

A PRIMARY
ENGLISH GRAMMAR,

#6226

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FAMILIAR CONVERSATIONS,

INTERSPERSED WITH

OBJECT TEACHING,

INDUCTIVE AND SYNTHETIC; PRESENTING TO THE
LEARNER AN EASY MODE OF

GRADUAL COMBINATION;

AND, AT EVERY STEP, REDUCING THEORY TO PRAC-
TICE: CONTAINING ALSO

COPIOUS ANALYTIC EXERCISES.

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BY JONATHAN BADGLEY.

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P R E F A C E .

Kind readers, I would gladly avoid the task of writing a preface; for there is nothing that I more dislike than egotism. Why should I say any thing about my book? Can I correctly judge its merits or its faults? Does any body publish what he thinks is wrong, though all of us are liable to err? What influence on discerning readers has an author's estimation of his own productions? But this ceremony is required by custom, though it really amounts to nothing; and it can not be avoided. So, I must come out from my obscure retreat, whose quiet shades protect me from the scrutiny of public observation, and extend to you the hand of fellowship, lay modesty aside, and have a confidential talk with you about the blushing merits of my book.

In preparing this little primary work for the use of schools, it is my object to present the grammar of our language in a pleasing and attractive form, and make it interesting and agreeable to learners, by giving them instruction drawn from nature, simple, unsophisticated, clear and sparkling, animated, sprightly, fresh and pure. With this in view, I use what every child can understand. ~~familiar conversations interspersed with object~~ teaching, and adopt the inductive and the synthetic method; rising gradually from particular facts and things to general truths, and putting words together into sentences before I teach analysis. If children know how things are put together, they can easily take them apart.

As ideas and thoughts precede expression, they must be impressed upon the mind before the words and sentences that represent them can be understood. In accordance with this fundamental principle of intellectual philosophy, I show the

a. m. P., Nov. 26, 1910.

necessity of each part of speech and every variation of it by induction, and illustrate it by various examples, before the definition or the name of it is given. Then the children can define it understandingly themselves, because they have a clear idea of it. Ideas are intellectual wheat; and words, the chaff, which is good for nothing without the wheat. Why then do teachers cram their pupils with the chaff of knowledge; making them commit to memory words and sentences before they know their meaning? What intelligent farmer feeds his cattle chaff instead of grain; expecting to make them fat by puffing them up?

~~My fellow teachers and my dear young friends~~ I would be glad to lighten all your labors, and relieve you from your troubles and perplexities; to cheer you in your studies with the clear sunshine of science, and regale you with the sweet wild flowers and singing birds of literature; to scatter roses in your paths of learning, and make all your tasks delightful; to help you gather the bright gems of genius and the precious jewels of celestial thought, as we together range the ample fields of knowledge, "rich with the spoils of time," and lead you upward to that happy land where flowers immortal bloom, and pure unsullied light forever shines, "where the beauty and glory of God illumine the heavenly plain." I would be glad to take away the veil that hides the face of scientific truth, and let you look upon her beaming countenance till you, as well as I, can truly say, How beautiful is science! not dry and hard, as dull fools suppose, but sweeter than the harp of Orpheus! If I fail in my endeavors to instruct and entertain you, pardon me for undertaking what I am not able to perform. J. B.

CONVERSATION FIRST.

A GENERAL VIEW OF GRAMMAR AND THE PARTS OF SPEECH.

Ruth. Shall we recite in Grammar now?

Mr. Smith. We shall have no recitations here to-day. It generally takes the greater part of the first day to organize a school. We did almost a day's work this forenoon: we organized all our classes but the grammar class. I say, we did it, because you helped me by your good behavior and attention. Now, I'll talk with you a little while about grammar, and endeavor to find out how many of you are prepared to study it. You that have studied grammar, take your seats together on that bench; and all the rest of the first class in reading, take your seats right here in front. Here is a goodly number; six beginners and half a dozen old grammarians. Let us see which will be the best grammarians at the close of this term.

Horace. Of course, the old grammarians will.

Mr. S. They may be, and they may not: it often takes more time to unlearn old errors than to learn new truths.

Thomas. James has studied grammar five or six years.

Mr. S. Why don't you take your seat with the class?

James. Because I want to study physiology, arithmetic, and algebra, this term. I'm sick of grammar. It is of no use. I have committed it to memory every term since I was eight years old. I can repeat the definitions, rules, and notes, the conjugations of verbs, and the declensions of nouns and pronouns, as easily as the letters of the alphabet. But I can speak and write no better than the other boys who never studied it at all.

Mr. S. What would you know about arithmetic or algebra, if you should commit it to memory without ciphering or solving any problems? You must practice what you learn.

J. I've practiced diagraming and analyzing sentences. But how does that help any body speak and write correctly?

Mr. S. To be a good practical grammarian, you must understand the spelling and pronunciation, the meaning, application, and construction of all our words in common use. With this in view consult your dictionary, hear good discourses, read good books, and keep good company; and thus become acquainted with the style of our best speakers and writers, which is the common law of language from which grammatical rules are drawn. Compare it with your grammar and your conversation, then observe how theory agrees with practice. This will lead you to the right construction and pronunciation of words and sentences.

Grammar is the art of constructing and pronouncing words and sentences correctly.

It is divided into four parts; orthography, etymology, syntax, and prosody.

Orthography is the proper combination of letters into words.

Etymology is the proper classification of words into parts of speech; explaining all their variations and their derivation.

Syntax is the proper combination of words into sentences.

Prosody is the proper pronunciation of words and sentences; comprising elocution, punctuation, and versification.

I shall say but little about orthography and prosody; for spelling and pronunciation must be learned from the spelling-book and dictionary, and by careful observation and assiduous practice in reading, writing, and speaking. When you are doubtful of the spelling or pronunciation of a word, consult your dictionary, and while so doing, learn its definition also. Never use a word that you don't understand. This afternoon we'll take a general view of all the parts of speech.

Martha. What are the parts of speech?

Mr. S. The different sorts of words that we use in speaking.

J. Why don't you call them the parts of language? Have not speech and language the same meaning?

Mr. S. Not exactly: language is more comprehensive in its meaning. We can properly

say, all speech is language; but all language is not speech; just as we say, all horses are animals, but all animals are not horses. Speech is spoken language. It consists of vocal and articulate sounds put together into words, which are used to communicate our ideas, thoughts, and feelings. Language is the communication of ideas, thoughts, or feelings, by means of words or any other signs. It includes all means of communication. None but those who are able to speak can, with strict propriety, be said to have the faculty of speech. The deaf and dumb can not speak; and yet they have a language, though they are speechless. They can talk with their fingers, and by means of gestures.

There is a language more expressive than speech, which nature teaches all mankind and all the brute creation. It consists of such instinctive cries, tones, looks, and actions, as are understood by all sentient creatures of the same species, and, in some degree, by those of different species. Dogs and horses understand from our tones of voice, looks, and actions, whether we are pleased or angry; and, in like manner, they communicate their feelings to us. Our benevolent Creator has endowed every kind of animals with a natural language to express their feelings. But the faculty of speech was bestowed on man alone for great and excellent uses.

Even inanimate things have a natural language, written in significant expressive characters, by the Author of their being, which would give us sweet instruction, if we could but understand

it. Little children, the Book of Nature is everywhere open before you. Read it, and be wise. To those who learn to read aright its living, glowing, thought-inspiring pages, there are beautiful poems in the blooming landscape, in the morning and the evening sky, the murmuring brooks, the whispering breezes, and the waving grain; there are sermons in flowers, plants, and trees; and eloquent discourses about Creation in the craggy mountains and the granite rocks. "The heavens declare the glory of God. The earth is full of his praise."

The spacious firmament on high,
With all the blue ethereal sky,
And spangled heavens, a shining frame,
Their great Original proclaim:
The unwearied sun, from day to day,
Does his Creator's power display,
And publishes to every land,
The work of an Almighty hand.

Soon as the evening shades prevail,
The moon takes up the wondrous tale;
And, nightly, to the listening earth,
Repeats the story of her birth:
Whilst all the stars that round her burn,
And all the planets in their turn,
Confirm the tidings as they roll,
And spread the truth from pole to pole.

What though in solemn silence, all
Move round the dark terrestrial ball!
What though no real voice nor sound,
Amid their radiant orbs be found!
In reason's ear they all rejoice,
And utter forth a glorious voice;
For ever signing as they shine,
"The hand that made us is Divine."

J. Excuse me, Mr. Smith, for criticising you. Though very beautiful, your style is not adapted to your audience. You soar too high, and take too wide a range for our capacity. Consider who you are addressing, and use such language as we all can understand.

Mr. S. I thank you, James, for this suggestion. Who am I addressing? An audience of graduates? Why, no: I am addressing children who have never studied grammar. I must therefore come right down to common conversation.

Gilbert. Are you addressing us on the front seat?

Mr. S. Yes: you may consider my discourse addressed to you. If you can understand it, of course, the old grammarians can.

Emma. Have little children a language before they begin to talk?

Mr. S. Certainly: they communicate their feelings by natural signs; by their looks and gestures, by inarticulate cries and simple vocal sounds, such as O! and eh! before they have any clear distinct ideas or thoughts to communicate. Such cries and vocal sounds we call exclamations.

An exclamation is a word abruptly uttered to express a strong or sudden impulse of feeling.

Exclamations are the germs of speech, the first crude words we utter in our childhood, and the last that tremble on the lips of weak decay-

ing age. They are a sort of natural language which we have in common with the brute creation. Even inarticulate cries, groans, shrieks, screams, shouts and yells, and vocal imitations of the sounds made by animals and inanimate things, are exclamations. Now, as I repeat a few sentences, pick out the exclamations.

Oh! leave this barren spot to me!

M. Oh!

It is, alas! the truth we tell.

Stephen. Alas!

Ah! why all abandoned to darkness and woe?

Lucy. Ah!

Alack! alack! Edward, I like not this unnatural dealing.

E. Alack! alack!

Zounds! what a peer of the realm!

Albert. Zounds!

Chickadee-dee! Poor little bird, how cold he must be!

T. Chickadee-dee!

Coo! coo! cried the dove. Twang! went the bow-string; and whiz! whiz-z-z! went the arrow.

M. Coo! coo! Twang! Whiz! whiz-z-z!

J. Are *chickadee-dee*, *coo*, *twang* and *whiz* exclamations?

Mr. S. Yes: they are vocal imitations of the sounds made by animals and inanimate things; and, like other exclamations, they are uttered abruptly with some degree of feeling. Select the exclamations in these examples at your leisure.

O, pshaw! I don't believe it.
 Poh! poh! that's one of our Tim's large stories.
 Hurrah for the bonnets of blue!
 Fie! fie! unknot that threatening unkind brow.
 We're close on the breakers—the breakers! halloo!
 Tush, man! abodements must not now affright us.
 Whew! what a horseman! he goes cluck! cluck! cluck!
 like a setting hen.
 Ha! ha! ha! ha! ha! Oh! I shall die a laughing!
 Must he needs trouble me in't? Hum!
 How! have they denied him? Indeed! is it true?
 Excellent! Your lordship's a goodly villain.
 Amazing! what do I see? Is it Pithius?
 Hail, Cæsar! Read this schedule.
 What! is the fellow mad?
 False wizzard, avaunt! I have marshalled my clan.
 Ha! laugh'st thou, Lochiel, my vision to scorn?
 Hush! hark! did you not hear it?
 Farewell, my friends; farewell, my foes.
 Adieu! adieu! my native shore
 Fades o'er the waters blue.
 Cuckoo! cuckoo! O word of fear!
 Unpleasing to the married ear.
 To who! to who! to who! who! who!
 Exclaims the owl concealed from view.
 The bloated blear-eyed croakers of the bog
 Cry, Crout! crout! jug o' rum! quick! quick! grog! grog!

J. Why do you begin with exclamations?
 They are the last part of speech in all the gram-
 mars I have ever seen.

Mr. S. Because this is the natural order:
 exclamations are the first words used in every
 language. I observe the course marked out by
 nature, and pursue the inductive and the object
 method, rising from the observation of particular

facts and things to general truths. This is the
 course pursued by children in acquiring knowl-
 edge, from their early infancy till they are sent
 to school, where nature's method is reversed,
 especially, in grammar. Beginning with mere
 nothing, it is really astonishing how much they
 learn from nature's teachings in three or four
 years. It is generally conceded that the human
 understanding comes into this breathing world
 a perfect blank, as pure and spotless as a piece
 of clean white paper, destitute of all impressions,
 having no ideas or thoughts; but not devoid of
 feeling. It is keenly sensitive before the dawn-
 ing of intelligence. Sensation, which is mani-
 fested by instinctive cries and exclamations,
 must precede perception: we perceive external
 objects, and receive ideas through the medium
 of the senses. Here begins all human knowl-
 edge. We must learn to see, hear, feel, taste,
 and smell, before we can begin to think, or have
 ideas, the materials for thinking. O how beau-
 tiful is nature's teaching! hers is genuine object
 teaching. See how soon she fills each infant
 mind with bright ideas, living pictures of sur-
 rounding objects, when but just arrived, a
 stranger in this world of wonders, with an ac-
 curacy, beauty, and dispatch, which human skill
 can never equal.

Take Nature's path, and mad Opinion's leave:
 All states can reach it, and all hearts conceive.

As little children's minds expand and brighten,
 strengthen, and advance from such instinctive

feelings and sensations as we have in common with irrational animals, to clear perceptions of surrounding objects, and begin to have distinct ideas and thoughts, they then require significant words, altogether different from exclamations, to communicate them.

Delia. How do children first begin to communicate their ideas and thoughts?

Mr. S. By pointing out the things they want and making earnest gestures. So do foreigners before they know our language.

Francis. What if the things they want are out of sight, and can't be pointed out?

Nancy. If they had pictures of them, they could tell us what they want by showing us its picture.

Mr. S. They have bright mental pictures of familiar objects, called ideas, treasured in their memories, and a curious contrivance to present them. To communicate their ideas of persons and things, they learn to speak their names, and, (wonderful to tell!) present them through the sense of hearing to our mental sight, as if they held their pictures right before our eyes. By saying rose or pink, I can communicate to you my idea of a rose or pink, as clearly and distinctly, as I can by holding up its picture right before your eyes, because the name calls up the same idea in your mind that it represents in mine. The names of what we see or think of, used as signs of our ideas, we call nouns.

A noun is the name of something that we can see or think of.

G. Is the name of any thing that we can see or think of a noun?

Mr. S. Of course it is. Tell us the names of what you see in this room.

G. Boys, girls, books, desks, pens, paper, inkstands.

Mr. S. What did you see on your way to school?

F. Wheat, rye, oats, barley, apples, pears, and peaches.

Mr. S. All these names are nouns, and hundreds more that might be mentioned. Tell us the names of a few things that you can think of but can not see.

E. Let me consider. What can I think of that can't be seen? Truth, love, mercy, justice, righteousness, sobriety, bravery, politeness, civility, soberly, bravely, polite, civil.

T. Why, Emma! can you think of such a thing as a soberly, a bravely, a polite, or a civil? Where can it be found? Who has it? Some of us have a little sobriety, bravery, politeness, and civility. But who has any soberly, bravely, polite, or civil?

Mr. S. A noun will generally make sense with *my* before it; as, *My sobriety, my bravery, my politeness, my civility.*

E. My soberly, my bravely, my polite, my civil. O! I see! *Soberly, bravely, polite, and civil* are not nouns.

Mr. S. Are *mind, ideas, thoughts, think, care, careless, he, she, they, beauty, and beautifully,* nouns?

S. My mind, my ideas, my thoughts, my

think, my care, my careless, my he, my she, my they, my beauty, my beautifully. *Mind, ideas, thoughts, care, and beauty* are nouns; but *think, careless, he, she, they, and beautifully* are not nouns.

Mr. S. Now, select the nouns in what I say. Henry, what are you doing with Lucy's slate?

M. *Henry, what, Lucy's, and slate,* are nouns.

R. Is *what* a noun? My *what*. Does that make sense?

M. No: I can't think of such a thing as a *what*.

James holds his pen between his thumb and finger.

G. James, pen, thumb, finger.

Nor yet for the ravage of winter I mourn:

A. Ravage, winter.

Kind nature the embryo-blossom will save.

F. Nature, blossom.

But when shall spring visit the mouldering urn?

T. Spring, urn.

O! when shall day dawn on the night of the grave?

R. Day, night, grave.

Exercise and temperance are the best preservatives of health. Intemperance destroys more lives than war, pestilence, and famine.

Hypocrisy is the price that vice pays to virtue.

See truth, love, and mercy in triumph descending;

And nature all glowing in Eden's first bloom!

On the cold cheek of death smiles and roses are blending,

And beauty immortal awakes from the tomb.*

Mr. S. Some children, when they have oc-

* When you have selected all the nouns in these examples, select them in your reading lesson.

casation to mention the same persons or things frequently, repeat their names in this fashion over and over: "John started for school with John's books in John's hand; but John stopped to play with John's dog, and lost John's books." Is this good language?

R. No, sir: the frequent repetition of the same noun makes it very disagreeable indeed. It should be, "John started for school with his books in his hand; but he stopped to play with his dog, and lost them."

Mr. S. You have made a great improvement in this sentence, by using *he* and *his* for *John*, and *them* for *books*. What shall we call such little words as *he, his, and them*?

R. Pronouns, because they stand for nouns, and fully represent them by performing all their offices.

A pronoun is a word that represents a noun.

Mr. S. Select the pronouns in what I read, and tell us what they stand for.

Joseph's brethren came, and bowed down themselves before him with their faces to the earth.

G. *Themselves* and *their* stand for *brethren*; and *him*, for *Joseph*.

Joseph remembered the dreams which he dreamed of them, and said unto them, ye are spies.

A. *Which* stands for *dreams*; *he*, for *Joseph*; and *them* and *ye*, for *brethren*.

We are true men, thy servants are no spies.

B

L. *We* stands for *brethren*; and *thy*, for *Joseph*.

Then Abner looked behind him and said, Art thou Asahel? And he answered, I am.

M. *Him* stands for *Abner*; and *thou*, *he*, and *I*, for *Asahel*.

The men that held Jesus mocked him and smote him.

N. *That* stands for *men*; and *him*, for *Jesus*.

And when they had blindfolded him, they struck him on the face, and asked him, saying, Prophecy who is it that smote thee?

D. *They* stands for *men*; and *him* and *thee*, for *Jesus*.

J. What do *who*, *it*, and *that* stand for?

Mr. S. *Who* and *it* have no definite antecedents: they represent any one indefinitely. *It* is the antecedent of *that*.

T. What is the antecedent of a pronoun?

Mr. S. The antecedent of a pronoun is what it stands for.

As soon as it was day, the elders of the people and the chief priests and the scribes came together, and led him into their council, saying, Art thou the Christ? Tell us. And he said unto them, If I tell you, ye will not believe.

H. *Him*, *thou*, *he*, and *I* stand for *Jesus*; and *their*, *us*, *them*, *you*, and *ye*, for *elders*, *priests*, and *scribes*.

F. Why do you omit *it*? Is it not a pronoun?

H. What does it stand for? why is it a pronoun?

Mr. S. It has no definite antecedent. But it is used as the subject of *was*, and therefore re-

presents a noun by performing its office, though it don't directly stand for any particular one. Therefore, according to our definition, it is a pronoun. *This* and *that*, as well as *it*, sometimes stand for phrases, sentences, and paragraphs, and yet perform the offices of nouns, as subjects or objects in the sentences to which they belong. In this sense, they may be said to represent nouns, though they do not stand directly for them.* Several of our pronouns, like algebraic letters representing unknown quantities, occasionally stand for something indefinitely, and, consequently, have no definite antecedents. Read the whole of this chapter, select the pronouns, and tell what they stand for.

J. This is a good exercise, to make us understand what we read, and give us a practical knowledge of the use of pronouns. In selecting all the pronouns in this chapter, and telling what they stand for, I've learned more about them than in all the grammars I have ever studied. I never understood this chapter half so well before.

Mr. S. I'm glad you like my mode of teaching. If you study grammar in the Book of Nature, it will always be agreeable. Describe what you observed this morning on your way to school; and this will naturally lead you to another part of speech in the inductive and the object method.

M. The clear, blue sky; rich, fertile valleys; rough, rocky, barren mountains; cool, delightful, shady groves.

* See my larger Grammar, page 112.

Mr. S. Select the nouns, and tell what words are added to them.

D. *Sky, valleys, mountains, and groves* are nouns. *The, clear, and blue* are added to *sky*; *rich, and fertile*, to *valleys*; *rough, rocky, and barren*, to *mountains*; and *cool, delightful, and shady*, to *groves*. What do you call such words?

Mr. S. Adjectives, because they are added to nouns.

An adjective is a restrictive or emphatic term added to a noun or pronoun to express a concrete idea.

Describing adjectives are the most numerous. There are some adjectives, however, like *a, an, any, several, many, one, two, three, the, this, that, yon, and yonder*, which specify, or point out, single out, or parcel out persons or things without describing them; thus limiting the signification of nouns, but not expressing quality: as, *a man, one man, any man, some men, a dozen men, a thousand men, a hundred thousand men, the man, this man, that man, &c.* "*Yon flowery arbors, yonder alleys green.*" You can know an adjective by its dependence on a noun or pronoun. It expresses a concrete idea that can not stand alone, and must be added to a substantive idea as a basis or support. As James describes what he has seen, select the adjectives, and tell us to what they are added.

J. I have seen a great many curious things: an old bald eagle; four beautiful peacocks; and fifteen or twenty noisy, gabbling geese; a white

blackbird; a poor rich man, and a rich poor man.

E. *A great many and curious* are added to *things*; *an, old, and bald*, to *eagle*; *four and beautiful*, to *peacocks*; *fifteen, twenty, noisy, and gabbling*, to *geese*; *a and white* to *blackbird*; and *a, poor, and rich*, to *man*.

J. As I was coming to school, I saw six fine large elegant bay horses, before a splendid brand-new gilt coach, full of fashionable, richly dressed young gentlemen and ladies, riding through a beautiful flower garden, toward a grand, magnificent, five-story marble palace, sipping rosy wine from golden cups, and singing,

"Bid her not shed one tear of sorrow,
To sully a heart so brilliant and light;
But balmy drops from the red grape borrow,
To bathe the relic from morn till night."

On the opposite side of the street, but a few rods from this luxurious palace, what a contrast met my eyes! There at a low, dilapidated grog-shop, I beheld a motley crowd of lazy, idle, good-for-nothing boys and young men, pouring down blue ruin; and about a dozen, broken-down, cast-off, discarded politicians, with a little sprinkling of respectable, decently dressed, conservative, wine-drinking, rosy-gilled old tipplers, lecturing on moderate drinking to a desperate gang of dirty, ragged, drunken, noisy, swearing, screaming, yelling, raving, roaring ruffians, who disturbed their quiet; making the bar-room hideous with their bold, beating oaths, and singing at short intervals,

"Keep your spirits up by pouring spirits down."

R. Why, James, you spout your adjectives so fast that none of us can pick them out.

J. Select them at your leisure then.

Mr. S. Your style is rather florid: it abounds with adjectives. You paint what you describe in gaudy colors. What colors are to painting adjectives are to language: they require a delicate taste, observant eye, and skillful hand. They can't be used with good effect by a mere dauber. Let us have a trial of your skill in using adjectives. Write on your slates the names of what you think of. Now write appropriate adjectives before or after them. Read what you have written.

L. The blue-eyed, modest, unassuming violets.

D. Yonder full-blown, beautiful white roses.

A. Bright sunny days, delightful moonlight nights.

E. Sweet singing birds, the little busy bees.

M. The lazy idle good-for-nothing drones.

R. Those venerable, majestic, wide-spreading elms.

T. That crooked, leaning, dead, decaying beech.

N. These three tall straight slim saplings.

G. A good sound horse, unblemished, gentle, kind and true.

F. Several large ripe mellow juicy apples.

H. Active studious intelligent obedient boys.

S. Honest prudent economical industrious men.

J. A cold inhospitable country, barren, desolate, and uninhabitable.

Mr. S. See how the adjectives in these examples hang upon their nouns, and cluster round them like grapes upon their vines. As adjectives express concrete ideas that inseparably adhere to our ideas of substances which are expressed by nouns, and properly called substantive ideas, they must depend on nouns, and stick to them as close as qualities do to substances: they can not stand alone without a noun or pronoun as a basis or support to hold them up.

T. Is there a thought expressed in any of these examples?

Mr. S. No: a thought can't be expressed with nouns and adjectives, or any of the parts of speech that we have yet considered. Thought is to mind what action is to matter; and as every action necessarily requires an actor, so every thought must have a subject. We can not think without thinking of something, nor express a thought without a subject. Any persons or things that we think of are the subjects of our thoughts; and what we think of them are the thoughts themselves. Now I will write on the blackboard the names of what I think of; and you may write them on your slates: then write what you think of them with one word after each name. Boys, dogs, and horses are our subjects. What do you think of them?

J. We think what we have seen or heard them do.

Mr. S. That's right. Read what you have written.

M. Boys speak, dogs bark, horses neigh.

- D.* Boys read, dogs watch, horses run.
F. Boys wrestle, dogs fight, horses kick.
E. Boys milk, dogs churn, horses plow.
H. Boys study, dogs hunt, horses trot.
L. Boys quarrel, dogs growl, horses leer.
G. Boys sing, dogs whine, horses paw.
R. Boys skate, dogs jump, horses canter.
A. Boys think, dogs remember, horses drink.
J. Boys work, dogs play, horses prance.
S. Boys laugh, dogs yelp, horses gallop.
N. Boys ride, dogs walk, horses draw.

Mr. S. Why don't you tell us your thoughts on these subjects, Thomas?

T. Because I can't think any thing about them that has not been already told.

Mr. S. Think what is done to them.

T. Boys are whipped, dogs are kicked, horses are fed.

Mr. S. You use two words, Thomas, to express one thought. It sometimes takes three or four words to express a thought: as, "The horses should have been fed." Such words as these we call verbs.

A verb is a term* that expresses what we think of a subject.

You have written several complete sentences consisting of nouns and verbs only, each having but two words, and containing but one thought and but one subject. No sentence can be made without a verb either expressed or understood; for every sentence must contain a thought. The

*A term may consist of one word or more than one.

subject of a thought is generally expressed by a noun or pronoun, which, for the sake of brevity, is called the subject of the verb that expresses the thought.

G. Can a sentence be made without a noun?

Mr. S. Yes: pronouns can be used as subjects. Any word that makes sense with *I, thou, he, she, or it; we, you, or they*, before it as a subject, is a verb. Are *am, art, is, are*, and *lightens, verbs?*

G. I am, thou art, he is, we are, it lightens. Yes, sir. Are *come, go, stand, fall, rise, speak, speech?*

N. *Speech* is not a verb: it don't make sense to say, I speech, thou speech, he speech, we speech, you speech, or they speech.

Mr. S. As I make a few sentences select the verbs.

I take this book and open it; I shut it, and return it to the boy who handed it to me.

S. Take, open, shut, return, handed.

The sun shines; the birds sing; the trees blossom; the men are plowing; and the lambs skip and play.

H. Shines, sing, blossom, are plowing, skip, play.

Select the verbs in what you wrote on your slates; and then select them in your reading lesson and in these sentences. When you have selected all the verbs, select the exclamations, nouns, pronouns, and adjectives.

The rain descended, and the floods came, and the winds blew, and beat upon that house; and it fell not: for it was founded upon a rock.

If chance awaked, inexorable power !
 This frail and feverish being of an hour,
 Doomed o'er the world's precarious scene to sweep,
 Swift as the tempest travels on the deep,
 To know delight but by her parting smile,
 And toil, and wish and weep, a little while,
 Then melt, ye elements, that formed in vain
 This troubled pulse, and visionary brain !
 Fade, ye wild flowers, memorials of my doom !
 And sink, ye stars, that light me to the tomb !
 Truth, ever lovely since the world began,
 The foe of tyrants, and the friend of man,—
 How can thy words from balmy slumber start
 Reposing virtue, pillowed on the heart !
 Yet, if thy voice the note of thunder rolled,
 And that were true which Nature never told,
 Let wisdom smile not on her conquered field:
 No rapture dawns, no treasure is revealed !
 Oh ! let her read, nor loudly, nor elate,
 The doom that bars us from a better fate :
 But, sad as angels for the good man's sin,
 Weep to record, and blush to give it in.

J. Is your definition of a verb correct? Don't it take a whole sentence to express a thought?

Mr. S. Of course, it does ; and every sentence must contain a subject, as well as a thought, either expressed or implied: the thought and subject are inseparably connected in conception and expression. None of us can think without a subject, or express a thought without one.

J. If it takes a whole sentence to express a thought, and if the subject is a part of the sentence, is it not a part of the thought? and why is the thought expressed by the verb any more than by its subject? Don't a verb express an action or a motion, rather than a thought?

Mr. S. Can there be an action without an

actor? or a motion without something moving? Is the actor then a part of the action? or the thing that moves a part of the motion? Look! Can any of you see my action, as I strike the desk, without seeing me? or see the motion of my hand without seeing my hand?

M. Why, no: the action and the motion are invisible, and can't be seen at all. But we can see you strike, and see your hand move.

Mr. S. Is not the actor, then, as intimately connected with the action as the subject with the thought, and just as much a part of it? and can a verb alone express an action any more than it can express a thought? Are not the actor and the action mirrored in the mind inseparably, and treasured in the memory as the subject and the thought?

J. Verbs do express actions: when you struck the desk, you performed an action; and the verb *strike* expresses it.

Mr. S. Where is that action? Is it in existence now?

J. No, sir: it is past and gone.

Mr. S. How do you know it ever did exist?

J. I have a clear impression of it in my memory: I remember what you did, and how you acted.

Mr. S. Is this impression in your memory an action or a thought?

J. I suppose it is a thought; for it is what I think of you: I think you struck the desk.

Mr. S. Then it has ceased to be an action, and become a thought; and the actor is the subject

of the thought. You think of me; and, therefore, I am the subject. You think I struck: so struck expresses what you think of a subject. When I say, "My horse ran away and broke my carriage," do I communicate to you the actions of my horse?

S. No, sir; no more than you communicate to us the horse and carriage: if you did, we all would have his actions. You communicate to us your thoughts about your horse.

J. I give it up. Your definition is correct: a verb expresses what we think of a subject. What we think is a thought; and what we think of is a subject. We don't think the horse: we think of him; and *ran* and *broke* express what we think of him.

