

**THE TEACHERS' MANUAL  
OF ENGLISH GRAMMAR:  
CONSISTING OF THREE  
PARTS IN ONE VOLUME**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649477500

The Teachers' Manual of English Grammar: Consisting of Three Parts in One Volume by M. P. Spear

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Cover @ 2017

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THE  
TEACHER'S MANUAL  
OF  
ENGLISH GRAMMAR:  
CONSISTING OF  
THREE PARTS IN ONE VOLUME.

PART I. CONTAINS THE PRINCIPLES OF ANALYSIS, OR  
PARSING.

PART II. CONTAINS OBSERVATIONS UPON ORTHOGRAPHY,  
ETYMOLOGY, AND SYNTAX.

PART III. CONTAINS THE PRINCIPLES OF THE SYNTHESIS,  
OR THE IDIOM OF THE ENGLISH LANGUAGE.

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BY M. P. SPEAR,

PRINCIPAL OF D. C. ACADEMY; AUTHOR OF "EASY EXERCISES IN LATIN."

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"MULTUM IN PARVO:"

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BOSTON:

WILLIAM D. TICKNOR & CO.

Corner of Washington and School Streets.

NEW BEDFORD:—WM. C. TABER.

1845.

## PREFACE.

"MULTUM IN PARVO." If the reader is learned, by which I mean, if he has studied books and nonsense all his life instead of *nature* and *matters of fact*, he will undoubtedly know what "multum in parvo" means: if not, for his benefit, I venture my reputation as a linguist that it means one of three things; either *much in little*, *truth in a nutshell*, or *a great deal of matter in small compass*. Whichever may be the correct translation, I adopt the said "multum in parvo" as a motto for the following pages; and I am willing that they shall be judged by it, without any favor or affection.

Dr. Webster, in his recently published "Improved Grammar of the English Language," says, "From a careful survey of the history of our language, I have ascertained beyond any reasonable doubt, that the English Grammars which have been published within the last forty years, have introduced more errors than they have corrected." However the truth may be in relation to the fact here assumed, it is nevertheless certain that they have been remarkably prolific, at least, in respect to *words*, Dr. Webster's "Improved Grammar" not excepted. Indeed, such is the rage for words and explanatory

notes, that nothing is more common in our schools than to see the teacher marking a paragraph here, and another there, for the young tyro to learn, whilst all the rest is passed over without ever being looked at by one pupil in five hundred. I will not deny that these explanatory notes, forms of parsing, &c., might have been useful in the days of Mr. Murray, when but few teachers professed to understand English grammar, and when the pupil was compelled to draw his whole stock of knowledge from the book, without any other aids. But this state of things has passed away. Now every teacher is obliged, by law, not only to understand the subject himself, but to be able, by proper explanations and illustrations to impart a knowledge of it to others.

This may probably be more efficiently done by means of the blackboard, than by means of any text-book whatever. But in a large school, in which other sciences besides grammar are taught, the teacher has not time to do this. Hence the need, and I apprehend, the chief need of a text-book.

One result of the system of explanatory notes already alluded to, is, that every parent or guardian who buys a grammar, is obliged to pay more for it than he otherwise would, and to purchase a book, a great part of which is filled with matter utterly useless to his child or ward. This is an acknowledged evil, — an evil which ought to be, and, no doubt, will be corrected.

With a view to place in the hands of parents and guardians the means of escaping this difficulty, the following pages have been written. To condense has been a leading object; and the author flatters himself, that, in his anxiety to avoid Scylla, he has not been so unfortunate as to come in contact with Charybdis. He believes this

work to contain all that is necessary in the hands of an accomplished teacher; and he has the satisfaction of knowing that several experienced teachers concur with him in this opinion.

In order, as far as possible, to avoid innovation, I have in no case employed new terms or new phraseology where the old was not decidedly defective.

The words *a*, *an*, and *the* are not, in this work, recognized as a distinct class of words. They, together with *this*, *that*, and the various other words which Murray and Lowth call Adjective Pronouns, are treated as definitive adjectives. As it was contrary to my plan to introduce any matter beyond the text and appropriate exercises, I refer those, who may wish to see an able discussion of this subject, to Dr. Webster's new grammar.

Only three tenses, the *present*, the *past*, and the *future*, are introduced into Part First; it being judged improper to meet the learner, at his commencement of the study, with the nicer distinctions of time. In Part Third, which treats of idiom, the usual six divisions of time are recognized.

Although I have adopted Mr. Murray's language as far as practicable, I do not disclaim all pretensions to originality, either in design or execution. In the classification of Adjectives and Pronouns, in disposing of Verbs in the infinitive mode, in remarks upon what are frequently termed varied or elliptical forms of the subjunctive present and imperfect, and in various other items, I have not hesitated to depart widely from the commonly received doctrines.

It is true, that Dr. Webster, whose grammar is now used in nearly all our colleges, and schools of the highest grade, holds the same doctrines; but his work was un-



known to me, till Parts First and Second of this volume were ready for the press. Had Dr. Webster's grammar contained exercises adapted to classes in the Primary School and the Academy, this work would never have appeared.

*West Tisbury, Mass., August, 1845.*

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# PART FIRST.

CONTAINING THE

PRINCIPLES OF ANALYSIS OR PARSING.

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## ENGLISH GRAMMAR.

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GRAMMAR is the science of languages.

ENGLISH GRAMMAR is divided into four parts:—  
ORTHOGRAPHY, ETYMOLOGY, SYNTAX, and PROSODY.

ORTHOGRAPHY treats of letters, ETYMOLOGY of words, SYNTAX of sentences, and PROSODY of pronunciation and the laws of poetry.

### LESSON I.

#### SUBSTANTIVES.

All words which represent persons, places, or things, including nouns and pronouns, are substantives.

A noun is the name of any person, place, or thing; as, *man, Boston, book.*

Nouns may be divided into three kinds: common, proper, and abstract.

A Common Noun is a name common to a whole class of individuals; as *man, bird, tree.*

A Proper Noun is the name of an individual; as, *George, Boston, June.*

An Abstract Noun is the name, not of a substance, but of a *quality*; as, *love, justice, weight.*

[Tell which of the following words are Nouns, which are Common, which Proper, and which Abstract.]

James, book, good, hat, Boston, came, justice, gun, house, July, rat, run, love, murder, gout, Sarah, town, county, state, Charlestown, old, new, horse, cat, truth, falsehood, can, but, Massachusetts.

## LESSON II.

Nouns have Person, Number, Gender, and Case.

### PERSON.

Nouns have three persons; the first, the second, and the third. The first person is the speaker; as, *I, John Doe.*

The second person is the one spoken to; as, *John, pass me thy book.*

The third person is the one spoken of; as, *Andrew Jackson* commanded the American army at *New Orleans.*

### NUMBER.

Nouns have two numbers; the Singular, and the Plural.

The singular number expresses but one object; as, *pen, book, slate.*