

**ELEMENTARY
GRAMMAR AND
COMPOSITION**

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Elementary Grammar and Composition by Thos. W. Harvey

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THOS. W. HARVEY

**ELEMENTARY
GRAMMAR AND
COMPOSITION**

HARVEY'S LANGUAGE COURSE

ELEMENTARY GRAMMAR

AND

COMPOSITION

REVISED EDITION

BY

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PREFACE.

THIS work is a revision of the author's *Elementary Grammar*, first published in 1869. Although many changes have been made, especially in the arrangement of topics, the author has kept steadily in view, in the work of revision, the aim he had in the preparation of the original treatise—to present the subject in a style neither too difficult for the beginner, nor too simple for the advanced student.

Part I consists of lessons in technical grammar, sentence-making, and composition. Great care has been taken never to define a term or to enunciate a principle without first preparing the mind of the pupil to grasp and comprehend the meaning and use of the term defined or the principle enunciated. Ideas are first developed by intelligent questioning and appropriate illustrations; then, clothed in words. The author would call special attention to the exercises in false syntax. The "Cautions," if intelligently taught and applied, will lead the pupil to avoid, as well as to criticise, the most common inaccuracies of expression.

Sentence-making and composition are, it is believed, presented in a natural and attractive manner. Words are given for the pupil to use in sentences. At first, all the words are given; then, a part of them. Having acquired some facility in the construction of sentences, the pupil is next taught to use groups of words, phrases, and clauses, as single words.

In composition, the pupil is first taught to tell what he sees in a picture, and to answer questions concerning the objects represented in it. The description and the answers following it make

a composition. He is next taught to study a picture, and to exercise his inventive powers in writing short stories suggested by it. Experience has demonstrated that this is a natural method of instruction, and that pupils taught in this manner need practice only to enable them to describe scenery, as well as occurrences in actual life, readily and accurately.

This course of instruction is introductory to that given in Part II, which contains a concise yet exhaustive statement of the properties and modifications of the different parts of speech, carefully prepared models for parsing and analysis, rules of syntax, and plans for the description of single objects—a continuation of the composition work begun in Part I. Notes, remarks, and suggestions are but sparingly introduced, as they serve rather to confuse than to assist the learner.

Diagrams for "mapping" sentences are given in connection with the models for analysis. This is a new feature, introduced at the request of a large number of intelligent teachers.

It has been said that there is no royal road to geometry. The same may be said of grammar and composition. The meaning and application of technical terms must be learned, sentences must be analyzed, words must be parsed, before the student can comprehend the philosophy that underlies the correct use of any language. The labor necessary to acquire this knowledge, and the practice necessary to secure facility and accuracy in the use of one's mother-tongue, may be made attractive, but it can not be dispensed with, neither can it be materially lessened. All that is claimed for this work is, that it shows how this labor should be expended to secure the best results.

JUNE, 1880.

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GRAMMAR.

PART I.

ELEMENTARY COURSE.

1. OBJECTS.

1. **The Senses.**—We have five senses: *seeing, hearing, feeling, tasting, and smelling.*

When we see, feel, taste, or smell things, or hear sounds, we are said to *perceive* them.

I drop a book upon the floor. A force, called *gravitation*, draws it toward the center of the earth. We can not *perceive* this force, but we are *conscious of it*,—that is, we know such a force must exist.

We are conscious of many other things that we can not perceive; as, *love, hatred, joy, sorrow.*

All these things are called *objects*. What, then, is an *object*?

2. An **Object** is any thing we can perceive, or of which we may be conscious.

When we think, we think of objects; when we talk, we talk about objects; when we write, we write about objects.

When we talk or write, we use *words* to express our thoughts. What, then, is a *word*?

3. A **Word** is a syllable, or a combination of syllables, used in the expression of thought.

QUESTIONS.—How many senses have we? Name them. Name some things that we can perceive. Name some things that we can not perceive, but of which we may be conscious. What is an object? What is a word?

2. DEFINITIONS.

1. **Language** is the expression of thought by means of words.

When we talk, we express our ideas by spoken words. This is called *Spoken Language*.

2. **Spoken Language** is the expression of ideas by the voice.

When we write or print our thoughts, we use letters which represent sounds. This is called *Written Language*.

3. **Written Language** is the expression of thought by the use of written or printed characters.

4. **Grammar** treats of the principles and usages of language.

5. **English Grammar** teaches how to speak and write the English language correctly.

QUESTIONS.—What is language? Spoken language? Written language? Grammar? English Grammar?

3. THE SENTENCE.

What is the color of chalk? It is *white*. Chalk breaks easily: is it *tough* or *brittle*? It is *brittle*. We can not see through it: hence we say it is *opaque*.