G. We think thoughts, and think of subjects. We think of persons and things, and make them subjects of our thoughts: we think what we have seen or heard them do, and thus convert their actions into thoughts.

Mr. S. See Charles and Henry in that little skiff. What do you think they are doing?

G. I think they are playing.

A. I think they are fighting. There goes Charles into the river. Henry struck him, and knocked him down.

H. I think he kicked him into the river.

E. I think Charles fell in himself; and Henry reached out his hand to catch him and hold him up.

T. No: Henry pushed him into the river.

J. I think he ~~drove~~ ^{dived} into the water. There

he comes, swimming beautifully towards the skiff.

S. Henry tries to shove him under water with his oar.

D. Why, no: he is trying to help him into the skiff.

Mr. S. Do you express the actions of these boys with the verbs you use, or what you think of them?

J. We express our thoughts: if we expressed their actions, we should all agree; for facts are never contradictory. But different persons see the same things in different lights, and have different thoughts on the same subjects.

R. That's true. Some think the sun and moon, the stars and planets, all revolve around the earth every twenty-four hours; but philosophers think the earth revolves on its own axis, and thereby makes them seem to move around it. Apparent actions frequently deceive us, and impress upon our minds erroneous thoughts, which sound philosophy corrects. When we are riding in a boat, we sometimes think the boat is standing still, and every thing else is moving past us. Such illusions we correct by reason and reflection.

J. Just so the earth's diurnal revolution makes us think the sun and moon, the stars and planets, rise and set, by making them appear to move around the earth.

Mr. S. When we fix our attention on any persons or things, and make them subjects, what they do and what is done to them are mirrored

in the mind, and treasured in the memory as thoughts, if we receive correct impressions. When they are perfectly quiescent, we observe their attributes, and, by the power of thought, we link each attribute to its appropriate subject as a predicate; and then this linking process constitutes the thought, which is expressed grammatically by the verb *to be*, in logic, called the copula; as, Truth *is* eternal. Ye *are* spies. Dust thou *art*. I *am* Joseph. I *have been* young, and now I *am* old. Men *would be* angels. Thou *art* the man. If he *had been* good, he *might have been* happy. Logically and metaphysically speaking, thoughts are predications: they are mental operations in perceiving and reviewing actions and ascribing attributes to subjects. As I said before, thought is to mind what action is to matter. As, in the material creation, all the works of art and nature are produced by action; so, in the mental world, all intellectual productions spring from thought; and, as the sun is the center and the source of action in the solar system; whirling all the planets rapidly around him, quickening and enlivening inert lifeless inorganic matter, and imparting animal and vegetable life, till all the rolling orbs revolving round him swarm with living creatures; so the *Source* of Righteousness is the center and the source of thought, diffusing intellectual light and life through all the mental world. From him the power of thought proceeds.

J. Mr. Smith, you dive too deep and soar too high for our capacity. Let us have an exercise in writing sentences.

Mr. S. Each of you may write a sentence without using any words but nouns and pronouns, adjectives and verbs. Read what you have written.

J. Good children obey their parents.

A. Obedience is the first lesson that a child should learn.

S. Virtue alone makes us happy.

E. Vice renders its possessor miserable.

R. The sluggard, who expects Providence to help him, will be disappointed: Providence helps those that help themselves.

N. A wise head keeps a close mouth: still water is deepest.

D. "Honesty is the best policy," says the crafty knave.

T. Our laws resemble spiders' webs, which entangle feeble insects: the stronger ones escape.

G. "He who allows his son to be an idler," says the old proverb, "makes him a thief."

'Tis education forms the common mind.

Grim-visaged war hath smoothed his wrinkled front.

He that betrays a friend deserves a foe.

My friend must hate the man who injures me.

Uneasy lies the head that wears a crown.

Happy the man whose cautious feet

Shun the broad way which sinners go.

Mr. S. With the ideas impressed upon our minds by what we see around us, we receive impressions of the relations of different objects to each other. We observe that one thing is above another, or below it, on it, or under it, before it, or behind it, or is going towards it, or from it, around it, or through it, with it, or without it, &c. To express these relations another part of speech is necessary. Now select the words that express relation in the sentences I make, and tell us what relation they express.

I hold this pencil in my hand over the desk.

R. *In* expresses the relation of *pencil* to *hand*; and *over*, the relation of *pencil* to *desk*.

I look through the window at that flock of sheep on the hill under that tree.

M. *Through* expresses the relation of *look* to *window*; *at*, the relation of *look* to *flock*; *of*, the relation of *flock* to *sheep*; *on*, the relation of *flock* to *hill*; and *under*, the relation of *flock* to *tree*.

I walk with a cane across the room from the chair to the door.

G. *With* expresses the relation of *walk* to *cane*; *across*, the relation of *walk* to *room*; *from*, the relation of *walk* to *chair*; and *to*, the relation of *walk* to *door*.

Such words as *in*, *over*, *through*, *at*, *of*, *on*, *under*, *with*, *across*, *from*, and *to*, are called prepositions.

A preposition is a word placed before another to express relation.

A. How can we tell what words a preposition expresses the relation between?

Mr. S. To ascertain the terms of relation, as we call them, find the words that make the best sense spoken immediately before and after the preposition. The object of a preposition usually comes after it, and is therefore called the subsequent term of relation; and the other one is called the antecedent term, because it generally goes before the preposition. But in poetry, the usual order is occasionally inverted, as you will observe in these examples:

The leveled towns with weeds lie covered o'er;
The hollow winds through naked temples roar;
Round broken columns clasping ivy twined;
O'er heaps of ruin stalked the stately hind;
The fox obscene to gaping tombs retires;
And savage howlings fill the sacred choirs.

T. Covered with weeds, roar through temples, twined round columns, stalked o'er heaps of ruin, retires to tombs. *With* expresses the relation of *covered* to *weeds*; *through*, the relation of *roar* to *temples*; *round*, the relation of *twined* to *columns*; *over*, the relation of *stalked* to *heaps*; *of* the relation of *heaps* to *ruin*; and *to*, the relation of *retires* to *tombs*. A preposition expresses the relation of its antecedent term of relation to its object.

When eve her dewy star beneath
Thy balmy spirit loves to breathe.

M. To breathe beneath her dewy star. *Beneath*, expresses the relation of *to breathe* to *star*.

Mr. S. The antecedent term of relation may be any part of speech except a preposition or connective; but the subsequent term is generally a noun or pronoun, which is called the object of the preposition that is placed before it. Prepositions are as intimately connected with their objects as verbs are with their subjects: a verb makes sense with *I*, *thou*, *he*, *she*, or *it*, *we*, *you*, or *they*, before it as a subject; and a preposition makes sense with *me*, *thee*, *him*, *her*, or *it*, *us*, *you*, or *them*, after it as an object; thus, *by me*, *above thee*, *without him*, *about her*, *of it*, *between us*, *under you*, *behind them*.

Select the prepositions in what I say, and write them on your slates.

I walk about the house, and hold this book above my head; I go across the room after my ball; I throw it against the door. It rolls along the floor amid the seats among the children. I tie this string around it. Look at it, and see it whirl athwart the desk. Now it is before me, now, behind me, now, below the desk, and now, beneath my feet. It is now beside the slate, and now, between those boys, and now, beyond my reach: the string by which it was held is broken. I have a ball besides that. Can I catch it betwixt my thumb and finger? See it roll down stairs. During this exercise you have all been very attentive. It costs you nothing but attention for tuition. When we have finished our tasks, you will go from the school-room in good order into the grove; behaving like young gentlemen and ladies: and if any rude boys come near you, be polite notwithstanding their rudeness. Of all ill habits, incivility is most apt to find us off our guard. There we will sit on the flowery banks of the river, and enjoy the charming scene; the bright blue sky, the beautiful foliage of the trees, and their waving branches over our heads, the new suspension bridge overthwart the stream, the splendid steamboats sailing past us, and nature's sweetest minstrels singing round us.

M. Let us go now: we have not been there since last week.

Mr. S. When we get through our lessons

you may go, and stay till night. I go to the window, and look towards the river; I carry this book under my arm, and put it underneath the other books. I have lived in all good conscience before God until this day. What I say unto you I say unto all. We clambered up the mountain, and stood upon the highest peak. With thee we smile within cold prison walls. Without thee, I am poor; and with thee, rich, take what thou wilt away. Are riches worth the toil and trouble that they cost?

Read what you have written.

R. About, above, across, after, against, along, amid, among, at, athwart, before, behind, below, beneath, beside, between, besides, betwixt, beyond, by, down, during, except, for, from, in, into, like, near, notwithstanding, of, off, on, over, overthwart, past, round, since, through, till, to, towards, under, underneath, until, unto, up, upon, with, within, without, worth.

Mr. S. You've written quite a list of prepositions, all arranged in alphabetical order, and containing more than half the prepositions in our language, nearly all that are in common use. But don't depend upon this list; for many of these words are often used as other parts of speech. In fact you do not need it; for you can distinguish all these prepositions now by their construction: you have made this list yourselves by doing so. Like other parts of speech, they are best known by their construction. Now compose a few sentences containing prepositions.

F. My slate lies on the desk under my books.

N. The bird is in her nest upon that tree.

A. See those horses trot along the road before the carriage.

G. Bring me some peaches from the tree behind the barn.

R. Rivers rise among mountains, and run through valleys to the sea.

M. The tops of high mountains are covered with snow.

D. John came into the house in haste without knocking at the door, or asking for admission.

E. They came out from behind the curtain.

H. I have bought a watch worth thirty dollars for twenty.

T. I drop this pencil from between my fingers.

L. They took up the cable from under the sea.

S. There is no living with you nor without you.

J. A good man never envies those that are above him, nor despises them that are below him; but with charity towards all, and malice to none, like his divine Master, he goes about doing good.

Mr. S. When we think what has been done by any person or thing, the manner, time, and place of doing it is generally associated with the thought; and, to express these ideas, other words are added to the verb which modify its meaning: as "He spoke *earnestly* and *eloquently*;" "He preached *here yesterday*." Sometimes our ideas of qualities, and even of relation, are so modified

as to require additional words attending adjectives and prepositions to express them; as, "This apple is *rather* sour, and that is *very* sour." The nadir is the point *directly* under our feet."

G. We don't exactly understand the drift of your remarks. Will you be a little more explicit?

Mr. S. Shall we have a little object teaching? Can you see or hear me do any thing without thinking how I do it, when I do it, or where I do it? and when you express your thoughts so modified as to tell how, when, or where it is done, don't you add to the verb some word denoting manner, time, or place? How do I walk? when? and where?

M. You walked slowly, first; then, swiftly. Now you walk lightly and gracefully; now, heavily, clumsily, and awkwardly; now, carelessly; and now, carelessly; now, forward; now, backward; and now, sideways. You walk here and there, northward and southward, eastward and westward. You walk often, daily, and hourly.

Mr. S. What a multitude of words you've added to the verb walk to tell how, when, and where, I walk. We call such words as these adverbs, because they are added to verbs. But the use of adverbs is more general than their name implies; for they are frequently added to prepositions, adjectives, and other adverbs: as, "He is a *truly* good man." "I am *heartily* glad." "The Zenith is the point *exactly* over our heads." "Don't read *too* fast."

An adverb is a word added to a verb, an adjective, a preposition, or another adverb.

As I make a few familiar sentences, select the adverbs and tell us to what words they are added.

Listen attentively, study diligently, and think closely.

R. *Attentively* is added to *listen*; *diligently*, to *study*; and *closely*, to *think*.

Speak fearlessly and openly, but kindly and respectfully; and you will seldom give offense.

S. *Fearlessly*, *openly*, *kindly*, and *respectfully* are added to *speak*; and *seldom*, to *will give*.

They that are too lazy to work are generally too lazy to study.

H. *Too* is added to *lazy*; and *generally*, to *are*.

I came here very early yesterday, and went home rather late.

M. *Here*, *early*, and *yesterday*, are added to *came*; *home*, and *late*, to *went*; *very*, to *early*; and *rather*, to *late*.

Now the birds sing sweetly, and hop about merrily.

How beautifully they fly through the air! upward and downward, hither and thither!

How does he read? Not very well: he reads too fast.

They admired her the most who knew her best.

The more I examine your book, the better I like it.

I am going away to-day; but I shall be here to-morrow.

When shall we all meet again? Never, here below.

So live that you can always look back joyfully on a life usefully and virtuously employed.

Happier hours than those which we have spent together I never expect to see any more. Very pleasantly did they pass: the wheels of time moved swiftly and smoothly along.

There is always something painful in parting with our friends, especially, if we have no prospect of seeing them again.

So live that you each year may be,
While time glides softly by,
A little farther from the earth,
And nearer to the sky.

E. Have you not explained all the parts of speech?

Mr. S. Can you talk a minute without using any part of speech except what we have now explained? Try it and see. Are you coming to school to-morrow?

E. I shall come, if I can: but I suppose I shall have to stay at home; for father and mother are going away.

Mr. S. What office do *if*, *and*, *but* and *for* perform in what you have just said? Omit them, and see what a lack of connection there will be.

E. I shall come—I can—I suppose I shall have to stay at home—father—mother are going away. O! I see! *If* connects "I can" to "I shall come;" *but* connects "I suppose I shall have to stay at home" to "I shall come if I can;"

for connects "father and mother are going away" to "I suppose I shall have to stay at home;" and *and* connects *mother to father*. Do you call such words connectors?

Mr. S. I call them connectives; but they are generally called conjunctions.

A connective is a word that connects words, phrases, clauses, sentences, or paragraphs.

Without connectives, we should be obliged to speak in separate sentences, and not be able to express a regular train of reasoning. They are the joints and hinges of discourse, that hold together different words and sentences. How beautifully the thoughts expressed in argumentative discourses hang and turn upon each other, held together by connectives. As I repeat a few sentences, select the connectives and tell us what they connect, then write them on your slates.

He came to school after his class had read.

G. *After* connects "his class had read" to "he came to school."

Charles and Henry are good boys; they do as they are bid.

R. *And* connects *Henry to Charles*; and *as* connects "they are bid" to "they do."

Because I live, ye shall live also.

H. *Because* connects "I live" to "ye shall live also."

I called him before he went away, but he did not answer me.

E. *Before* connects "he went away" to "I called him," and *but* connects "he did not answer me" to "I called him before he went away."

I will not let thee go, except thou bless me.

M. *Except* connects "thou bless me" to "I will not let thee go."

Be not dismayed; for I am thy God.

L. *For* connects "I am thy God" to "be not dismayed."

We can not tell how the sun warms the earth.

A. *How* connects "the sun warms the earth" to "we can not tell."

True merit, however it may be neglected for a time, will ultimately be acknowledged and respected.

T. *However* connects "it may be neglected for a time" to "true merit will ultimately be acknowledged and respected;" and *and* connects *respected to acknowledged*.

If you love me, keep my commandments.

D. *If* connects "you love me" to "keep my commandments."

With a furious man thou shalt not go; lest thou learn his ways.

S. *Lest* connects "thou learn his ways" to "with a furious man thou shalt not go."

Let not your heart be troubled, neither let it be afraid.

F. *Neither* connects "let it be afraid" to "let not your heart be troubled."

I am crucified with Christ: nevertheless I live.

E. *Nevertheless* connects "I live" to "I am crucified with Christ."

Despise no deformity of body nor any infirmity of mind, lest it be your own lot.

J. Nor connects "any infirmity of mind" to "no deformity of body;" and *lest* connects "it be your own lot" to "despise no deformity of body nor any infirmity of mind."

Were you in the cabin, or on the deck?

G. Or connects "on the deck" to "in the cabin."

He is my guest: otherwise I would deliver him up.

R. Otherwise connects "I would deliver him up" to "he is my guest."

Since the universe could not create itself, it must have been created: so there is a wise, benevolent, omnipotent Creator.

H. Since connects "the universe could not create itself" to "it must have been created;" and *so* connects "there is a wise, benevolent, omnipotent Creator" to "since the universe could not create itself, it must have been created."

I have more money than I know what to do with.

E. Than connects "I know what to do with" to "I have more money."

Judge not, that ye be not judged.

M. That connects "ye be not judged" to "judge not."

Then say not man's imperfect, heaven in fault.

J. Then connects "say not man's imperfect, heaven in fault" to the preceding paragraph.*

Therefore did my heart rejoice, and my tongue was glad.

* See Pope's Essay on Man.

M. Therefore connects this verse to the preceding.

She is not proud, though she is rich.

L. Though connects "she is rich" to "she is not proud."

I will stay here till they return.

A. Till connects "they return" to "I will stay here."

The scepter shall not depart from Judah—until Shiloh come.

T. Until connects "Shiloh come" to "the scepter shall not depart from Judah."

You can not learn, unless you study.

D. Unless connects "you study" to "you can not learn."

It moves when he moves, and it goes where he goes.

S. When connects "he moves" to "it moves;" and connects "it goes where he goes" to "it moves when he moves;" and *where* connects "he goes" to "it goes."

Therefore whether it were I or they, so we preach, and so ye believed.

F. Therefore connects this verse to the preceding; *whether* connects "it were I or they" to "so we preach, and so ye believed," and connects "so ye believed" to "so we preach;" and *or* connects *they* to *I*.

While I was musing the fire burned.

N. While connects "I was musing" to "the fire burned."

But I am poor and needy; yet the Lord thinketh upon me.

G. *But* connects this sentence to the preceding; *and* connects *needy* to *poor*; and *yet* connects "the Lord thinketh upon me" to "I am poor and needy."

Though he was rich, yet for your sakes he became poor.

J. *Yet* with its correlative *though* connects "for your sakes he became poor" to "he was rich."

T. What! are *though* and *yet* both used as connectives to connect the same sentences?

Mr. S. Yes: we have a few connectives that are used in pairs to connect the same words or sentences; as "He is *both* a poet *and* an orator." "He is *either* a knave *or* a fool." "They can *neither* read *nor* write." "As three is to nine so is four to twelve." The connectives in each of these pairs have a mutual relation; each depending on the other, and both connecting the same words or sentences. They are, therefore, properly called correlative connectives.

Martha, read the connectives that you have written.

M. After, and, as, because, before, but, except, for, how, however, if, lest, neither, nevertheless, nor, or, otherwise, since, so, than, that, then, therefore, though, till, until, unless, when, where, whether, while, yet.

Mr. S. You have a pretty good list of connectives, almost all there are in common use. But many of these words are very often used as other parts of speech. So, you see, this list can't be depended on. Connectives are, like other

words, distinguished by the office they perform in sentences, as you have just distinguished these without the aid of any list.

We have now considered all the parts of speech. How many are there? Repeat them and see.

T. Exclamations, nouns, pronouns, adjectives, verbs, prepositions, adverbs, and connectives. There are eight.

M. Let us have an exercise in making sentences.

Mr. S. Very well. Begin with short sentences containing nothing but nouns and verbs, or pronouns and verbs; and lengthen them till they contain all the parts of speech except exclamations.

J. Boys study. Good boys study diligently at school and learn their lessons thoroughly; remembering that perseverance conquers all things.

R. Bees gather honey. Bees sometimes gather honey from unsightly, bitter weeds, as persevering students gather knowledge from unpleasant studies. Bees gather honey, not by flitting carelessly from flower to flower, but by abiding on each flower till they extract its sweetness.

How doth the little busy bee
Improve each shining hour,
And gather honey all the day
From every opening flower!
In works of labor or of skill
I would be busy too:
For Satan finds some mischief still
For idle hands to do.

N. Roses bloom. Roses bloom most sweetly after gentle summer showers, like Beauty bathed in tears with sunshine in her countenance. Some of the sweetest roses, like unpretending merit, bloom along the wayside among neglected thorns.

Oft have I seen, on yon neglected thorn,
A blooming rose, bright as the blushing morn.
The rose had been washed, lately washed in a shower,
Which Mary to Anna conveyed:
The plentiful moisture encumbered the flower,
And weighed down its beautiful head.
The cup was all filled, and the leaves were all wet;
And it seemed, to a fanciful view,
To weep for the buds it had left with regret
On the flourishing bush where it grew.
I hastily seized it, unfit as it was
For a nosegay, so dripping and drowned;
And, swinging it rudely, too rudely, alas!
I snapped it—it fell to the ground.
And such, I exclaimed, is the pitiless part
Some act by the delicate mind;
Regardless of wringing and breaking a heart
Already to sorrow resigned.
This beautiful rose, had I shaken it less,
Might have bloomed with its owner a while:
And the tear that is wiped with a little address,
May be followed, perhaps, by a smile.

G. Are there any exclamations in these sentences?

Mr. S. Only one. Look carefully, and see if you can find it. Then select the nouns, the pronouns, the adjectives, and every other part of speech, in regular order; keeping your attention fixed on but one part of speech at a time. By doing so you will prevent confusion. This will be an analytical exercise. You have had a good synthetic exercise in putting words together into sentences,

T. It would be a good one, if it were original. But more than half of it is borrowed.

Mr. S. Appropriate quotations have a good effect. But they should never supersede originality, or have undue preponderance. It is better for us all to wear our own clothes, however plain and coarse they may be, than to shine and dazzle in gay clothing that belongs to others. Express your own thoughts in your own language. This exercise in grammar may be made a pleasant exercise in composition, if it be properly conducted.

CONVERSATION SECOND.

CLASSIFICATION AND VARIATION OF NOUNS AND PRONOUNS, ADJECTIVES AND ADVERBS.

F. Good morning, Mr. Smith.

Mr. S. Good morning, sir. Young gentlemen and ladies, and my little friends, excuse me for this distant mode of address. I have not yet become familiar with your names: so I address you all in general terms. I was so busy yesterday in organizing classes, that I could not learn your proper names. I therefore use your common names; and call you children, scholars, gentlemen and ladies, friends, &c. These names do not distinguish one individual scholar from the rest; but they are equally applicable to all

of you. To-day I must become familiar with your proper names; and then I can address you individually so as to distinguish every one of you from all the rest.

R. Here are the names of all the scholars in the grammar class written on this piece of paper.

Mr. S. I thank you, Ruth, for your assistance. As I read your names, you will respond by taking your seats in front just where you sat yesterday. Albert Dean, Delia Bliss, Emma Bloomfield, Francis Smith, Gilbert Brown, Horace Gray, James Kelly, Lucy White, Martha Jones, Nancy Burns, Ruth Williams, Stephen Aimwell, Thomas Merry. Every one of these proper names distinguishes an individual scholar in this class, whom it singles out from all the rest, as you have just observed in taking your seats. How could I call you out individually with common names; such as friend, sir, mister, miss, gentleman, lady, boy, girl, &c. Grammarians call proper names proper nouns, and common names common nouns.

A proper noun is the name of an individual.

A common noun is the name of a species or class.

G. Are all proper names proper nouns? and all common names common nouns?

Mr. S. Certainly: all the proper names of men, women, and children, that you can find in your Bible or history, and all the proper names of countries, states, towns, cities, villages, rivers,

lakes, seas, islands, mountains, &c., that you can find in your geography or atlas, are proper nouns: and all the common names that are defined in your dictionary are common nouns. Domestic animals are generally distinguished by proper names, as well as persons and places. What do you call your Canary birds, your cats and dogs, your horses, cows and oxen, to distinguish them from others?

E. We call our Canary bird Jennie, our cat Tom, and our dog Carlo. We have proper names for all our horses, cows, and oxen.

L. I can easily distinguish proper and common nouns; but I can't distinguish all the different sorts of pronouns.

Mr. S. The person speaking uses *I* instead of his own name, and *thou* (or *you*) for the name of the person spoken to, and *he*, *she*, or *it*, for the name of the person or thing spoken of. These pronouns, with their plurals *we* *ye* or *you*, and *they* are called personal pronouns; because they designate the three persons in grammar; the first, the second, and the third: distinguishing the speaker, the person spoken to, and the person spoken of.

A personal pronoun is a pronoun whose form designates its person.

The compound personal pronouns are *myself*, *thyself*, *himself*, *herself*, *itself*, *ourselves*, *yourselves* and *themselves*.

J. What is *that* in this sentence? "I have lost the book that you gave me."

Mr. S. *That* stands for *book* and connects "you gave me" to "I have lost the book." It is, therefore, properly called a connective pronoun.

A connective pronoun is a pronoun that connects different parts of a sentence.

The connective pronouns are *who, which, that, what, as, whoever, whoso, whosoever, whatever, whatsoever, whichever, and whichever*.

When the pronoun *who, which* or *what* is used to ask a question it is properly called an interrogative pronoun; as "*Who* are you? *What* are you doing? *Which* do you prefer."

An interrogative pronoun is a pronoun that is used to ask a question.

J. There are several words in very common use called adjective pronouns by some grammarians, and pronominal adjectives by others; because they are sometimes used as pronouns, and sometimes as adjectives. Which shall we call them?

Mr. S. When such words are used as pronouns, call them pronouns; and adjectives when they are used as adjectives.

J. What shall we call such words as *Murray* and *Bullions* call distributive, demonstrative, and indefinite adjective pronouns?

Mr. S. Distributive, demonstrative, and indefinite pronouns, when they stand for nouns; as "*John* and *Charles* worked yesterday for *Mr. Gray*; and *each* received a dollar." "*These* are they." "*Some* are taken, and *others* left."

A distributive pronoun* is a pronoun that represents the persons or things that make up a number as taken separately and singly.

A demonstrative pronoun is a pronoun that precisely points out what it represents.

An indefinite pronoun is a pronoun used indefinitely.

The distributives are *each, either* and *neither*.

This, that, these, those, both, same, former, and latter are often used as demonstrative pronouns.

The words most commonly used as indefinite pronouns are, *some, other, another, any, one, all, such* and *none*.*

Every animal is either male or female; and inanimate things are neither. To distinguish males and females and things without sex, nouns and pronouns have that kind of variations which grammarians call gender.

Gender is the distinction of objects with regard to sex.

There are three genders; the masculine, the feminine, and the neuter.

The masculine gender denotes the male sex.

The feminine gender denotes the female sex.

The neuter gender denotes neither sex.

* See my larger Grammar, page 111.

The names of males and the pronouns standing for them are in the masculine gender; the names of females and the pronouns standing for them are in the feminine gender; and the names of things that are neither male nor female, when used literally, and the pronouns standing for them are in the neuter gender. Mention some nouns in each gender.

H. *Boy, brother, poet, horse, and tiger,* are in the masculine gender; *girl, sister, poetess, mare, and tigress,* are in the feminine gender; and *tree, book and poem* are in the neuter gender.

Mr. S. Tell me the gender of the pronouns, *he, she, and it.*

G. *He* is masculine, *she* is feminine, and *it* is neuter.

Mr. S. Have we any other pronouns that are varied on account of gender?

R. None that are varied in form: but all of them are varied in sense; for every pronoun represents the noun it stands for in gender, as well as in number, and of course must be in the same gender that its antecedent is.

Mr. S. Now, as I write on the blackboard some nouns in the masculine gender, write on your slates the corresponding terms in the feminine.

Bachelor, beau, buck, drake, friar, gentleman.

E. Maid, belle, doe, duck, nun, lady.

Gander, hart, husband, lad, lord, man, master.

N. Goose, roe, wife, lass, lady, woman, mistress.

Nephew, ram, steer, uncle, wizard, abbot,

L. Niece, ewe, heifer, aunt, witch, abbess.

Count, duke, executor, governor, heir, hero, mayor, peer, priest, prince, songster, sorcerer, sultan.

A. Countess, duchess, executress, governess, heiress, heroes, mayoress, peeress, priestess, princess, songstress, sorcerers, sultans.

Mr. S. If you discover any error, raise your hands. There's one hand up. Correct the error, Martha.

M. I discover several errors. *Executress, governoress, heroes, and sorcerers,* should be *executrix, governess, heroine and sorceress.*

Mr. S. Reader, speaker, writer, parent, child, orphan.

S. These nouns have the same form in each gender.

Sailor, pirate, captain, general, admiral.

F. For these nouns we have no corresponding terms in the feminine gender.

Mr. S. As I write a few nouns in the masculine gender, write the corresponding terms in the neuter gender.

King, earl, abbot, actor, emperor, peer, poet, priest, sorcerer.

T. Kingdom, earldom, abbey, action, empire, peerage, poem, priesthood, sorcery.

Mr. S. Write some nouns so as to express but one person or thing with each noun.

D. Boy, girl, child, knife, box, peach.

Mr. S. Now write these nouns so as to express more than one with each of them.

G. Boys, girls, children, knives, boxes, peaches.

Mr. S. Compare these nouns, and see how they are varied, and wherein they differ. This kind of variation we call number.

Number is the distinction of unity and plurality.

There are two numbers; the singular and the plural.

The singular number denotes but one.

The plural number denotes more than one.

Write *book, class, church, flash, tax, and torpedo*, in the plural number. Read what you have written.

E. Books, classes, churches, flashes, taxes; torpedoes.

Mr. S. What is added to these nouns to make them plural?

E. To *book* *s* is added, and *es* to all the others. Is the plural number always formed by adding *s* or *es* to the singular?

Mr. S. Generally, but not always. Write *man, woman, ox, goose and mouse*, in the plural; and you'll see.

L. Men, women, oxen, geese; mice. O! I see! These are deviations from the usual mode of forming the plural, which is therefore said to be irregularly formed.*

Mr. S. In every discourse there must be a person speaking and somebody spoken to and

* See my larger Grammar, p. 93.

something spoken of. Hence arises that variation of nouns and pronouns which grammarians call person.

Person is the distinction of the person speaking, the person spoken to, and the person or thing spoken of.

There are three persons; the first, the second, and the third.

The first person denotes the speaker.

The second person denotes the person or thing spoken to.

The third person denotes the person or thing spoken of.

Select the nouns and pronouns in these examples, and tell us what person each of them is in.

King Agrippa, believest thou the prophets? I know that thou believest.

J. *King Agrippa* and *thou* are in the second person, because they denote the person spoken to; *prophets* is in the third person, because it denotes the persons spoken of; and *I* is in the first person, because it denotes the speaker.

Men and brethren, I have lived in all good conscience before God until this day.

Then Agrippa said unto Paul, Thou art permitted to speak for thyself. Then Paul stretched forth the hand and answered for himself: I think myself happy, king Agrippa, because I shall answer for myself this day before thee touching all the things whereof I am accused of the Jews.*

* Read the rest of this chapter and tell what person each noun and pronoun is in.

Dear Lord! and shall we ever live
 At this poor dying rate?
 Our love so faint, so cold to thee,
 And thine to us so great?
 Come, Holy Spirit, heavenly Dove,
 With all thy quickening powers;
 Come, shed abroad a Savior's love,
 And that shall kindle ours.

