

PRACTICAL LESSONS
IN
ENGLISH GRAMMAR
AND
COMPOSITION.

FOR YOUNG BEGINNERS:

BEING

AN INTRODUCTION TO "THE PRINCIPLES OF ENGLISH
GRAMMAR," WITH COPIOUS EXERCISES, AND
DIRECTIONS FOR THEIR USE.

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GREEK, ON THE SAME PLAN.  
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[A NEW EDITION REVISED AND CORRECTED.]

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PREFACE.

THE general character of this little work is correctly described in the title page. It is a series of "Practical Lessons on English Grammar and Composition, for Young Beginners." It owes its origin to a wish strongly expressed, from various quarters, which the author is bound to respect, to have a small work on Grammar, suited by its simplicity to the capacity of children at an earlier age than that at which the study of Grammar is usually commenced, and answering in its practical character, to the improved methods of teaching Grammar, as well as other branches in the more juvenile departments of Academies and Common Schools.

The work is divided into Lessons, each of which is devoted to some one topic. The arrangement in each Lesson is the same throughout except that the Questions on each Rule of Syntax are left to be framed by the teacher. That order is the following: First, the Definitions and Rules belonging to the Lesson, and intended to be committed to memory, are placed first in large type. Next to these, any subordinate matter regarded as proper for so brief a compend, is subjoined in a smaller type, to be carefully read and studied with the Lesson. Then, a series of Questions so framed that correct answers will bring out all the leading facts contained in the preceding text. And lastly, practical Exercises are subjoined, for the purpose of reducing immediately to practice the knowledge acquired, and fixing it in the easiest and most effectual manner in the understanding.

The Exercises, in most of the Lessons, are capable of being used in a variety of ways; and ample directions are given in similar manner, as to the manner in which they are intended to be used. Thus, inexperienced teachers and others may be at no loss to conduct the study of very young pupils through a profitable initiatory course of Grammar.

In Etymology, "ILLUSTRATIONS" are occasionally thrown in, to show in what manner important principles in Grammar may be simplified to the young learner; and in Syntax, a plain and familiar "EXPLANATION" is subjoined to each Rule, for the same purpose.

It is of great importance to keep the acquisitions of pupils already made always at hand, and to impress them indelibly on their minds by repeated reviews of previous Lessons; and it will be seen that directions are given at the beginning of each Lesson, for carrying this useful practice into effect.

Another feature in this work,—and I may say peculiar to it,—is, that with the principles of Grammar, at every step are combined instructions and exercises in the elementary principles of Composition. Analysis and Composition are carried on together. Directions for parsing each part of speech, with accompanying examples for practice, are given as soon as it has been treated of: And in like manner the proper method of combining words for the purpose of expressing our ideas, is pointed out, and Exercises devised, as soon as the pupil has been made acquainted with the classes of words capable of being combined. One Exercise of this kind, sometimes more, is connected with almost every Rule of Syntax, as at once an exercise on the Rule and a praxis on Composition.

As Orthography belongs more strictly to the Spelling Book, and Prosody is a study for more advanced pupils than those for whom this work is intended, they are introduced here only for the sake of form, and of course little is said respecting them.

PREFACE TO THE REVISED EDITION.

This edition has been revised and corrected to correspond with the new edition of "The Principles of English Grammar," and with the "Analytical and Practical Grammar of the English Language" recently published. Though this work is not intended to be a complete treatise on English Grammar, no pains have been spared to render it useful as far as it goes. It contains as much as any work of its size, presented in a neat and perspicuous manner; and moreover, possesses some new and peculiar features, which claim the candid attention and examination of all who feel an interest in simplifying the process of education to the youthful mind, and doing the most good in the shortest time, in the simplest and most pleasing manner, at the earliest period, and at the least expense.

Those who commence the study of Grammar after the age of twelve or fourteen, stand in no need of this work. They should commence at once with the other, which contains a complete course of English Grammar, without any other book, and is sufficiently simple for pupils of that age. But young pupils, by going through this will enter, even at an earlier period, on the study of the larger Grammar with great advantage.

CONTENTS.

Lesson	Page.
1 Definition and Division,.....	7
PART FIRST.—ORTHOGRAPHY.	
2 Concerning Letters and Syllables,.....	7
PART SECOND.—ETYMOLOGY.	
3 Division of Words,.....	9
4 Of Nouns,.....	10
5 Of Person,.....	11
6 Of Gender,.....	12
7 Of Number,.....	15
8 Of the Cases of Nouns,.....	18
9 Of the Article,.....	20
10 Of the Adjective,.....	21
11 Comparison of Adjectives,.....	23
12 Of the Pronoun,.....	26
13 Of Relative Pronouns,.....	29
14 Of Adjective Pronouns,.....	32
15 Exercises on Articles, Nouns, Adjectives, and Pronouns,.....	35
16 Of Verbs,.....	35
17 Division of Verbs,.....	38
18 Inflection of Verbs,.....	41
19 Of the Moods,.....	43
20 Of Tenses, or Distinctions of Time,.....	44
21 Of Number and Person,.....	47
22 Of the Participles,.....	49
23 Of the Conjugation of Verbs,.....	51
24 Negative form of the Verb,.....	57
25 Interrogative form of the Verb,.....	59
26 The Verb "to BE,".....	60
27 Progressive Form of the Active Voice,.....	64
28 Passive Voice,.....	65
29 Of Irregular Verbs,.....	69
30 Defective and Impersonal Verbs,.....	75
31 Of Adverbs,.....	76
32 Of Prepositions,.....	79
33 Of Interjections,.....	81
34 Of Conjunctions,.....	82
35 How to distinguish the Parts of Speech,.....	83
36 Parsing,.....	85
37 Model of Etymological Parsing,.....	87
38 Exercises in Parsing,.....	89

