

**THE MECHANISM OF THE
SENTENCE; AN EXPLANATION OF
THE RELATIONS OF WORDS IN
ORGANIZED SPEECH FOR THE USE
OF TEACHERS OF LANGUAGE**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649228638

The mechanism of the sentence; an explanation of the relations of words in organized speech for the use of teachers of language by A. Darby

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.
Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

www.triestepublishing.com

A. DARBY

**THE MECHANISM OF THE
SENTENCE; AN EXPLANATION OF
THE RELATIONS OF WORDS IN
ORGANIZED SPEECH FOR THE USE
OF TEACHERS OF LANGUAGE**

THE MECHANISM OF THE SENTENCE

AN EXPLANATION OF THE RELATIONS OF WORDS
IN ORGANIZED SPEECH
FOR THE USE OF TEACHERS OF LANGUAGE

BY

THE REV. A. DARBY, M.A., B.D.

Principal, Secondary Training College, Bombay

HUMPHREY MILFORD
OXFORD UNIVERSITY PRESS
BOMBAY AND MADRAS

1919

CONTENTS

	PAGE
PREFACE	3
Chapter I—Introduction	5
" II—The Sentence	8
" III—The Analysis of the Sentence	15
" IV—The Noun	37
" V—Prepositions	66
" VI—Words containing a Conjunctive Element	72
" VII—Pronouns	78
" VIII—Concord	91
" IX—The Articles	96
" X—The Adjective	101
" XI—The Verb	114
" XII—Adjectives and Nouns of Action	154
" XIII—Adverbs and Interjections	171
" XIV—Negative Sentences	178
" XV—The Joining of Sentences	181
" XVI—Sequence of Tenses	192
" XVII—Indirect Speech	198
" XVIII—Compound Words, etc.	205
Appendix : Specimens of sentence analysis	209

PREFACE

The aim of this book is to set forth the main facts of sentence structure ; it makes no claim to be exhaustive even on matters of which it treats, nor does it aspire to the dignity of a general or comparative grammar. Such references as it makes to languages other than English are intended to illustrate the points under notice, to keep the student aware that what he is doing has a wider significance, and to guide him in the application of the principles expounded.

As its purpose indicates, the book is concerned with Syntax as distinguished from Accidence. The Accidence of a language is peculiar to it, while Syntax, which treats of the relations of words to one another, is to a large extent common to all languages and is the foundation of the Accidence. A careful study of the Syntax of one language should enable the student so to understand the functioning of words, as readily to grasp the significance of the phenomena presented by any language he may wish to study. The prevailing ignorance of grammar is due to an error of method which has obscured the obvious fact that the sentence is the unit of speech and should be the point of departure, if the study is to be intelligent and fruitful.

Much that is written herein may be beyond the comprehension of the average school-boy, but it will assist the teacher to a better understanding of the machinery of verbal expression, and it is for the teacher of language that the book is primarily intended. At the same time pains have been taken to make it as simple as possible, in the hope that it may be useful to students in the higher standards of secondary schools. Much will appear to be subversive of accepted opinion, but whether a new presentation is true or false must

4 THE MECHANISM OF THE SENTENCE

be decided after it has been subjected to criticism ; such presentation is justified if, although erroneous in itself, it provokes discussion and leads to improvement. It is hardly necessary to say that the book would not have been written, if the writer were not convinced of the error of some accepted views. A new method of sentence analysis, one more in accordance with logical laws than that usually employed, is offered.

What is peculiar to this book is for the most part the result of independent study of sentence structure in the light afforded by various languages, and by experience of school-boy difficulties. Gleanings have been made from many fields, but these gleanings have been rather of the nature of suggestions than of definite doctrine, and as I am unable to remember to whom I owe these, I am debarred from expressing my obligations. The section on the Cases owes much to Thompson's *Greek Syntax* and my best thanks are due to Mr. John Murray for his courtesy in allowing me to make what use I pleased of Maetzner's *English Grammar*, a work which must always remain a chief authority on the language, and one which every student of English should have by his side.