J. Is person really a variation of nouns and pronouns?

Mr. S. Yes: it is a variation in their application, not in their form. Nouns and some connective pronouns, though not varied in their form on account of person, are varied in their application; being variously applied so as to be in different persons. But some pronouns are always in the same person. Each of the personal pronouns designates one of the three persons and no others: *I* and *we* are always in the first person; *thou*, *ye* and *you*, in the second; and *he*, *she*, *it*, and *they*, in the third. There are several other pronouns that are always in the third person. Nouns are never in the first person.*

H. Have nouns and pronouns any other variations?

Mr. S. In speaking and writing we vary the form of pronouns to express the subjects and the objects of our thoughts, and frequently change the position of our nouns and pronouns in the sentence; as, "*Charles* kicked the *horse*, and the *horse* kicked *him*." "*I* knocked off *Henry's* hat; then *he* struck *me*, and *I* struck *him*." See how these pronouns, as we use them to express the subject and the object of a thought, are varied

* See my larger Grammar, pages 95, 96, and 97.

in form, and how the nouns and pronouns both are varied in position, to show their construction in the sentence. Such variations of our nouns and pronouns we call case.

Case is that form or position of a noun or pronoun which shows what construction it has in the sentence.

Our nouns and pronouns have but three cases; the nominative, the possessive, and the objective.

The nominative case simply denotes the name of a person or thing or the subject of a thought.

The possessive case denotes possession or ownership.

The objective case denotes the object of a thought or of a relation.

In every sentence, the verb is the key to its construction. Find the verb, and you can easily ascertain the cases. Inquire with *who* or *what* before it, and the answer will be in the nominative case, expressing the subject of the thought expressed by the verb. Inquire with *whom* or *what* after it, or after a preposition; and the answer will be in the objective case, expressing the object of the thought expressed by the verb or of the relation expressed by the preposition. Inquire with *whose* before a noun and you will find the possessive case. Try this sentence; and you'll see: "I drove *Albert's* horse before my carriage."

E. Here *drove* is the verb. Who drove? *I*. Then *I* is in the nominative case the subject of *drove*. I drove what? Horse. Then *horse* is in the objective case, the object of *drove*. Whose horse. Albert's. Then *Albert's* is in the possessive case. Before what? Carriage. Whose carriage? *My* carriage. Then *carriage* is in the objective case; and *my*, in the possessive.

Select the nouns and pronouns in these sentences, and tell what case each of them is in.

Laziness travels slowly: Poverty soon overtakes him.

I care for nobody, and nobody cares for me.

If you neglect your friends, they will neglect you.

When our passions have forsaken us, we flatter ourselves that we have forsaken them.

Charity, like the sun, brightens every object on which it shines.

Forgive us our debts, as we forgive our debtors.

I opened not my mouth, because thou didst it.

In my father's house are many mansions.

Ye shall know the truth; and the truth shall make you free.

When we shut the gate of mercy on others, we shut it on ourselves.

If you do not overcome bad habits, they will overcome you.

Time conquers all, and we must time obey.

When science from Creation's face
Enchantment's veil withdraws,
What lovely visions yield their place
To cold material laws!

The declension of a noun or pronoun is a regular presentation of its variations in number and case.

Nouns are thus declined:

	Singular.	Plural.		Singular.	Plural.
<i>Nom.</i>	Child,	Children.	<i>Nom.</i>	Boy,	Boys.
<i>Poss.</i>	Child's,	Children's.	<i>Poss.</i>	Boy's,	Boys'.
<i>Obj.</i>	Child,	Children.	<i>Obj.</i>	Boy,	Boys.

If you examine this declension, you will see that nouns have no variations in form on account of case except in the possessive, which is marked with an apostrophe and *s*. But in the plural number, when it ends in *s*, the apostrophic *s* is omitted.

The personal pronouns are thus declined:

	Singular.	Plural.
First person any gender.	<i>Nom.</i> I,	<i>Nom.</i> We,
	<i>Poss.</i> My,	<i>Poss.</i> Our,
	<i>Obj.</i> Me,	<i>Obj.</i> Us.
Second person any gender.	<i>Nom.</i> Thou,	<i>Nom.</i> Ye or You,
	<i>Poss.</i> Thy,	<i>Poss.</i> Your,
	<i>Obj.</i> Thee.	<i>Obj.</i> You.
Third person masculine gender.	<i>Nom.</i> He,	<i>Nom.</i> They,
	<i>Poss.</i> His,	<i>Poss.</i> Their,
	<i>Obj.</i> Him.	<i>Obj.</i> Them.
Third person feminine.	<i>Nom.</i> She,	<i>Nom.</i> They,
	<i>Poss.</i> Her,	<i>Poss.</i> Their,
	<i>Obj.</i> Her.	<i>Obj.</i> Them.
Third person neuter.	<i>Nom.</i> It,	<i>Nom.</i> They,
	<i>Poss.</i> Its,	<i>Poss.</i> Their,
	<i>Obj.</i> It.	<i>Obj.</i> Them.

When you have committed this declension thoroughly to memory you will know the number, person, and case of every personal pronoun by its form, and also the gender of the third person singular.

J. There are three exceptions, Mr. Smith: *her* has the same form in the possessive and the objective case; and *you* and *it*, the same in the nominative and the objective.

Mr. S. How many kinds of variations have nouns and pronouns?

N. Four; gender, number, person, and case.

L. Are adjectives declined?

Mr. S. They are in Latin, but not in English. Our adjectives have no variations but comparison.

E. Have adverbs any variations?

Mr. S. A few of them are varied by comparison.

Comparison is a variation of an adjective or adverb to express its signification in different degrees.

There are three degrees of comparison; the positive, the comparative, and the superlative.

The positive simply expresses the signification of an adjective or adverb; the comparative expresses it in a higher degree; and the superlative expresses it in the highest degree.

Select the adjectives and adverbs in these sentences, and tell what degree each of them is in.

Here is a sour apple; that is sourer; and this is the sourest apple that I ever tasted. James reads too fast; Charles reads faster than James; and Gilbert reads the fastest of the three.

R. *Sour* is in the positive degree; *sourer* is in the comparative; and *sourest* is in the superlative.

M. *Fast* is in the positive degree; *faster* is in the comparative; and *fastest* is in the superlative.

Mr. S. Take notice of these words, and see how they are compared.

H. They are compared by adding *er* and *est* to the positive.

Mr. S. When the positive ends in *e* nothing but *r* and *st* is added; as, *noble, nobler, noblest*. We generally use *more* and *most* before adjectives and adverbs of more than one syllable; varying them in sense, but not in form: as, *pleasant, more pleasant, most pleasant; pleasantly, more pleasantly, most pleasantly*.*

We have some words in common use that are irregularly compared: as, *good, better, best; bad, worse, worst; little, less, least; much, more, most*.

E. How many kinds of adjectives are there?

Mr. S. Different grammarians classify them very differently; some making half a dozen classes; and some, a dozen, all of which embarrass more than they instruct the learner. To avoid perplexity we will divide them into three classes; proper, common, and compound.

A proper adjective is an adjective derived from a proper noun; as, *Italian, Spanish, Chinese*.

A common adjective is a simple adjective not derived from a proper noun, with a common signification established by general use; as, *good, sweet, foreign, different, several, one, two, three, any, some, a, an, the, this, that, own*.

A compound adjective is one that is composed of two or more words united by a hyphen; as

* See my larger Grammar, page 132.

grim-visaged, lean-faced, hollow-eyed, sharp-looking, good-for-nothing.

Common adjectives may be subdivided into several different classes; numeral, descriptive, definitive, indefinite, distributive, intensive, participial, interrogative, connective, &c. But this classification is more curious than useful.

D. How many sorts of adverbs have we?

Mr. S. Some grammarians divide and subdivide them into fifteen or twenty different classes. But these nice distinctions are of little use in analyzing or correcting sentences. They perplex and puzzle more than they instruct.

You may now review your lesson, so that I can see if you remember what I have told you about the classification and the variations of nouns and pronouns, adjectives and adverbs, and how well you understand the practical application of the theory that you have learned. You that have just begun to study grammar answer all the questions, if you can. What kind of nouns are *Peter, Mary, and Jerusalem*.

H. Proper nouns, because they are proper names, the names of individuals: *Peter* is the name of an individual man, *Mary* the name of an individual woman, and *Jerusalem* the name of an individual city.

Mr. S. Are *man, woman, and city*, proper or common nouns?

G. They are common nouns, because each of them is the name of a species or class: there are a great many men, women, and cities.

Mr. S. In what gender are these nouns?

A. *Man* is in the masculine gender, because it denotes the male sex: it is the name of a male. So is *Peter*. *Woman* is in the feminine gender, because it denotes the female sex: it is the name of a female. So is *Mary*. *Jerusalem* is in the neuter gender, because it denotes neither sex: it is the name of a city, which is neither male nor female.

Mr. S. Pick out the nouns in what I say, and then tell whether they are proper or common, and what gender each of them is in: "See John and Ida gathering flowers."

D. *John* is a proper noun, in the masculine gender; *Ida* is a proper noun, in the feminine gender; and *flowers* is a common noun, in the neuter gender.

Now there stood by the cross of Jesus his mother, and his mother's sister, Mary the wife of Cleophas, and Mary Magdalene.

N. *Cross* is a common noun, in the neuter gender; *Jesus* is a proper noun, in the masculine gender; *mother* and *sister* are common nouns, in the feminine gender; *Mary* is a proper noun, in the feminine gender; *wife* is a common noun, in the feminine gender; *Cleophas* is a proper noun in the masculine gender; and *Mary Magdalene* is a proper noun, in the feminine gender.

Mr. S. In what number is *John*?

E. In the singular number, because it denotes but one.

Mr. S. In what number is *flowers*?

H. In the plural number, because it denotes more than one.

Mr. S. Distinguish the different kinds of nouns and pronouns in what I read, and tell what gender and number each of them is in.

I am not mad, most noble Festus; but speak forth the words of truth and soberness.

G. *I* is a personal pronoun, in the masculine gender and singular number; *Festus* is a proper noun, in the masculine gender and singular number; *words* is a common noun, in the neuter gender and plural number; *truth* and *soberness* are common nouns, in the neuter gender and singular number.

D. Why is *I* in the masculine gender?

Mr. S. Because *Paul*, the noun for which it stands, is: a pronoun must be in the same gender and number that its antecedent is. In what person is *I*?

N. In the first person, because it denotes the speaker.

Mr. S. In what person is *Festus*?

A. In the second person, because it denotes the person spoken to. *Words* is in the third person, because it denotes the things spoken of; and so are *truth* and *soberness*.

Mr. S. Distinguish the different sorts of nouns and pronouns in what I read, and tell what gender, number, and person, each of them is in.

And Naomi said, Turn again, my daughters: why will ye go with me?

H. *Naomi* is a proper noun, in the feminine gender, singular number, and third person; *my* is a personal pronoun standing for *Naomi*, in the feminine gender, singular number, and first person; *daughters* is a common noun, in the feminine gender, plural number, and second person; *ye* is a personal pronoun standing for *daughters*, in the feminine gender, plural number, and second person; and *me* is a personal pronoun standing for *Naomi*, in the feminine gender, singular number, and first person.

R. Why are *my* and *me* in the feminine gender and singular number?

Mr. S. Because their antecedent, *Naomi*, is.

T. Why is *ye* in the feminine gender and plural number?

Mr. S. Because its antecedent, *daughters*, is.

Men, brethren, and fathers, hear ye my defense which I make now unto you.

L. *Men, brethren, and fathers*, are common nouns, in the masculine gender, plural number, and second person; *ye* is a personal pronoun standing for *men, brethren, and fathers*, in the masculine gender, plural number, and second person; *my* is a personal pronoun standing for *Paul*, in the masculine gender, singular number, and first person; *defense* is a common noun, in the neuter gender, singular number, and third person; *which* is a connective pronoun standing for *defense*, and connecting "I make now unto you" to "men, brethren, and fathers, hear ye my defense," in the neuter gender, singular number, and third person. *I* is a personal pronoun standing for *Paul*, in the masculine gender, singular number, and first person; and *you* is a personal pronoun standing for *men, brethren, and fathers*, in the masculine gender, plural number, and second person.

Who is this that cometh from Edom?

E. *Who* is an interrogative pronoun, in the masculine gender, singular number, and third person; *this* is a demonstrative pronoun, in the masculine gender, singular number, and third person; *that* is a connective pronoun standing for *this*, and connecting "cometh from Edom" to "who is this," in the masculine gender, singular number, and third person; and *Edom* is a proper noun, in the neuter gender, singular number, and third person.

I looked and there was none to help.

R. *I* is a personal pronoun, in the masculine gender, singular number, and first person; and *none* is an indefinite pronoun, in the singular number, and third person.

We have here but five loaves and two fishes.

J. *We* is a personal pronoun, in the masculine gender, plural number, and first person; *loaves* is a common noun, in the neuter gender, plural number, and third person; and *fishes* is a common noun, in the plural number, and third person.

H. Why is *we* in the masculine gender?

J. Because its antecedent, *disciples*, is.

G. Why do you omit the gender of *fishes*?

J. Because I don't know whether the fishes were male or female.

Mr. S. That's right: when the gender is undetermined omit it, and then your omission of gender will be significant.

I will now write on the black board the names of what I think of as subject. Men, women, children, cats and lions, are the subjects. Some of you write on your slates what you think of them. Read what you have written.

E. Men build houses. Women love their children.

M. Children sometimes disobey their parents.

A. Cats catch rats and mice, and eat them.

T. Lions are brought from Africa and Asia.

Mr. S. Now tell us the cases of the nouns and pronouns in these sentences.

R. *Men* denotes the subject of the thought expressed by *build*; and *houses*, the object: therefore *men* is in the nominative case; and *houses*, in the objective.

Mr. S. For the sake of brevity, a noun or pronoun that denotes the subject of a thought, is called the subject of the verb with which we express it; and one that denotes the object of a thought or relation, is called the object of the verb or preposition with which the thought or relation is expressed. Do you remember what I said you must do to find all of the cases?

M. I remember very well. You told us to find the verbs and prepositions in each sentence, then to ask a question with *who* or *what* before a verb to find the nominative case, and with *whom* or *what* after a verb or preposition to find the objective, and with *whose* before a noun to find the possessive. In the sentence I have written,

disobey is the verb. Who disobey? Children. Then *children* is in the nominative case. Children disobey whom? Parents. Whose parents? *Their* parents: Then *parents* is in the objective case; and *their* in the possessive.

A. In my sentence *catch* and *eat* are the verbs. What catch? Cats. Then *cats* is in the nominative case. Cats catch what? Rats and mice, and eat what? Them. Then *rats* and *mice* are in the objective case; and so is *them*.

T. In my sentence *are brought* is the verb and *from* a preposition. What are brought? Lions. Then *lions* is in the nominative case. From what? Africa and Asia. Then *Africa* and *Asia* are in the objective case.

Mr. S. Distinguish the different kinds of nouns and pronouns in these sentences, and tell what gender, number, person, and case each of them is in.

Joseph knew his brethren, but they knew not him.

N. *Joseph* is a proper noun, in the masculine gender, singular number, third person, and nominative case.

His is a personal pronoun, standing for *Joseph*, in the masculine gender, singular number, third person, and possessive case.

Brethren is a common noun, in the masculine gender, plural number, third person, and objective case.

They is a personal pronoun standing for *brethren*, in the masculine gender, plural number, third person, and nominative case.

Him is a personal pronoun standing for *Joseph*, in the masculine gender, singular number, third person, and objective case.

Nom. he, Poss. his, Obj. him. Nom. they, Poss. their, Obj. them.

If you help others, they will help you.

E. *You* is a personal pronoun, in the plural number, second person, and nominative case.

Others is an indefinite pronoun, in the plural number, third person, and objective case.

They is a personal pronoun, in the plural number, third person, and nominative case.

You is a personal pronoun, in the plural number, second person, and objective case.

We love him, because he first loved us.

H. We is a personal pronoun, in the plural number, first person, and nominative case.

Him is a personal pronoun, in the masculine gender, singular number, third person, and objective case.

He is a personal pronoun, in the masculine gender, singular number, third person, and nominative case.

Us is a personal pronoun, in the plural number, first person, and objective case.

John's horse threw him and broke his arm while he was whipping him severely with a rawhide. If we abuse our horses, they will abuse us. Nature herself, in some degree, rewards us for what we do. If you till your land, it will supply you with food. If you neglect your gardens, they will yield you a crop of weeds. If we violate the laws of honor, health, and wealth, disgrace, disease, and poverty, will soon overtake us. If we cultivate bad habits, they will make us miserable.

Solomon my son, know thou the God of thy father, and serve him with a perfect heart and with a willing mind: for the Lord searcheth all hearts, and understandeth all the imaginations of the thoughts: if thou seek him, he will be found of thee: but if thou forsake him, he will cast thee off for ever.

When the proud steed shall know why man restrains
His fiery course, or drives him o'er the plains;
When the dull ox why now he breaks the clod,
Is now a victim, and now Egypt's god;
Then shall man's pride and dulness comprehend
His actions', passions', being's, use and end.

Mr. S. You have now learned to parse nouns and pronouns etymologically.

G. What! have we been parsing all this time?

Mr. S. Yes: you have learned to classify our nouns and pronouns and distinguish all their

variations. This is etymological parsing. Derivation is a part of etymology to be applied in parsing derivatives, but not in parsing primitive words like the nouns and pronouns that you parsed just now.

L. Tell us how to parse adjectives and adverbs.

Mr. S. In parsing such as are varied by comparison, tell whether they are in the positive, the comparative, or the superlative degree, and compare them. You may also mention the derivation of derivatives, and tell what prefixes and suffixes are used.* Parse etymologically the adjectives and adverbs in these sentences.

You read too fast to be a good reader.

M. Too is an adverb, not varied by comparison.

Fast is an adverb, in the positive degree. Pos. fast, Com. faster, Super. fastest.

Good is an adjective in the positive degree, Pos. good, Com. better, Super. best.

These goods are unsalable.

R. These is an adjective, not varied by comparison.

Unsalable is an adjective, not varied in form by comparison, derived from *sale* by adding the suffix *able* and the prefix *un*.

What beautiful birds! they sing most beautifully.

H. What is an adjective, not varied by comparison.

Beautiful is an adjective, not varied in form by comparison, derived from *beauty* by adding the suffix *ful*.

Most is an adverb, in the superlative degree, Pos. much, Com. more, Super. most.

Beautifully is an adverb, not varied in form by comparison, derived from *beautiful* by adding the suffix *ly*.

Of all the affections that attend human life, the love of glory is the most ardent. Let us consider what is truly glorious, and distinguish that which is empty, perishing, and frivolous, from what is solid, lasting, and important. How carefully ought the true notion of it to be preserved, and how industrious should

* See my larger Grammar, page 196.

we be to encourage any impulses towards it! Truth will ever keep its station; and as glory is nothing else than the shadow of virtue, it will certainly disappear at her departure. Shall then the base arts of the Frenchman be held polite, and the honest labors of the Russian barbarous? No: barbarity is the ignorance of true honor. The unjust prince is ignoble and barbarous, the good prince only renowned and glorious.

D. What is the meaning of derivation, and of primitive and derivative?

Mr. S. Derivation is the drawing or tracing of a word from its root or original.

A primitive word is one that is not derived from any word in our language.

A derivative word is one that is derived from some other word in our language.

A derivative word is generally formed by adding a suffix or prefix to a primitive; as, *kind, kindly, kindness, unkind; do, doer, doings, outdo, overdo, undo.*

J. Are not some English words derived from words in other languages?

Mr. S. Certainly. But in studying English grammar we are not required to trace the derivation of our words beyond the English language. A great many words that are primitive as far as our language is concerned are derivative, if we trace their derivation into other languages; which is the province of the lexicographer: *contradict, predict, convene, intervene, conclude, exclude, include, and preclude*, though primitive words in English, if we trace them into Latin, are derived from *dico, venio, and cludo*, by prefixing *contra, pre, con, inter, ex* and *in*.*

* See Webster's Dictionary and Sander's Analysis.

J. Wherein does syntactical parsing differ from etymological parsing?

Mr. S. To show you the difference, I will parse syntactically the nouns and pronouns, adjectives and adverbs, in a few sentences.

Joseph's ten brethren went down to buy corn in Egypt.

Joseph's is a proper noun, in the masculine gender, singular number, third person, and possessive case; denoting the possession of *brethren*, according to Rule 3: "A noun or pronoun that denotes possession or ownership must be in the possessive case."

Ten is an adjective; belonging to *brethren*—Rule 8: "An adjective belongs to a noun or pronoun."

Brethren is a common noun, in the masculine gender, plural number, third person, and nominative case; the subject of the verb *went*—Rule 1.*

Down is an adverb; belonging to *went*—Rule 12.

Corn is a common noun, in the neuter gender, singular number, third person, and objective case; the object of the verb *to buy*—Rule 2.

Egypt is a proper noun, in the neuter gender, singular number, third person, and objective case; the object of the proposition *in*—Rule 2.

Joseph remembered the dreams which he dreamed of them.

Joseph is a proper noun, in the masculine gender, singular number, third person, and nominative case; the subject of the verb *remembered*—Rule 1.

The is an adjective; belonging to *dreams*—Rule 8.

Dreams is a common noun, in the neuter gender, plural number, third person, and objective case; the object of *remembered*—Rule 2.

Which is a connective pronoun, connecting "he dreamed of them" to "Joseph remembered the dreams," in the neuter gender, plural number, and third person; agreeing with its antecedent *dreams*—Note 8 to Rule 7: and in the objective case; the object of the verb *dreamed*—Rule 2.

He is a personal pronoun, in the masculine gender, and singular number; agreeing with its antecedent *Joseph*—Rule 7: in the third person, and nominative case; the subject of *dreamed*—Rule 1.

* Repeat each rule, in parsing syntactically, till you learn the application of all the rules of syntax.

Them is a personal pronoun, in the masculine gender, and plural number; agreeing with its antecedent *brethren*—Rule 7: in the third person, and objective case; the object of the proposition of—Rule 2.

The sweetest flowers soon lose their fragrance.

The is an adjective; belonging to *flowers*—Rule 8.

Sweetest is an adjective, in the superlative degree; belonging to *flowers*—Rule 8.

Flowers is a common noun, in the neuter gender, plural number, third person, and nominative case; the subject of *lose*—Rule 1.

Soon is an adverb, in the positive degree; belonging to *lose*—Rule 12.

Their is a personal pronoun, in the neuter gender, and plural number; agreeing with its antecedent *flowers*—Rule 7: in the third person, and possessive case; denoting the possession of *fragrance*—Rule 8.

Fragrance is a common noun, in the neuter gender, singular number, third person, and objective case; the object of *lose*—Rule 2.

Cicero, the orator, was a Roman citizen.

Cicero is a proper noun, in the masculine gender, singular number, third person, and nominative case; the subject of *was*—Rule 1.

The is an adjective; belonging to *orator*—Rule 8.

Orator is a common noun, in the masculine gender, singular number, third person, and nominative case; in apposition with *Cicero*—Rule 4.

A and *Roman* are adjectives; belonging to *citizen*—Rule 8.

Citizen is a common noun, in the masculine gender, singular number, third person, and nominative case; predicated of *Cicero* the subject of *was*, and agreeing with it in case—Rule 5.*

But Jesus said, suffer little children, and forbid them not, to come unto me; for of such is the kingdom of heaven.

I am the good shepherd: the good shepherd giveth his life for the sheep.

Our journey is a thorny maze,
But we march upward still;
Forget these troubles of the ways,
And reach at Zion's hill.
See the kind angels at the gates,
Inviting us to come!
There Jesus, the forerunner, waits
To welcome travelers home.

* See my larger Grammar, page 115-125.

Happy the man, whose cautious feet
Shun the broad way which sinners go,
Who hates the place where atheists meet,
And fears to talk as scoffers do.
He loves to employ his morning light
Amongst the statutes of the Lord,
And spends the wakeful hours of night,
With pleasure, pond'ring o'er his word.

J. In etymological parsing, we distinguish the parts of speech, and tell the variations of declinable words and the derivation of derivatives: in syntactical parsing, after telling all their variations, we show what construction they have in the sentence we are parsing, and apply the rules of syntax.

Mr. S. Exclamations, prepositions, and connectives, have no variations; and most of them are primitive words. So we will not try to parse them etymologically.

R. Don't it require a little knowledge of syntax to distinguish the parts of speech? Can we tell what part of speech a word belongs to without observing its construction?

Mr. S. No: the same word may be used in different parts of speech according to the office it performs in sentences. We know what part of speech a word belongs to by observing how it is applied in making sentences; and we must parse each word according to its application in the sentence we are parsing. Etymology, in this respect, is very near allied to syntax. Now and then we find a word that may be used in three or four different parts of speech; as, "We *iron* carriages with the best kind of *iron*, and put in good *iron* axletrees." "This *round* stick is the

round of a chair. It was *rounded* with a chisel, cutting *round* it as it turned *round* in the lathe."
 "The cuckoo sings *cuckoo! cuckoo!*"

He that a watch would wear two things must do;
 Pocket his watch, and watch his pocket too.

So, you see that we depend on syntax more than etymology in distinguishing the parts of speech.

J. How can we parse exclamations syntactically, when they have no dependent construction?

Mr. S. Call them exclamations, and let them go without a rule of syntax; for a negative rule in parsing is absurd: it is the end and aim of syntactical parsing to tell what construction each word has, and not what it has not.

T. How shall we parse prepositions and connectives?

Mr. S. Tell the relations that the prepositions express, and what the connectives connect, as you have already learned to do, and then apply the rules of syntax. This any of you can do. Some of you that never studied grammar parse the prepositions and connectives in this sentence: "The boys and girls in this school learn, because they attend to their studies."

H. *And* is a connective; connecting *girls* to *boys*—Rule 13.

E. *In* is a preposition; expressing the relation of *boys* and *girls* to school—Rule 11.

G. *Because* is a connective; connecting "they attend to their studies" to "the boys and girls in this school learn"—Rule 13.

M. *To* is a preposition; expressing the relation of *attend* to *studies*—Rule 11.

Mr. S. Well done! you've parsed these words as well as any old grammarians can parse them. Can you parse all the parts of speech?

H. All of them except the verbs.

Mr. S. Verbs require more study than all the other parts of speech. I will explain them thoroughly next week.

CONVERSATION THIRD.

CLASSIFICATION AND VARIATIONS OF VERBS

Mr. S. See that little child observing all the actions of the larger children, who are playing round him. See him try to imitate them. What is he learning to do?

T. He is learning to act like other children.

J. He is learning to think what they are doing; for, unless he has correct impressions of their actions mirrored in his mind as though to guide him, he can never imitate them: he must think correctly what he is about to do before he can do it.

Mr. S. James, you are right. We all must think correctly before we can act correctly, and receive correct impressions before we can think correctly. Thought and action are reciprocal: what we do depends on what we think, and what we think depends on what is done around

us. Thoughts are first impressed upon our minds by outward actions, as ideas are by outward objects. Children learn to think by carefully observing what is done around them; and they make their thoughts manifest by actions long before they can express them in words. We frequently see children and foreigners use gestures instead of verbs to communicate their thoughts, and imitate sounds with their voices. Nothing is more easy and natural than to express the thoughts which sounds impress upon our minds by vocal imitations of them. Hence arise such verbs as *buzz*, *hiss*, *hum*, *coo*, *caw*, *mew*, *whiz*, &c., which, like exclamations, are the germs of speech, the voice of nature. Children use such words, at first abruptly, as exclamations to express the feelings that the sounds excite; as, *buzz!* *hum!* *coo!* But when they learn to trace effects to their causes, and ascribe attributes to subjects, they begin to think from what the sounds proceed, and use these words deliberately as verbs united with subjects to express their thoughts; as, "Flies *buzz*; bees *hum*; doves *coo*."

M. I've heard some children say, dogs *bow wow*.

Mr. S. That is a closer vocal imitation of sound than to say, dogs *bark*, *yelp*, *whine*, or *growl*.

G. Don't these verbs express actions instead of thoughts?

Mr. S. All the actions we observe must be impressed upon the mind, and there converted into thoughts, before they are expressed in

language. See if any of you can express my actions without thinking what I do.

A. You *rise* from your seat, and *walk* across the room; you *pick* up that book, and *give* it to Ruth; you *bow* to her, and *wave* your hand.

Mr. S. Select the verbs in what Albert has just said.

D. Rise, walk, pick, give, bow, wave.

Mr. S. Do these verbs express thoughts, or actions?

R. They express thoughts: with them Albert told what he thought of you.

N. They express actions: with them he told what you did.

Mr. S. He told what he thought I did. Do you observe these actions now?

N. Why, no: they have entirely ceased, and have no more existence now than if they had never been.

Mr. S. How do you know they ever did exist?

N. I have clear impressions of them in my memory: I remember every action.

Mr. S. These impressions in your memory are thoughts, already modified by reflection, which has superadded the idea of past time to that of action. Now these thoughts require a variation of the verbs to express them.

J. I see! I see! We must express them so as to denote past time; thus, you *rose* from your seat, and *walked* across the room, you *picked* up that book, and *gave* it to Ruth; you *bowed* to her, and *waved* your hand.

Mr. S. Now write these sentences, and take particular notice how the verbs are varied to denote past time.

H. All of them but *rise* and *give* are varied in a regular manner: they have *d* or *ed* added. Therefore, they are regular verbs. These two verbs are not varied according to any regular method. So they are called irregular verbs.

A regular verb is a verb whose past tense and perfect participle are formed by adding *ed* to its present tense, or *d* only when it ends in *e*.

An irregular verb is a verb whose past tense and perfect participle are not formed by adding *ed* to its present tense, or *d* only when it ends in *e*.

Mr. S. Is *talk* a regular or an irregular verb?

J. Let me see! I talk, I talked, I have talked. Regular, because its past tense and perfect participle are formed by adding *ed* to its present tense.

Mr. S. Is *smile* regular or irregular?

R. I smile, I smiled, I have smiled. Regular, because its past tense and perfect participle are formed by adding *d* to its present tense which ends in *e*.

Mr. S. Is *speak* regular or irregular?

E. I speak, I spoke, I have spoken. Irregular, because its past tense and perfect participle are not formed by adding *ed* to its present tense, or *d* only.

Mr. S. Select the verbs in the sentences that I repeat, and tell me whether they are regular or irregular.

It is spring: the sun shines, the flowers bloom, the birds sing, the lambs skip and play.

