

**INDUCTIVE STUDIES  
IN ENGLISH  
GRAMMAR**

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Inductive Studies in English Grammar by Isaac B. Burgess & William R. Harper

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**ISAAC B. BURGESS & WILLIAM R. HARPER**

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GRAMMAR**



INDUCTIVE STUDIES

IN

ENGLISH GRAMMAR

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## PREFACE.

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IN recent years the conviction has frequently and emphatically been expressed that the grammar school course ought to be both shortened and enriched; that much now in the course might be taken out, not only without loss, but with positive gain, and that much might be brought in which would make it a far more adequate preparation for the high school. Many, including the authors of this book, believe that, while many pupils in our grammar schools will never be able to enter the high school, yet the principles of a true democracy demand that all should be so taught as to render it easy for them to advance in knowledge, if the way should be opened.

In all high schools of good grade some foreign language is studied immediately upon entrance, and to many pupils it presents unusual difficulties. It is not too much to say that more than one half of the total number of failures in Latin in our high schools are due, not to any lack of capacity on the part of the pupil, or to any inherent difficulty in the language itself, but to a lack of practical mastery of English grammar.

This little book is a modest attempt to secure better preparation for the language work of the high school by a scientific and thought-inspiring method of presenting English grammar, by a reduction of the number of facts presented, to the few actually essential, by increased emphasis on certain matters often neglected but essential to any real mastery of the subject, and by adapting the terminology and method of presentation more closely to that used in German and Latin grammars.

These "Inductive Studies" were printed three years ago, and bound for ready reference with the "Inductive Latin Primer" of the same authors. They have now been very carefully revised, somewhat enlarged, and, by the efficient aid of the editors of the American Book Company, more perfectly adapted to the needs of our common

schools. It is believed that the book as it now stands, while giving direct and thorough preparation for the language-study of the high school, is equally well adapted to the needs of those whose school life will end with the grammar grade.

One of the authors of this book was for several years engaged in teaching English grammar and the rudiments of Latin to the same pupils, and this book is an outgrowth of that somewhat unusual experience.

These studies in English grammar require the use of a note-book in recording the results of the pupil's observation. The facts discovered by observation should be fixed in mind by constant practice in analyzing and parsing connected English, and in framing English sentences to illustrate grammatical forms or the rules of syntax.

The authors do not believe that a pupil's understanding of rules is effectively tested by classified groups of examples, each group being placed under its own rule, and therefore have not swelled the book with such collections of examples. The pupil's knowledge of a principle will be best tested by requiring him to pick out concrete examples of its application from several pages of connected English.

It is suggested that the freedom of arrangement required in poetry makes it somewhat superior to prose as a means of expelling from a pupil's mind the delusion that word-order is a safe guide to grammatical construction.

The passages in this book taken from Hawthorne's "Golden Touch" are used by permission of, and arrangement with, Messrs. Houghton, Mifflin & Co.

In the preparation of these pages reference has been made to the English Grammars of Professors Whitney, Meiklejohn, Salmon, and Welsh. Mr. Byron Groce, Mr. John K. Richardson, Mr. Henry C. Jones, Mr. Francis De M. Dunn, all of the Boston Latin School, and Mr. Charles F. Kimball, of the Rice Training School, Boston, have rendered very valuable assistance in reading the proofs. Mr. Wayland J. Chase, of the University of Chicago, has aided in the revision by several excellent suggestions.

WILLIAM R. HARPER.

ISAAC B. BURGESS.



## CONTENTS.

PRONUNCIATION.	Article	INFLECTION.	Article
Vowels .....	1	Case.....	21
Consonants .....	2	Number and Declension.....	22
Mutes and Liquids .....	3	Declension of Nouns.....	23
Diphthongs .....	4	Declension of Pronouns.....	24
Syllables .....	5	Form of Adjectives.....	25
Number of Syllables in a Word ..	6	Comparison of Adjectives.....	26-29
Accent .....	7	Comparison of Adverbs.....	30
<b>VOWELS:</b>		Inflection of Verbs.....	31
How to find the Sound.....	8	Participles and Infinitives.....	32
Long and Short Sounds.....	8	Summary of Verbal Inflection..	33
Vowels in Final Syllables end-	8	Conjugation; the New Conjugation;	34
ing in a Consonant.....	8	Principal Parts.....	34
Vowels before Two Consonants	9	The Old Conjugation; List of	35
Vowels in Antepenultimate	10	Verbs.....	35
Syllables .....	10	Irregular Verbs of the New Con-	36
The Letter u in qu .....	11	jugation .....	36
<b>CONSONANTS:</b>		Conjugation of <b>be, have, shall,</b>	37
The Consonants c, t, s, x ....	12	and will.....	37
Hard and Soft c and g.....	13	Inflection by Combination.....	38
<b>THE PARTS OF SPEECH.</b>		Perfect, Imperfect, and Indefinite	39
Definition .....	14, 15	Action.....	39
Interjections.....	16	The Passive Voice .....	40
Number and Grouping of the Parts	17, 18	Conjugation of <b>love and write</b>	41
of Speech.....	17, 18	<b>FORMATION OF WORDS.</b>	
Use, not Form, determines Parts	19	Nouns.....	42
of Speech.....	19	Adjectives.....	43
Words which do Duty as more	20	Adverbs.....	44
than One Part of Speech .....	20	Verbs.....	45
		Letters or Syllables Equivalent	46
		to Separate Words.....	46



## INDUCTIVE STUDIES IN ENGLISH.



### PRONUNCIATION.

1. **Vowels.** — The letters *a*, *e*, *i*, *o*, *u*, and *y* when it has the sound of *i*, are pronounced by a continuous flow of sound, and can be pronounced when standing alone.<sup>1</sup>

These letters are called **VOWELS**.

**NOTE.** — When, as in *be-hav'-lor*, the letter *i* is preceded by an accented syllable and followed by another vowel, it is a consonant with the sound of *y*.

2. **Consonants.** — The other letters of the alphabet cannot be pronounced without checking the flow of sound by one or more of the vocal organs, nor without the aid of a vowel. Thus, in pronouncing the letter *f* the sound is checked by the lips and teeth, and the sound of *e* is inserted before that of *f*; what we pronounce is really a combination of two letters, — *ef*.

Such letters are called **CONSONANTS**.

What, then, is the difference between a vowel and a consonant?

3. **Mutes and Liquids.** — Those consonants in the pronunciation of which the sound is most completely checked, are called **MUTES**. They are *o*, *k*, *g*, *q*; *b*, *p*; *d*, *t*.

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<sup>1</sup> This and the following sections on pronunciation should be vocally illustrated by the teacher.