PART THIRD.—SYNTAX.		
39	General Principles of Syntax,.....	91
40	Parts of Syntax,.....	92
41	Rule I. A Verb and its Nominative,.....	92
42	II. A Transitive Verb and its Object,.....	94
43	III. A Preposition and its Object,.....	95
44	IV. Two or more Nouns taken in connexion,.....	96
45	V. Two or more Nouns taken separately,.....	97
46	VI. Two Nominatives of different Persons,.....	97
47	VII. A collective Noun,.....	98
48	VIII. Adjective and Substantive,.....	99
49	IX. When two Persons or things are contrasted, ..	100
50	X. Pronouns,.....	101
51	XI. Relative and Antecedent,.....	102
52	XII. Substantives in Apposition,.....	103
53	XIII. The same Case after a Verb as before it,.....	103
54	XIV. The Possessive Case,.....	104
55	XV. The Present Participle used as a Noun,.....	106
56	XVI. The Present Participle with the Article before it, ..	106
57	XVII. The Perfect Participle after HAVE and BE,.....	107
58	XVIII. The Infinitive Mood,.....	108
59	XIX. The Subjunctive Mood,.....	109
60	XX. Conjunctions,.....	110
61	XXI. Corresponding Conjunctions,.....	111
62	XXII. The Comparative Degree,.....	112
63	XXIII. Double Comparatives and Superlatives,.....	113
64	XXIV. Adverbs,.....	114
65	XXV. Position of Adverbs,.....	115
66	XXVI. Negatives,.....	115
67	XXVII. Prepositions before names of places,.....	117
68	XXVIII. " after certain words and phrases, ..	118
69	XXIX. Syntax of the Tenses,.....	119
70	XXX. A member of a sentence referring to two clauses ..	120
71	XXXI. The Nominative absolute and independent, ..	121
72	XXXII. The Article,.....	122
73	XXXIII. An Ellipsis admissible,.....	123
74	XXXIV. An Ellipsis not admissible,.....	124
75	Model of Syntactical Parsing,.....	125
76	Promiscuous Exercises on the Rules of Syntax,.....	126
77	Of Punctuation,.....	127
78	Of the use of Capital Letters,.....	128
PART FOURTH.—PROSODY.		
79	Prosody. Elocution, Versification,.....	129
80	Of Composition,.....	130

ENGLISH GRAMMAR.

LESSON I.

Definition and Division.

[Commit Definitions and Rules accurately to memory.]

ENGLISH GRAMMAR is the art of speaking and writing the English Language with propriety.

It is divided into four parts; namely, *Orthography*, *Etymology*, *Syntax*, and *Prosody*.

PART FIRST.—ORTHOGRAPHY.

LESSON II.

Concerning Letters and Syllables.

[Review the preceding LESSON.]

ORTHOGRAPHY treats of letters, and the mode of combining them into syllables and words.

A **LETTER** is a character representing a particular sound of the human voice.

There are *Twenty-six* letters in the English Alphabet.

Letters are either Vowels or Consonants.

A **Vowel** is a letter which represents a simple *inarticulate* sound; and in a word or syllable may be sounded alone. The vowels are, *a, e, i, o, u*, and *w* and *y*, not before another vowel sounded in the same syllable.

A **Consonant** is a letter which represents an *articulate* sound; and in a word or syllable is never sounded alone, but always in connexion with a vowel. The consonants are, *b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, x, z*, and *w* and *y* before a vowel sounded in the same syllable.

A *Diphthong* is the union of two vowels in one sound; as, *ou* in *out*.

A *proper* Diphthong is one in which both the vowels are sounded; as *oy* in *boy*, *ou* in *round*, *oi* in *oil*.

An *improper* Diphthong is one in which only one of the vowels is sounded; as, *oa* in *boat*.

A *Triphthong* is the union of three vowels in one sound; as, *eau* in *beauty*.

A *Syllable* is a distinct sound forming the whole of a word; as, *far*; or so much of it as can be sounded at once; as, *far* in *farmer*.

A *Monosyllable* is a word of one syllable; as, *fox*, *dog*.

A *Dissyllable* is a word of two syllables; as, *far-mer*.

A *Trisyllable* is a word of three syllables; as, *but-ter-fly*.

A *Poly syllable* is a word of many syllables.

SPELLING is the art of expressing a word by its proper letters.

QUESTIONS.

What is English Grammar? Into how many parts is it divided? Mention them. What is orthography? What is a letter? How many letters are there in English? How are they divided? What is a vowel?—a consonant? Name the vowels. When are *w* and *y* vowels? When consonants? What is a diphthong?—a proper diphthong?—an improper diphthong?—a triphthong?—What is a syllable? What is a word of one syllable termed?—of two?—of three?—of four or more? What is spelling?

PART SECOND.—ETYMOLOGY.

LESSON III.

Division of Words.

[Review the preceding Lessons, and answer the questions.]

ETYMOLOGY treats of the different sorts of words, their various modifications, and their derivations.

WORDS are certain articulate sounds used by common consent as signs of our ideas. They are divided into different classes, called

PARTS OF SPEECH.

The parts of Speech in the English language are nine; viz., The *Noun*, *Article*, *Adjective*, *Pronoun*, *Verb*, *Adverb*, *Preposition*, *Interjection*, and *Conjunction*.—Of these the Noun, Pronoun, and Verb are declined; the rest are indeclinable.

A *Substantive* is a noun, or any word used as a noun.

Obs. A *Declinable* word is one which undergoes certain changes of *form* or *termination*, to express the different relations of gender, number, case, person, &c., usually termed in Grammar **ACCIDENTS**; as, *man*, *men*; *love*, *loves*, *loved*.

An *Indeclinable* word is one which undergoes no change of *form*; as, *good*, *some*, *perhaps*.

Parsing is the resolving of a sentence into its elements or parts of speech, stating the **Accidents** which belong to each word, and pointing out its relations to other words with which it is connected.

QUESTIONS.

What does Etymology treat of? What are words? What are they divided into? What are these classes called? How many parts of speech are there? Name them. Which are declinable? Which are indeclinable? What is a declinable word?—an indeclinable? What is Parsing?

LESSON IV.

Of Nouns.

[Review the two preceding Lessons, and answer the questions.]

A **NOUN** is the name of any person, place, or thing; as, *John, London, book.*

Nouns are of two kinds, *Proper* and *Common*.

