

GRAMMAR, BOOK FOUR

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Grammar, Book Four by Arthur C. Perry & Andrew E. Eichmann

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BOOK FOUR**

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PREFACE

This grammar, of which the present volume is the fourth in a series of four, is a practical working text-book for pupils of elementary-school grade. It provides a wealth of exercises arranged in logical sequence such as to make the mastery of grammar comparatively easy and the demands on the teacher relatively light. The inductive method is inherent; both teacher and pupil are forced to this form of reasoning by the method of presentation and the very nature and order of the exercises.

The inductive method takes the form of asking the pupil to *observe* a number of particular instances illustrating the topic, to *note* the generalization based on these instances, and to *apply* the generalization to exercises, an example of which is given when deemed advisable.

It is assumed that the teacher knows how to teach, how to present new matter, how to review and to drill, and how to teach pupils to study. Her chief need is a liberal supply of material. In this series exercises are given in profusion, and the space on the page is used to the maximum consistent with artistic typography. No teacher, however, should be appalled by the quantity of material offered. She may not use it all, but it is here if she wants it. A striking feature is that most of it lends itself readily for use in the study period, group work, and homework.

Definitions and rules are given in matters essential only. They may be memorized as the work proceeds; for the convenience of the student they are collated at the end of the volume. Rigid classification is avoided designedly and for two reasons: first, students of elementary-school age do not seize the finer grammatical distinctions—the elementary school is no place for discriminations about which the masters quarrel; second, children enter into the

grammatical spirit only by the concrete use of the properly selected sentence copiously illustrated. The technical names of the parts of speech, etc., are frankly used as soon as the need arises; the pupil is not "babied," so to speak, by calling a *noun* a *name word*.

The *verbal* is treated as a part of speech; the result is that the pupil can classify every word in the language as some part of speech. The circumlocutions and complexities involved in the usual presentation of the topic are thus avoided, and the finer distinctions postponed to the student's high-school and college periods. It is believed that the present treatment of the *verbal* and the *verbal phrase* will clear the path of both teacher and pupil in dealing with these ordinarily troublesome elements in English grammar.

It is assumed that pupils have studied certain elements of composition that are anticipatory of grammar study—simple rules of punctuation, capitalization, and spelling. These rules are reviewed by way of preparation for the presentation of more advanced rules.

It is felt that pupils profit by setting forth in formal order their analysis of a sentence. Hence the form of *verbal analysis* is frequently given. Graphic presentation makes a special appeal, and hence the verbal analysis is supplemented by forms of *graphic analysis*, a term which is regarded as more desirable than the traditional *diagramming*. While graphic analysis is not the end of grammar study, its inherent interest makes it a valuable accessory. The system here used—an original device—is simple and its rationale so obvious that the structure of the sentence appears at a glance. The distinction between entire subject and entire predicate seen in the simplest sentence is maintained even in the most complex; the lines are either vertical or horizontal, light or heavy, dotted or full; every word is written in the familiar direction and is frequently parsed by its very position in the graph.

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TO THE TEACHER

1. Please read the **PREFACE** to this book.
2. Please note the following arrangement of this book:
 - a. The material is divided into **Topics**, by number.
 - b. The usual arrangement of the material under each topic is:
 1. The word **Observe** followed by instances (lettered a, b, c, etc.) illustrating the point of the topic.
 2. The word **Note** calling attention to the point.
 3. A **RULE** or **DEFINITION** if one has been developed.
 4. **Exercises**, numbered consecutively throughout the topic, but grouped under A, B, C, etc. Unless otherwise specified, the directions to pupils apply to the exercises that immediately follow.
 5. An **Example**, illustrating the exercise, if one is needed.
 6. An illustration of **VERBAL** (oral or written) **ANALYSIS**, when needed.
 7. An illustration of **GRAPHIC ANALYSIS**, when needed.
 8. **SUPPLEMENTARY** exercises which may be used in a variety of ways:
 - a. When a class is working through the regular exercises there will ordinarily be a number of pupils who proceed faster than the average; when they finish the regular exercises they may continue to the **SUPPLEMENTARY** and work as many of these as possible while the rest of the class is finishing the regular work.
 - b. At the opening or close of a lesson the teacher will probably have a rapid review of some preceding lesson. This may be expedited by using the **Supplementary** material given in connection with the topic to be reviewed.
 - c. For a review extending over a number of topics the class can be taken rapidly over the **Supplementary** material for each; e.g., "take the first four exercises in each group," or "the odd-numbered exercises," or "the last three exercises."
3. Please note that preceding each topic there is often a number in parenthesis. This refers to the page on which the topic was last treated. The number in parenthesis following the topic indicates the page on which the topic is next treated.