

**GRAMMAR FOR  
COMMON  
SCHOOLS**

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Grammar for Common Schools by B. F. Tweed

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**B. F. TWEED**

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FOR COMMON SCHOOLS

BY

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## PREFACE.

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IN preparing this elementary grammar, it is assumed that pupils, before using it, have been trained in the primary schools and the lower classes of the grammar schools, to *use* language, both oral and written, in simple stories and descriptions, with considerable facility, and with general correctness.

In the lessons that precede the study of grammar, the attention of pupils has not been called, except incidentally, to the structure of sentences, but directed mainly to telling as plainly as they can what they know about the subject.

The teacher's part in these exercises is to aid the pupil in understanding what he is to talk or write about, and to suggest by questions, or otherwise, a natural arrangement.

Of course, the most common grammatical errors have been corrected by appeals to the ear, rather than by any rules of grammar. A few general directions have also been given as to the proper use of capitals, punctuation marks, etc. This, however, is not the study of grammar.

In the study of grammar, language becomes the object of study and investigation.

We take the sentence, — the only form of words expressing a complete thought, — and analyze it into its elements

according to the part that each performs in expressing the thought. These elements into which all discourse may be resolved, we call the *parts of speech*.

Then the relation of the elements in a sentence must be known in order to determine the meaning.

In many cases, the *arrangement* furnishes the only means of determining the relation of words and other elements of the sentence. In others, the relation is shown by inflections, auxiliaries, or connectives.

Hence, in addition to the elements, — arrangement, construction, inflection, and its substitutes are proper subjects of grammatical study.

In presenting these several departments of grammar, I have taken advantage of the pupils' knowledge of language acquired by *use*; in many cases simply formulating and naming principles practically learned in previous exercises.

It has been my endeavor, also, to develop the principle by illustration before assigning the technical name; and to exclude all technical names not founded on grammatical distinctions.

Our language has been called a "grammarless language." While this is not true, as it would imply that it has no principles of construction, it will be admitted, that, in parting with so many of the inflections of the synthetic languages on which our grammars have been modelled, it has become to a great extent logical.

The general grammatical facts remaining, I have tried to



state as simply as possible ; and I believe they are sufficient to explain the construction of language as used by our best speakers and writers.

Idiomatic expressions, requiring a knowledge of the history of the language to explain, as well as difficult and doubtful constructions, are referred to in the Appendix, to be used at the discretion of the teacher. It is believed, however, that the pupil should be thoroughly grounded in the general principles of grammar, before being introduced to the unusual and difficult application of these principles.

A form of analysis sufficient to show the relation of subject, predicate, and modifiers, in simple, compound, and complex sentences, is given, without requiring a strict adherence to it. It may be modified at the pleasure of the teacher.

It is believed that the use of oral and written language in explaining the construction of sentences is by no means an unprofitable exercise.

This grammar has been prepared at the request and with the assistance of Mr. R. C. Metcalf, Supervisor of Language and Grammar in the Boston public schools.

Obligations to Mr. L. J. Campbell, for many valuable suggestions, are gratefully acknowledged.

B. F. T.



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