



*Elementary grammar
and composition*

Thomas Wadleigh Harvey

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Our grammar lessons are taken from:

HARVEY'S ELEMENTARY GRAMMAR

By THOS. W. HARVEY, A. M.

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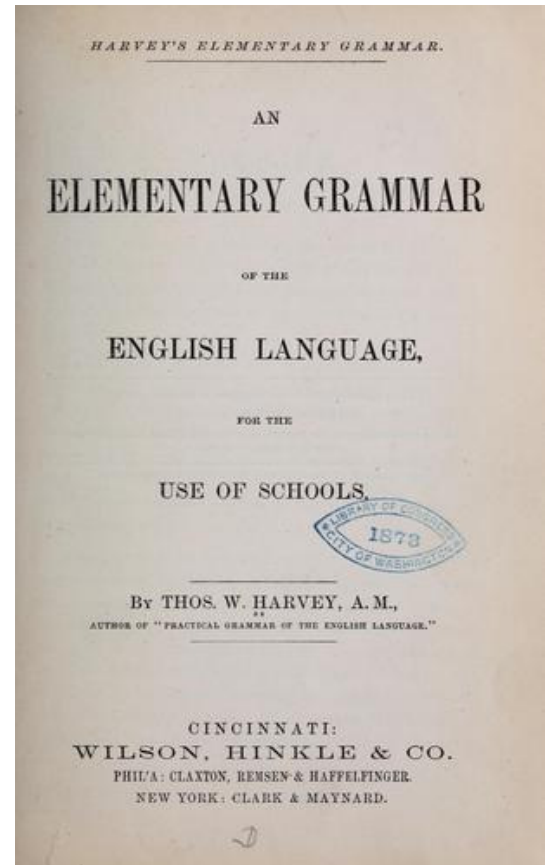
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From the PREFACE:

In the preparation of this work, the aim of the author has been to present the subject in a style neither too difficult for the beginner nor too simple for the more advanced student. As its name indicates, this is an **elementary, not a primary grammar**. [It is intended for the use of students in grades 4th-6th, or ages 9-12]

Part I consists of model oral lessons, illustrating methods of elementary instruction in language culture. These need not be given in the order in which they are arranged; and, if it be found necessary or desirable, they may be varied or subdivided to adapt them to the wants and capacity of the pupil. With these as models, any ingenious teacher can readily prepare similar lessons to simplify or elucidate the more difficult sections in Parts II and III.

Part II is similar to Part I in spirit and design. The topics, however, are more systematically arranged and developed. Great care has been taken never to define a term or to enunciate a principle without first preparing the mind of the pupil to grasp and comprehend the meaning and use of the terms defined or the principles enunciated. Ideas are first developed by intelligent questioning and appropriate illustrations; then, clothed in words. The examples in the drill exercises have been chosen with great care.

Part III contains a concise yet exhaustive statement of the properties or modifications of the different parts of speech; carefully prepared models for parsing and the analysis of complex and compound sentences: making, with the analysis taught in Part II, a complete and perfect system; rules of syntax, and cautions, with appropriate exercises in false syntax. Notes, remarks, and suggestions have been but sparingly introduced, as they serve rather to confuse than to assist the beginner.

The author would call special attention to the synthetic exercises in Part II, and the exercises in false syntax in Part III. No thoughtful teacher will neglect or give undue prominence to either class of exercises. Grammatical instruction is of little value unless its aim and end is to teach the pupil to detect and correct inaccuracies in the use of language, as well as to give forcible, elegant expression to thought.

It has been said that there is no royal road to geometry. The same may be said of grammar. The meaning and application of its technical terms must be learned, sentences must be analyzed, words must be parsed, before the student can comprehend the philosophy which underlies the correct use of any language. The labor necessary to acquire this knowledge may be made attractive, but it can not be dispensed with, neither can it be materially lessened. All that is claimed for this work is, that it shows how this labor should be expended to secure the best results.