A *Proper Noun* is the name applied to an individual only; as, *Washington, Albany, the Hudson.*

A *Common Noun* is a name applied to all things of the same sort; as, *man, chair, table, book.*

OBSERVATIONS.

Under common nouns are usually ranked,

1. *Collective* nouns, or nouns of multitude; as, *army, people.*
2. *Abstract* nouns, or names of qualities; as, *piety, wickedness.*
3. *Verbal* nouns, or names of actions; as, *reading, writing, sleeping.*

ILLUSTRATION.—Every thing of which a person can speak, hear, or think, has a name; that name in grammar is called a *noun*. Names common to all things of the same sort, or class, are called *Common nouns*; as, *Man, woman, day, river, city, country.*

Names applied only to individuals of a sort or class, and not common to all, are called *Proper nouns*; as, *John, Lucy, Friday, Thames, London, England.* Common nouns, then, distinguish sorts or classes; *Proper nouns* distinguish individuals. Thus, the noun "*Man*" is the name of a class or species, and is applied equally to all, or is *common* to all the individuals in that class. But "*John*" is a name that belongs only to certain individuals of that class, and not to others; it is therefore not *common* but *Proper*.*

A word that makes sense after an *article*, or the phrase *speak of*, is a noun; as, *A man; I speak of money.*

To Nouns belong *Person, Gender, Number, and Case.*

* The word "*proper*" means "not belonging to more, not common; noting an individual."—*Johnson.*

QUESTIONS.

What is a noun? How many kinds of nouns are there? What is a common noun? What is a proper noun? What part of speech are names of things? What is a collective noun?—an abstract noun?—a verbal noun? Are these nouns proper or common? What Accidents belong to nouns?

EXERCISES.

Point out the *nouns* in the following sentences; say why they are nouns. Tell whether they are proper or common, and why. Exercises of this kind may be taken from any book.

The table and chairs in this room belong to Robert. The houses and streets in New-York are larger than those in Albany. The principal cities in the State of New-York, are New-York, Albany, Utica, Rochester, and Buffalo. Wheat, corn, rye, and oats, are extensively cultivated. Apples, pears, cherries, plums, and other fruits abound. George is older than John; they both study arithmetic, and grammar.

LESSON V.

Of Person.

[Review the three preceding Lessons, and answer the questions.]

PERSON, in grammar, is the relation of a noun or pronoun to what is said in discourse.

The persons are three, *First, Second, and Third.*

A noun is in the *first* person, when it denotes the speaker or writer; as, "*I Paul have written it.*"

A noun is in the *second* person, when it denotes the person or thing addressed; as, "*Thou, God, seest me*"—"Hail *Liberty.*"

A noun is in the *third* person, when it denotes the person or thing spoken of; as, "*Truth is mighty.*"

Obs.—The *first* and the *second* person can belong only to nouns denoting persons, or things regarded as such; because persons only can speak or be spoken to. The *third* person may belong to all nouns; because every object, whether person or thing, may be spoken of.

ILLUSTRATION.—PERSON makes no change either in the meaning or the form of a noun, but simply denotes the manner in which it is used; so that the same noun, without change, may be in the first person, or the second, or the third, according as it denotes the speaker, the person spoken to, or the person or thing spoken of. Moreover, as the name of the speaker or of the person spoken to, is seldom expressed, (the pronoun *I* or *thou* being used in its stead,) a noun is very seldom in the first person, not often in the second, and almost never in either, unless it be a proper noun, or a common noun personified. It seems therefore a useless waste of time to mention the person of a noun in parsing, unless it is in the first or second person, which will not happen more than once in a thousand times. For this reason, the mention of *person* as a property of the noun, may be omitted in parsing, except when it is of the first or second person, always taking it for granted that it is of the third, unless otherwise mentioned. The distinction of nouns into proper and common, may also be omitted, because no use is made of the distinction in the construction of a sentence.

QUESTIONS.

What is person? How many persons are there? What does the first denote?—the second?—the third? To what sort of nouns do the first and the second person belong? Why? To what does the third belong? Why? Does person make any difference in the meaning or the form of the noun? What then does it denote? Is the name of the speaker, or the person spoken to, often mentioned? What words are used instead of them?

LESSON VI.

Of Gender.

[Review the two preceding Lessons, and answer the questions.]

GENDER is the distinction of nouns with regard to Sex. There are three genders, the *Masculine*, *Feminine*, and *Neuter*.

Nouns denoting *males* are *Masculine*; as, *man*, *boy*,—*king*, *lion*.

Nouns denoting *females* are *Feminine*; as, *woman*, *girl*,—*queen*, *lioness*.

Nouns denoting neither *males* nor *females* are *Neuter*; as, *book*, *house*, *field*.

There are three ways of distinguishing the sexes.

1. By different words; as

<i>Masc.</i>	<i>Fem.</i>	<i>Masc.</i>	<i>Fem.</i>
Bachelor	maid	Hart	roe
Beau	belle	Horse	mare
Boy	girl	Husband	wife
Brother	sister	King	queen
Buck	doe	Master	mistress
Bull	cow	Nephew	niece
Drake	duck	Ram, buck	ewe
Father	mother	Son	daughter
Friar	nun	Stag	hind
Gander	goose	Uncle	aunt

2. By a difference of Termination; as,

<i>Masc.</i>	<i>Fem.</i>	<i>Masc.</i>	<i>Fem.</i>
Abbot	abbess	Jew	jewess
Actor	actress	Lion	lioness
Arbiter	arbitress	Patron	patroness
Baron	baroness	Peer	peeress
Bridegroom	bride	Poet	poetess
Duke	duchess	Prince	princess
Emperor	empress	Shepherd	shepherdess
Enchanter	enchantedress	Sorcerer	sorceress
Executor	executrix	Tutor	tutress
Heir	heiress	Viscount	viscountess
Hero	heroine	Widower	widow
Host	hostess		

3. By prefixing another word; as,

<i>Masc.</i>	<i>Fem.</i>
A cock sparrow	A hen sparrow
A he goat	A she goat

<i>Masc.</i>	<i>Fem.</i>
A man servant	A maid servant
A male child	A female child
Male descendants	Female descendants.