G. *Is, shines,* and *sing,* are irregular verbs; and *bloom, skip,* and *play,* are regular.

By the rivers of Babylon, there we sat down, yea, we wept, when we remembered Zion.

He meets us in the gloomy vale,
Supports us when we die;
He speaks when flesh and spirit fail,
"Fear not, for it is I."

J. How can we always tell whether a verb is regular or irregular?

Mr. S. By committing to memory the list of irregular verbs. Can any of you write them on the black-board? Ruth, you may write them in the present tense; and Emma, in the past; and Nancy, in the perfect participle.

Present.	Past.	Perf. Part.
Abide,	abode,	abode.
Am,	was,	been.
Arise,	arose,	arisen.
Awake,	awoke, R.	awaked.
Bear,*	bore,	born.
Bear,†	bore,	borne.
Beat,	beat,	beaten, beat.
Begin,	began,	begun.
Bend,	bent,	bent.
Bereave,	bereft, R.	bereft, R.
Beseech,	besought,	besought.
Bid,	bid, bade,	bidden, bid.
Bind,	bound,	bound.

* Bear to bring forth.

† Bear to carry.

Bite,	bit,	bitten, bit.
Bleed,	bled,	bled.
Blow,	blew,	blown.
Break,	broke,	broken.
Breed,	bred,	bred.
Bring,	brought,	brought.
Build,	built, R.	built, R.
Burst,	burst,	burst.
Buy,	bought,	bought.
Cast,	cast,	cast.
Catch,	caught, R.	caught, R.
Chide,	chid,	chidden, chid.
Choose,	chose,	chosen.
Cleave,*	clove, cleft,	cleft, cloven.
Cling,	clung,	clung.
Clothe,	clothed,	clothed, clad.
Come,	came,	come.
Cost,	cost,	cost.
Creep,	crept,	crept.
Crow,	crew, R.	crowed.
Cut,	cut,	cut.
Dare, †	durst, R.	dared.
Deal,	dealt, R.	dealt, R.
Dig,	dug, R.	dug, R.
Do,	did,	done.
Draw,	drew,	drawn.
Dream,	dreamt, R.	dreamt, R.
Drink,	drank,	drunk, drank.
Drive,	drove,	driven.
Dwell,	dwelt, R.	dwelt, R.
Eat,	eat, ate,	eaten.
Fall,	fell,	fallen.
Feel,	felt,	felt.
Fight,	fought,	fought.
Find,	found,	found.
Flee,	fled,	fled.
Fling,	flung,	flung.
Fly,	flew,	flown.
Forsake,	forsook,	forsaken.
Freeze,	froze,	frozen.
Get,	got,	got. ‡

* Cleave to split.

† Dare to venture.

‡ Gotten is nearly obsolete. Its derivative *forgotten* is still in good use.

Gird,	girt, R.	girt, R.
Give,	gave,	given.
Gild,	gilt, R.	gilt, R.
Go,	went,	gone.
Grave,	graved,	graven, R.
Grind,	ground,	ground.
Grow,	grew,	grown.
Hang,	hung, R.	hung, R.
Have,	had,	had.
Hear,	heard,	heard.
Hew,	hewed,	hewn, R.
Hide,	hid,	hidden, hid.
Hit,	hit,	hit.
Hold,	held,	held.
Hurt,	hurt,	hurt.
Keep,	kept,	kept.
Kneel,	knelt, R.	knelt, R.
Knit,	knit, R.	knit, R.
Know,	knew,	known.
Lade,	laded,	laden, R.
Lay,	laid,	laid.
Lead,	led,	led.
Leave,	left,	left.
Lend,	lent,	lent.
Let,	let,	let.
Lie,*	lay,	lain.
Light,	lit, R.	lit, R.
Lose,	lost,	lost.
Make,	made,	made.
Mean,	meant, R.	meant, R.
Meet,	met,	met.
Mow,	mowed,	mown, R.
Pay,	paid,	paid.
Put,	put,	put.
Quit,	quit, R.	quit, R.
Read,	read,	read.
Rend,	rent,	rent.
Rid,	rid,	rid.
Ride,	rode,	rode. †
Ring,	rung, rang,	rung.
Rise,	rose,	risen.
Rive,	rived,	riven, R.

* Lie to rest.

† Ridden is nearly obsolete.

Run,	ran,	run.
Saw,	sawed,	sawn, R.
Say,	said,	said.
See,	saw,	seen.
Seek,	sought,	sought.
Sell,	sold,	sold.
Send,	sent,	sent.
Set,	set,	set.
Shake,	shook,	shaken.
Shape,	shaped,	shapen, R.
Shave,	shaved,	shaven, R.
Shear,	sheared,	shorn, R.
Shine,	shone, R.	shone, R.
Shoe,	shod,	shod.
Shoot,	shot,	shot.
Show,	showed,	shown, R.
Shred,	shred.	shred.
Shrink,	shrank.	shrank.
Shut,	shut,	shut.
Sing,	sung, sang,	sung.
Sink,	sunk, sank,	sunk.
Sit,	sat,	sat.
Slay,	slew,	slain.
Sleep,	slept,	slept.
Slide,	slid,	slidden, slid.
Sling,	slung,	slung.
Slink,	slunk,	slunk.
Slit,	slit, R.	slit, R.
Smite,	smote,	smitten.
Sow,	sowed,	sown, R.
Speak,	spoke,	spoken.
Speed,	sped,	sped.
Spend,	spent,	spent.
Spill,	spilt, R.	spilt, R.
Spin,	spun,	spun.
Spit,	spit, spat,	spit.
Split,	split,	split.
Spread,	spread,	spread.
Spring,	sprang, sprung,	sprung.
Stand,	stood,	stood.
Steal,	stole,	stolen.
Stick,	stuck,	stuck.
Sting,	stung,	stung.
Stink,	stunk,	stunk.

Stride,	strode, strid,	stridden.
Strike,	struck,	struck.
String,	strung, R.	strung, R.
Strive,	strove, R.	striven, R.
Strow,	strowed,	strown, R.
Swear,	swore,	sworn.
Sweat,	swet, R.	swet, R.
Swell,	swelled,	swollen, R.
Swim,	swum, swam,	swum.
Swing,	swung,	swung.
Take,	took,	taken.
Teach,	taught,	taught.
Tear,	tore,	torn.
Tell,	told,	told.
Think,	thought,	thought.
Thrive,	throve, R.	thriven, R.
Throw,	threw,	thrown.
Thrust,	thrust,	thrust.
Tread,	trod,	trodden, trod.
Wake,	woke, R.	waked.
Wear,	wore,	worn.
Weave,	wove,	woven.
Weep,	wept,	wept.
Win,	won,	won.
Wind,	wound,	wound.
Work,	worked, wrought,	worked, wrought.
Wring,	wrung,	wrung.
Write,	wrote,	written.

Mr. S. Why do you write *R* after the past tense and perfect participle of some of these irregular verbs?

E. Because some of them are occasionally used as regular verbs; *R* stands for regular. When the regular form is preferable, we write it before the irregular form at full length; and when a verb has two irregular forms, we write that first which is sanctioned by the best authority.

Mr. S. This classification of verbs has respect

to their form only. But the classification which we are about to consider depends upon the very essence of sentences, our thoughts themselves, and consequently has respect to the construction of our verbs in sentences. As thoughts are first impressed upon our minds by actions, so transition of action necessarily produces a corresponding transition of thought.

T. We don't exactly understand you, Mr. Smith. What is the meaning of transition of action?

Mr. S. Look at me, and learn from object teaching. When I strike the desk the action passes to the desk from me. This is transition of action; for *transition* means a passing from one thing to another. So the passing of a thought from one thing to another is transition of thought. An action that passes from the actor to an object is a transitive action, and the thought which it impresses on the mind is transitive, and the verb that expresses it is called a transitive verb. An action that is confined to the actor, and does not pass to any thing else, is intransitive; so is a thought that is confined to its subject, and a verb that expresses an intransitive thought is intransitive: as, "I stand, I fall, I rise, I walk, I run."

A transitive verb is a verb that expresses a transition of thought.

An intransitive verb is a verb that does not express a transition of thought.

T. Give us a little clearer illustration.

Mr. S. As I raise this cane and shake it, don't the actions pass from me to the cane?

T. Yes: there is a transition of the actions. But where is the transition of thought?

Mr. S. In the mind of each observer of the actions; for these actions, though they have entirely ceased and left no trace of their existence any where except in memory, are mirrored there as thoughts which last for ever, passing from their subject to their object whenever recollection presents them to view.

S. Do you call this a transition of thought?

Mr. S. Of course I do; for transitive thoughts are but the impress of transitive actions. When the actor is the subject, the transition of thought is from the subject to an object; but when the object of action is the subject of thought, the transition of thought is to the subject from an agent, following the actions as they pass from the subject or to the subject.

T. O! I see! When I fix my thoughts on you as a subject, and think you raised your cane and shook it over my head, they pass from you to your cane just as the actions did. But, when I fix them on your cane as a subject, and think your cane was raised and shaken over my head, they pass to the subject *cane* from you the agent; for the object of action is the subject of thought.

Mr. S. Here, you see, the same thoughts are expressed actively and passively. This variation of verbs grammarians call voice.

Voice is a particular form of the verb which shows the relation of the subject to the thought expressed by the verb.

Transitive verbs have two voices; the active and the passive.

The active voice is that form which expresses a transition of thought from the subject to an object. The passive voice is that form which expresses a transition of thought to the subject from an agent.

Now as I express a few thoughts in the active voice you may express them in the passive voice.

I take this book; I open it and read it.

E. This book is taken by me. It is opened and read by me. John whipped the horse; and the horse kicked John.

A. The horse was whipped by John; and John was kicked by the horse.

The sun warms the air and melts the snow.

G. The air is warmed and the snow is melted by the sun. We should honor and respect our teachers.

R. Our teachers should be honored and respected by us. We should emulate their virtues and shun their vices.

T. Their virtues should be emulated and their vices shunned by us.

I remember all the scenes of my childhood: I shall never forget my native land.

M. All the scenes of my childhood are remembered by me: my native land will never be forgotten.

Time conquers all, and we must time obey.

E. All are conquered by time, and time must be obeyed by us.

They disobey their teachers, and neglect their studies.

J. Their teachers are disobeyed by them, and their studies are neglected.

I know him well: I see him every day.

D. He is well known by me: he is seen by me every day.

N. Does each of these verbs express an actual transition of action?

Mr. S. No, not half of them; but every one

of them expresses a transition of thought.* Select the verbs in these sentences, and in your reading lesson; tell whether they are transitive or intransitive, and which voice the transitive verbs are in, and change them from the active to the passive voice, and from the passive to the active.

The sun rises: the earth rejoices; the sky, the clouds, and mountains, glow with living light, which art can never equal. All nature is enlivened by his beams: the birds sing; the bees hum; the air is filled with gilded insects, fluttering and buzzing in the breath of morning. All but man awake, and offer up their hymn of praise. Arise, ye sons of sloth. Why will you waste in needless slumber this delicious hour?

'Tis the voice of the sluggard; I heard him complain:
"You have waked me too soon; I must slumber again."

Here bees from blossoms sip the rosy dew;
But your Alexis knows no sweets but you.

Oh deign to visit our forsaken seats,
The mossy fountains, and the green retreats!
Where'er you walk, cool gales shall fan the glade,
Trees, where you sit, shall crowd into a shade;

Where'er you tread, the blushing flowers shall rise,
And all things flourish where you turn your eyes.

Oh! how I long with you to pass my days,
Invoke the muses, and resound your praise!
Your praise the birds shall chant in every grove,
And winds shall waft it to the powers above.

But would you sing, and rival Orpheus' strain,
The wondering forests soon would dance again,
The moving mountains hear the powerful call,
And headlong streams hang listening in their fall.

J. How can there be a transition of thought without a corresponding transition of action to impress it on the mind?

Mr. S. Action is but the starting point, impressing on the mind a scanty stock of simple

* See my larger Grammar, page 144-156.

primitive thoughts. Our complex thoughts and all their combinations and modifications are produced by reason and reflection. Though every action is unconditional and real, yet our thoughts extend beyond the limits of the actual, and explore the vast domains of possibility, desire, necessity, contingency, hypothesis, and supposition. Many of our thoughts spring from imagination: we imagine many actions and events that never did exist and never will. As we consider the conditions and the circumstances that the actions and events depend on, our thoughts are modified and verbs are varied accordingly in their form or application to express them: as, "He *reads* carefully. If he *read* carefully, he will improve. *Read*, and be wise. *To read* well, we *must read* naturally." Now take notice how the verb *read* is varied to express the different modifications of thought. This kind of variation we call mood.

Mood is a particular variation of a verb to express a certain modification of thought.

There are five moods; the indicative, the potential, the subjunctive, the imperative, and the infinitive.

The indicative mood indicates the actual occurrence of an action or event, or the real existence of a fact.

The potential mood denotes the possibility or necessity of a fact, or of an action or event, or the liberty, power,

will, or obligation of the subject with respect to it.

The subjunctive mood denotes the subjoining of one thought to another; representing the action or event as conditional, doubtful, or contingent.

The imperative mood denotes a command or request.

The infinitive mood denotes the expression of a thought in a general and unlimited manner.*

Mr. S. Select the verbs in what I say, and tell what mood each one of them is in.

Boys play, birds fly, and horses run.

G. *Play, fly, and run*, are in the indicative mood.

If you scare the birds, they will fly away.

R. *Scare* is in the subjunctive mood; and *will fly*, in the indicative.

Can these little birds fly?

J. *Can fly* is in the potential mood.

Get your books, and attend to your studies.

A. *Get and attend* are in the imperative mood.

You can not learn, unless you study.

M. *Can learn* is in the potential mood; and *study*, in the subjunctive.

If you have learned your lessons, you may recite.

D. *Have learned* is in the subjunctive mood; and *may recite*, in the potential.

I told you to get your books and learn your lessons.

E. *Told* is in the indicative mood; and *to get and learn* are in the infinitive.

Except ye repent, ye shall all likewise perish.

Oh! that I knew where I might find him!

* See my larger Grammar, page 157-160.

Hear instruction, and be wise, and refuse it not.
 If thou be wise, thou shalt be wise for thyself.
 Though hand join in hand, the wicked shall not be unpunished.
 Take heed that ye despise not one of these little ones.
 It is not meet to take the children's bread, and to cast it to dogs.

How vain are all these glories, all our pains,
 Unless good sense preserve what beauty gains;
 That men may say, when we the front-box grace,
 Behold the first in virtue as in face!
 Oh! if to dance all night and dress all day,
 Charmed the small-pox, or chased old age away,
 Who would not scorn what housewife's cares produce,
 Or who would learn one earthly thing of use?
 To patch, nay ogle, might become a saint;
 Nor could it sure be such a sin to paint.
 But since, alas! frail beauty must decay;
 Curled or uncurled, since locks will turn to gray;
 Since painted or not painted, all must fade,
 And she who scorns a man must die a maid!
 What then remains, but well our power to use,
 And keep good humor still whate'er we lose?
 And trust me, dear! good humor can prevail,
 When airs, and flights, and screams, and scolding fail.
 Beauties in vain their pretty eyes may roll;
 Charms strike the sight, but merit wins the soul.

Though every action and event that comes to pass is present to the observer, yet the thought originating from it glances back to its occurrence after it is past. Just so our thoughts anticipate what will occur hereafter. Consequently verbs are varied to denote the different periods of time: as, "I *write* now, I *wrote* yesterday, I *will write* to-morrow, I *have written* to day, I *had written* when he arrived, I *shall have written* my letter to-morrow morning at nine o'clock." Grammarians call this kind of variation tense,

Tense is a certain variation of a verb to denote time.

There are six tenses: the present, the past, and the future; the perfect, the past-perfect, and the future-perfect.

The present tense denotes present time.

The past tense denotes past time.

The future tense denotes future time.

The perfect tense denotes the completion of a period of time terminating at the present moment.

The past-perfect tense denotes the completion of a period of time terminating at a certain point of past time.

The future-perfect tense denotes the completion of a period of time terminating at a certain point of future time.

Select the verbs in what I say, and tell what tense each of them is in.

It rains. It rained yesterday. It has rained eight hours today. It had rained three hours, when I came to school. It will probably rain to-morrow; and then it will have rained every day for ten days.

H. *Rains* is in the present tense, because it denotes present time; *rained* and *came*, are in the past tense, because they denote past time; *has rained* is in the perfect tense, because it denotes the completion of a period of time terminating at the present moment; *had rained* is in the past-perfect tense, because it denotes the completion of a period of time terminating at a certain point of past time, the time when you came to school; *will rain* is in the future tense, because it denotes future time; and *will have rained* is in the future-perfect tense, because it denotes the completion of a period of time terminating to-morrow.

He that loveth silver shall not be satisfied with silver.

The sleep of a laboring man is sweet, whether he eat little or much.

All this have I proved by wisdom: I said, I will be wise; but it was far from me.

How shall we sing the Lord's song in a strange land?

When the ear heard me, then it blessed me.

When he had thus spoken, he dismissed the assembly.

Then cometh the end, when he shall have delivered up the kingdom to God.

F. Have verbs any other variations?

Mr. S. Yes: they have another kind of variation to express collateral thoughts that readily unite with those expressed by finite verbs without connectives, which are very near allied to infinitives: as, "I saw her *walking* in the garden." "She weeps like an April shower, *smiling* through her tears." "*Having lived* a virtuous life, I wish to die a natural death." "'Tis the last rose of summer, *left blooming* alone." Such variations we call participles.

A participle is a variation of a verb to express a concurrent or collateral thought.

There are three participles; the present, the perfect, and the past-perfect.

The present participle denotes an unfinished action or event.

The perfect participle denotes a finished action or event.

The past-perfect participle denotes the completion of an action or event before a specified point of time.

N. What is a finite verb?

Mr. S. A verb that is varied by number and person to agree with its subject. Infinitives and participles have no variations on account of number and person. Mention all the variations of verbs.

J. Voices, moods, tenses, participles, numbers and persons.

T. Does every verb have all these variations?

Mr. S. Intransitive verbs have no voices. Infinitives and participles have no numbers nor persons. This you will understand when you have learned the conjugation of verbs.

A. What does conjugation mean?

Mr. S. The conjugation of a verb is a regular arrangement of all its variations.

J. Can all our verbs be conjugated?

Mr. S. All but a very few, which are called defective verbs and impersonal verbs.

J. I have never seen half a dozen verbs conjugated in any of the grammars I have studied.

Mr. S. The conjugation of each verb in your grammars is presented as a model for the conjugation of any other similar verb. Now find the conjugation of the verb *love* in your grammars, and I'll conjugate any regular transitive verb according to that model.

E. Conjugate the regular transitive verb *rule*.

Mr. S. While I am conjugating it compare it with the conjugation of the verb *love* and see how it agrees with the model.

PRINCIPAL PARTS.

Present Tense.	Past Tense.	Perfect Participle.
Rule.	Ruled.	Ruled

ACTIVE VOICE.
INDICATIVE MOOD.

PRESENT TENSE.

Singular.	Plural.
1. <i>pers.</i> I rule,	1. <i>pers.</i> We rule,
2. <i>pers.</i> Thou rulest,	2. <i>pers.</i> You rule,
3. <i>pers.</i> He rules.	3. <i>pers.</i> They rule.

PAST TENSE.

Singular.	Plural.
1. I ruled,	1. We ruled,
2. Thou ruledst,	2. You ruled,
3. He ruled.	3. They ruled.

FUTURE TENSE.

Singular.	Plural.
1. I shall or will rule,	1. We shall or will rule,
2. Thou shalt or wilt rule,	2. You shall or will rule,
3. He shall or will rule.	3. They shall or will rule.

PERFECT TENSE.

Singular.	Plural.
1. I have ruled,	1. We have ruled,
2. Thou hast ruled,	2. You have ruled,
3. He has ruled.	3. They have ruled.

PAST-PERFECT TENSE.

Singular.	Plural.
1. I had ruled,	1. We had ruled,
2. Thou hadst ruled,	2. You had ruled,
3. He had ruled.	3. They had ruled.

FUTURE-PERFECT TENSE.

Singular.	Plural.
1. I shall have ruled,	1. We shall have ruled,
2. Thou wilt have ruled,	2. You will have ruled,
3. He will have ruled.	3. They will have ruled,

POTENTIAL MOOD.

PRESENT TENSE.

Singular.	Plural.
1. I may* rule,	1. We may rule,
2. Thou mayest rule,	2. You may rule,
3. He may rule.	3. They may rule.

PAST TENSE.

Singular.	Plural.
1. I might rule,	1. We might rule,
2. Thou mightst rule,	2. You might rule,
3. He might rule.	3. They might rule.

PERFECT TENSE.

Singular.	Plural.
1. I may have ruled,	1. We may have ruled,
2. Thou mayst have ruled,	2. You may have ruled,
3. He may have ruled.	3. They may have ruled.

PAST-PERFECT TENSE.

Singular.	Plural.
1. I might have ruled,	1. We might have ruled,
2. Thou mightst have ruled,	2. You might have ruled,
3. He might have ruled.	3. They might have ruled.

SUBJUNCTIVE MOOD.

PRESENT TENSE.

Singular.	Plural.
1. If I rule,	1. If we rule,
2. If thou rule,	2. If you rule,
3. If he rule.	3. If they rule.

As this tense denotes future time with *shall* or *should* understood, it may, with strict propriety, be called the elliptical future. The other tenses have the same form as in the indicative mood, except the future-perfect.

IMPERATIVE MOOD.

Singular.	Plural.
2. Rule thou or do thou rule.	2. Rule ye or you or do ye rule.

* *Can* and *must* may be used as auxiliaries in the present and the perfect tense; and *could*, *would*, and *should*, in the past tense and the past-perfect.

INFINITIVE MOOD.

Present Tense, To rule. *Perfect Tense, To have ruled.*

PARTICIPLES.

<i>Present.</i>	<i>Perfect.</i>	<i>Past-perfect.</i>
Ruling.	Ruled.	Having ruled.

PASSIVE VOICE.

INDICATIVE MOOD.

PRESENT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I am ruled,	1. We are ruled,
2. Thou art ruled,	2. You are ruled,
3. He is ruled.	3. They are ruled.

PAST TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I was ruled,	1. We were ruled,
2. Thou wast ruled,	2. You were ruled,
3. He was ruled.	3. They were ruled.

FUTURE TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I shall or will be ruled,	1. We shall or will be ruled,
2. Thou shalt or wilt be ruled.	2. You shall or will be ruled,
3. He shall or will be ruled.	3. They shall or will be ruled.

PERFECT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I have been ruled,	1. We have been ruled,
2. Thou hast been ruled,	2. You have been ruled,
3. He has been ruled.	3. They have been ruled.

PAST-PERFECT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I had been ruled,	1. We had been ruled,
2. Thou hadst been ruled,	2. You had been ruled,
3. He had been ruled.	3. They had been ruled.

VARIATIONS OF VERBS.

FUTURE-PERFECT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I shall have been ruled,	1. We shall have been ruled,
2. Thou wilt have been ruled,	2. You will have been ruled,
3. He will have been ruled.	3. They will have been ruled.

POTENTIAL MOOD.

PRESENT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I may be ruled,	1. We may be ruled,
2. Thou mayst be ruled,	2. You may be ruled,
3. He may be ruled.	3. They may be ruled.

PAST TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I might be ruled,	1. We might be ruled,
2. Thou mightst be ruled,	2. You might be ruled,
3. He might be ruled.	3. They might be ruled.

PERFECT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I may have been ruled,	1. We may have been ruled,
2. Thou mayst have been ruled,	2. You may have been ruled,
3. He may have been ruled.	3. They may have been ruled.

PAST-PERFECT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I might have been ruled,	1. We might have been ruled,
2. Thou mightst have been ruled,	2. You might have been ruled,
3. He might have been ruled.	3. They might have been ruled.

SUBJUNCTIVE MOOD.

PRESENT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. If I be ruled,	1. If we be ruled,
2. If thou be ruled,	2. If you be ruled,
3. If he be ruled.	3. If they be ruled.

This may be properly called the elliptical future tense.

When a verb in the subjunctive mood denotes present time it has the same form as in the present tense of the indicative: as, "If I *am* ruled, if thou *art* ruled, if he *is* ruled, if we *are* ruled, &c."

"If I *am* right, thy grace impart,
Still in the right to stay;
If I *am* wrong, O teach my heart
To find that better way."

PAST TENSE.

Singular.	Plural.
1. If I were ruled,	1. If we were ruled,
2. If thou wert ruled,	2. If you were ruled,
3. If he were ruled.	3. If they were ruled.

This is the form of the past tense indefinite; which is so called, because, like the Greek aorist, it denotes present, past, or future time. The form of the past tense definite is the same in the subjunctive mood as in the indicative. The other tenses of the subjunctive mood are similar in form to the corresponding tenses of the indicative, except the future-perfect, which requires *shall* instead of *will* in the second and third persons. Now repeat these tenses of the indicative mood with *if* prefixed; and you will put them into the subjunctive. If you use *lest*, *except*, *unless*, or *whether*, it will have the same effect.

IMPERATIVE MOOD.

Singular.	Plural.
2. Be thou ruled, or do thou be ruled.	2. Be ye or you ruled, or do ye be ruled.

INFINITIVE MOOD.

Present Tense, To be ruled. *Perfect Tense*, To have been ruled.

PARTICIPLES.

<i>Present.</i>	<i>Perfect.</i>	<i>Past-perfect.</i>
Being ruled.	Ruled.	Having been ruled.

R. Conjugate the irregular intransitive verb
to be.

Mr. S. We have used it as an auxiliary to

help conjugate *rule* through all the moods and tenses in the passive voice. Just take away the perfect participle *ruled*, and see what we shall have left.

R. O! I see! There's nothing left but *be*, conjugated as a principal verb through all the moods and tenses.

INDICATIVE MOOD.

PRESENT TENSE.

Singular.	Plural.
1. I am,	1. We are,
2. Thou art,	2. You are,
3. He is.	3. They are.

PAST TENSE.

Singular.	Plural.
1. I was,	1. We were,
2. Thou wast,	2. You were,
3. He was.	3. They were.

FUTURE TENSE.

Singular.	Plural.
1. I shall or will be,	1. We shall or will be,
2. Thou shalt or wilt be,	2. You shall or will be,
3. He shall or will be.	3. They shall or will be.

PERFECT TENSE.

Singular.	Plural.
1. I have been,	1. We have been,
2. Thou hast been,	2. You have been,
3. He has been.	3. They have been.

Mr. S. That will do, Ruth. Any of you can conjugate this verb through all the moods and tenses, if you follow my directions. As a transitive verb is conjugated in the passive voice by adding its perfect participle to the irregular intransitive verb *be*, when you take away the per-

fect participle of a transitive verb from the passive voice, of course, you will have nothing left but the conjugation of this verb.

H. Conjugate the regular intransitive verb *walk*.

Mr. S. I will give you a synopsis of its moods and tenses.

Indicative mood. I walk, I walked, I shall or will walk, I have walked, I had walked, I shall have walked. *Potential mood.* I may, can, or must walk, I might, could, would, or should walk, I may, can, or must have walked, I might, could, would, or should have walked. *Subjunctive mood.* If I walk, if I walked, if I shall or will walk, if I have walked, if I had walked, if I shall have walked. *Imperative mood.* Walk. *Infinitive mood.* To walk, to have walked. *Participles.* Walking, walked, having walked.

E. Why don't you conjugate it in the passive voice?

Mr. S. Because it is intransitive: intransitive verbs have no voices. They generally have the form of transitive verbs in the active voice; but some of them occasionally assume the passive form: as, "They are gone." "How are the mighty fallen!" Such verbs, though they have the passive form, are never in the passive voice.

M. Give us a synopsis of the irregular transitive verb *drive*.

H. What does synopsis mean?

Mr. S. A general view of all the moods and tenses in the active and the passive voice.

ACTIVE VOICE.

Indicative mood. I drive, I drove, I shall or will drive, I have driven, I had driven, I shall have driven. *Potential.* I may, can, or must drive, I might, could, would, or should drive, I may, can, or must have driven, I might, could, would,

or should have driven. *Subjunctive.* If I drive, if I drove, if I shall or will drive, if I have driven, if I had driven, if I shall have driven. *Imperative.* Drive. *Infinitive.* To drive, to have driven. *Participles.* Driving, driven, having driven.

PASSIVE VOICE.

Indicative. I am driven, I was driven, I shall or will be driven, I have been driven, I had been driven, I shall have been driven. *Potential.* I may, can, or must be driven, I might, could, would, or should be driven, I may, can, or must have been driven, I might, could, would, or should have been driven. *Subjunctive.* If I be driven, if I were driven, if I shall or will be driven, if I have been driven, if I had been driven, if I shall have been driven. *Imperative.* Be driven. *Infinitive.* To be driven, to have been driven. *Participles.* Being driven, driven, having been driven.

If you take particular notice of the conjugation of this verb, you'll see that *drive, drove* or *driven*, is used in every mood and tense. These words are, therefore, called the principal parts of the verb. They are indeed but variations of the principal verb. *Drive* is the root of the verb found in the imperative mood, and in the present tense of the indicative and the subjunctive, and also in the future tense of both these moods, with *shall* or *will* before it, in the present tense of the potential with *may, can, or must* before it, and in the past tense with *might, could, would, or should* before it, and in the present tense of the infinitive with *to* before it. As it denotes present time when used alone, it is called the present tense. *Drove* is the simple form of the past tense of the indicative and subjunctive, which is sometimes called the preterit. The perfect participle *driven* is used in the perfect, the past-perfect, and the future-perfect tense, with *have, had, shall have, or will have* before it, in the indicative and

the subjunctive mood; with *may*, *can*, or *must have*, or *might*, *could*, *would*, or *should have* before it in the potential; and with *to have* before it in the infinitive. Such little words as *shall*, *will*, *may*, *can*, *must* and *have*, are called auxiliaries, because they are used to help conjugate principal verbs. To conjugate a verb you must know its principal parts, which are the present tense, the past tense, and the perfect participle; and you must know what auxiliaries are used in all the moods and tenses. This you can learn by carefully examining the conjugation of any verb. The principal parts of any irregular verb can be found in the list, and the past tense and perfect participle of a regular verb are formed by adding *d* or *ed* to its present tense. Remember what I tell you, and you'll find no difficulty in conjugating any verb that can be conjugated.

J. Have we any verbs that can't be conjugated?

Mr. S. Conjugate *shall*, *may*, *can*, *must*, *ought*, and *quoth*.

