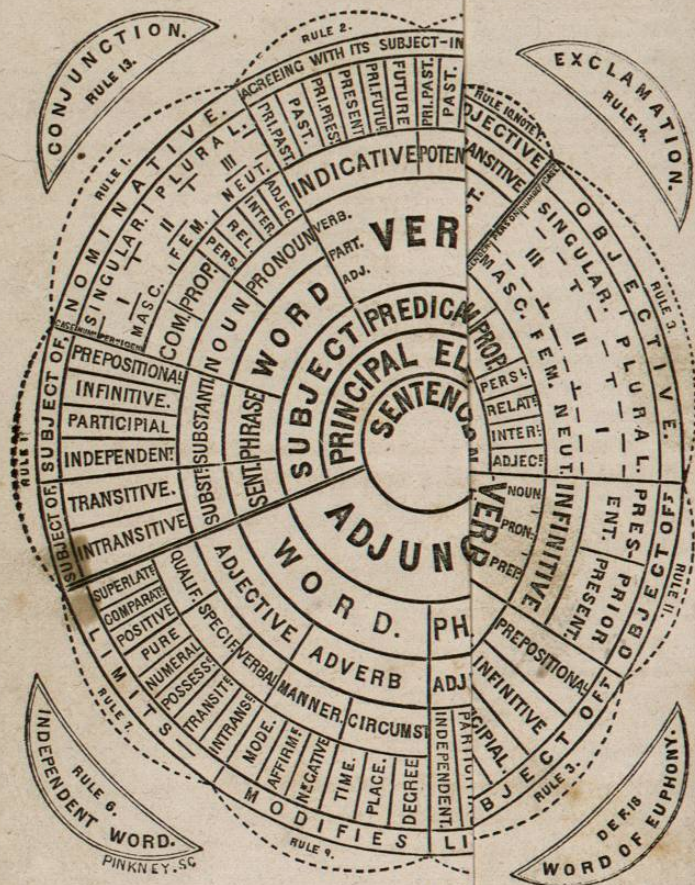
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CLARK'S GRAMMATIC CHART.



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PART I.

INTRODUCTORY EXERCISES.

“God moves in a mysterious way,
His wonders to perform;
He plants his footsteps in the sea
And rides upon the storm.”

Quest. Of whom is something asserted in the lines above written?

Ans. Something is said concerning “God”

What is said of God?

A. God “moves.”

How does God move?

A. “In a mysterious way.”

What way?

A. “Mysterious” way.

What mysterious way?

A. “A” mysterious way.

“God moves in a mysterious way”—why?

A. “To perform his wonders.”

To perform what wonders?

A. “His” wonders.

Concerning whom is something more said?

A. Something more is said concerning “God.”

Why do you think so?

A. Because, in this connection “He” means God.

What more is said of God?

A. He “plants.”