OBSERVATIONS.

1. Some nouns are either *masculine* or *feminine*; as, *parent, servant, neighbor*. Such are sometimes said to be of the *common gender*.
2. Some nouns naturally neuter, are converted by a figure of speech into the masculine or the feminine; as, when we say of the sun, "*He* is setting;" of the moon, "*She* is eclipsed;" and of a ship "*She* sails."
3. Animals of inferior size, or whose sex is not known, are often spoken of as neuter. Thus, of a child we may say, "*It* is a lovely creature."

QUESTIONS.

What is gender? How many genders are there? What does the masculine gender denote?—the feminine?—the neuter? What nouns are said to be masculine? What, feminine? What, neuter? How many ways are there of distinguishing the sexes? What are they? When a noun denotes either a male or a female, of what gender is it sometimes said to be? When the sex of animals is not known, of what gender are their names?

EXERCISES.

1. In the preceding lists, tell the feminine of each masculine noun, and the masculine of each feminine.
2. Tell the part of speech and gender of the following words: thus, *house*, a noun, neuter; *boy*, a noun, masculine, &c.

House, boy, stone, boot, cow, father, mother, sister, brother, daughter, aunt, nephew, niece, uncle, shepherd, paper, pen, ink, parent, neighbor, friend, lion, widow, baron, negro, hero, house, tree, bird, mouse, fly, &c.

LESSON VII.

Of Number.

[Review the three preceding Lessons, and answer the questions.]

NUMBER is that property of a noun by which it expresses one, or more than one. Nouns have *two* numbers, the *Singular* and the *Plural*. The Singular denotes *one*; the Plural *more than one*.

GENERAL RULE.

The plural is commonly formed by adding *s* to the singular; as, *book, books*.

SPECIAL RULES.

1. Nouns in *s, sh, ch* soft, *z, x, or o*, form the plural by adding *es*; as, *Miss, Misses; brush, brushes; match, matches; fox, foxes; hero, heroes*.

Exc. Nouns in *eo, io, and yo*, and in *ch* sounding *k*, have *s* only; as *camco, camcos; folio, folios; monarch, monarchs*. Also *canto* has *cantos*; but other nouns in *o* after a consonant now commonly add *es*; as, *grotto, grottoes; tyro, tyroes, &c.*

2. Nouns in *y* after a consonant, change *y* into *ies* in the plural; as, *Lady, ladies*.

Nouns in *y* after a vowel, follow the general rule; as, *Day, days*.

3. Nouns in *f* or *fe*, change *f* or *fe* into *ves* in the plural; as, *Loaf, loaves; life, lives*.

Exc. Dwarf, scarf; brief, chief, grief; kerchief, handkerchief, mischief; gulf, turf, surf; fife, strife; proof, hoof, roof, reproof, follow the general rule. Also nouns in *ff* have their plural in *s*; as, *muff, muffs*; except *staff*, which has sometimes *staves*.

OBSERVATIONS.

1. Some nouns form the plural irregularly. They are the following:—

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
Man	men	Tooth	teeth
Woman	women	Goose	geese
Child	children	Mouse	mice
Foot	feet	Louse	lice
Ox	oxen	Penny	pence

<i>Singular.</i>	<i>Plural.</i>
Brother (one of the same family)	brothers
Brother (one of the same society)	brethren
Sow or swine	sows or swine
Die (for gaming)	dice
Die (for coining)	dies
Aid-de-camp	aids-de-camp
Court-martial	courts-martial
Cousin-german	cousins-german
Father-in-law, &c.	fathers-in-law, &c.

2. Words from foreign languages sometimes retain their original plural. As a general rule, nouns in *um* or *on* have *a* in the plural; but *is*, in the singular, is changed into *es*; *ex* and *ix* into *ices*; *us* into *i*; as,

<i>Sing.</i>	<i>Plur.</i>	<i>Sing.</i>	<i>Plur.</i>
Arcanum	arcana	Crisis	crises
Automaton	automata	Apex	apices
Axis	axes	Magus	magi

3. Proper names have the plural, only when they refer to a race or family; as, the *Stewarts*; or to several persons of the same name; as, the twelve *Cæsars*.

4. Names of metals, virtues, vices, and things weighed or measured, are mostly singular; as, *gold*, *meeckness*, *temperance*, *milk*, *sugar*, &c.

5. Some nouns are plural only; as, *annals*, *data*, *bellows*, *scissors*, &c.

6. Some nouns are alike in both numbers; as, *deer*, *sheep*, *trout*, *salmon*, &c.

7. Some nouns are plural in form; but in construction, either singular or plural; as, *amends*, *means*, *news*, *riches*, *pains*; and the names of sciences; as, *mathematics*, *ethics*, &c.

8. The article *a* or *an* before a singular noun, is dropped before the plural; as, singular, *a man*; plural, *men*.

QUESTIONS.

What is meant by number? How many numbers are there? What does the singular denote?—the plural? How is the plural commonly formed? When is the plural formed by adding *es*? How do nouns in *y* after a consonant, form the plural?—after a vowel?—nouns in *f* or *fe*? When have proper names a plural? What nouns are mostly singular? What nouns are plural only? What nouns are alike in both numbers? What nouns are plural in form, but either singular or plural in construction?

EXERCISES.

1. Put the following words in the plural, and give the rule for forming it; thus, "*Chair*, plural *chairs*." RULE, "The plural is commonly formed," &c.; "*Fox*, plural, *foxes*." R. "Nouns in *s*, *sh*," &c.

Chair, *fox*, *table*, *cat*, *dog*, *horse*, *house*, *hand*, *finger*, *arm*, *boy*, *girl*; *dish*, *church*, *box*, *miss*, *sky*, *body*, *key*, *day*, *toy*, *leaf*, *knife*, *wife*, *loaf*. An apple, (Obs. 8, above,) a pear, a cherry, a bush, a church, a bell.