J. I shall, I should, I may, I might, I can, I could—I can go no further. These are defective verbs: they can't be conjugated, because they lack some of the principal parts.

Mr. S. Some of them are always used as auxiliaries, and can not make complete sense without a principal verb expressed or understood. The greater part of our auxiliaries are defective verbs. With respect to conjugation, verbs are divided into three classes; principal, auxiliary, and defective.

A principal verb is one that can be conjugated through all the moods and tenses.

An auxiliary verb is one that is used to help conjugate principal verbs.

A defective verb is one that can not be conjugated through all the moods and tenses.

R. Let us have an exercise in conjugating verbs.

Mr. S. Find the conjugation of the irregular transitive verb *know** and conjugate *blow*, *choose*, *draw*, *give*, *hide*, *keep*, *leave*, *make*, *pay*, *see*, *swing*, *take*, *throw*, and *tell*, according to that model. As you have not time to do it now, conjugate them at your leisure. Write the conjugation of every one of them, and bring it to me in the course of next week. Then each of you may write the synopsis of *bind*, *break*, *catch*, *fall*, *find*, *go*, *grow*, *have*, *hear*, *hold*, *lose*, *show*, *teach*, and *write*, according to the model I have given you in conjugating the irregular transitive verb *drive*. You may conjugate some of them in the singular number, and others in the plural; and in different persons. Look sharp and see what auxiliaries are used in different moods and tenses till you know the mood and tense of every verb at sight. We have had a long talk about verbs. Now let us have a brief review, and see if you remember what I have told you. Select the verbs in what I say, and tell me whether they

* See my larger Grammar, page 175.

are regular or irregular. "Look at those birds and see them fly."

E. I look, I looked, I have looked; I see, I saw, I have seen. They fly, they flew, they have flown. *Look* is a regular verb, because its past tense and perfect participle are formed by adding *ed* to its present tense. *See* and *fly* are irregular verbs, because their past tense and perfect participle are not formed by adding *ed* to their present tense, or *d* only.

Mr. S. Tell me whether the verbs in these sentences are transitive or intransitive: "The sun warms the earth. The sun shines."

R. *Warms* is a transitive verb, because it expresses a transition of thought: the thought that it expresses passes from the sun to the earth. *Shines* is an intransitive verb, because it does not express a transition of thought: the thought that it expresses is confined to its subject the sun.

Mr. S. In which voice is *warms*?

M. It is in the active voice, because it expresses a transition of thought from its subject *sun* to its object *earth*: the thought passes from the sun to the earth.

Mr. S. Express this thought in the passive voice.

M. The earth is warmed by the sun.

Mr. S. In which voice is *shines*?

N. In neither; for intransitive verbs are not varied on account of voice: they have no voices.

Mr. S. In what mood are *warms* and *shines*?

S. In the indicative mood, because each of them indicates the real existence of a fact.

Mr. S. In what tense are they?

A. In the present tense, because they denote present time.

Mr. S. In what number and person are they?

J. In the singular number and third person, because their subject *sun* is. Let me give a synopsis of their moods and tenses.

ACTIVE VOICE.

Indicative mood. The sun warms the earth, it warmed, it shall or will warm, it has warmed, it had warmed, it will have warmed. *Potential.* It may, can, or must warm, it might, could, would, or should warm, it may, can, or must have warmed, it might, could, would, or should have warmed. *Subjunctive.* If it warm, if it warmed, if it shall or will warm, if it has warmed, if it had warmed, if it shall have warmed. *Imperative.* Warm. *Infinitive.* To warm, to have warmed. *Participles.* Warming, warmed, having warmed.

PASSIVE VOICE.

Indicative mood. The earth is warmed by the sun, it was warmed, it shall or will be warmed, it has been warmed, it had been warmed, it will have been warmed. *Potential.* It may, can, or must be warmed, it might, could, would, or should be warmed, it may, can, or must have been warmed, it might, could, would, or should have been warmed. *Subjunctive.* If it be warmed, if it were warmed, if it shall or will be warmed, if it has been warmed, if it had been warmed, if it shall have been warmed. *Imperative.* Be warmed. *Infinitive.* To be warmed, to have been warmed. *Participles.* Being warmed, warmed, having been warmed.

Indicative mood. The sun shines, it shone, it shall or will shine, it has shone, it had shone, it will have shone. *Potential.* It may, can, or must shine, it might, could, would, or should shine, it may, can, or must have shone, it might, could, would, or should have shone. *Subjunctive.* If it shine, if it shone, if it shall or will shine, if it has shone, if it had shone, if it shall have shone. *Imperative.* Shine. *Infinitive.* To shine, to have shone. *Participles.* Shining, shone, having shone.

Mr. S. That is very well done, James. We can conjugate any regular transitive verb, and

any irregular intransitive verb according to the models you have given us in conjugating these two verbs. Select the verbs in these sentences, and tell whether they are regular or irregular, transitive or intransitive, and mention all their variations; the voice of each transitive verb, the mood and tense or participle of every verb, and the number and person of every verb except infinitives and participles: "He appeared walking with countenance erect, and received his Creator's benediction." "He speaks, and his mandate is obeyed." "If you love me, keep my commandments." "I have not seen the righteous forsaken, nor his seed begging bread." "To buy food are thy servants come." "We speak what we do know."

His purposes will ripen fast,
Unfolding every hour;
The bud may have a bitter taste,
But sweet will be the flower.

J. I suppose you call this etymological parsing. Let each of us parse the verbs in a sentence.

Appeared is a regular intransitive verb, in the indicative mood, past tense, singular number, and third person.

Walking is a regular intransitive verb, in the present participle.

Received is a regular transitive verb, in the active voice, indicative mood, past tense, singular number, and third person.

R. Speaks is an irregular intransitive verb, in the indicative mood, present tense, singular number, and third person.

Is obeyed is a regular transitive verb, in the passive voice, indicative mood, present tense, singular number, and third person.

S. Love is a regular transitive verb, in the active voice, subjunctive mood, present tense, plural number, and second person.

Keep is an irregular transitive verb, in the active voice, imperative mood, present tense, plural number and second person.

M. Have seen is an irregular transitive verb, in the active voice, indicative mood, perfect tense, singular number, and first person.

Forsaken is an irregular transitive verb, in the passive voice and perfect participle.

Begging is a regular transitive verb, in the active voice and present participle.

N. To buy is an irregular transitive verb, in the active voice, infinitive mood, and present tense.

Are come is an irregular intransitive verb, in the indicative mood, present tense, plural number, and third person.

E. Speak is an irregular transitive verb, in the active voice, indicative mood, present tense, plural number, and first person.

Do know is an irregular transitive verb, in the active voice, indicative mood, present tense, plural number, and first person.

Will ripen is a regular intransitive verb in the indicative mood, future tense, plural number, and third person.

Unfolding is a regular intransitive verb, in the present participle.

May have is an irregular transitive verb, in the active voice, potential mood, present tense, singular number, and third person.

Will be is an irregular intransitive verb, in the indicative mood, future tense, singular number, and third person.

Mr. S. Why are *appeared* and *received* in the singular number and third person?

J. Because their subject *he* is: every finite verb must be in the same number and person that its subject is.

Mr. S. Why don't you mention the number and person of *walking*?

J. Because infinitives and participles have no number nor person: they are not finite verbs.*

Mr. S. Why are *speak* and *do know* in the plural number and first person?

E. Because their subject *we* is.

Mr. S. That will do. I will not drill you any more to-day. You all have learned extremely

* See my larger Grammar, page 194.

well. That you may not forget the moods and tenses, you may write synopses of the verbs that you have parsed, and bring them here to-morrow. At your leisure, you may parse and conjugate the verbs in these sentences, and in your reading lessons.

Which of you by taking thought can add one cubit unto his stature? And why take ye thought for raiment? Consider the lilies of the field, how they grow; they toil not, neither do they spin; and yet I say unto you, that even Solomon in all his glory was not arrayed like one of these. Wherefore, if God so clothe the grass of the field, which to day is, and to-morrow is cast into the oven, shall he not much more clothe you, O ye of little faith?

CONVERSATION FOURTH.

ANALYSIS OF SENTENCES AND SYNTACTICAL PARSING.

J. Let us have an exercise in building and analyzing sentences.

Mr. S. What! a synthetic and analytic exercise at once? Very well. "Came, saw, conquered." "Herbs and plants clothe." "Farmers cultivate." Are these expressions sentences?

J. Not exactly; for the sense is incomplete.

Mr. S. Don't *came, saw, and conquered* express thoughts?

J. Can a thought be expressed without a subject? Who came, saw, and conquered?

Mr. S. "I came, I saw, I conquered." The subject is an essential part of a sentence; for we can not think without a subject: every sentence must contain a subject and a thought, either expressed or clearly understood.

J. "What! a synthetic and analytic exercise at once?" Here is no subject nor thought expressed. Is this a sentence?

Mr. S. It is a fragment of a sentence; for the subject and the thought are understood: the meaning is, What! *shall we have* a synthetic and analytic exercise at once?

F. Is "not exactly" a sentence?

Mr. S. This is also a fragment of a sentence, with the verb, the subject, and predicate noun, understood: the meaning is, "These expressions are not exactly sentences."

R. Don't *clothe* express a thought about herbs and plants; and *cultivate* express a thought about farmers?

J. Yes: but they are transitive thoughts, and require objects to limit their extension and complete the sense. Herbs and plants clothe what? Farmers cultivate what?

G. Herbs and plants clothe the ground. Farmers cultivate their land.

J. These expressions make complete sense, and therefore they are sentences. Each of them contains a single thought: so they are simple sentences. *Clothe* expresses a thought that passes from its subject *herbs* and *plants* to its object ground, which limits its extension, and is restricted in sense by the adjective *the*. *Culti-*

vate expresses a thought that passes from its subject *farmers* to its object *land*, which limits its extension, and is restricted in sense by the possessive *their*.

Mr. S. Farmers cultivate their land and sow their wheat.

M. This is a compound sentence. It contains two thoughts expressed by *cultivate* and *sow*, with one subject and two objects.

Mr. S. Good farmers cultivate their land thoroughly during the summer, and sow their winter wheat after harvest.

H. *Cultivate* expresses a thought that is modified by the adverb *thoroughly* and the phrase "during the summer," and passes from its subject *farmers*, which is restricted in sense by the adjective *good*, to its object *land*, which limits its extension, and is restricted in sense by the possessive *their*. *Sow* expresses a thought that is modified by the phrase "after harvest," and passes from its subject *farmers* to its object *wheat*, which limits its extension, and is restricted in sense by *their* and *winter*.

Mr. S. The wheat that lives through the winter grows luxuriantly in the spring, when the weather becomes warm and showery, and ripens before midsummer.

J. *Lives* expresses a thought that is modified by the phrase "through the winter" and confined to its subject *that*, which represents *wheat*. *Grows* expresses a thought that is modified by the adverb *luxuriantly*, the phrase "in the spring," and the subordinate clause and con-

nective "when the weather becomes warm and showery," and is confined to its subject *wheat*, which is restricted in sense by the adjective *the* and the subordinate clause "that lives through the winter." *Becomes* expresses a thought that is confined to its subject *weather*, ascribing to it the attributes expressed by the predicate adjectives *warm* and *showery*. *Ripens* expresses a thought modified by the phrase "before midsummer," and confined to its subject *wheat*, and is connected by *and* to *grows*.

Mr. S. James has analyzed this sentence very well. If you have listened attentively, you understand that it is a compound sentence, containing four thoughts expressed by the verbs *lives*, *grows*, *becomes*, and *ripens*, with three subjects and no objects, and that it consists of one compound principal clause, and two simple subordinate ones connected to it by *that* and *when*.

When it is ripe, they harvest it and put it into barns, or thrash it with machines in the fields where it grew.

R. *Is* expresses a thought that is confined to its subject *it*, ascribing to it the attribute expressed by the predicate adjective *ripe*. *Harvest* expresses a thought that passes from its subject *they*, which represents *farmers*, to its object *it*, which represents *wheat*. *Put* expresses a thought modified by the phrase "into barns," and passing from its subject *they* to its object *it*, and is connected by *and* to *harvest*. *Thrash* expresses a thought modified by the phrases "with machines," and "in the fields,"

and passing from its subject *they* to its object *it*, and is connected by *or* to *put*. *Grew* expresses a thought that is confined to its subject *it*.

Mr. S. From Ruth's analysis of this sentence, you can see that it is a compound sentence containing five thoughts expressed by the verbs *is*, *harvest*, *put*, *thrash*, and *grew*, with two subjects and one object, (the same subject and object being repeated,) and that it consists of one compound principal clause, and two simple subordinate ones connected to it by *when* and *where*.

Mr. S. Now let us put these sentence together, and see what they will make.

Good farmers cultivate their land thoroughly during the summer, and sow their winter wheat after harvest. The wheat that lives through the winter grows luxuriantly in the spring, when the weather becomes warm and showery, and ripens before midsummer. When it is ripe, they harvest it and put it into barns, or thrash it with machines in the fields where it grew.

J. This is a paragraph expressing an unbroken train of thought.

Mr. S. You're exactly right. Now we will break the thread of our discourse, and have a different train of thought on the same subject. Let us see if we can not have a new paragraph without a new subject.

Vast quantities of wheat are raised in the temperate zones, where the soil and climate are congenial. What are all our precious metals worth, compared with this production of the soil? It is more valuable than gold. It is indispensable to the welfare and subsistence of

mankind. It supplies enlightened Christian nations with the staff of life. Without it famine would ensue; millions of men, women, and children would be starved to death; and many of our cities, towns, and villages depopulated. Have you ever thanked our bountiful Heavenly Father, who gives us each day our daily bread, for causing the earth to yield such an abundance of wheat?

D. O! I see! You have a different train of thought in quite a different vein, more elevated and extensive than you had in your other paragraph: you take a higher flight and wider range.

S. Why don't you put these sentences into your first paragraph: "I came, I saw, I conquered;" "Herbs and plants clothe the ground?"

Mr. S. Because the thoughts that they express have no connection with the train of thought in that paragraph. From this preliminary exercise we may deduce the following theory:

A sentence is such an expression of thought as makes complete sense.

Sentences are divided, with respect to the number of thoughts expressed, into two classes; simple and compound.

A simple sentence is one that contains a single thought.

A compound sentence is one that contains two or more thoughts.

A clause is a sentence used as a part of a compound sentence.

Clauses, as well as sentences, are either simple or compound.

A simple clause is one that contains a single thought.

A compound clause is one that contains two or more thoughts.

A phrase is an expression that consists of two or more parts of speech, but does not contain a finite verb and a subject.

A paragraph is the expression of an unbroken train of thought.

R. Can a sentence that contains more subjects than one be simple? and can a sentence that contains but one subject be compound?

Mr. S. Certainly: we frequently have the same thought on several different subjects, and several different thoughts on the same subject, and express them accordingly; making, whenever we please, a simple sentence with several subjects, and a compound sentence with but one subject.

J. Are there not three kinds of sentences; simple, compound and complex?

Mr. S. Complex sentences are only species of compound sentences; all complex sentences are compound, but all compound sentences are not complex. A compound sentence may be plain or complex, close, compact, or loose.* But I will not trouble you with this subdivision now.

* See Prof. Mandeville's *Elements of Reading and Oratory*, page 60-70.

Sentences are divided with respect to the manner of expressing thoughts, into four classes; declarative, imperative, interrogative and exclamatory: and clauses are divided into two general classes; principal and subordinate.

A declarative sentence is the expression of a declaration, either affirmative or negative.

An imperative sentence is the expression of a command or request.

An interrogative sentence is the expression of a question.

An exclamatory sentence is the expression of a thought with emotion.

A principal clause is an independent or leading clause.

A subordinate clause is a clause that depends upon another.

N. How many kinds of phrases are there?

Mr. S. With respect to the leading words, there are three kinds; prepositional, infinitive, and participial: and three with respect to their construction in sentences; substantive, adjective, and adverbial. But you need not mention these in analyzing sentences. Subordinate clauses also, frequently modify the sense of nouns and verbs; and yet in analyzing sentences we do not call them adjectives and adverbs, but clauses. As we sometimes meet with compound phrases like these, "He breathes the fragrance of the groves of Java, and sleeps upon the down of the cygnets of

the Ganges," phrases might be divided into simple and compound. But I will not trouble you with needless niceties.

The grand essentials of every sentence are the subject and the thought; for without a thought there can be no sentence, and without a subject there can be no thought. So every sentence must have two principal parts; the subject and the verb. Now and then a thought extends beyond its subject to an object. A sentence that expresses such a thought contains three principal parts; the verb, its subject, and its object. All the other parts of any sentence are but adjuncts or appendages of these principal parts. The appendages of verbs are adverbs and ad-junctive phrases; of their subjects, and their objects, adjectives and phrases joined to them by prepositions, hence called adjuncts to nouns and pronouns.*

Mr. S. We will now reduce our theory to practice. Analyze the sentences I give you according to the principles which I have just explained, then parse them syntactically.

J. It is easier to form theories than to reduce them to practice. Will you exemplify your theory by analyzing sentences yourself?

Mr. S. Certainly. I will begin with easy sentences, and advance gradually to harder ones. When I have analyzed a sentence, if you don't understand me, I will answer any questions that you ask.

Men work. Boys play.

* See my larger Grammar, page 74-75.

These are simple declarative sentences; each of them contains a single thought, and expresses a declaration.

Men work, and boys play.

This is a compound declarative sentence: it contains two thoughts, and expresses a declaration. It consists of two principal clauses connected by *and*.

Work expresses a thought that is confined to its subject *men*.

Play expresses a thought that is confined to its subject *boys*.

Men is a common noun, in the masculine gender, plural number, third person, and nominative case; the subject of *work*—Rule 1.

Work is a regular intransitive verb, in the indicative mood, present tense, plural number, and third person; agreeing with its subject *men*—Rule 9.

And is a connective; connecting "boys play" to "men work"—Rule 13.

Boys is a common noun, in the masculine gender, plural number, third person, and nominative case; the subject of *play*—Rule 1.

Play is a regular intransitive verb, in the indicative mood, present tense, plural number, and third person; agreeing with its subject *boys*—Rule 9.

The books lie on the desk where you left them.

This is a compound declarative sentence: it contains two thoughts, and expresses a declaration. It consists of a principal clause, and a subordinate one connected to it by *where*.

Lie expresses a thought that is modified by the phrase "on the desk," and by the subordinate clause and connective "where you left them," and is confined to its subject *books*, which is restricted in sense by the adjective *the*.

Left expresses a thought that passes from its subject *you* to its object *them*, which limits its extension.

The is an adjective; belonging to *books*—Rule 8.

Books is a common noun, in the neuter gender, plural number, third person, and nominative case; the subject of *lie*—Rule 1.

Lie is an irregular intransitive verb, in the indicative mood, present tense, plural number, and third person; agreeing with its subject *books*—Rule 9.

On is a preposition; expressing the relation of *lie* to *desk*—Rule 11.

The is an adjective, belonging to *desk*—Rule 8.

Desk is a common noun, in the neuter gender, singular number, third person, and objective case; the object of *on*—Rule 2.

Where is a connective; connecting "you left them" to "the books lie on the desk"—Rule 13.

You is a personal pronoun, in the plural number, second person, and nominative case; the subject of *left*—Rule 1.

Left is an irregular transitive verb, in the active voice, indicative mood, past tense, plural number, and second person, agreeing with its subject *you*—Rule 9.

Them is a personal pronoun, in the neuter gender and plural number, agreeing with its antecedent *books*—Rule 7: in the third person and objective case, the object of *left*—Rule 2.*

Charles was kind and generous to all his schoolmates.

This is a simple declarative sentence: it contains a single thought, and expresses a declaration.

Was expresses a thought that is confined to its subject *Charles*, ascribing to it the attributes expressed by the predicate adjectives *kind* and *generous*, which are restricted in sense by the phrase "to all his schoolmates."

The law of the Lord is perfect, converting the soul.

This is a compound declarative sentence: it contains two thoughts, and expresses a declaration.

Is expresses a thought that is confined to its subject *law*, which is restricted in sense by the adjective *the* and the phrase "of the Lord," ascribing to it the attribute expressed by the predicate adjective *perfect*.

Converting expresses a collateral thought united without a connective to that expressed by *is*, and passing from its subject *law* to its object *soul*, which limits its extension and is restricted in sense by *the*.

How many bright eyes grow dim!

This is a simple exclamatory sentence: it contains a single thought expressed with emotion.

Grow expresses a thought that is confined to its subject *eyes*, which is restricted in sense by the adjectives *bright*, and *many* modified by the adverb *how*, ascribing to it the attribute expressed by the predicate adjective *dim*.

My dear young friends, be honest, faithful, kind and true.

This is a simple imperative sentence: it contains a single thought, and expresses a request.

Be expresses a thought that is confined to its subject *you* understood, ascribing to it the attributes expressed by the predicate adjectives *honest*, *faithful*, *kind* and *true*.

M. Is not *friends* the subject of *be*?

* You should thus parse all the sentences that you analyze; applying and repeating the rules of syntax till they become perfectly familiar.

Mr. S. No: it is in the nominative case independent.

Did you shoot these pigeons, or catch them in a net?

This is a compound interrogative sentence: it contains two thoughts expressed interrogatively.

Did shoot expresses a thought that passes from its subject *you* to its object *pigeons*, which limits its extension, and is restricted in sense by the adjective *these*.

Catch expresses a thought that is modified by the phrase "in a net," and passes from its subject *you* to its object *them*, which limits its extension.

E. How can we tell how many thoughts there are expressed in a sentence?

Mr. S. By counting the verbs: for every verb expresses a thought. Of course you will not count the auxiliaries; for they and the principal verb are taken together as one verb.

J. Shall we count infinitives and participles?

Mr. S. Certainly; for they express collateral or concurrent thoughts united without connectives to those expressed by finite verbs. Now take particular notice how I analyze each sentence, and, when I have analyzed one, tell what kind of a sentence it is, and if it have any clauses tell us all you know about them.

Are you the boys that stole my peaches?

Are expresses a thought that is confined to its subject *you*, ascribing to it the attribute expressed by the predicate noun *boys*, which is restricted in sense by the adjective *the* and the subordinate clause "that stole my peaches."

Stole expresses a thought that passes from its subject *that*, which represents *boys*, to its object *peaches*, which limits its extension, and is restricted in sense by the possessive *my*.

J. This is a compound interrogative sentence. It consists of a principal clause and a subordinate one connected by *that*.

Who shall decide when doctors disagree?

Shall decide expresses a thought that is modified by the subordinate clause and connective "when doctors disagree," and is confined to its subject *who*.

Disagree expresses a thought that is confined to its subject *doctors*.

R. This is a compound interrogative sentence. It consists of a principal clause and subordinate one connected by *when*.

Ah! few shall part where many meet!

Shall part expresses a thought that is modified by "where many meet," and confined to its subject *few*.

Meet expresses a thought that is confined to its subject *many*.

H. This is a compound exclamatory sentence. It consists of a principal clause and subordinate one connected by *where*.

In the beginning God created the heaven and the earth.

Created expresses a thought that is modified by the phrase "in the beginning," and passes from its subject *God* to its objects *heaven* and *earth*, which limit its extension, and are restricted in sense by *the*, and connected by *and*.

N. This is a simple declarative sentence.

The evening and the morning were the first day.

Were expresses a thought that is confined to its subjects *evening* and *morning*, which are restricted in sense by *the*, and connected by *and*, ascribing to them the attribute expressed by the predicate noun *day*, which is restricted in sense by the adjectives *the* and *first*.

D. This is a simple declarative sentence.

The apostle Paul was a brave and virtuous man.

Was expresses a thought that is confined to its subject *apostle*, which is restricted in sense by the adjective *the* and the apposition noun *Paul*, ascribing to it the attribute expressed by the predicate noun *man*, which is restricted in sense by the adjectives *a*, *brave* and *virtuous*.

E. This is a simple declarative sentence.

Sincerity and truth form the basis of every virtue.

Form expresses a thought that passes from its subjects *sincerity* and *truth*, which are connected by *and*, to its object *basis*, which limits its extension, and is restricted in sense by the adjective *the* and the phrase "of every virtue."

S. This is a simple declarative sentence.

One act of indiscretion, one moment of weakness, may mar the beauty of a whole life of virtue.

May mar expresses a thought that passes from its subjects *act* and *moment*, which are restricted in sense by the adjective *one* and the phrases "of indiscretion" and "of weakness," to

its object *beauty*, which limits its extension, and is restricted in sense by the adjective *the* and the phrase "of a whole life of virtue."

G. This is a simple declarative sentence.

Awake, arise, or be for ever fallen.

Awake and *arise* express thoughts that are confined to their subject *ye* or *you* understood.

Be fallen expresses a thought that is modified by *for ever*, and confined to its subject *ye* or *you* understood.

A. This is a compound imperative sentence.

His letters are weighty and powerful.

Are expresses a thought that is confined to its subject *letters*, which is restricted in sense by the possessive *his*, ascribing to it the attributes expressed by the predicate adjectives *weighty* and *powerful*, which are connected by *and*.

F. This is a simple declarative sentence.

Seek, and ye shall find.

Seek expresses a thought that passes from its subject *ye* understood, but is not limited in extension by any definite object.

Shall find expresses a thought that passes from its subject *ye*, but is not limited in extension by any definite object.

J. This is a compound sentence, consisting of an imperative clause and a declarative clause connected by *and*.

The moon is attracted by the earth.

Is attracted expresses a thought that is limited in extension by the phrase "by the earth," and passes to its subject *moon*, which is restricted in sense by *the*.

M. This is a simple declarative sentence.

All the heavenly bodies attract and are attracted.

Attract expresses a thought unlimited in extension, passing from its subject *bodies*; which is restricted in sense by *the* and *heavenly*, and emphasized by *all*.

Are attracted expresses a thought unlimited in extension, passing to its subject *bodies*.

N. This is a compound declarative sentence.

As by the light of opening day

The stars are all concealed,

So earthly pleasures fade away

When Jesus is revealed.

Are concealed expresses a thought that is limited in extension by the phrase "by the light of opening day," and passes to its subject *stars* which is restricted in sense by *the*, and emphasized by *all*.

Fade expresses a thought that is modified by the adverb *away* and by the subordinate clause and connective "when Jesus is revealed," and is confined to its subject *pleasures*, which is restricted in sense by the adjective *earthly*.

Is revealed expresses a thought unlimited in extension passing to its subject *Jesus*.

J. This is a compound declarative sentence. It consists of the principal clause "earthly pleasures fade away," and two subordinate clauses connected to it by *when*, and by the correlative connectives *as* and *so*.

Bring forth the royal diadem,
And crown him Lord of all.

Bring expresses a thought that is modified by the adverb *forth*, and passes from its subject *ye* or *you* understood to its object *diadem*, which limits its extension, and is restricted in sense by the adjectives *the* and *royal*.

Crown expresses a thought that passes from its subject *ye* or *you* understood to its object *him*, which limits its extension, and is restricted in sense by the apposition noun *Lord*, which is modified by the phrase "of all."

E. This is a compound imperative sentence consisting of two principal clauses connected by *and*.

It is sown a natural body, it is raised a spiritual body.

Is sown expresses a thought unlimited in extension, passing to its subject *it*, and ascribing to it the attribute expressed by the predicate noun *body*, which is restricted in sense by the adjectives *a* and *natural*.

Is raised expresses a thought unlimited in extension, passing to its subject *it*, and ascribing to it the attribute expressed by the predicate noun *body*, which is restricted in sense by *a* and *spiritual*.

R. This is a compound declarative sentence consisting of two principal clauses.

Is it Pythius, just arrived?

Is expresses a thought that is confined to its subject *it*, ascribing to it the attribute expressed by the predicate noun *Pythius*.

Arrived expresses a collateral thought united without a connective to that expressed by *is*, modified by the adverb *just*, and confined to its subject *Pythius*.

S. This is a compound interrogative sentence.

He has come to die and to redeem his friend.

Has come expresses a thought that is confined to its subject *he*.

To die expresses a concurrent thought that is united without a connective to that expressed by *has come*, and is confined to its subject *he*.

To redeem expresses a concurrent thought that is united without a connective to that expressed by *has come*, and passes from its subject *he* to its object *friend*, which limits its extension, and is restricted in sense by the possessive *his*.

L. This is a compound declarative sentence.

Even Solomon in all his glory was not arrayed like one of these.

Was arrayed expresses a thought unlimited in extension, modified by the adverb *not* and by the phrase "like one of these," and passing to its subject *Solomon*, which is emphasized by the adjective *even* and the phrase "in all his glory."

D. This is a simple declarative sentence.

I robbed other churches, taking wages of them, to do you service.

Robbed expresses a thought that passes from its subject *I* to its object *churches*, which limits its extension, and is restricted in sense by the adjective *other*.

Taking expresses a collateral thought united without a connective to that expressed by *robbed*, modified by the phrase "of them," and passing from its subject *I* to its object *wages*, which limits its extension.

To do expresses a concurrent thought united without a connective to that expressed by *robbed*, and passing from its subject *I* to its indirect object *you*, and its direct object *service*, which limits its extension.

R. This is a compound declarative sentence.

'Tis the last rose of summer, left blooming alone.

Is expresses a thought that is confined to its subject *it*, ascribing to it the attribute expressed by the predicate noun *rose*, which is restricted in sense by the adjectives *the* and *last*, and by the phrase "of summer."

Left expresses a collateral thought unlimited in extension, united without a connective to that expressed by *is*, modified by the phrase "blooming alone," and passing to its subject *rose*.

Blooming expresses a collateral thought united without a connective to that expressed by *is*, and confined to its subject *rose*, ascribing to it the attribute expressed by the predicate adjective *alone*.

M. This is a compound declarative sentence.

He feeds you almshouse, neat, but void of state,
Where Age and Want sit smiling at the gate.

Feeds expresses a thought that passes from its subject *he* to its object *almshouse*, which limits its extension, and is restricted in sense by the adjectives *you* and *neat*, also by *void* modified by the phrase "of state."

Sit expresses a thought that is modified by the phrase "at the gate," and confined to its subjects *Age* and *Want*, which are connected by *and*.

Smiling expresses a collateral thought united without a connective to that expressed by *sit*, and confined to its subjects *Age* and *Want*.

J. This is a compound declarative sentence, consisting of a principal clause and a subordinate one connected by *where*.

This is the dog that killed the cat that caught the rat that eat the malt that lay in the house that Jack built.