A. DARBY.

CHAPTER I

INTRODUCTION

GRAMMAR in the strict sense is the science which treats of the relations of words to one another and of the inflections to which they are subject, when employed to express the thought of those using them. As thus defined, it must be distinguished on the one hand from RHETORIC, which is concerned with the means employed to arouse and stimulate the feelings or to convince the reason of the hearer or reader; and on the other hand from PHONOLOGY, the science of speech sounds and the changes they undergo, so far as they depend upon the physical conformation of the organs of speech; from PHILOLOGY, the science which, by aid of the comparative method, treats of the derivation of words, in so far as they are derived from older or foreign sources; and from PROSODY which treats of the rules which govern the arrangement of words with a view to producing a regular and musical rhythm. A knowledge of these related sciences is helpful in the study of language, but as defined above, grammar takes its materials as they are presented in organised speech, and does not concern itself with the history of the sounds or forms employed, or with the methods employed to render speech more effective as an appeal to the emotions or the reason.

A knowledge of grammar is not essential to the power to use a language effectively, a power gained for the most part through conscious or unconscious imitation. Grammar is but an analysis of actual speech and therefore logically subsequent to it; the rules it enunciates are statements of uniformities discernible in speech generally accepted as correct; the ground of these uniformities must be sought in the nature of the thought processes. On the other hand, very few

6 THE MECHANISM OF THE SENTENCE

write or speak their own tongue correctly, and a sound knowledge of grammar enables the possessor to criticise expression and to correct it when it is wrong, to learn a new language with comparative ease, and to teach language with a clear conception of the nature and limits of his task.

There exists a tendency to look upon the study of grammar as largely a waste of time, and this perhaps it is when the attention is directed to superficial facts, and takes little count of the underlying logical foundations; but when the study of grammar and rhetoric constituted the main business of student life, education produced minds of surpassing vigour and this of itself is sufficient to show the error of the opinion mentioned. Thought and language are so interdependent that they advance more or less together. The close study of language, when properly carried out, confers upon the mind an aptitude for analysis and discrimination which is the peculiar characteristic of the highly educated, and this capacity, when once acquired, can be readily employed upon the problems that practical life offers.

The science most closely allied to grammar is Logic, for Logic is the science of the thought processes, while grammar is the science of the expression these processes receive when they are set forth in words. It has been attempted to treat grammar as a purely formal science, independent of Logic, but no such effort has ever been successful, because the ultimate test of correctness must be the thought that determines the nature of the phenomena grammar tries to analyse and explain. An analysis of speech must reflect the course of the thought expressed, if it is to be intelligible, and if grammar is to be made, what it can be made, a valuable instrument of education. The primary object of grammatical investigation is the sentence, which is the expression of a judgment, and the rules of grammar arise from the nature

and functioning of the Parts of Speech, the classes or kinds of words employed to build up the expression of the judgment. The classification of words into Parts of Speech rests upon the fact that in order to convey to a hearer what we wish to convey, we must employ certain kinds of words which symbolise a fixed number of thought relations.

It is in connection with Logic then that the study of grammar is most profitable. When taught in the right way, it furnishes the gate of entry into a whole series of sciences, the mental sciences, which demand for their successful prosecution the power to turn the mind inward upon itself and to make its own operations matter of investigation. No system of secondary education can be considered satisfactory, if it does not produce a consciousness of the existence of these sciences and some conception of their nature. It is not sufficiently recognised how much ordinary opinion suffers from the prevailing ignorance regarding the part played by the subjective element in conscious life.

Speech is the expression of thought, and words stand for, or symbolise, notions and relations discernible in states of consciousness. It is convenient to speak of words governing or qualifying other words, but it must be borne in mind that this manner of speaking is misleading. An Adjective does not qualify a Noun, but symbolises or denotes a quality perceived or thought to belong to a thing of which the Noun is the name; an Adverb does not qualify a Verb, but signifies a modification of an activity expressed by a Verb. No study of grammar which does not continually refer the term to the notion it symbolises can be of much practical value. We wish it to be understood that, when we employ the customary language, we intend thereby to refer to the notion expressed, and of course through the notion to the thing from which it arises.

*Idea of 'substance' beside the
'thing' 'itself'.*