2. Write or spell the singular of the following plurals, and prefix the indefinite article:

Flies, *boxes*, *leaves*, *brushes*, *knives*, *marshes*, *bays*, *tables*, *bushes*, *trees*, *dogs*, *ducks*, *geese*, *wives*, *duties*, *churches*, *matches*, *mice*, *days*, *keys*, *staves*, &c.

3. Tell the plural of the following irregular nouns:

Man, *woman*, *child*, *ox*, *tooth*, *foot*, *goose*, *penny*, *mouse*; *father-in-law*, *mother-in-law*, *court-martial*, *fisherman*, *washerwoman*, *cousin-german*, &c.

4. Tell the gender and number of the following nouns; give the plural and the rule for forming it; thus, "*House*," a noun, neuter, singular; plural, *houses*." "The plural is commonly formed," &c.

House, boy, stone, boat, father, king, knife, aunt, emperor, governess, pen, lioness, baron, sister, brother, lord, box, bush, rush, goose, bachelor, doe, bride, fly, loaf, study, coach, toy, mouth, watch, hero, church, tree, way, wife, half, fish, table, mother, apple, cherry, &c.

LESSON VIII.

Of the Cases of Nouns.

[Review the three preceding Lessons, and answer the questions.]

CASE is the state or condition of a noun with respect to the other words in a sentence.

Nouns have three cases; viz., the *Nominative*, *Possessive*, and *Objective*.

The *Nominative* case commonly expresses that of which something is said, or declared; as, The *sun* shines.

The *Possessive* denotes that to which something belongs; as, The *lady's* fan.

The *Objective* denotes the object of some action or relation; as, James assists *Thomas*; they live in *Albany*.

The nominative and objective of nouns are alike.

The possessive singular is formed by adding an apostrophe and *s* to the nominative; as, *John's*.

When the plural ends in *s*, the possessive is formed by adding an apostrophe only; as, *Ladies'*.

NOUNS ARE THUS DECLINED;

<i>Nom.</i>	Lady	Ladies	John	—
<i>Poss.</i>	Lady's	Ladies'	John's	—
<i>Obj.</i>	Lady	Ladies	John	—

Proper names generally want the plural.

PARSING.—A noun is parsed etymologically, by telling its *gender*, *number*, and *case*; thus, *Lady's*, a noun, *feminine*, in the *possessive singular*.

OBSERVATIONS.

1. When the nominative singular ends in *ss*, or letters of a similar sound, the *s* after the apostrophe is sometimes omitted, in order to avoid too close a succession of hissing sounds; as, "for goodness' sake;" "for conscience' sake." This however is seldom done, unless the word following begins with *s*; thus, we do not say "the prince' feather," but "the prince's feather."

2. The objective case, with *of* before it, is generally equivalent to the possessive; thus, "the rage *of the tyrant*," and "the *tyrant's* rage," mean the same thing. Sometimes, however, the meaning will be different. [See Eng. Gr. 88, 3: An. & Pr. Gr. 176.]

QUESTIONS.

What is case? How many cases have nouns? What does the nominative case express?—the possessive?—the objective? What two cases are alike? How is the possessive singular formed?—the possessive plural?

EXERCISES.

Gender, Number, and Case.

Tell the gender, number, and case of the following nouns; thus, "Father," a noun, masculine, in the nominative singular.* Parse the nouns.

* In using the above exercises, it will save much time, which is all important, if the pupil be taught to say every thing belonging to the noun in the fewest words possible; and to say them always in the same order as above. For the same reason, the distinction of nouns into proper and common may be omitted. And as person has nothing to do with the *form* of a noun, but only with its *use*; and as nouns are almost always of the third person, the mention of person may be omitted; but when the noun is in the first or the second person, it should be mentioned. It will also be a profitable exercise for him to assign a reason for every part of his description; thus, *Father*, a noun, because the name of an object; *masculine*, because it denotes the male sex; *singular*, because it denotes but one; plural, *fathers*. Rule, "The plural is commonly formed by adding *s* to the singular."

Father, mother, sister's husband, brother's wife, uncle's house, Tom's books, city, virtue's reward, brother's widow, Washington the hero, the statesman, the father of his country, carpenter, farmer, lawyer's fees, teacher's manual, scholar's assistant, ladies' gloves, beans, peas, plums, cherries, houses, lands, rivers, mountains, sun, moon, stars, &c.

[Review the whole thoroughly from the beginning, answering accurately all the questions.]

LESSON IX.

Of the Article.

AN ARTICLE is a word put before a noun, to show the manner in which it is used.

There are two articles, *a* or *an*, and *the*.

A or *an* is called the *Indefinite Article*, because it shows that the noun is not limited to a particular person or thing; as, *a king*, i. e., *any king*.

The is called the *Definite Article*, because it shows that the noun is limited to a particular person or thing; as, *the King*, i. e., *some particular King*.

A noun without an Article is taken in its widest sense; as, *Man* is mortal; i. e., *All mankind*: Or, in an indefinite sense; as, *There are men* destitute of all shame, i. e., *some men*.

The is sometimes put before a noun denoting the species; as, *the oak*; *the lion*.

OBSERVATIONS.

1. *A* is used before a consonant; as, *A book, a house, a tree*.

Also, before words beginning with *u* long, and *eu*, because they sound as if beginning with the consonant *y*; thus, *A unit, a use, a eulogy*—pronounced as if written, *a yunit, a yuse, a yeulogy*.

2. *An* is used before a vowel or silent *h*; as, *An age, an hour*.

3. *A* or *an* is used before the *singular* number only; *the*, before either the singular or the plural.

PARSING.—The article is parsed by stating whether it is definite or indefinite, and mentioning the noun to which it belongs; thus,

A book. *A* is an article, indefinite, and belongs to "*book*."

QUESTIONS.

What is an article? How many articles are there? What is *A* or *An* called? Why? What is *The* called? Why? In what sense is a noun without an article taken? What is *A* used before? What is *An* used before? How is the article parsed?

EXERCISES.