Is expresses a thought that is confined to its subject *this*, ascribing to it the attribute expressed by the predicate noun *dog*, which is restricted in sense by the adjective *the* and the subordinate clause "that killed the cat."

Killed expresses a thought that passes from its subject *that*, which represents *dog*, to its object *cat*, which limits its extension, and is restricted in sense by *the*, and the subordinate clause "that caught the rat."

Caught expresses a thought that passes from its subject *that*, which represents *cat*, to its object *rat*, which limits its extension, and is restricted in sense by *the*, and the subordinate clause "that eat the malt."

Eat expresses a thought that passes from its subject *that*, which represents *rat*, to its object *malt*, which limits its extension, and is restricted in sense by *the*, and the subordinate clause "that lay in the house."

Lay expresses a thought that is modified by the phrase "in the house," and confined to its subject *that*, which represents *malt*.

Built expresses a thought that passes from its subject *Jack* to its object *that*, which limits its extension and represents *house*.

E. This is a compound declarative sentence, consisting of the principal clause "This is the dog," and five subordinate ones connected by *that*.

Am I your enemy, because I tell you the truth?

Am expresses a thought that is confined to its subject *I*, ascribing to it the attribute expressed by the predicate noun *enemy*, which is restricted in sense by the possessive *your*.

Tell expresses a thought that passes from its subject *I*, to its indirect object *you*, and its direct object *truth*, which limits, its extension, and is restricted in sense by *the*.

G. This is a compound interrogative sentence; consisting of a principal clause and a subordinate one connected by *because*.

Oh stranger! in such hour of fear,
What evil hap has brought thee here?

Has brought expresses a thought that is modified by the phrase "in such hour of fear" and by the adverb *here*, and passes from its subject *hap*, which is restricted in sense by the adjectives *what* and *evil*, to its object *thee*, which limits its extension.

A. This is a simple interrogative sentence.

J. Is not *stranger* in this sentence? Why does your analysis leave it out?

Mr. S. *Stranger* has no grammatical dependence on any part of this sentence, being outside of the circle of ideas that are pervaded by the thought which the verb expresses. It is therefore in the nominative case independent.

An evil hap how can it be,
That bids me look again on thee?

Can be expresses a thought that is modified by the adverb *how*; and is confined to its subject *it*, ascribing to it the attribute expressed by the predicate noun *hap*, which is restricted in sense by the adjectives *an* and *evil*.

Bids expresses a thought that passes from its subject *that* to its object *me*.

Look expresses a concurrent thought united without a connective to that expressed by *bids*, modified by the adverb *again* and by the phrase "on thee," and confined to its subject *me*.

N. This is a compound interrogative sentence, consisting of a principal clause and a subordinate one connected by *that*.

Sweet Ellen, dear my life must be,
Since it is worthy care from thee.

Must be expresses a thought that is confined to its subject *life*, which is restricted in sense by *my*, ascribing to it the attribute expressed by the predicate adjective *dear*.

Is expresses a thought that is confined to its subject *it*, ascribing to it the attribute expressed by the predicate adjective *worthy*, which is modified by the phrase "of care from thee."

D. This is a compound declarative sentence, consisting of a principal clause and a subordinate one connected by *since*.

The spot an angel deigned to grace,
Is blessed, thought robbers haunt the place.

Deigned expresses a thought that is confined to its subject *angel*, which is restricted in sense by *an*.

To grace expresses a concurrent thought united without a connective to that expressed by *deigned*, and passing from its subject *angel* to its object *which* understood.

Is blessed expresses a thought unlimited in extension, passing to its subject *spot*, which is restricted in sense by *the*, and by the subordinate clause "an angel deigned to grace."

Haunt expresses a thought that passes from its subject *robbers* to its object *place*, which limits its extension, and is restricted in sense by *the*.

E. This is a compound declarative sentence, consisting of the principal clause, "the spot is blessed," and two subordinate ones connected to it by *which* understood and *though*.

On his bold visage middle age
Had slightly pressed its signet sage,
Yet had not quenched the open truth
And fiery vehemence of youth.

Had pressed expresses a thought that is modified by the adverb *slightly* and by the phrase "on his bold visage," and passes from its subject *age*, which is restricted in sense by the adjective *middle*, to its object *signet*, which limits its extension, and is restricted in sense by the possessive *its* and the adjective *sage*.

Had quenched expresses a thought that is modified by the adverb *not*, and passes from its subject *age*, to its objects *truth* and *vehemence*, which limit its extension, and are restricted in sense by the adjectives *the*, *open* and *fiery*, and by the phrase "of youth."

H. This is a compound declarative sentence.

Such purpose dread could Malcolm spy
In Ellen's quivering lip and eye.

Could spy expresses a thought that is modified by the phrase "in Ellen's quivering lip and eye," and passes from its subject

Malcolm to its object *purpose*, which limits its extension, and is restricted in sense by the adjectives *such* and *dread*.

His flaxen hair, of sunny hue,
Curled closely round his bonnet blue.

Curled expresses a thought that is modified by the adverb *closely* and the phrase "round his bonnet blue," and is confined to its subject *hair*, which is restricted in sense by the possessive *his*, the adjective *flaxen*, and the phrase "of sunny hue."

D. This is a simple declarative sentence.

Trained to the chase, his eagle eye
The ptarmigan in snow could spy;
Each pass, by mountain, lake, a heath,
He knew, through Lennox and Mentieth.

Trained expresses a collateral thought united without a connective to that expressed by *could spy*, modified by the phrase "to the chase," and passing to its subject *eye*, which is restricted in sense by the possessive *his* and the adjective *eagle*.

Could spy expresses a thought that is modified by the phrase "in snow," and passes from its subject *eye* to its object *ptarmigan*, which limits its extension and is restricted by *the*.

Knew expresses a thought that passes from its subject *he* to its object *pass*, which limits its extension, and is restricted in sense by the adjective *each* and the phrases "by mountain, lake, and heath" and "through Lennox and Mentieth."

I. This is a compound declarative sentence consisting of two principal clauses.

Angus, the heir of Duncan's line,
Sprang forth and seized the fatal sign.

Sprang expresses a thought that is modified by the adverb *forth*, and is confined to its subject *Angus*, which is restricted in sense by the opposition noun *heir*, which is restricted by the adjective *the* and the phrase "of Duncan's line."

Seized expresses a thought that passes from its subject *Angus*, to its object *sign*, which limits its extension, and is restricted in sense by the adjectives *the* and *fatal*.

G. This is a compound declarative sentence.

I am he that liveth, and was dead; and, behold, I am alive
for evermore.

Am expresses a thought that is confined to its subject *I*, ascribing to it the attribute expressed by the predicate pronoun *he*, which is restricted in sense by the subordinate clause "that liveth, and was dead."

Liveth expresses a thought that is confined to its subject *that*.

Was expresses a thought that is confined to its subject *that*, ascribing to it the attribute expressed by the predicate adjective *dead*.

Am expresses a thought that is modified by "forever more," and is confined to its subject *I*, ascribing to it the attribute expressed by the predicate adjective *alive*.

J. This is a compound declarative sentence, consisting of two principal clauses connected by *and*, and one subordinate clause connected to the first by the connective pronoun *that*, which is also the subject of *liveth* and *was*.

Mrs. S. Connective pronouns perform a two-fold office: they are used as subjects or objects, and connectives at the same time.

R. Why do you omit *behold*? Is it not a verb?

Mr. S. Some call it a verb in the imperative mood; but when it is equivalent in sense to *lo*, it is generally called an exclamation.

Your fathers, where are they? And the prophets, do they live for ever?

Are expresses a thought that is modified by the adverb *where*, and is confined to its subject *they*.

Do live expresses a thought that is modified by *for ever*, and is confined to its subject *they*.

G. This is a compound interrogative sentence, consisting of two principal clauses connected by *and*.

But he, the chieftain of them all,
His sword hangs rusting on the wall.

Hangs expresses a thought that is modified by the phrase "on the wall," and is confined to its subject *sword*, which is restricted in sense by *his*.

Rusting expresses a collateral thought united without a connective to that expressed by *hangs*, and confined to its subject *sword*.

R. This is a compound declarative sentence.

Sweet lady! she no more inspires
Green Erin's heart with beauty's power,

As in the palace of her sires
She bloomed a peerless flower.

Inspires expresses a thought that is modified by "no more" and "with beauty's power," and passes from its subject *she* to its object *heart*, which limits its extension, and is restricted in sense by the possessive *Erin's*, which is modified by the adjective *green*.

Bloomed expresses a thought that is modified by the phrase "in the palace of her sires," and is confined to its subject *she*, ascribing to it the attribute expressed by the predicate noun *flower*, which is restricted in sense by the adjectives *a* and *peerless*.

As is emphasized by the adjective *sweet*, and is in the nominative case independent by exclamation.

R. This is a compound declarative sentence, consisting of a principal clause and a subordinate one connected by *as*.

"A hero's bride! this desert bower,
It ill befits thy gentle breeding."

Befits expresses a thought that is modified by the adverb *ill*, and passes from its subject *it* to its object *breeding*, which limits its extension, and is restricted in sense by the possessive *thy* and the adjective *gentle*.

Bride is restricted in sense by the possessive *hero's* (which is restricted by *a*), and is in the nominative case independent by exclamation.

Bower is restricted in sense by the adjectives *this* and *desert*, and is in the nominative case independent by pleonasm.

A. This is a simple declarative sentence.

J. What construction have *fathers*, *prophets*, *he*, and *chieftain* in the sentences you analyzed just now?

Mr. S. *Fathers*, *prophets*, and *he*, are in the nominative case independent by pleonasm, and *chieftain* is in opposition with *he*.*

R. How can we tell when we come to the end of a sentence?

Mr. S. The end of a declarative, and of an imperative sentence, is denoted by a period; the

* See my larger Grammar, page 226-229.

end of an interrogative sentence, by an interrogation point; and that of an exclamatory sentence, by an exclamation point. But an interrogation point is sometimes used at the end of a clause, and an exclamation point, very often.

J. How then can we distinguish the end of an interrogative, or exclamatory sentence from the end of a clause?

Mr. S. By observing the next word; for the first word of every sentence must begin with a capital letter. Observe these sentences.

Canst thou bring forth Mazzaroth in his season? or canst thou guide Arcturus with his sons? Knowest thou the ordinances of heaven? canst thou set the dominion thereof in the earth? Canst thou lift up thy voice to the clouds, that abundance of waters may cover thee? Canst thou send lightnings that they may go, and say unto thee, Here we are? Who hath put wisdom in the inward parts? or who hath given understanding to the heart? Wilt thou play with him as with a bird? or wilt thou bind him for thy maidens? Hast thou given the horse strength? hast thou clothed his neck with thunder? Canst thou make him afraid as a grasshopper? the glory of his nostrils is terrible? Where wast thou when I laid the foundations of the earth? declare, if thou hast understanding.

E. How can we distinguish principal clauses from subordinate ones?

Mr. S. By observing what connectives are used. Principal clauses are generally connected by *and, or, nor, neither, but, yet, or nevertheless*; and subordinate clauses by other connectives.

Sir, an academical education has given you an unlimited command over the most beautiful figures of speech.

Has given expresses a thought that passes from its subject *education*, which is restricted in sense by the adjectives *an* and *academical*, to its indirect object *you*, and its direct object *command*, which limits its extension, and is restricted in sense by

the adjectives *an* and *unlimited*, and by the phrase "over the most beautiful figures of speech."

H. This is a simple declarative sentence.

Masks, hatchets, racks, and vipers, dance through your letters, in all the mazes of metaphorical confusion.

Dance expresses a thought that is modified by the phrases "through your letters" and "in all the mazes of metaphorical confusion," and is confined to its subjects *masks, hatchets, racks, and vipers*, which are connected by *and*.

N. This is a simple declarative sentence.

These are the gloomy companions of a disturbed imagination; the melancholy madness of poetry without the inspiration.

Are expresses a thought that is confined to its subject *these*, ascribing to it the attribute expressed by the predicate noun *companions*, which is restricted in sense by the adjectives *the* and *gloomy*, and by the phrase "of a disturbed imagination;" and also the attribute expressed by the predicate noun *madness*, which is restricted by the adjectives *the* and *melancholy*, and by the phrases, "of poetry" and "without the inspiration."

Measures and not men, is the common cant of affected moderation: a base counterfeit language, fabricated by knaves and made current among fools.

Is expresses a thought that is confined to its subject "*measures and not men*," ascribing to it the attribute expressed by the predicate noun *cant*, which is restricted in sense by the adjectives *the* and *common*, and by the phrase "of affected moderation," and also by the apposition noun *language*, which is restricted by the adjectives *a, base, and counterfeit*, and by the phrases "fabricated by knaves" and "made current among fools."

To attack vices in the abstract without touching persons, may be safe fighting, indeed; but it is fighting with shadows.

May be expresses a thought that is modified by the adverb *indeed* and confined to its subject "to attack vices in the abstract, without touching persons," ascribing to it the attribute expressed by the predicate noun *fighting*, which is restricted in sense by the adjective *safe*.

Is expresses a thought that is confined to its subject *it*, ascribing to it the attribute expressed by the predicate noun *fighting*, which is restricted in sense by the phrase "with shadows."

G. This is a compound declarative sentence, consisting of two principal clauses connected by *but*.

Behold the fowls of the air: for they sow not, neither do they reap, nor gather into barns; yet your heavenly Father feedeth them.

Behold expresses a thought that passes from its subject *ye*, understood to its object *fowls*, which limits its extension, and is restricted in sense by the adjective *the* and by the phrase "of the air."

Sow expresses a thought unlimited in extension, modified by the adverb *not*, and passing from its subject *they* without a definite object.

Do reap expresses a thought unlimited in extension, passing from its subject *they*.

Gather expresses a thought that is modified by the phrase "into barns," and passes from its subject *they*, but has no definite object to limit its extension.

Feedeth expresses a thought that passes from its subject *Father*, which is restricted in sense by the possessive *your* and the adjective *heavenly*, to its object *them* which limits its extension.

I. This is a compound sentence, consisting of a principal imperative clause and two subordinate declarative ones connected to it by *for*, and to each other by *yet*; one of which is a compound clause whose members are connected by *neither* and *nor*.

Are ye not much better than they?

Are expresses a thought that is modified by *not* and confined to its subject *ye*, ascribing to it the attribute expressed by the predicate adjective *better*, which is modified by *much*.

This is a fragmentary compound interrogative sentence consisting of an entire principal clause, and the fragment of a subordinate one connected to it by *than* with the verb understood, thus; "Are ye not much better than they are?"

He shall fly away as a dream, and shall not be found: yea, he shall be chased away as a vision of the night.

Shall fly expresses a thought that is modified by the adverb *away* and by the subordinate clause "as a dream [flies away,]" and is confined to its subject *he*.

Shall be found expresses a thought unlimited in extension, modified by *not*, and passing to its subject *he*.

Shall be chased expresses a thought unlimited in extension, modified by *yea* and *away*, and by the subordinate clause "as a vision of the night [is chased away,]" and passing to its subject *he*.

A. This is a fragmentary compound declarative sentence, consisting of two compound clauses separated by a colon; each of which consists of a principal clause and the fragment of a subordinate one connected to it by *as*.

Mr. S. In this exercise I've analyzed all sorts

of sentences and clauses. Now I'll read a few sentences and see if you can tell what kind of sentences they are, and distinguish all their clauses.

For brass I will bring gold, and for iron I will bring silver, and for wood brass, and for stones iron: I will also make thy officers peace, and thine exactors righteousness.

J. This is a fragmentary compound declarative sentence consisting of two compound principal clauses separated by a colon; the first of which consists of two entire simple principal clauses, and two fragments of clauses connected by *and*, with the verb *will bring* and its subject *I* understood; and the second consists of one entire simple principal clause and the fragment of one connected by *and*, with the verb *will make* and its subject *I* understood.

Violence shall no more be heard in thy land, wasting nor destruction within thy borders; but thou shalt call thy walls Salvation, and thy gates Praise.

R. This is a fragmentary compound declarative sentence consisting of two compound principal clauses connected by *but*; the first of which consists of one entire principal clause and the fragment of one, with the verb *shall be heard* understood; and the second consists of one entire principal clause and the fragment of one connected by *and*, with the verb *shalt call*, and its subject *thou* understood.

The sun shall be no more thy light by day; neither for brightness shall the moon give light unto thee: but the Lord shall be unto thee an everlasting light, and thy God, thy glory.

M. This is a compound declarative sentence, consisting of two compound principal clauses connected by *but*; the first of which consists of two principal clauses connected by *neither*; and the second consists of one entire principal clause and the fragment of one connected by *and*, with the verb *shall be* understood.

Thy sun shall no more go down; neither shall thy moon withdraw itself: for the Lord shall be thine everlasting light, and the days of thy mourning shall be ended.

E. This is a compound declarative sentence, consisting of a compound principal clause and a compound subordinate one connected by *for*. The principal clause consists of two principal clauses connected by *neither*; and the subordinate clause consists of two principal clauses connected by *and*.

Last noon beheld them full of lusty life ;
 Last eve, in beauty's circle, proudly gay :
 The midnight brought the signal sound of strife ;
 The morn, the marshalling in arms the day,
 Battle's magnificently stern array !

J. This is a fragmentary compound exclamatory sentence, consisting of two compound principal clauses separated by a colon ; the first of which consists of an entire principal clause, and the fragment of one with the verb *beheld* and its object *them* understood ; and the second consists of one entire principal clause, and two fragments of clauses with the verb *brought* understood.

Ye nymphs of Solyma ! begin the song :
 To heavenly themes sublimer strains belong.

G. This is a compound sentence, consisting of two principal clauses ; the first of which is imperative ; and the other declarative.

The mossy fountains, and the sylvan shades,
 The dreams of Pindus, and the Aonian maids,
 Delight no more.

F. This is a simple declarative sentence.

O thou my voice inspire,
 Who touched Isaiah's hallowed lips with fire !

D. This is a compound exclamatory sentence, consisting of a principal clause, and a subordinate one connected to it by *who*.

All crimes shall cease, and ancient fraud shall fail ;
 Returning Justice lift aloft her scale ;
 Peace o'er the world her olive wand extend,
 And white-robed Innocence from heaven descend.

T. This is a compound declarative sentence, consisting of five principal clauses connected by *and*.

The Saviour comes ! by ancient bards foretold :
 Hear him, ye deaf, and all ye blind, behold !

N. This is a compound exclamatory sentence, consisting of three principal clauses.

He from thick films shall purge the visual ray,
 And on the sightless eye-ball pour the day.

'Tis he th' obstructed paths of sound shall clear,
 And bid new music charm the unfolding ear ;
 The dumb shall sing, the lame his crutch forego,
 And leap exulting like the bounding roe.

L. This is a compound declarative sentence, consisting of three compound principal clauses separated by colons.

No sigh, no murmur, the wide world shall hear,
 From every face he wipes off every tear.

S. This is a compound declarative sentence, consisting of two principal clauses.

No more shall nation against nation rise,
 Nor ardent warriors meet with hateful eyes,
 Nor fields with gleaming steel be covered o'er,
 The brazen trumpets kindle rage no more ;
 But useless lances into scythes shall bend,
 And the broad falchion in a ploughshare end.

A. This is a compound declarative sentence, consisting of two compound principal clauses connected by *but* ; the first of which consists of four principal clauses ; and the second consists of two.

Then palaces shall rise ; the joyful son
 Shall finish what his short-lived sire begun ;
 Their vines a shadow to their race shall yield,
 And the same hand that sowed shall reap the field.

J. This is a compound declarative sentence, consisting of four principal clauses and two subordinate ones.

In these deep solitudes and awful cells,
 Where heavenly-pensive Contemplation dwells,
 And ever-musing Melancholy reigns,
 What means this tumult in a vestal's veins ?
 Why rove my thoughts beyond this last retreat ?
 Why feels my heart its long forgotten heat ?

R. This is a compound interrogative sentence, consisting of three principal clauses, and one compound subordinate clause connected to them by *where*.

Oh may we never love as these have loved !

M. This is a compound exclamatory sentence, consisting of a principal clause and a subordinate one connected by *as*.

No radiant pearl which crested fortune wears,
 No gem that twinkling hangs from beauty's ears,
 Nor the bright stars which night's blue arch adorn,
 Nor rising suns that gild the vernal morn,
 Shine with such luster as the tear that breaks
 For others' wo, down virtue's manly cheeks.

E. This is a compound declarative sentence, consisting of one principal clause, "no radiant pearl, no gem, nor the bright stars, nor rising suns, shine with such luster," and five subordinate ones connected to it by *which*, *that* and *as*; the last of which is compound being composed of an entire subordinate clause connected by *that*, to the fragment of one having *shines* understood after *tear*.

The man who hails you Tom or Jack,
 And proves by thumps upon your back,
 How he esteems your merit,
 Is such a friend that one had need
 Be very much his friend indeed,
 To pardon or to bear it.

G. This is a compound declarative sentence consisting of one principal clause, "the man is such a friend," and two compound subordinate ones connected to it by *who* and *that*.

CONVERSATION FIFTH

SYNTAX

M. Will you let us see your rules of syntax?
Mr. S. Yes; here they are. Study them till they become as familiar as household words.

RULE I. NOMINATIVES.

The subject of a finite verb must be in the nominative case.

RULE II. OBJECTIVES.

The object of a verb or preposition must be in the objective case.

RULE III. POSSESSIVES.

A noun or pronoun that denotes possession or ownership, must be in the possessive case.

RULE IV. APPPOSITION.

A word in apposition with another must agree with it in case.

RULE V. PREDICATES.

A predicate noun or pronoun must agree in case with the subject.

RULE VI. NOM. INDEPENDENT.

A noun or pronoun whose case depends on no other word, is in the nominative case independent.

RULE VII. PRONOUNS.

A pronoun must agree with its antecedent in gender and number.

RULE VIII. ADJECTIVES.

An adjective belongs to a noun or pronoun.

RULE IX. FINITE VERBS.

A finite verb must agree with its subject in number and person.

RULE X. INFINITIVES AND PARTICIPLES.

Infinitives and participles depend on nouns or pronouns as subjects.

RULE XI. PREPOSITIONS.

A preposition expresses the relation of its antecedent term to its object.

RULE XII. ADVERBS.

An adverb belongs to a verb, an adjective, a preposition, or another adverb.

RULE XIII. CONNECTIVES.

A connective connects words or phrases, clauses, sentences or paragraphs.

RULE XIV. ELLIPSES.

Such words as weaken or encumber a sentence should be omitted; but none that are essential to its harmony, correctness, perspicuity, or strength.

RULE XV. GENERAL PRINCIPLES.

Every word should have the application, form, and construction, that are sanctioned by the best authority; and all the parts of a sentence should correspond to each other.

J. Are these all the rules of syntax that you have?

Mr. S. These are all the leading rules. I have some special rules subordinate to some of these, which I will now present as notes.

NOTES TO RULE I.

1. Every nominative not in apposition, or independent, or a predicate nominative, must be the subject of a verb, as "My friends are gone," instead of "My friends they are gone."

2. When a verb in the active voice is followed by two objects, the direct object should be made the subject of the verb in the passive voice: as, "He offered me ten dollars; ten dollars were offered me"—not "I was offered ten dollars."

NOTES TO RULE II.

1. Every transitive verb in the active voice and every proposition requires an object: as, "I went to him, and offered to help him." It would be improper to say, "I went to, and offered to help him," or, "I went to him, and offered to help."

2. An intransitive verb does not admit an object, unless it is used transitively: as, "I sat me down." "Flee thee away." This construction is not sanctioned by good authority.

3. The object of a verb or preposition should not be so far separated from it as to produce ambiguity or inelegance: as, "He ruined, by his profligacy, his reputation and estate." "Whom do you offer such language to?" We should say, "He ruined his reputation and estate by his profligacy," or, "By his profligacy he ruined his reputation and estate." "To whom do you offer such language."

NOTES TO RULE III.

1. Every noun and pronoun in the possessive

case should have its proper form: as, "The poor *man's* wisdom is despised, and *his* words are not heard."

2. The sign of possession should be used immediately before the name of the thing possessed either expressed or understood, and nowhere else: as, "This is not Henry's horse, it is Albert's."

3. When *of* with its object is equivalent in sense to a possessive, that form should be used which the perspicuity and arrangement of the sentence, as well as variety and euphony require: a disagreeable repetition of either should be avoided by a proper intermixture of both, or by a different construction of the sentence: as, "The father of my friend's wife," or "my friend's father-in-law," instead of "My friend's wife's father," or "the father of the wife of my friend."

4. For the sake of euphony, we omit the apostrophic *s*, but retain the apostrophe, in plural nouns ending with *s*, and in some singular nouns ending with the sound of *s*, especially in poetry, but not very often in prose; unless the following word begins with *s*, as, "She meekly sat at *Jesus'* feet." "For *conscience'* sake." "For *righteousness'* sake."

NOTES TO RULE VII.

1. When a collective noun used as an antecedent expresses many as one whole, it requires a singular pronoun in the neuter gender; but when it expresses many as individuals, the pronoun must be in the plural number, and in the same gender as the individuals that compose the

collection: "as, "When the nation complains *its* voice must be heeded." "The committee were divided in *their* sentiments."

2. Two or more antecedents taken together require a plural pronoun: as, "Ruth and Emma learn, because *they* study all *their* lessons diligently."

3. Two or more singular antecedents taken separately require a singular pronoun: as, "Henry, James, or Charles has lost *his* pencil." "Every man and every boy is known by the company *he* keeps."

4. When antecedents or subjects that are taken together are in different persons, in making the pronoun or verb agree with them in the plural, we prefer the second person to the third, and the third to either or both of the other persons; for *thou* and *he* are equivalent to *you*, and *thou* and *I*, or *he* and *I*, or *thou*, *he*, and *I*, are equivalent to *we*: as, "Charles and thou have learned *your* lessons." "Charles and I have learned *our* lessons." "Charles and you and I have done the best *we* could."

5. When antecedents that are taken separately are in different genders, numbers, or persons, strict propriety requires the pronoun to agree with each antecedent separately: as, "Charles has lost *his* book, or Ellen has lost *hers*." "I have neglected *my* duty, or you have neglected *yours*."*

6. *Who* is applied to persons, and to things personified; and *which*, to things not personified

* See my larger Grammar, page 211.

as, "The king, *who* may command, entreats."
 "The bird *which* you gave me, is dead."

7. *That* is applied to persons and things. It is preferable to *who* or *which* when it is preceded by the interrogative *who*, by antecedents representing persons and things, by the adjective *same*, by a superlative, by an unlimited antecedent before a restrictive clause, and in general whenever the propriety of *who* or *which* is doubtful: as, "Who that has any sense of propriety would use such language?" "The boy and the dog that were here yesterday have come again." "Are these the same birds that were here last year?" "It is the fairest flower that blows." "Trees that retain their leaves during winter are called evergreens."

8. The connective pronouns *who*, *which*, *that*, and *as*, must always agree with their antecedents in person, as well as in gender and number, and verbs must agree with them accordingly: as, "I *who* speak, and you *that* hear me, and the things *which* are spoken of, must pass away."

9. When the subject and the predicate are in different numbers or persons, and a pronoun is made to agree with either of them as its antecedent, that agreement must be preserved throughout the sentence: as, "I am he *that* breathes upon the earth with the breath of spring, and *that* covers it with verdure and beauty." It would be improper to say, "I am he *that* breathes upon the earth with the breath of spring, and *that* cover it with verdure and beauty."

10. The same antecedent should be repre-

sented by the same pronoun in the different parts of a sentence: as, "Our tutors are our benefactors, to *whom* we owe obedience, and *whom* we ought to love." "Do to others as *you* would have them do to *you*," or, "Do to others as *thou* wouldst have them do to *thee*." It would be improper say, "Our tutors are our benefactors, to *whom* we owe obedience, and *that* we ought to love." "Do to others as *you* would have them do to *thee*."

11. Such pronouns as the sense requires should be used, and be so placed as to prevent ambiguity and inelegance: as, "I will give *each* of you a book"—not "*all* of you." "I that speak unto thee, am he." "I am he, that speak unto thee," would be inelegant, if not ambiguous.

12. When the structure of the sentence will not allow a pronoun to be so placed as to show clearly what it represents, the antecedent should be repeated, or the sentence should be differently constructed: as, "Many are charmed by the beauty of poetry; but few can tell wherein it consists." It should be, "Many are charmed by the beauty of poetry; but few can tell wherein *its* beauty consists."

NOTES TO RULE VIII.

1. An adjective denoting unity or plurality, and the noun to which it belongs, must agree in number: as, "*One* foot, *ten* feet."

2. Such adjectives as the sense requires should be used, and none that are not essential to the perspicuity, strength, or harmony, of the sentence.

3. Every adjective should be so placed as to show clearly to what it belongs, and best promote the perspicuity, strength, and elegance of the sentence: as, "A class of *excellent* scholars," "A pair of *new* gloves," instead of "An *excellent* class of scholars," "A *new* pair of gloves."

4. Before a word beginning with a vowel sound euphony requires *an*, and *a* before a word beginning with a consonant sound: as, *an eel*, *a fish*.

5. An adjective should not be used for an adverb, nor an adverb for an adjective: as, "Speak *plain*." "Thine *often* infirmities." We should say, "Speak *plainly*." "Thy *frequent* infirmities."

6. When the latter term of comparison excludes the former, the comparative degree should be used: as, "Iron is *more useful* than any other metal." But when the latter term of comparison includes the former, the superlative degree should be used: as, "Iron is the *most useful* of all metals."

7. Double comparatives and superlatives should be avoided: as, "On *lesser* hopes." "The *most straitest* sect." Say "On *less* hopes." "The *straitest* sect."

8. Adjectives whose signification is not capable of increase or diminution, such as *square*, *circular*, *parallel*, *right*, *true*, *full*, *perfect*, &c., do not admit comparative terminations, nor adverbs of degree.

NOTES TO RULE IX.

1. When a collective noun used as a subject

expresses many as one whole, it requires a singular verb; but when it expresses many as individuals, the verb must be plural: as, "When the nation *boils* the scum must rise." "My people *do not consider*."

2. A sentential subject or antecedent taken as one whole requires a singular verb or pronoun: as, "What *signifies* wishing and hoping for better times?" "Always taking out of the meal-tub, and never putting in, soon *comes* to the bottom." To speak and write correctly, *requires* a knowledge of rhetoric and logic, as well as grammar."

"To know thyself, and thy God to know,
This is true wisdom's sum below:
With *it*, the weakest child is wise;
The sage without *it* in darkness dies."

