

# **THE ANALYSIS OF SENTENCES**

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The Analysis of Sentences by Henry B. Buckham

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**HENRY B. BUCKHAM**

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ANALYSIS OF SENTENCES

BY

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"The Grammar of a Language is sometimes to be studied by a grown man."

JOHN LOCKE,

"There is the same reason for the study of language that there is for the study of thought. The careful study of language cannot fail to make the student acquainted with the laws of the human mind."

FOWLER'S ENGLISH GRAMMAR.

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W. P. J

## PREFACE.

THIS book is not meant to be in any sense a *new* grammar—*Di talem terris avertite pestem*—but an application of grammar to sentences, or a book of grammatical *praxis*. The aim is to present a thorough and exhaustive discussion of the English sentence and its structure, on the assumption of an ordinary knowledge of etymology and syntax previously acquired, and of some elementary analysis and parsing. It is not intended to be a book for beginners, but to be such that, if its contents are mastered, no further study of grammatical elements should be needed.

The study of grammar and analysis is not here defended but is assumed to be useful, and the work proceeds on the basis that, if useful, it is worthy of this patient and thorough study.

No new system of nomenclature is attempted, nor any new code of grammatical rules; all the principles of analysis which are given are derived from sentences found in good

writing, and they are applied to such sentences, not to those manufactured for the purpose. A notation for presenting the composition of sentences to the eye is given, but its use is not essential to the teaching of the book.

As just intimated, acquaintance with some grammar is necessary in the study of these lessons, as frequent reference to one may be; but the grammar may be any of the dozen good ones in use in different places. More use of good sentences will be made, however, than of the text or the rules of grammars, the lessons being rather a succession of studies in language, than a formal treatise on etymology and syntax.

The author, as a matter of course, does not expect that his disposal of all the grammatical elements will be wholly satisfactory to all students, to the rigid exclusion of all other views; that, in such a subject as is here treated, would be impossible, if it were desirable; but it is hoped that necessary departures from the doctrines here taught will be few, and that no dangerous grammatical heresies would follow from acceptance of the entire teaching of the book.



## TO THE TEACHER.

THE first six lessons are introductory and are somewhat outside of the range of analysis, strictly so called. They are, however, in the author's view, essential to a thorough grasp of the subject, and nothing but want of time should justify their omission. They may be omitted, if they *must* be, and the study of the subject may begin with Lesson VII. ; or, they may be studied last of all. The first thought was to add them as an appendix, but from the consideration that this position might consign them to entire neglect they have been placed at the beginning.

The author deprecates a final judgment of the merits of these lessons from the teacher's opinion of the value of the *notation for sentences* given. This is incidental—not essential. It has seemed to him a simple and convenient way of representing sentences to the eye ; but it can be modified or entirely discarded by the individual teacher ; or, any one can substitute his own system of diagrams for this notation.

The analysis here presented does not at all depend on this device for formulating sentences.

The material for practice is meant to be ample and varied. If the quantity of practice required is too great for any given class, selections may be made. The selection of sentences and paragraphs has been made with great care, and it is thought that these will give opportunity of studying all ordinary kinds of sentences and combinations of grammatical elements.

It will be seen that the whole subject is developed from the basis of the PROPOSITION. Let the pupil learn this fundamental lesson thoroughly, with the assurance that there can be no real analysis of sentences without it; this is the key to the whole doctrine of sentences.

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