Is it proper to say a man, or an man? and why?
a apple, or an apple? and why?
a house, or an house? and why?
a hour, or an hour? and why?

Prefix the indefinite article in the proper form, to the following words:

Chair, table, horse, cart, book, house, garden, bird, owl, egg, ear, eye, tree, cow, unit, use, old man, young man, word, book, pot, bench, open wagon, round stone, old hat, penny trumpet, ice house, &c.

Correct the following errors, and give a reason for the change; parse the articles.

An cup, an door, a apple, an pear, an hat, an wig, an eulogy, a honor, an crow, a ostrich, an pen, a ugly beast, an pretty beast, an pretty thing, an huge monster, a upper room, &c.

LESSON X.

Of the Adjective.

AN ADJECTIVE is a word used to qualify a substantive; as, *A good boy*; *a square box*; *ten dollars*. He is *poor*. To lie is *base*.

Adjectives denoting number, are called Numeral adjectives. Of these there are two classes; the *Cardinal* and the *Ordinal*.

The *Cardinal* are *one, two, three, &c.* and express how many—written in figures, thus, 1, 2, 3, &c.

The *Ordinal* are *first, second, third, &c.,* and express which one of a number—written in figures, thus, 1st, 2d, 3d, 4th, &c.

ILLUSTRATION.—A noun, or the name of a thing being mentioned brings before the mind the idea of the thing itself. Thus, the word "horse," for example, suggests the idea of the animal so called. But if we wish to describe or point out a particular horse more definitely and to distinguish it from others of the same species, we connect with the name or noun a word denoting some property or quality by which it may be known or distinguished; as, "a little horse;" "an old horse;" "a black horse," &c. Words used for this purpose are called Adjectives, because they add to or connect with the noun the idea of some quality or property belonging to it. Sometimes several of these may be joined with the same noun; as, when we say, "a little old black horse;" "a smooth white round stone;" "the good old way."

In any phrase or sentence, the adjectives qualifying a noun may generally be found by prefixing the phrase, "What kind of," to the noun in the form of a question; as, What kind of a horse? What kind of a stone? What kind of a way? The word containing the answer to the question is an adjective.

It may assist the "young beginner" also to remember that a word which makes sense with the word thing after it, is an adjective; thus, good, bad, little, round, may be adjectives, because we can say, a good thing, a bad thing, a little thing, &c.

OBSERVATIONS.

1. Nouns become adjectives, when they are used before other nouns, to express a quality or property belonging to them; as, a gold ring; a silver cup; sea water; a hay field; a flower garden.

2. Adjectives are often used as nouns; as, "God rewards the good and punishes the bad." "The virtuous are the most happy." Adjectives thus used are regarded as plural, because they denote more than one.

QUESTIONS.

What is an adjective? What are adjectives denoting number called? What is a numeral adjective? How many classes of

numeral adjectives are there? What are the cardinal numbers? What do they express? What are the ordinal numbers? What do they express? When do nouns become adjectives? Are adjectives ever used as nouns? Of what number are they considered?

EXERCISES.

1. In the following exercise, let the pupil first point out the nouns, and then the adjectives; and tell how he knows them to be so.

A round table, a pretty dog, a little mouse, a low chair, a small book, a sharp knife, white paper, dirty books, ugly faces, a beautiful flower, a rich man, fresh fish, a wild horse, a short man, an old hat, a fierce dog, a good pen, a wise king, an honest man, tame rabbits, a fine day, a sweet apple, a long stick, a little handsome old woman, a thick square book, a large white cat, a new book, a clean white frock, a full cup, an empty mug, a warm room, a wet towel, a cold rainy night, a cloudy sky, windy weather, hard frost, deep snow.

2. In the above Exercises, let the pupil take each noun and prefix to it as many adjectives as he can think of, so as to make sense: as, for example, "table," high table, low table, long table, &c. &c., and in reciting put the emphasis on the adjective.

3. Let him take each adjective, and add to it as many nouns as he can think of, so as to make sense; as, "round," a round ball, a round hole, a round house, a round cake, etc., and put the emphasis on the noun.

LESSON XI.

Comparison of Adjectives.

[Review the preceding Lesson, and answer the questions.]

COMPARISON is that property of the adjective by which it expresses quality in different degrees in objects compared.

Adjectives have three degrees of comparison; the *Positive*, *Comparative*, and *Superlative*.

The *Positive* expresses the quality simply;

The *Comparative* expresses the quality in a higher or lower degree in one object than in another;

The *Superlative* expresses the quality in the highest or lowest degree in one object compared with two or more.

In adjectives of one syllable, the *Comparative* is usually formed by adding *er* to the *Positive*; and the *Superlative*, by adding *est*; as, *sweet*, *sweeter*, *sweetest*; *wise*, *wiser*, *wisest*.

Adjectives of more than one syllable are usually compared by prefixing *more* and *most*; as, *beautiful*, *more beautiful*, *most beautiful*.

OBSERVATIONS.

1. Dissyllables in *le* after a mute, are generally compared by *er* and *est*; as, *able*, *abler*, *ablest*. After a consonant *y* is changed into *i* before *er* and *est*; as, *dry*, *drier*, *driest*; *happy*, *happier*, *happiest*; But *y* with a vowel before it, is not changed; as, *gay*, *gayer*, *gayest*.

2. Some adjectives form the superlative by adding *most* to the end of the word; as, *upper*, *uppermost*. So, *undermost*, *foremost*, *hindmost*, *utmost*.

3. When the positive ends in a simple consonant preceded by a single vowel, the consonant is doubled before *er* and *est*; as, *hot*, *hotter*, *hottest*.

4. Some adjectives do not admit of comparison, viz:

1st. Such as denote *number*; as, *one*, *two*, *third*, *fourth*.

2d. _____ *figure* or *shape*; as, *circular*, *square*.

3d. _____ *posture*, or *position*; as, *perpendicular*, *horizontal*.

4th. Those of an absolute or superlative signification; as, *true*, *perfect*, *universal*, *chief*, *extreme*, &c.

5. Some adjectives are compared irregularly, as follows:

ADJECTIVES COMPARED IRREGULARLY.