3. Two or more subjects taken together require a plural verb: as, "Exercise and temperance *preserve* health." "John and Charles *have torn* my book."

4. Two or more singular subjects taken separately require a singular verb: as, "John or Charles *has torn* my book." "He, as well as she, *is* to blame."

5. When subjects that are taken separately are in different numbers or persons, the verb must agree with that which is placed nearest to it: as, "He or they *are* to blame." "You or I *am* *misinformed*." But it is generally better to use the verb or its auxiliary with each subject: as, "He *is* to blame, or they *are*." "You *are* *misinformed*, or I *am*."

6. Two or more nouns that signify the same person or thing can hardly be considered distinct subjects or antecedents: they are only different names, titles, or epithets for the same subject or antecedent; and therefore they require singular verbs and pronouns: as, "This famous orator and poet *was overtaken by his* enemies, and murdered." "My guide, my stay, my friend, *is lost*."

7. Every finite verb must have a subject: as, "He is the man whom we visited yesterday, and *who entertained us so freely*." It would be improper to say, "He is the man whom we visited yesterday and *entertained us so freely*."

NOTES TO RULE X.

1. *To*, the sign of the infinitive, is omitted after *bid, let, make, see, hear, and feel*, in the active voice, and sometimes after *behold, observe, perceive, dare, need, have, and help*: as, "Let me go." "We made them *run*." "See them *fly*."

2. After *stop, leave off, commence, continue, keep, abhor, avoid, forbear, and help*, participles are generally used instead of infinitives: as, "Stop *chewing tobacco*." "Leave off *smoking*." "I have-commenced *studying law*." "The terrible clock keeps *ticking and striking*."

3. A participle should not have the construction of a verb and that of a noun or adjective at the same time: as, "Is such language *becoming a Christian*?" "True worship consists not in the uttering or the hearing certain words." We should say, "Is such language *becoming to a Christian*?" "True worship consists not in the *uttering or the hearing of* certain words," or "*in uttering or hearing* certain words."

4. Every infinitive and every participle that is not used abstractly should have its proper subject: as, "*Do you expect to learn without studying*?" "By *reading* good books, *we improve our minds*." If we say, "Is it your expectation to learn without studying?" "By reading good books, our minds are improved;" we deprive *to learn* and *reading* of their proper subjects, and obscure the sense.

5. Every infinitive and every participle should have its proper form and application: one should not be used for the other; nor should either of them be used where a finite verb or a noun will better express the meaning: as, "I intend *studying* Latin," for "I intend *to study* Latin." "I believe him *to be* a liar," for "I believe that he *is* a liar." "I doubt him *to be* sincere" for "I doubt his sincerity."

6. We should be extremely careful to give the past tense and the perfect participle the forms that are sanctioned by the best authority, and never to use one of them for the other.

NOTES TO RULE XI.

1. Every preposition should express the relation intended: as, "He was taken *by* stratagem, and killed *with* a sword." If we say, "He was taken *with* stratagem, and killed *by* a sword," neither of these prepositions will express the relation intended.

2. No unnecessary preposition should be used, nor should any preposition that the sense requires be omitted: as, "I teach grammar *to* you." "He was banished *from* England." "Say,

"I teach you grammar." "He was banished from England."

3. A preposition should be placed so near the terms of relation as to prevent ambiguity and inelegance: as, "You can see, *with* half an eye, how the world goes." "You can see how the world goes, *with* half an eye," would be inelegant, if not ambiguous.

NOTES TO RULE XII.

1. Adverbs should be so placed as to express the meaning clearly, and be most conducive to the harmony, strength, and beauty of the sentence: as, "These things should *never* be separated." This is better than "These things should be *never* separated," or, "These things *never* should be separated."

2. Double negatives should be avoided, unless we mean to express an affirmation; for two negatives in the same clause destroy each other: as, "I can *not*, by *no* means, excuse you." Say, "I can, by *no* means, excuse you," or, "I can *not*, by any means, excuse you."

3. We should be careful to use such adverbs as the sense requires and such as are sanctioned by the best authority: as, "Ask me *ever* so much dowery," instead of "Ask me *never* so much."

NOTES TO RULE XIII.

1. Correlative connectives should be properly adapted to the words with which they are coupled: as, Both—and, either—or, neither—nor, whether—or, though—yet, as—as, as—so, so—as, so—that, such—as, such—that, else—

than, other—than, and rather—than. The latter word in each of these pairs is the proper correlative of the former: as, "She is *both* deaf and blind." "If you will not work, you must *either* beg or steal."

2. We should be careful to use such connectives as the sense requires; and such as are sanctioned by the best authority.

These rules and notes comprise the main principles of syntax, which we will now reduce to practice. As I select examples of their violation, parse them and correct them. This exercise should be continued till you can construct correctly every sentence that you speak or write, and clearly understand what you read.

M. How does parsing make us understand what we read?

Mr. S. Can you parse a sentence that you don't understand?

M. No, sir; none of use can parse or analyze a sentence, without ascertaining its meaning and observing its construction.

Mr. S. Then parsing makes us cultivate a habit of finding out the meaning and observing the construction of sentences, and thus we are prepared for understanding what we read, detecting errors, and constructing sentences correctly.

R. When a sentence is improper can we find it out by parsing?

Mr. S. Try a few sentences and see. Parse *them* in this sentence: "Them that you can not govern must be expelled."

J. *Them* is a personal pronoun, in the plural number, third person, and objective case. Noun they, Possessive their, Ob-

jective them. But *them* is the subject of the finite verb *must be expelled*, and should therefore be in the nominative case; thus "*They* that you can not govern must be expelled;" according to Rule 1.

"They that will not obey you expel." Parse *they*.

They is a personal pronoun, in the plural number, third person, and nominative case. But *they* is the object of the verb *expel*, and should therefore be in the objective case; thus, "*Them* that will not obey you expel!"—Rule 2.

"Who did you receive that present from?" Parse *who*.

Who is an interrogative pronoun, in the singular number, third person, and nominative case. Nominative *who*, Possessive *whose*, Objective *whom*. But *who* is the object of the preposition *from*, and should therefore be in the objective case; thus, "*Whom* did you receive that present from?"—Rule 2.

R. It is more elegant to say, "From whom did you receive that present;" according to Note 3 to Rule 2.

J. Can't we correct false syntax just as well without parsing?

Mr. S. If you are good grammarians, you will observe the structure of each sentence at a glance, and parse it mentally so as to see as quick as thought if any rule or note is violated. Now look out for errors in the sentences that I repeat, and correct them without parsing.

Them that he invited refused to come.

Them should be in the nominative case, because it is the subject of the finite verb *refused*; thus, "*They* that he invited refused to come."—Rule 1.

'Tis green, 'tis green, I can assure ye.

Ye should be in the objective case, because it is the object of the verb *can assure*; thus, "'Tis green, 'tis green, I can assure *you*."—Rule 2.

Virtue is it's own reward.

It's is in the possessive case, and should therefore have the proper form; thus, "Virtue is *its* own reward."—Note 1 to Rule 3.

I left it with the goldsmith, he that sold me this watch.

He should be in the objective case, because it is in apposition with *goldsmith*, the object of the preposition *with*; thus, "I left it with the goldsmith, *him* that sold me this watch."—Rule 4.

Did you think it was me?

The predicate pronoun *me* should be in the nominative case, because *it*, the subject of *was*, is; thus, "Did you think it was *I*?"—Rule 5.

And thee too! Brutus, my son!

Thee should be in the nominative case independent, because its case depends on no other word; thus, "And *thou* too! Brutus, my son!"—Rule 6.

Why did you rob the poor bird of its young?

Its should be in the feminine gender, because its antecedent *bird* is; thus, "Why did you rob the poor bird of *her* young?"—Rule 7.

When was you there?

Was should be plural, because its subject *you* is; thus, "When *were* you there?"—Rule 9.*

J. Is it proper to say, the books are being sold?

Mr. S. I think not. *Are being sold* should be *are selling*, because this is the form that is sanctioned by the best authority; thus, "The books *are selling*."—Rule 15.

J. The other form is sanctioned by the authority of polite and fashionable people in the best society. What better authority can we have?

Mr. S. The idiom of our language, reason and analogy, the uniform practice of our best speakers, and writers, from time immemorable, and the common sense of the common people. "The books are being sold!" What does this expression mean?

J. The continuance of the action in the passive voice: it means that the sale of the books is still progressing.

* See my larger Grammar, page 215—233.

Mr. S. "The books being sold." What does this mean?

R. It means that the sale of the books is completed: "The books being sold, we published another edition."

Mr. S. How can the doubling of the verb *to be* before the perfect participle represent an action as unfinished while the participle represents it as finished? "The books *are being sold*" is as absurd and gross a solecism as, "The books *exist existing sold*," and as the latter expression is equivalent in sense to "The books *exist sold*," so is the former to "The books *are sold*." No other meaning can be wrung out of it without torturing our native English. It is just as proper to double one of these verb as the other; and nothing conceals the absurdity of such expressions but the irregularity of the verb *to be*, which assumes such dissimilar forms as *am, art, is, was, are, were, being* and *been*, appearing like different verbs; as you will see by using *be* instead of *are*; thus, "If the books *be being sold*." "The books *will be being sold*." "The books *have been being sold*." As "the books *exist existing*," (if such tautology can be tolerated,) means no more than "the books *exist*," so "the books *are being*" can not by any stretch of imagination be made to signify any thing more than "the books *are*;" consequently "the books *are being sold*" is equivalent in sense to the books *are sold*."

J. The books don't sell: they are sold by the booksellers. Why then should we express this thought in the active voice?

Mr. S. We frequently observe effects without tracing them to their causes, which are either unknown or disregarded; fixing our thoughts on the objects of action, and making them subjects. In such cases, though there is an actual transition of action, there is no transition of thought; for our thoughts are confined to their subjects, and do not follow the actions from agents to objects. The verbs with which we express such thoughts are neither in the active nor the passive voice: they are intransitive with a passive signification. A great many transitive verbs are thus used intransitively, to express what might be expressed in the passive voice with less brevity and elegance, as "The ice is melting." Who would say, "The ice is being melted," because ice can not melt itself, and must therefore be melted. Put the verbs in these sentences into this new-fangled passive voice, and see how they will appear: The bells *are ringing*. Our city *is burning*. The guns *are firing*. The drums *are beating*. The fifes *are playing*. The bugles *are blowing*. Our banners *are waving*. The army *is collecting*. The house *is building*. There is but little *doing*. The grain *is ripening*. Ice *feels* cold. This fruit *tastes* bitter. These flowers *smell* sweet. Maple *splits* and *burns* better than beach. The sky *looks* hazy. There is a storm *a brewing*. The tea *is drawing*. The bread *is baking*. Who wouldn't be crusty with half a year's *baking*?

J. The bells *are being rung*. Our city *is being burned*. The guns *are being fired*. The drums *are being beaten*. The fifes *are being played*. The

bugles *are being blown*. Our banners *are being waved*. The army *is being collected*. The house *is being built*. There is but little *being done*. The grain *is being ripened*. Ice *is being felt* cold. This fruit *is being tasted* bitter. These flowers *are being smelled* sweet. Maple *is being split* and burned better than beech. The sky *is being looked* at hazy. There is a storm *a being brewed*. The tea *is being drawn*. The bread *is being baked*. Who wouldn't be crusty with half a year's *being baked*?

Mr. S. "About fifty years ago" says an eminent critic "this form of speech began to affront the eye, torment the ear, and assault the common sense of the speakers of plain and idiomatic English."*

FALSE SYNTAX.

VIOLATIONS OF RULE 1.

Charles and me have finished our tasks.
Thee can see what has been done.
Them that betray their friends should never be trusted.
I can read as well as her; but she sings better than me.

VIOLATIONS OF THE NOTES TO RULE 1.

NOTE 1.

Friendship, what is it but a name?
My foes they are gone; and my friends—where are they?

* See the Galaxy, vol. 7. No. 3, page 332-340.

This story, though it seems incredible, yet every word of it is true.

It is remarkable, his continual endeavors to serve us, notwithstanding our ingratitude.

NOTE 2.

He was offered all the kingdoms of the earth.
I was promised a book. He was denied admittance.

They were allowed their claims.

VIOLATIONS OF RULE 2.

They that have injured me I forgive.
Who should I meet but my old friend?
He that is idle and disobedient punish or expel.
Who did he speak to? Who did he enquire after?

Associate not with those who none can speak well of.

By the character of those who you choose for your friends, your own is likely to be formed.

VIOLATIONS OF THE NOTES TO RULE 2.

NOTE 1.

He visited, and gave me good advice.
I wrote to, and informed them of my misfortune.
False accusations can not diminish from real merit.

NOTE 2.

He sat him down beneath our tree.
Flee thee away into the land of Judah.
Is it a fit and decent thing to vie charities?

NOTE 3.

He wasted, in riotous living, all his estate.
I could not find, for the want of a light, my way out of the cavern.

Whom did you buy that book of?

It is a book which I am much delighted with.

VIOLATIONS OF THE NOTES TO RULE 3.

NOTE 1.

Her mothers virtue is not her's.
We have met the enemy, and they are our's.
Your fathers glory is not yours'.

NOTE 2.

Is this your father or uncle's house?
It was my father's and mother's advice.
Who was Cain's and Abel's father?
They are John, as well as Mary's books.
The cloth was left at Brown's, the tailor's.
The cloth was left at Brown, the tailor's.
Do you prefer Clark and Smith's grammar to
Kerl.

NOTE 3.

This is my wife's brother's house.
This is the house of the brother of my wife.
The world's government is not left to chance.
That landscape is a picture of my father.
The severity of the distress of the son of the
king, touched the nation.
It was the men, women, and children's lot, to
suffer great calamities.

NOTE 4.

Festus came into Felix' room.
Moses' rod was turned into a serpent.
Ye should be subject for conscience's sake.

Achilles's wrath, to Greece the direful spring
Of woes unnumbered, heavenly Goddess sing!

VIOLATIONS OF RULE 4.

Mr. Jones was there, him that bought your farm.
I saw Mr. Jones, he that teaches our school.
We sent them to the tailor, he that made your
coat.

VIOLATIONS OF RULE 5.

It is me. It was not him. Was it thee?
Whom do you think it is? Was it them, or us?
Who do you take me to be? These are them.
Whom did they say they were? Is it her?
Is she the person whom she pretends to be?
Who did they represent themselves to be?

VIOLATIONS OF RULE 6.

Unhappy them, who know not wisdom's ways!
Ah luckless me! who put my trust in fortune.
Us being young, they led us astray.
Her being dead, the children were neglected.
Ah! unhappy thee, who art deaf to the calls of
duty and honor.

But him the chieftain of them all,
His sword hangs rusting on the wall.

VIOLATIONS OF RULE 7.

The lion had escaped from its cage.
Every man should learn to govern themselves.
One should not neglect our own duties to assist
others.
The mind of man must have food to nourish his
thoughts.
The feathers that adorn the royal bird support
its flight: strip it of its plumage, and you fix it
to the earth.

VIOLATIONS OF THE NOTES TO RULE 7.

NOTE 1.

The little flock had lost their shepherd.
The council were divided in its sentiments.
The nation was ruined by the profligacy of their
nobles.
The aristocracy despised its fellow citizens.
The congregation was so great that no house
could be found large enough to contain them.

NOTE 2.

Sincerity and truth can vindicate itself.

Avoid vanity and affectation: it renders its possessor ridiculous.

Pride and arrogance manifested itself in his deportment.

NOTE 3.

John or Charles left their umbrella here.

Neither Ann nor Ida learned their lessons.

John, as well as Charles, neglected their studies.

Every officer and private did their duty.

NOTE 4.

You and I, and they too, must do their duty.

Thou and Ann, as well as I, neglected our studies.

He and I, and you too, must answer for yourself.

NOTE 5.

Ruth or James has left their umbrella.

Emma, Ruth, or John, has lost their book.

Have you, or John, or Ida, lost your book?

Neither he, nor she, nor I, have lost our book.

Must I, or you, or they, relinquish our claim?

I, and not you nor they, must relinquish our claim.

NOTE 6.

Our Father which art in heaven.

I am verily a man which am a Jew.

The eagle, who is called the royal bird, we have chosen as the emblem of liberty.

The court, who gives currency to manners, ought to be exemplary.

NOTE 7.

Who who knows his rights will not maintain them?

The men and the things which he has studied have not improved his morals.

This is the same boy who was here yesterday.

He is the wisest king who ever reigned.

Animals which live on flesh are called carnivorous.

NOTE 8.

I am verily a man who am a Jew.

Are you the boy that were in my garden?

Our legislative, judicial, and executive departments united are the best form of government that were ever known.

Just to thy word, in every thought sincere;

Who knew no wish but what the world might hear.

NOTE 9.

Thou art a friend that has often relieved me, and that hast not deserted me now in the time of peculiar need.

I am not a person who promotes useless severity, or who object to mild and generous treatment.

NOTE 10.

I am the Lord that maketh all things; who stretcheth forth the heavens alone.

He is the man that saved his country, and whom we delight to honor.

If you do not respect yourself, who will respect thee?

NOTE 11.

Does either of these three orators equal Cicero?

Neither of these three poets can rival Homer.

Nadab and Abihu took either of them their censor.

He gave both of us a book; but none of us knew him.

All of them received their penny.

I am the king, who ask your hospitality.

Some think they have a clear conscience, who are clear of conscience.

There are millions of people in the empire of China, whose support is derived almost entirely from rice.

Shall the throne of iniquity have fellowship with thee, which frameth mischief by a law?

The king dismissed his minister without any inquiry; who had never before committed so unjust an action.

NOTE 12.

We instantly perceive the beauty of a landscape without considering the cause of it.

Errors in thinking lead to those in speaking.

A difference of opinion is not always one of principle.

We are often pleased with the excellence of a work of art when we can not tell wherein it consists.

VIOLATIONS OF THE NOTES TO RULE 8.

NOTE 1.

I sold fifty ton of hay and a thousand bushel of wheat.

These vermin are very troublesome to us.

He paid a hundred pound for his horse.

These sort of pleasures must be avoid.

NOTE 2.

America is illustrious for tall mountains and high trees, spacious prairies, sublime waterfalls, and splendid lakes.

Every earthly happiness is short and evanescent.

A man is the noblest work of creation.

Some evils of life equally effect prince and people.

He is a much better writer than a reader.

We are placed here under a trial of our virtue.

On either side of the river was there the tree of life.

The king has conferred on him the title of a duke.

NOTE 3.

Give me a good glass of water.

He wore an old pair of boots with his new suit of clothes

They are good-for-nothing, lazy, shiftless, idle fellows.

They are kind, generous, faithful and honest.

Diana of the Ephesians is great!

He is a very learned, good, judicious, old man.

Thy ways are just and true, thou king of saints!

NOTE 4.

An humble heart is a acceptable offering.

A ounce of prevention is worth a pound of cure.

He is a honest man, such an one as can be safely trusted.

NOTE 5.

He reasons accurate, and speaks eloquent.

The sun shines dimly, and the weather is extreme cold.

Such a bad temper is seldom found.

Such seeds are likely to take soonest and deepest root.

NOTE 6.

Gold is heavier and more valuable than any metal.

He is the stronger of the two, but not the wiser.

The sun is the largest and brightest of all the planets.

Iron is more useful than any metal.

Of all other metals iron is the most useful.

The sun is brighter and larger than any other planet.

Eve was the fairest of all her daughters.

NOTE 7.

He is the most noblest Roman of them all.

It is more easier to see the faults of others than our own.

This was the most unkindest cut of all.

The tongue, like a race-horse, runs the faster the lesser weight it carries.

NOTE 8.

This is truer than the other.

These lines are more parallel than those.

This tree is straighter than that.

Your picture is more perfect than mine.

He is a man of most unexceptionable character.

Virtue confers the supremest dignity on man, and should be his chiefest desire.

VIOLATIONS OF RULE 9.

Was you invited? When was they here?

Thou should love thy neighbor as thou loves thyself.

In piety and virtue consist the happiness of man.

A variety of blessings have been conferred on us.

The ship, with all her crew and passengers, were lost.

VIOLATIONS OF THE NOTES TO RULE 9.

NOTE 1.

A large army were soon collected.

The people was determined to support the government.

A large fleet were seen sailing up the channel.

The fleet has all arrived, and every ship is moored.

NOTE 2.

How loved, how valued once, avail thee not.

To fear God and keep his commandments, are the whole duty of man.

That warm climates should accelerate the growth of the human body, and shorten its duration, are very reasonable to believe.

NOTE 3.

Albert, James, and Gilbert, has recited.

Sincerity and truth forms the basis of every virtue.

Under his tongue is mischief and vanity.

Patience and diligence, like faith, removes mountains.

In unity consists the welfare and security of every society.

What signifies the counsel and care of preceptors, when youth think they have no need of assistance.

NOTE 4.

Albert, James, or Gilbert, have torn this book.

Neither Ida, Julia, Ann, nor Kate, were there.

The teacher, and not the child, are to blame.

Death or some worse misfortune soon divide them.

Every leaf, every twig, every drop of water, teem with life.

A day, an hour, of virtuous liberty, are worth a whole eternity of bondage.

NOTE 5.

He or they is to blame. You or I are deceived.

Neither the sailors nor the captain was saved.

Both of the boys, or one of them at least, was present.

The drunkard, and not his wife and children, are to blame.

You, or John, or I, are entitled to the premium.

NOTE 6.

The saint, the father, and the husband, pray.
Our Lord and Saviour were crucified between two thieves.

This celebrated philosopher and poet were banished from their country.

This prodigy of learning, this scholar, critic, and antiquarian, were entirely destitute of breeding and civility.

NOTE 7.

If the storm in which he was born, and lasted so long, had continued.

The positions were, as appears, incontrovertible.

He was a man whose inclinations led him to be corrupt, and had great abilities to manage the business.

Will martial flames for ever fire thy mind,
And never, never, be to heaven resigned?

VIOLATIONS OF THE NOTES TO RULE 10.

NOTE 1.

I bid him to come in. I need not to mention it.
We made then to run. I felt the earth to shake.
The multitude wondered when they saw the lame to walk, and the blind to see.

NOTE 2.

Stop to drink rum. Leave off to tipple.
Have you commenced to study Greek and Latin?
We abhor to be drunkards. Who can help to pity her.

Who can forbear to admire his fidelity?

NOTE 3.

By doing of our duty we generally secure success.
By our doing our duty we generally secure success.

This was betraying of the trust reposed in him.
By his studying the Scriptures he became wise.
In forming of his sentences he was very exact.
Is such language as this becoming a gentleman?

NOTE 4.

By living temperately our health is preserved.
Standing on this peak, the whole island can be seen.

It is my desire to live in peace with all mankind.
It is our expectation to secure universal liberty.
It is my intention to do my duty.

NOTE 5.

Taking another's property secretly is theft.
It is hard teaching old dogs new tricks.
Doing right is always expedient. I intend doing my duty.

Drinking moderately often leads to intemperance.
A good man asks no reward for to do his duty.
His disobeying orders was the cause of our being defeated.

Our being rich does not make us happy, nor does our being poor make us miserable.

The time of his leaving home, and seeking his fortune in the wide world, had arrived.

What is the cause of your being so disconsolate?
Do you doubt him to be good and merciful?
I do not believe them to be in earnest.

We should not be like many persons, to depreciate the virtues we do not possess.

NOTE 6.

The bread that has been eat is soon forgot.
They have chose the part of honor and virtue.
He was greatly heated, and drunk with avidity.
He dared not commit so great an offense.

He had mistook his true interest, and found himself forsook by his former adherents.

A second deluge learning thus o'errun:
And the monks finished what the Goths begun.

VIOLATIONS OF THE NOTES TO RULE 11.

NOTE 1.

He was eager of recommending it.
He was totally dependent of the Papal crown.
It is founded in truth. He died with a fever.
He found the greatest difficulty of writing.
Your prejudice to my cause is unreasonable.
He was accused with having acted unfairly.
He walks by a staff with moonlight.
She has an abhorrence to all deceitful conduct.

NOTE 2.

More than a thousand of men were destroyed.
From whence come wars and fighting among you?
I live opposite the park. I write him frequently.
What went ye out for to see? Tell to me the truth.

NOTE 3.

I came with, and went away without them.
They broke into, and drove my family from the house.
I saw a man digging potatoes with a red nose.
He blew out his brains, after bidding his wife farewell, with a shot gun.

Whom did he receive that intelligence from?

VIOLATIONS OF THE NOTES TO RULE 12.

We always should prefer our duty to our pleasure.
He generally has been reckoned an honest man.
These rules will clearly be understood, after they have diligently been studied.
He encouraged them to carry farther their opposition.

He was determined to invite back the king, and to call together his friends.

NOTE 2.

I can not, by no means, recommend them.
I don't know nothing about it. Can't you see nothing?

No man has never been so afflicted.
Never no imitater grew up to his author.
These people do not judge wisely, nor take no proper measures to effect their purpose.

NOTE 3.

If I make my hands never so clean.
Whither have you been? Where did you come from?

Know now whether it be thy son's coat or no.
I will pay you as quick as I receive my wages.
He darted out of sight as soon as a flash of lightning.

VIOLATIONS OF THE NOTES TO RULE 13.

NOTE 1.

What else are you but a robber?
Such was his eloquence as it made Felix tremble.
Let such that criticise others criticise themselves.
Germany ran the same risk as Italy had done.
The house is not as commodious as we expected it would be.
As far as I can judge, the book is well written.
He is not either an orator nor a poet.
I neither admit or deny the justice of your claims.

Those people seem to have no other element but war.

He sent such sharp replies that cost him his life.
They are so uncertain as that they require much examination.

Be ready to help such persons who need assistance.

There is no condition so secure as can not admit of change.

NOTE 2.

I was afraid lest I should give offense.

I do not deny but I was to blame.

They had no sooner risen but they applied themselves to their studies.

She could not believe but what he was innocent.

His character was not sufficiently vigorous or decisive.

I will stay here while they return.

The resolution was not the less fixed, that the secret was yet communicated to very few.

VIOLATIONS OF RULE 14.

He speaks fluently, and he reads fluently.

Here are beautiful gardens, and beautiful orchards, and beautiful fields, and beautiful groves.

I love not man the less, but I love nature more.

Custom is the law of one sort of fools; and fashion is the law of another sort of fools.

Can the Ethiopian change his skin, or can the leopard change his spots?

They confess his power, and they confess his wisdom, and they confess his goodness, and they confess his love.

The sentiment is well expressed by Plato, but it is much better expressed by Solomon than it is expressed by him.

The more I see of his conduct, I like him better.

He told us not only the year, but day and hour.

We must obey the laws of God and the laws of man.

I gladly shunned who gladly fled from me.

The captain had several men died of the scurvy. This intelligence not only excited our hopes, but fears too.

The people of this country possess a healthful climate and soil. They enjoy also a free constitution and laws.

His reputation and his estate were both lost by gaming.

They who sow and reap will rejoice together.

He is not only sensible and learned, but is religious too.

The fear of death nor hope of life could make him submit to a dishonest action.

A modest, civil, well-bred man will not insult me—no other man can insult me.

What recommends a book inquire a few; the giddy multitude of readers inquire who recommends it.

VIOLATIONS OF RULE 15.

I set in this chair and learn you grammar.

Sit the chairs in their places, and let us set down.

The cat lays on the carpet where she laid yesterday.

The sun was sitting. The moon had rose. There he sot.

Can you grow wheat on your farm? It can't be grown here.

It snowed dreadful fast and the wind blowed awful hard.

He was very wrathy, and he gave me a terrible yank.

She readeth and writeth better than he doth.

It is sewn very neatly. The meadows are overflown.

He is mad at me. I am afeard of him.

If thou have determined, we must submit.

Unless he have consented, the writing will be void.

Though he be high, he hath respect to the lowly.
If thou live virtuously, thou art happy.

Unless he mean what he says, he is doubly faithless.

I will go to-morrow, unless it rains.

Though he falls, he shall not be utterly cast down.

If I was hungry, I would not tell thee.

Though virtue appear severe, she is truly amiable.

Shall then this verse to future age pretend,
Thou wert my guide, philosopher, and friend?

He that was dead, sat up and began to speak.

The next new-year's day I shall be at school three years.

I came where he was; but he wan't there.

He will earn his wages when his service is completed.

The Lord hath given, and the Lord hath taken away.

I remember the family more than twenty years.

I have compassion on the multitude, because they continue with me now three days.

Ye will not come unto me that ye might have life.

Be that as it will, he can not justify his conduct.

I intended to have written sooner.

I thought I should have lost it before I reached home.

From a conversation I had with him, he appeared to have been a man of letters.

The doctor said that fever always produced thirst.

I expected to have seen him before he left home.

I will be drowned: nobody shall help me.

They that shall not work should not eat.

Galileo discovered the telescope; Hervey invented the circulation of the blood.

A traveler observes the most striking objects he sees; a general remarks all the motions of his enemy.

A hermit is rigorous in his life; a judge, austere in his sentences.

We have enlarged our family and expenses, and increased our garden and orchard.

A candid man avows his mistakes and is forgiven; a patriot acknowledges his opposition to a bad minister, and is applauded.

By proper reflection, we may be taught to mend what is erroneous and defective.

A good man is not overcome by disappointment, when that which is mortal, passes away; when that which is mutable dies; and when that which he knew to be transient, begins to change.

He is as old, if not older than I am.

She is a better reader, but not so good a writer as Ida

Sincerity is as valuable, and even more valuable than knowledge.

The court of France or England was to have been the umpire.

This edition is essentially different, and superior to the first.

Several alterations and additions have been made to the work.

The deaf man, whose ears were opened, and his tongue loosened, doubtless glorified the great Physician.

It was an unsuccessful undertaking; which, although it has failed, is no objection at all to an enterprise so well concerted.

The court of chancery frequently mitigates and breaks the teeth of the common law.

We speak that we do know, and testify that we have seen.

These are splendid peaches. How beautiful they taste!

Do you love peaches? Mighty well, sir, mighty well indeed.

I am so tuckered out that I can work no more.

He is a drinking man: he gets tight very often.

He is an old sucker: he has been drunk ten days on a stretch.

The apples are down cellar. Give me a hunk of cheese.

I am hard up. Can you loan me some money?

You are a great big boy. What is your heft?

What for a man is he? He is a tip-top scholar?

He was illy used: they sozzled him in the river.

Where do you room? I am going home right away.

You hadn't ought to raise such a racket.

I shall say no more in this connection.

Git me something to eat. Hurry up: I am terrible hungry.

Have you writ to-day. I haint got any ink or paper.