ORAL LESSONS

To Teachers: The lessons in Part I are intended to precede the use of a book in grammatical instruction. That they may be useful, as well as animated and attractive, **observe the following directions:**

- 1. Require prompt answers, always expressed in complete sentences.**
- 2. Require pupils to copy on their slates whatever you write on the blackboard.**
- 3. Correct with great care all errors in pronunciation, spelling, punctuation, and the use of capital letters.**

LESSON 1: OBJECTS

ORAL LESSON

We have five senses: seeing, hearing, feeling, tasting, and smelling.

When we see, feel, taste, or smell things, or hear sounds, we are said to perceive them.

I drop a book upon the floor. A force, called gravitation, draws it toward the center of the earth. We cannot perceive this force, but we are conscious of it,—that is, we know such a force must exist.

We are conscious of many other things that we cannot perceive; as, love, hatred, joy, sorrow.

All these things are called objects. What, then, is an object?

An object is anything we can perceive, or of which we may be conscious.

When we think, we think of objects; when we talk, we talk about objects; when we write, we write about objects.

When we talk or write, we use words to express our thoughts. What, then, is a word?

A word is a syllable, or a combination of syllables, used in the expression of thought.

Questions.—How many senses have we? Name them. Name some things that we can perceive. Name some things that we cannot perceive, but of which we may be conscious. What is an object? What is a word?

Remember: Require prompt answers, always expressed in complete sentences.

Examples: *Some things we can perceive are toys, books, cars, and trees.*

Answers to questions which should be memorized are in **bold text** in the lesson.

Students should write memory sentences. See student pages for Lesson 1.

CLASS ACTIVITY 1

1. Names of Things.

Teacher [taking a book from his desk]: *What is this?*

Pupils: *That is a book.*

The teacher writes this answer on the blackboard; the pupils copy it on their slate.

T. [Pointing to the word "book"]: *Is that a book?*

P. *No: that is a word.*

T. That is right. It is a word used as the **name** of a thing. Mary, you may bring me a book. James, you may point to the word "book". Now, observe that Mary has brought me a thing we call a book, and James has pointed to its name.

Call the attention of your pupils, in a similar manner, to a pen, a crayon, a pencil, a ruler, a notebook.

T. Write these names on your paper in columns, as I write them on the board:

Book	Pencil
Crayon	Ruler
Pen	Paper

T. What are these words?

P. They are names of things.

Write, in columns, the names of all objects in the school-room. Let the pupils give the names of objects in the kitchen, in the sitting-room, in the parlor, also, the names of objects seen on their way to school. Folding lined paper in half and in half again will give you four columns in which to write the words.

Assignment (See student pages):

Write five names of things that may be known by the sense of sight.

Write five names of things that may be known by the sense of hearing.

Write five names of things that may be known by the sense of touch.

Write five names of things that may be known by the sense of taste.

Write five names of things that may be known by the sense of smell.

Talk with your pupils about the things whose names are given. Encourage them to tell what they know of their uses, of the places where they are found, etc. Let them write sentences like these: "Pepper grows in the East Indies." "Oranges grow in Florida." "Quinine has a bitter taste." "I heard an owl hoot." Pay particular attention to the spelling of these sentences. See that every word is correctly spelled; that each sentence and every proper name begins with a capital letter, and that a period is placed at the end of each sentence.

Remember that the object of these lessons is not to give instruction in matters of science, but to lead pupils to observe things, and to teach them how to express their thoughts in correct language.

LESSON 2: DEFINITIONS

ORAL LESSON

Review Lesson 1 by asking all of the questions from the end of the lesson.

Note: A syllable is a part of a word containing **only one vowel sound**.

Language is the expression of thought by means of words.

When we talk, we express our ideas by spoken words. This is called Spoken Language.

Spoken Language is the expression of ideas by the voice.

When we write or print our thoughts, we use letters which represent sounds. This is called Written Language.

Written Language is the expression of thought by the use of written or printed characters.

Grammar treats of the principles and usages of language.

English Grammar teaches how to speak and write the English language correctly.

Questions.—What is language? Spoken language? Written language? Grammar? English Grammar?

Remember: Require prompt answers, always expressed in complete sentences.

Answers:

Language is the expression of thought by the means of words.

Spoken language is the expression of ideas by the voice.

Written language is the expression of thought by the use of written or printed characters.

Grammar treats of the principles and usages of language.

English Grammar teaches how to speak and write the English language correctly.