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Good	better	best
Bad, evil or ill	worse	worst
Little	less	least
Much or many	more	most
Late	later	latest or last
Near	nearer	nearest or next
Far	farther	farthest
Fore	former	foremost or first
Old	older or elder	oldest or eldest

6. *Much* is applied to things *weighed* or *measured*; *many*, to those that are *numbered*. *Elder* and *eldest* are applied to *persons* only; *older* and *oldest*, to either *persons* or *things*.

QUESTIONS.

What is comparison? How many degrees of comparison are there? What does the positive denote?—the comparative?—the superlative? How are monosyllables compared?—words of more than one syllable?—dissyllables in *le* after a mute?—in *y* after a consonant? What sort of adjectives double the final consonant before *er* and *est*? What adjectives are not compared? What adjectives are compared irregularly?

PARSING.—Adjectives are parsed by stating their class (if numerals), the degree of comparison, and the nouns which they qualify. If not compared, it should be so stated.

EXERCISES.

1. Point out the *adjectives* in the following exercise; parse them; compare them; thus, a good father; "Good," an adjective, positive degree, qualifies "father," compared irregularly, *good*, *better*, *best*.

2. Point out the *nouns*, and parse them by telling their gender, number, and case, as directed; thus, "father," a noun, masculine, in the nominative singular.

A good father, a wiser man, a more beautiful girl,

wild horses, young colts, a sweeter apple, the wisest prince, green trees, the honest farmers, the most virtuous people, the richer tradesman, the better scholar, the tallest girl, the finer sheep, large oranges, the merriest fellows, the old soldier, pretty dogs, an ugly calf, the tamest rabbits, the little mouse, the longest stick, a wider table, a most excellent thing, the highest house, the most fruitful garden.

NUMERALS.—Four men, the fourth day, six days, the seventh day, 365 days, ten horses, the first time, of four houses the first is of wood, the second of stone, the third and the fourth of brick.

3. Turn back and go over the adjectives in the exercise, Lesson X. in the same way.

4. In both exercises, change singular nouns into plural, and plural into singular; give the rule for the plural, and then read the phrase so changed; thus, *Father*, pl. *fathers*. "The plural is commonly formed by adding *s* to the singular," good *fathers*

LESSON XII.

Of the Pronoun.

[Review the two preceding Lessons, and answer the questions.]

A PRONOUN is a word used instead of a noun; as, *John* is a good boy; *he* is diligent in *his* studies.

Pronouns may be divided into four classes; *Personal*, *Relative*, *Interrogative*, and *Adjective*.

ILLUSTRATION.—PRONOUNS are used simply to avoid the too frequent and consequently disagreeable repetition of the nouns for which they stand. Thus, instead of saying, *John* is a good boy; *John* is diligent in *John's* studies; we use the pronoun, and say as above, "John is a good boy; *he* is diligent in *his* studies." In the use of pronouns, care should be taken to arrange the sentence in such a way as to leave no doubt to what noun they refer.

The four classes of pronouns are used in different ways, as will be seen under each.

PERSONAL PRONOUNS.

PERSONAL *Pronouns* are those which distinguish the person by their form. They are either simple or compound.

The simple personal pronouns are *I, thou, he, she, it*; with their plurals, *we, ye* or *you, they*.

I is of the first person, and denotes the *speaker*.

Thou is of the second person, and denotes the *person addressed*.

He, she, it, are of the third person, and denote the person or thing spoken of.

The personal pronouns are thus declined:

	SINGULAR.			PLURAL.		
	Nom.	Poss.	Obj.	Nom.	Poss.	Obj.
1. <i>m.</i> or <i>f.</i>	I	mine	me	We	ours	us
2. <i>m.</i> or <i>f.</i>	Thou	thine	thee	You	yours	you
3. <i>masc.</i>	He	his	him	They	theirs	them
3. <i>fem.</i>	She	hers	her	They	theirs	them
3. <i>neut.</i>	It	its	it	They	theirs	them

OBSERVATIONS.

1. *Myself, thyself, himself, herself, itself*, with their plurals, *ourselves, yourselves, themselves*, are called *Compound personal pronouns*, used in the nominative and objective cases. In the nominative, they are *emphatic*, and are added to their respective personal pronouns, or are used instead of them; as, "I *myself* did it;" " *himself* shall come." In the objective, they are *reflexive*, showing that the *agent* is also the *object* of his own act; as, "Judas went and hanged *himself*."

2. In proclamations, charters, editorial articles, and the like, *we* is frequently applied to one person.

3. In addressing persons, *you* is commonly put both for the singular and the plural, and has always a plural verb. *Thou* is used only in addresses to the Deity, or any important object in nature; or to mark special emphasis; or, in the language of contempt. The plural form, *ye*, is now but seldom used.

4. The pronoun *it*, besides its use as the neuter pronoun of the third person, is also used *indefinitely* with the verb *to be* in the

third person singular, for all genders, numbers, and persons; *us*, *It is I*, *it is we*, *it is you*, *it is they*; *It was she*, &c.

5 The possessive case of the pronoun cannot, like the possessive of the noun, be followed by the name of the thing possessed. Thus, we can say, *Mary's book*, but not "*hers book*;" and yet we can say equally well, "*It is Mary's*," or, "*it is hers*." In both of these last expressions, the name of the thing possessed is not expressed but implied. [See Gr. Ap. XIV. An. 241.]

6. *Hers*, *its*, *ours*, *yours*, *theirs*, should never be written *her's*, *it's*, *our's*, *your's*, *their's*.

PARSING.—The personal pronouns may be parsed briefly thus; *I*, the first personal pronoun, masculine (or feminine), in the nominative singular.

QUESTIONS.

What is a pronoun? How are pronouns divided? What is a personal pronoun? Why is it called *personal*? What are they? Decline the first—the second—the third. Of what person is *I*?—*thou*?—*he*, *she*, *it*? What does the first person denote?—the second?—the third? To what class do *myself*, *thyself*, &c. belong? In what cases are they used? How are they applied in the nominative?—in the objective? How is *you* applied?—*thou*?—*it*?