See them boys. Fetch me that there book.

Is every thing worth what it will bring.

Take this 'ere book and keep it nice and clean.

Them there apples are better than these 'ere.

We grabbed the oars and paddled with all our force.

Have you did your work. I begun it yesterday.

We raised up and cleared out. He come where I laid.

The Mohawk heads in Lewis county, and empties into the Hudson.

Such trifles don't ought to be taken notice of.

Profane language should never be made use of.

Much counterfeit money is being circulated.

The wood is being burned. The water is being boiled.

The turkey is being roasted, the puddings are being cooked, and the pies are being baked.

The coal is being consumed. The ore is being melted.

The streams are being dried up, and the lake is being frozen.

EXAMPLES OF FALSE SYNTAX PROMISCUOUSLY COLLECTED.

They that befriend you remember, and they that injure you forget.

Them that despise me shall be lightly esteemed.

We adore the Divine Being, he who created and redeemed us.

On these two causes depend all the happiness or misery which exist among men.

Though great has been his disobedience and his folly, yet if he sincerely acknowledges his misconduct, he will be forgiven.

By these attainments are the master honored, and the scholars encouraged.

The property of James, (I mean his books and furniture,) were wholly destroyed.

In this place, there were not only security, but abundance of provisions.

That writer has given an account of the manner in which Christianity has formerly been propagated among the heathens.

The sea appeared to be more than usually agitated.

Thou, Lord, who hath permitted affliction to come upon us, shall deliver us from it in due time.

Thou art the Messiah, the Son of God, who was to come into the world, and hast been so long promised and desired.

Not one in fifty of those who call themselves deists, understand the nature of the religion they reject.

It was no exaggerated tale; for she was really in that sad condition that her friend represented her.

Thomas disposition is better than his brothers; and he appears to be the happiest man: but some degree of trouble is all mens portion.

Virtue and mutual confidence is the soul of friendship. Where these are wanting, disgust or hatred often follow little differences.

An army present a painful sight to a feeling mind.

Time and chance happeneth to all men; but every person do not consider who govern those powerful causes.

Though remorse sleep sometimes during prosperity, it will awake surely in adversity.

Habits must be acquired of temperance and of self-denial, that we may be able to resist pleasure, and to endure pain, when either of them interfere with our duty.

The active mind of man never or seldom rests satisfied with their present condition, howsoever prosperous.

It is an invariable law to our present condition, that every pleasure that are pursued to excess, convert themselves into poison.

To do good to them that hate us, and, on no occasion, to seek revenge is the duty of a Christian.

How much is real virtue and merit exposed to suffer the hardships of a stormy life!

I can not yield to such dishonorable conduct, neither at the present moment of difficulty nor, I trust, under no circumstances whatever.

If a man profess a regard for the duties of religion, and neglect that of morality, that man's religion is vain.

The polite accomplished libertine is but miserable amidst all his pleasures: the rude inhabitant of Lapland is happier than him.

Whence have there arose such a great variety of opinions and tenets in religion?

Every church and sect of people have a set of opinions peculiar to themselves.

Pericles gained such an ascendant over the minds of the Athenians, that he might be said to attain a monarchical power in Athens.

Who is that whom I saw you introduce, and present him to the duke?

They that honor me, them will I honor.

There were, in the metropolis, much to amuse them, as well as many things to excite disgust.

Its stature is less than a man; but its strength and agility much greater.

There is not, nor ought not to be, such a thing as constructive treason.

Hatred or revenge are things deserving of censure, wherever they are found to exist.

A too great variety of studies dissipate and weaken the mind.

May thou as well as me, be meek, patient, and forgiving.

I have lately been in Gibraltar, and have seen the commander in chief.

These men were under high obligation to have adhered to their friend in every situation of life.

James was resolved to not indulge himself in such a cruel amusement.

His speech contains one of the grossest and infamousest calumnies which ever was uttered.

The not attending to this rule is the source of a very common error.

Propriety of pronunciation is the giving to every word the sound which the politest usage of the language appropriates to it.

Calumny and detraction are sparks, which, if you do not blow, they will go out themselves.

Those two authors have each of them their merit. I beg the favor of your acceptance of a copy of a view of the manufactories of the West Riding of the county of York.

This treaty was made at earl Moreton the governor's castle.

In his conduct was treachery, and in his words, faithless professions.

He has little more of the great man besides the title.

The orators did not forget to enlarge themselves on so popular a subject.

That picture of the emperor's is a very exact resemblance of him.

All the power of ridicule, aided by the desertion of friends, and the diminution of his estate, were not able to shake his principles.

Good as the cause is, it is one from which numbers are deserted.

I have not, nor shall not consent to a proposal so unjust.

Though the measure be mysterious, it is worthy of attention.

Reason's whole pleasure, all the joys of sense,
Lies in three words; health, peace, and competence.

When a string of such sentences succeed one another, the effect is disagreeable.

Neither flatter or contemn the rich or the great.

He showed a spirit of forgiveness and a magnanimity, that does honor to human nature.

The new set of curtains did not correspond to the old pair of blinds.

Every member of the body, every bone, joint, and muscle, lie exposed to many disorders; and the greatest prudence, or precaution, or the deepest skill of the physician, are not sufficient to prevent them.

Steady application, as well as genius and abilities, are necessary to produce eminence.

It is not the uttering or the hearing certain words that constitute the worship of the Almighty. It is the heart that praises, or prays. If the heart accompany not the words that are spoken, we offer a sacrifice of fools.

We should be careful not to follow the example of many persons, to censure the opinions, manners, and customs of others, merely because they are foreign to us.

The furniture was all purchased at Wentworth's the joiner's.

They were solicitous to ingratiate with those who it was dishonorable to favor.

What can be the reason of the committee having delayed this business?

This is the person who we are so much obliged to, and who we expected to have seen when the favor was conferred.

Not a creature is there that moves, nor a vegetable that grows, but what, when minutely examined, furnished materials of pious admiration.

They understand the practical part better than him; but he is much better acquainted with the theory than them.

His conduct was so provoking, that many will condemn him, and a few will pity him.

Temperance, more than medicines, are the proper means of curing many diseases.

While we are unoccupied in what is good, evil is at hand continually.

Every thing that we here enjoy, change, decay, and come to an end. All float on the surface of the river, which is running to a boundless ocean, with a swift current.

CORRECTIONS OF FALSE SYNTAX.

RULE 1.

Charles and *I*. *Thou* canst see. *They* that betray.
I can read as well as *she* but she sings better than *I*.

NOTES TO RULE 1.

Note 1. What is *friendship*? My *foes* are gone; and where are my *friends*? Though this *story* seems incredible. His continual *endeavors* to serve us, notwithstanding our ingratitude, are remarkable. 2. All the *kingdoms* of the earth were offered him. A *book* was promised me. *Admittance* was denied him. Their *claims* were allowed them.

RULE 2.

Them that have injured me I forgive. *Whom* should I meet? *Him* that is idle. To *whom*? After *whom*? Of *whom* none can speak well. *Whom* you choose for your friends.

NOTES TO RULE 2.

1. He visited *me* and gave me good advice. I wrote to *them*, and informed them of my misfortune. False accusations can

not diminish real merit. 2. He sat down. Flee *thou* away. To vie *with* charities? 3. He wasted all his estate in riotous living. For the want of a light, I could not find my way. Of *whom*. With *which*.

NOTES TO RULE 3.

1. Her *mother's* virtue is not *hers*. They are *ours*. Your *father's* glory is not *yours*. 2. Your *father's* or uncle's house. My father and mother's advice. *Cain* and Abel's father. They are *John's*, as well as Mary's books. At *Brown's* the tailor. Do you prefer *Clark's* and Smith's grammar to *Kerl's*? 3. The house of my wife's brother, or my brother-in-law's house. The government of the world. My *father's* picture. The severe distress of the king's son. The lot of the men, women and children. 4. *Felix's* room. *Moses's* rod. For *conscience* sake. *Achilles's* wrath.

RULE 4.

Mr. Jones was there, *he* that bought your farm. I saw Mr. Jones, *him* that teaches our school. We sent them to the tailor, *him* that made your coat.

RULE 5.

It is *I*. It was not *he*. Was it *thou*? *Who* do you think it is? Was it *they*, or *we*? *Whom* do you take me to be? These are *they*. *Who* did they say they were? Is it *she*? Is she the person *who* she pretends to be? *Whom* did they represent themselves to be?

RULE 6.

Unhappy *they*! Ah luckless *I*! *We* being young. *She* being dead. Ah! unhappy *thou*! But *he*, the chieftain.

RULE 7.

From *his* cage. To govern *himself*. *We* should not neglect our own duties. To nourish *its* thoughts. Support *his* flight; strip *him* of his plumage, and you fix *him* to the earth.

NOTES TO RULE 7.

1. *Its* shepherd. In *their* sentiments. Of *its* nobles. *Their* fellow citizens. To contain *it*. 2. Can vindicate *themselves*. They render *their* possessor ridiculous. Pride and arrogance manifested *themselves*. 3. *His* umbrella. *Her* lessons. *His* studies. *His* duty. 4. *Our* duty. *Your* studies. For *ourselves*. 5. Ruth has left *her* umbrella, or James has left *his*.

Emma or Ruth has lost *her* book, or John has lost *his*. Have you lost *your* book? or John, *his*? or Ida, *hers*? Neither has he lost *his* book, nor she, *hers*, nor I, *mine*. Must I relinquish *my* claim? or you, *yours*? or they, *theirs*? I must relinquish *my* claim, and not you nor they. 6. Our Father *who* art in heaven. *Who* am a Jew. *Which* is called the royal bird. *Which* gives currency to manners. 7. *Who that* knows his rights? *That* he has studied. *That* was here yesterday. *That* ever reigned. *That* live on flesh. 8. *Who is* a Jew. *That was* in my garden? *That was* ever known. *Who knewest* or *didst know* no wish. 9. And *that has* not deserted me. Or *who objects* to mild and generous treatment. 10. *That stretcheth* forth the heavens alone. He is the man *who saved* his country, and whom we delight to honor. Who will respect *you*? 11. *Any of* these three orators? *None of* these three poets. *Each of* them. He gave *each of* us a book; but *neither of* us knew him. *Each of* them received *his* penny. I, *who* ask your hospitality, am the king. Some *who* are clear of conscience think they have a clear conscience. In the empire of China, there are millions of people whose support is derived almost entirely from rice. Shall the throne of iniquity, *which frameth* mischief by a law, have fellowship with thee? The king, *who* had never before committed so unjust an action, dismissed his minister without any inquiry. 12. Without considering the cause of *its beauty*. Errors in thinking lead to *errors* in speaking. A difference of opinion is not always a *difference* of principle. We can not tell wherein *its excellence* consists.

NOTES TO RULE 8.

1. Fifty *tons* and a thousand *bushels*. *These* vermin. A hundred *pounds*. *This* sort of pleasures. 2. America is *famous* for *high* mountains and *tall* trees, *extensive* prairies, *magnificent* water-falls, and *beautiful* lakes. *All* earthly happiness is short and *transitory*. Man is the noblest work of *the* creation. *The* prince and *the* people. He is a much better writer than reader. Under *the* trial of our virtue. On *each* side of the river. The title of duke. 3. A glass of *good* water. He wore a pair of *old* boots with his suit of *new* clothes. They are *lazy*, *idle*, *shiftless*, *good-for-nothing* fellows. They are *honest*, *faithful*, *kind* and *generous*. *Great* is Diana. He is a very learned, *judicious*, *good* old man. *Just* and *true* are *thy* ways. 4. A humble heart is an acceptable offering. An ounce of prevention. An honest man. Such a one. 5. He reasons *accurately*, and speaks *eloquently*. The sun shines *dim*, and the weather is *extremely* cold. So bad a temper. To take *earliest* and deepest root, 6. Gold

is heavier and more valuable than any *other* metal, or the *heaviest* and *most valuable* of all metals. He is the *strongest* of the two, but not the *wisest*. The sun is *larger* and *brighter* than any of the planets. Iron is more useful than any *other* metal, or the *most useful* of all metals. Of all metals, iron is the most useful. Than any planet. Eve was *fairer* than any of her daughters. 7. The noblest Roman. It is easier. The unkindest cut. The *less* weight. 8. *Nearer* true. *Nearer* parallel. *Nearer* straight. *Nearer* perfect. Of unexceptionable character. *Supreme* dignity. His *chief* desire.

RULE 9.

Were you invited? When *were* they here? Thou *shouldst* love thy neighbor as thou *lovest* thyself. *Consists*. *Has* been conferred. *Was* lost.

NOTES TO RULE 9.

1. *Was* soon collected. *Were* determined. *Was* seen. *Have* all arrived. 2. *Avails* thee not. *Is* the whole duty of man. *Is* very reasonable. 3. *Have* recited. *Form*. *Are* mischief and vanity. *Remove* mountains. *Consist*. What *signify*. 4. *Has* torn. *Was* here. *Is* to blame. Soon *divides* them. *Teems* with life. *Is* worth a whole eternity of bondage. 5. He *is* to blame, or they *are*. You *are* deceived, or I *am*. Neither *were* the sailors *saved*, nor *was* the captain. Both of the boys *were* present, or one of them *was*. The drunkard *is* to blame, and not his wife and children. You *are* entitled to the premium, or John *is*, or I *am*. 6. *Prays*. *Was* crucified. *Was* banished from *his* country. *Was* entirely destitute. 7. And *which* lasted so long. As *it* appears. And *who* had great abilities. And *will* thou never be to Heaven resigned?

NOTES TO RULE 10.

1. I bid him come in. I need not mention it. We made them run. I felt the earth shake. When they saw the lame walk, and the blind see. 2. Stop *drinking* rum. Leave off *tippling*. Have you commenced *studying* Greek and Latin? We abhor *being* drunkards. Who can help *pitying* her? Who can forbear *admiring* his fidelity? 3. By doing our duty we generally secure success. This was a betraying of the trust. By studying the Scriptures. In forming his sentences. Is such language as this becoming to a gentleman? 4. By living temperately we preserve our health. Standing on this peak, we can see the whole island. I *desire* to live in peace. We expect to secure universal liberty. I intend to do my duty. 5. To take

another's property secretly is theft. It is hard to *teach* old dogs new tricks. To do right is always expedient. I intend to do my duty. *Moderate drinking* often leads to intemperance. A good man asks no reward for *doing* his duty. His *disobedience* to orders was the cause of our *defeat*. Our *riches* do not make us happy, nor does our *poverty* make us miserable. The time for him to *leave* home and *seek* his fortune. Why are you so disconsolate? Do you doubt his *goodness* and *mercy*? I do not believe *that they are* in earnest. We should not be like many persons, who depreciate the virtues they do not possess. 6. The bread that has been *eaten* is soon *forgotten*. They have *chosen*. And *drank* with avidity. He *durst* not. He had *mistaken* his true interest and found himself *forsaken*.

A second deluge learning thus *o'er*ran:
And the monks finished what the Goths *began*.

NOTES TO RULE 11.

1. Eager in recommending it. Dependent on the the Papal crown. It is founded on truth. He died of a fever. Difficulty in writing. Your prejudice *against* my cause. He was accused of having acted unfairly. He walks *with* a staff *by* moonlight. She has an abhorrence of all deceitful conduct. 2. A thousand men. Whence come wars? Opposite to the park. I write to him frequently. What went ye out to see? Tell me the truth.

3. I came with *them*. They broke into *the house*, and drove my family from *it*. I saw a man *with* a red nose digging potatoes. *After bidding his wife farewell*, he blew out his brains with a shot gun. *From whom* did he receive that intelligence?

NOTES TO RULE 12

1. We should *always* prefer our duty to our pleasure. He has *generally* been reckoned an honest man. These rules will be *clearly* understood, after they have been *diligently* studied. He encouraged them to carry their opposition *farther*. He was determined to invite the king *back*, and to call his friends *together*. 2. I can not by *any* means, or I can by *no* means, recommend them. I don't know *any thing* about it, or I know nothing about it. Can't you see *any thing*? No man has *ever* been so afflicted. No imitator *ever* grew up to his author. Nor take *any* proper measures. 3. *Ever* so clean. *Where* have you been? *Whence* (or *from what place*) did you come? Whether it be thy son's coat or *not*. As *soon* as I receive my wages. As *quick* as a flash of lightning.

NOTES TO RULE 13.

1. What else are you *than* a robber? or What are you but a robber? *That* it made Felix tremble. Such *as* criticise others. *That* Italy had done. *So* commodious. *So* far as I can judge. He is *neither* an orator nor a poet. I neither admit *nor* deny. No other element *than* war. *As* cost him his life. They are so uncertain that they require much examination. To help such persons *as* need assistance. There is no condition so secure as not to *admit* of change. 2. I was afraid *that* I should give offense. I do not deny *that* I was to blame. They had no sooner risen *than* they applied themselves to their studies. She could not believe but *that* he was innocent. His character was not sufficiently vigorous *nor* decisive. I will stay here *till* they return. *Though* the secret was yet communicated to very few.

RULE 14.

He speaks and reads fluently. Here are beautiful gardens, orchards, fields, and groves. I love not man the less, but nature more. Custom is the law of one sort of fools; and fashion, of another. Can the Ethiopian change his skin, or the leopard his spots? They confess his power, his wisdom, his goodness, and his love. The sentiment is well expressed by Plato, but much better by Solomon than him. The more I see of his conduct, *the* better I like him. He told us not only the year, but *the* day and *the* hour. We must obey the laws of God and man. I gladly shunned *him* who gladly fled from me. The captain had several men, *who* died of the scurvy. But *our* fears too. A healthful climate and *fertile* soil. A free constitution and *excellent* laws. His reputation and estate were both lost by gaming. They who sow and *they who* reap will rejoice together. But *he* is religious too. *Neither* the fear of death nor *the* hope of life.

A modest, civil, well-bred man
Will not insult me—no other can.

What recommends a book, inquire a few;
The giddy multitude of readers, who.

RULE 15.

I *sit* in this chair, and *teach* you grammar. *Set* the chairs in their places, and let us *sit* down. The cat *lies* on the carpet, where she *lay* yesterday. The sun was *setting*. The moon had *risen*. There he *sat*. Can you *raise* wheat? It can't be *raised* here. It *snowed* very fast, and the wind *blew* very hard. He was very *angry*; and he gave me a terrible *jerk*. She *reads*

and *writes* better than he *does*. It is *sewed* very neatly. The meadows are *overflowed*. He is *angry* with me. I am *afraid* of him. If thou *hast* determined. Unless he *has* consented. Though he *is* high. If thou *lovest* virtuously. Unless he *means* what he says. Unless it *rains*. Though he *falls*. If I *were* hungry. Though virtue *appears* severe.

Shall then this verse to future age pretend,
Thou *wast* my guide, philosopher, and friend?

He that *had been* dead. I *shall have been* at school three years. I came where he *had been*; but he *was not* there. He *will have earned* his wages. The Lord *gave*. I *have remembered* the family more than twenty years. They *have continued* with me now three days. That ye *may have* life. Be that as it *may*. I intended to *write* sooner. I thought I *should lose* it. He appeared to be a man of letters. Fever always *produces* thirst. I expected to see him.

I *shall* be drowned: nobody *will* help me. They that *will* not work *shall* not eat. Galileo *invented* the telescope; Hervey *discovered* the circulation of the blood. A traveler *remarks*—a general *observes*. A hermit is *austere*; a judge, *rigorous*. We have *increased* our family and expenses; and *enlarged* our garden and orchard. A candid man *acknowledges* his mistakes; a patriot *avows* his opposition to a bad minister. We may be taught to *correct* what is erroneous, and to *supply* what is defective. A good man is not overcome by disappointment, when that which is mortal, *dies*; when that which is mutable, *begins to change*; and when that which he knew to be transient, *passes away*. He is as old as *I am*, if not older. She is a better reader than *Ida*, but not so good a writer. Sincerity is as valuable as *knowledge*, and even more valuable. The court of France or *that of England*. This edition is *superior to the first*, and essentially different *from it*. The work *has received* several alterations and additions. The deaf man, whose ears were opened, and *whose* tongue was loosened, doubtless glorified the great Physician. It was an unsuccessful undertaking; *the failure of which is, however*, no objection at all to an enterprise so well concerted. Mitigates *the common law* and breaks *its teeth*. We speak *what* we do know, and testify that *which* we have seen. These are *excellent* peaches. How *delicious* they taste! Do you *like* peaches? *Very* well, sir, *very* well indeed. I am so *fatigued* that I can work no more. He is an *intemperate* man: he gets *drunk* (or *tipsy*) very often. He is an old *toper*: he has been drunk ten days *in succession*.

Down *in the cellar*. A *piece* of cheese. I am hard *pressed*. Can you *lend* me some money? A *very large* boy. What is your *weight*? What *sort of* man is he? He is an *excellent* scholar. He was *ill* used: they *ducked* him in the river. Where do you *lodge*? I am going home *immediately*. You ought not to *make* such a *noise*. I shall say no more in connection with this subject.

Get me something to eat. *Make haste*: I am *very* hungry. Have you *written* to-day? I *have no ink nor paper*. See *those* boys. *Bring* me that book. Is every thing worth what it *will fetch*? Take this book, and keep it *neat* and clean. *Those* apples are better than these. We *seized* the oars, and *rowed* with all our *might*. Have you *done* your work? I *began* it yesterday. We *got up* and *went away*, or we *arose* and *departed*. He *came* where I *lay*. The Mohawk *rises* in Lewis county, and *flows* into the Hudson. Such trifles ought not to be *noticed*. Profane language should never be *used*. Much counterfeit money is *circulating*. The wood is *burning*. The water is *boiling*. The turkey is *roasting*, the puddings are *cooking*, and the pies are *baking*. The coal is *consuming*. The ore is *melting*. The streams are *drying up*, and the lake is *freezing*.

PROMISCUOUS EXAMPLES CORRECTED.

Them that befriend you remember, and *them* that injure you forget.—Rule 2.

They that despise me shall be lightly esteemed.—Rule 1.*

We adore the Divine Being, *him* who created and redeemed us. On these two causes *depends* all the happiness or misery which *exists* among men, or on these two causes depend all the happiness and misery which exist among men.

Though great *have* been his disobedience and folly, yet if he sincerely *acknowledges* his misconduct, he will be forgiven.

By these attainments, the master is honored, and the scholars are encouraged.

The property of James, (I mean his books and furniture,) was wholly destroyed.

In this place, there was not only security, but an abundance of provisions.

That writer has given an account of the manner in which Christianity was formerly propagated among the heathens.

The sea appeared to be agitated more than *usual*. Or—*unusually agitated*.

*In correcting these promiscuous examples, the learner should mention each rule and note that is violated.

Thou, Lord, who *hast* permitted affliction to come upon us, *will* deliver us from it in due time.

Thou art the Messiah, the Son of God, who was to come into the world, and *who has* been so long promised and desired.

Not one in fifty of those who call themselves deists, *understands* the nature of the religion *which he rejects*.

It was no exaggerated tale; for she was really in that sad condition *in which* her friend *had* represented her.

Thomas's disposition is better than his *brother's*; and he appears to be a *happier* man: but some degree of trouble is all *men's* portion.

Virtue and mutual confidence *are* the soul of friendship. Where these are wanting disgust or hatred often *follows* little differences.

An army *presents* a painful sight to a feeling mind.

Time and chance *happen* to all men; but every person *does* not consider who *governs* those powerful causes.

Though remorse *sometimes sleeps* during prosperity, it will *surely* awake in adversity.

Habits of *temperance and self-denial* must be acquired, that we may be able to resist pleasure, and to endure pain, when either of them *interferes* with our duty.

The active mind of man *seldom or never* rests satisfied with *its* presents condition, *how* prosperous *soever it may be*.

It is an invariable law of our present condition, that every pleasure *which is pursued* to excess, *converts itself* into poison.

To do good to them that hate us, and, on no occasion, to seek revenge, *are* the *duties* of a Christian.

How much *are* real virtue and merit exposed to suffer the hardships of a stormy life!

I can not yield to *so* dishonorable conduct, *either* at the present moment of difficulty, *or* under *any* circumstances whatever.

If a man *professes* a regard for the duties of religion, and *neglects* those of morality, that man's religion is vain.

The polite, accomplished libertine is miserable amidst all his pleasures: the rude inhabitant of Lapland is happier than *he is*.

Whence *has arisen* so great a variety of opinions and tenets in religion?

Every church and sect of people *has* a set of opinions peculiar to *itself*.

Pericles gained such an ascendant over the minds of the Athenians, that *it may* be said, *he attained* monarchical power in Athens.

Who is that whom I saw you introduce, and present to the duke?

Them that honor me I will honor.

There *was*, in the metropolis, much to amuse them, as well as many things to excite disgust.

Its stature is less than a *man's* or *that of a man*; but its strength and agility *are* much greater.

There neither is, nor ought to be, such a thing as constructive treason.

Hatred or revenge *deserves* censure, wherever *it is* found to exist.

Too great a variety of studies *dissipates* and *weakens* the mind.

Mayest thou as well as *I*, be meek, patient, and forgiving.

I was lately at Gibraltar, and *saw* the commander in chief. These men were under high obligation to *adhere* to their friend in every situation of life.

James was resolved *not to* indulge himself in *so* cruel an amusement.

His speech contains one of the grossest and *most infamous* calumnies *that were ever* uttered.

The *want of* attention to this rule is the source of a very common error.

Propriety of pronunciation *consists in* giving to every word that sound which the *most polite* usage of the language appropriates to it.

Calumny and detraction are sparks, which, if you do not blow *them*, will go out themselves.

Each of those two authors *has* his merit. *I hope you will do me* the favor, to accept a copy of "A view of the manufactories in the West Riding of Yorkshire."

This treaty was made at *the* castle of earl Moreton the *governor*.

In his conduct was treachery, and in his words *were* faithless professions.

He has little more of the great man *than* the title. The orators did not forget to enlarge on so popular a subject. That picture of the *emperor* is a very exact resemblance of him.

All the power of ridicule, aided by the desertion of friends, and the diminution of his estate, *was* not able to shake his principles.

Good as the cause is, it is one from which numbers *have* deserted.

I have not *consented*, nor shall I consent to a proposal so unjust.

Though the measure is mysterious, it is worthy of attention.

Reason's whole pleasure, all the joys of sense,
Lie in three words; health, peace, and competence.

When a string of such sentences *occurs*, the effect is disagreeable.

Neither flatter *nor* condemn the rich or the great.

He showed a spirit of forgiveness, and a magnanimity, that do honor to human nature.

The set of *new* curtains did not correspond to the pair of *old* blinds.

Every member of the body, every bone, joint, and muscle, lies exposed to many disorders; and the greatest prudence, or precaution, or the deepest skill of the physician, is not sufficient to prevent them.

Steady application, as well as genius and abilities, is necessary to produce eminence.

It is not the uttering or the hearing of certain words that constitutes the worship of the Almighty. It is the heart that praises, or prays. If the heart *accompanies* not the words that are spoken, we offer *the* sacrifice of fools.

We should be careful not to follow the example of many persons, who censure the opinions, manners, and customs of others, merely because they are foreign to *them*.

The furniture was all purchased at Wentworth's the joiner.

They were solicitous to ingratiate *themselves* with those whom it was dishonorable to favor.

What can be *the committee's* reasons for having delayed this business?

This is the person to whom we are so much obliged, and whom we expected to see when the favor was conferred.

There is not a creature that moves, nor a vegetable that grows, but what, when minutely examined, furnishes materials for pious admiration.

They understand the practical part better than *he does*; but he is much better acquainted with the theory than *they are*.

His conduct was so provoking, that many will condemn him, and few will pity him.

Temperance, more than medicines, is the proper means of curing many diseases.

While we are unoccupied by what is good, evil is *continually* at hand.

Every thing that we here enjoy, *changes, decays, and comes to an end*. All *floats* on the surface of *that* river, which, *with swift current*, is running towards a boundless ocean.

J. I don't exactly understand your last rule.

Mr. S. It is very comprehensive; for it is intended to correct all erroneous expressions that are not violations of any other rule, or some of the notes. It is the connecting link between grammar and rhetoric, embracing the main principles of both, and taking a general view of literature. Strict observance of this rule requires us to understand the meaning of all the words we use, and, to be intimately acquainted with the writings of our best authors, so that we can know what is sanctioned by the best authority, and speak and write accordingly. We should carefully avoid all vulgarisms, and call every person and thing by the right name. We should never nickname people, nor shorten names; using such terms as *Bill, Bob, Dick, Hagry, Jack, Jake, Jim, Jo, Josh, Sam, Tim, Tom, Jule, Nell, bach, sis, mam, pa, pap* or *dad* for *William, Robert, Richard, Henry, John, Jacob, James, Joseph, Joshua, Samuel, Timothy, Thomas, Julia, Ellen, bachelor, sister, mother, and father*: as, "*Bill* is an old *bach*." Such expressions are extremely impolite and vulgar. We should also avoid all such puerilities as *Johnie, Josie, Samie, Mattie, Minie, pussy, sissy, and birdy*: as, "Take care *Josie*: don't let your *doggy* hurt *pussy*." Look, *Mattie*, and see *Minie's* little *birdy* on that *rpsy*. Who can bear to see the beautiful Scripture names, *Joseph, Martha, and Mary*, thus degraded to *Josie, Mattie, and Minie*? Such flat,

insipid expressions are worse than vulgarisms: they might be properly called sillyisms, if such a term were allowable.

Very near allied to vulgarisms are such exaggerated expressions as, "He ran like lightning." "He is as tall as a church spire, as big as an elephant, as strong as a lion &c." "He has a thundering voice: you can hear him whisper half a mile." "She is so emaciated, that she is as thin as a wafer and as light as a feather: she is nothing but a shadow." "She is an everlasting talker. I thought she would talk me to death. She is enough to craze a nation." Though hyperboles are sometimes allowable, such expressions as these are improper; for they sully the purity of truth, and lower the standard of integrity. There is an uprightness in speech as well as in action that we should endeavor to attain. Let us follow truth in all our thoughts, our words, and our deeds. There is no ornament so beautiful as truth: even fiction must assume its semblance, or lose the power to please.*

* See prosody in my larger Grammar, page 259-272.

ERRATA.

- 28th page, 33d line, for *dove* read *dived*.
 30th page, 27th line, for *Son* read *Sun*.
 92d page, 13th line, for *variation* read *variations*.
 109th page, 31st line, for *subject* read *subjects*.
 134th page, 4th line, for *arm* read *arms*.
 160th page, 32d line, for *peo-* read *people*.

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