

**AN ELEMENTARY  
GRAMMAR OF THE ENGLISH  
LANGUAGE: WITH AN  
ANALYSIS OF THE SENTENCE**

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An Elementary Grammar of the English Language: With an Analysis of the Sentence by John S. Hart

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**JOHN S. HART**

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AN  
ELEMENTARY GRAMMAR  
OF THE  
ENGLISH LANGUAGE  
WITH AN  
ANALYSIS OF THE SENTENCE.

BY  
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LITERATURE IN THE COLLEGE OF NEW JERSEY.

*REVISED EDITION.*

BY EDWARD GIDEON, A. M., SUPERVISING PRINCIPAL OF GEORGE G. MEADE  
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## PREFACE TO THE ORIGINAL EDITION.



IN this volume the author has selected from his larger Grammar those portions which are purely of an elementary character, and which are studied by beginners in first going over the subject. The whole of Prosody, all of the chapter on the Derivation of Words, and the fine print matter of the other portions, are omitted. On the other hand, copious explanations, and a complete series of practical exercises, are appended to the several definitions and rules. The knowledge of each rule and definition is thus thoroughly tested and impressed on the memory before the pupil is allowed to proceed to more advanced knowledge.

The work, as now offered, is the result of long experience in the class-room, and of no little reading and study. The English language and its literature have been for many years the main subjects of the author's inquiry, and he has endeavored in this volume to give the results of his observations in the form which his experience as a teacher has convinced him to be the best adapted to the wants of the learner.

A word as to the method pursued. The author has endeavored to bear in mind that he was writing, not a treatise for the learned, but a text-book for learners. For such a book,—

The first and most imperative demand is **CLEARNESS**,—clearness of arrangement, and clearness of expression.

Next and hardly less imperative is the demand that the more and the less important should be carefully discriminated, and the difference plainly set forth to the eye.

A third imperative demand is that the rules, definitions, and other matter to be committed to memory, should be expressed with the utmost possible conciseness.

A fourth requisite is that every rule and definition should be supported and illustrated by a goodly array of apt practical examples. These are as necessary in teaching grammar as sums are in teaching arithmetic.

How far these things have been secured is for the reader to judge.

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## PREFACE TO THE REVISED EDITION.

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THE demands of modern life for a better and quicker acquisition of the principles governing the construction of the English language necessitate a revision of the old forms and methods of technical grammar. While some advocate the retention of the extreme technicality of the past, others insist that it has no place in the elementary school. A third part advocate the acquisition of a knowledge of the essentials, combined with an extensive use of exercises, bearing upon all the vital points of the construction of the language.

To meet this last requirement this revision has been made. Much unnecessary matter has been eliminated. Numerous exercises have been added, and the phraseology has been changed to meet the demands of modern methods with the hope that the change will be acceptable. The revision is submitted to the teachers of the schools, who are the only judges of the value of a school-book.

E. G.





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ELEMENTARY  
ENGLISH GRAMMAR.



Grammar is the science which treats of Language.\*

Grammar is divided into four parts; namely, ORTHOGRAPHY, ETYMOLOGY, SYNTAX, and PROSODY.

Orthography treats of *Letters*, Etymology of *Words*, Syntax of *Sentences*, and Prosody of *Versification*.

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\* The matter in this book is divided into two kinds, indicated by two varieties of type, and it is important that the object of this arrangement should be clearly understood.

It is intended that the pupil should first go through the book, learning the matter in the larger type, the declensions and conjugations, such portion of the matter in the smaller type, and such portions of the Exercises, as may be found expedient, with such oral explanations from the teacher as may be necessary.

Having gone over the whole ground once, or perhaps twice, in this way, the pupil will be prepared to take up profitably the remaining portion of the Exercises, and the matter in the smaller type.