

**PRINCIPLES OF ENGLISH GRAMMAR:
WITH SUGGESTIONS ON METHOD,
FOR USE IN HIGH SCHOOLS,
SEMINARIES, ACADEMIES AND
NORMAL SCHOOLS**

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Principles of English Grammar: With Suggestions on Method, for Use in High Schools, Seminaries, Academies and Normal Schools by J. N. Patrick

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J. N. PATRICK

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UNIV. OF CALIFORNIA
PRINCIPLES
OF
ENGLISH GRAMMAR

WITH SUGGESTIONS ON METHOD

FOR USE IN HIGH SCHOOLS, SEMINARIES, ACADEMIES
AND NORMAL SCHOOLS

BY

J. N. PATRICK, A.M.

AUTHOR OF "LESSONS IN LANGUAGE," "LESSONS IN GRAMMAR,"
"PSYCHOLOGY FOR TEACHERS," AND "LIGHT ON THE ROAD."



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TO THE
AMERICAN

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EDUCATION DEPT.

PREFACE



This manual is intended for use in secondary schools. The study of grammar as a system cannot be understood and applied by the average eighth-grade pupil. Technical grammar is too abstract for pupils in the grammar grades. Only those fundamental principles of grammar that every one must know in order to understand the structure of the sentence and to appreciate literature are presented and illustrated, yet the author has not evaded or left without an opinion, distinctly stated, those perplexing points which often annoy a teacher. A careful examination of this book will justify the following statements of its special features :

First.—It presents in the introduction a brief but comprehensive statement of the principles of our language.

Second.—It presents a concise review of the parts of speech.

Third.—It presents a new, simple, and logical treatment of the grammatical terms.

Fourth.—It presents a comprehensive discussion of the uses of phrases and clauses, their like uses illustrated.

Fifth.—It presents a clear and logical discussion of the complements and objects of verbs, their unlike uses fully illustrated.

Sixth.—It presents a simple classification of verbs and verb-phrases.

Seventh.—It presents an unusually complete illustration of the uses of infinitives and participles.

Eighth.—It presents test questions and sentence-making exercises, which compel the pupil to study the text, to think, to construct sentences, to use his learning.

Ninth.—It presents ten common faults to be avoided in construction.

Tenth.—It presents the most important rules of Syntax and practically applies them.

Eleventh.—It presents models for parsing the parts of speech and for the analysis of sentences.

Twelfth.—It presents a practical treatment of the principles of capitalization, punctuation, and paragraphing.

Thirteenth.—It presents a valuable exercise in the transformation of sentences—grammatical equivalents.

Fourteenth.—It presents a specimen exercise in the proper choice of words or Faulty Diction.

Fifteenth.—It presents many suggestions on method in teaching this subject. The author's long and varied experience as a teacher and superintendent of schools privileges him to make suggestions in the belief that they will be valuable to young teachers.

This work is not a part of a series of language texts; it is an independent book. A part of several of the exercises is taken from the author's "Lessons in Grammar," the advanced book of his common-school series.

J. N. P.

St. Louis, April, 1903.

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GRAMMAR IN ELEMENTARY SCHOOLS

"The fourth window of the soul opened in the elementary school is grammar, wherein the child is made to get a glimpse of the logical structure of language in which is revealed the logical structure of the intellect; he gets a power to discriminate and hold fast the distinction between what is said and the form of saying it. He gets a scientific glimpse of the forms or laws of all speech. He learns to separate the sound, or the printed form, from the meaning which he gives to the word, and he learns to see the form or law which belongs to his mind and gives it a logical structure; he discriminates verbs, nouns, adjectives, adverbs, pronouns, and connectives, a kind of discrimination which he is not able to do at all except by introspection. The child gains very rapidly in his power of introspection by his study of grammar; it is undoubtedly the hardest study that he has yet reached in his course. In arithmetic he is obliged to discriminate quantity from quality, and learns to think in directions of quantity alone. This is a severe discipline, but it is not so difficult for him to learn as the discrimination between the printed or spoken word and the kind of meaning which the mind gives to the word.

"This grammatical discipline which seems useless to many people in our time is one of the most useful of all the branches of study in the common school; the grammatical study opens the windows of the soul looking inward and revealing the structure of the soul just as outward sense and the sciences of nature reveal the structure of the earth and the elements of matter. It is necessary to train the power of introspection through grammar in order to enable the human being to discriminate what is only blind feeling and prejudice from clear ideas and principles; without which power of introspection motives cannot be purified, and especially the ethical and the moral cannot be discriminated from mere instinct and selfish impulse."—DR. WILLIAM T. HARRIS.