EXERCISES.

1. Go over the following list of pronouns and tell their *person*. Go over them again and tell their *gender*; again, and tell their *number*; again, and tell their *case*; and lastly, tell their *gender*, *number*, and *case*, together.

I, *thou*, *we*, *me*, *us*, *thine*, *he*, *him*, *she*, *hers*, *they*, *thee*, *them*, *its*, *theirs*, *you*, *her*, *ours*, *yours*, *mine*, *his*, *I*, *me*, *them*, *us*, *we*, *thou*, *thine*, *ye*, *ours*, *yours*.

2. Point out the pronouns in the following exercise. Parse them by telling their *person*, *gender*, *number*, and *case*; thus, "*me*," a pron. 1st. pers. masc. sing. the objective.

3. Point out the *nouns* and parse them; the *adjectives* and parse them. Compare them.

4. Read over each sentence and tell what each of the pronouns stands for; thus, *me* stands for the speaker; *you* for the person spoken to, &c.

Give me the pears you bought of him; I like them better than the apple he bought; it was sour. She told us what we said to her and they heard her. Put it on, will you? He likes them because they are sweet. Take them to John. I gave them to her. We will do it, if you wish. The men said they would do it. The girl said she did not know them. The boy thought he knew them. You and I went with them to meet her after she had seen him. He and I can do it, though you cannot. James bought that book; it is therefore his, and not hers.

5. Take any easy reading lesson, and go over it in the same way.

LESSON XIII.

Of Relative Pronouns.

[Review the preceding Lesson, and answer the questions.]

1. A RELATIVE Pronoun is one that relates to, and connects its clause with, a noun or pronoun before it, called the *antecedent*; as, "The master *who* taught us."

The antecedent is commonly a noun or pronoun; sometimes a clause of a sentence; as,

The boy *who* reads;

He *who* does well, will be rewarded;

James *is sick*, which accounts for his absence.

ILLUSTRATION.—The proper use of the relative is, to connect a defining or limiting clause with an antecedent noun or pronoun for the purpose of further describing it. The relative clause serves the same purpose as an adjective or other defining word, and consequently must always stand in the same sentence with the antecedent or word described. Indeed, an adjective will sometimes be equivalent to the relative and its clause; thus, "The man *who is good* is happy;" and "the good man is happy," mean the same thing. Here the relative clause, "*who is good*," limits and describes the word *man* preceding it. It is not any man, nor every man, nor the rich man, but the good man, that is happy.

2. The relative pronouns are *who*, *which*, *that*, and

what. *Who* and *which* are alike in both numbers; and are thus declined:

	<i>Sing. and Plur.</i>	<i>Sing. and Plur.</i>
Nom.	Who	Which
Poss.	Whose	Whose
Obj.	Whom	Which.

3. *Who* is applied to persons; as, the boy *who* reads:

And also to inferior animals, and things without life, when they are represented as speaking and acting like rational beings.

4. *Which* is applied to inferior animals, and things without life; as, the dog *which* barks; the book *which* was lost:

And also to collective nouns composed of persons; as, "the court of Spain *which*;" "the company *which*." And likewise after the name of a person used merely as a word; as, "The court of Queen Elizabeth, *which* was but another name for prudence and economy."

Which was formerly applied to persons as well as things, and is so used in the common version of the Scriptures.

5. *That* is often used as a relative, to prevent the too frequent repetition of *who* or *which*. It is indeclinable, and applied both to persons and things.

6. *What* is applied to things only, and is never used but when the antecedent is omitted; as, "This is what I wanted"=*that which* I wanted.

OBSERVATIONS ON THE RELATIVE.

1. *Whoever*, *whosoever*, *whatever*, and *whatsoever*, are also used as compound relatives, and are equivalent to the relative and a general, or indefinite antecedent; as, "*Whosoever* committeth sin, is the servant of sin;" that is, "*any one*," or "*every one who* committeth sin, &c." "*Whatsoever* things are of good re-

port;" i. e. "*All things* (without exception) *which* are of good report." [See Gr. § 59, Rule III. Au. & Pr. Gr. 752.]

2. *Which* and *what* are sometimes used as adjectives, and have a noun following them; as, "Tell me *what* books you are reading;" "*Which* things are an allegory." In this sense, *which* applies either to persons or things, and in meaning is equivalent to *this* or *these*.

3. *Who*, and also *which* and *what*, without a noun following, are sometimes used as indefinite pronouns; as, I do not know *who* will be our next President.

Of Interrogative Pronouns.

In asking questions, *who*, *which*, and *what* are called INTERROGATIVE PRONOUNS.

As interrogatives, *who* is applied to persons only; *which* and *what*, either to persons or things. *What* admits of no variation.

PARSING.—The relative is parsed by stating its gender, number, case, and antecedent; (the gender and number being always the same as those of the antecedent) thus, "The boy *who*."—"Who" is a relative pronoun, masculine, in the nominative singular, and refers to "*boy*" as its antecedent.

QUESTIONS.

What is a relative pronoun? What is the word to which it relates called? What is the proper use of the relative pronoun? What are the relative pronouns? What is *who* applied to? What is *which* applied to? Why is *that* used as a relative? To what is it applied? What sort of a relative is *what*? What does it include? What sort of words are *whoever*, &c.? When *which* and *what* are followed by nouns, what part of speech are they? What are the interrogative pronouns? Why are they called interrogative? As an interrogative, what is *who* applied

to?—*which?*—*what?* In parsing the relative, what is mentioned? How are the gender and number of the relative known?

EXERCISES.

1. Is it proper to say—the man *who*, or the man *which*? *why*?
the dog *who*, or the dog *which*? *why*?
the tree *who*, or the tree *which*? *why*?
the family *who*, or the family *which*? *why*?

2. In the following sentences, point out the *relative*, and the word to which it relates; also the interrogatives.

3. What is the use of the relative in the first sentence? in the second? in the third? &c. (See illustration, p. 29.)

The boy who studies will improve. I love the man who tells the truth, but all hate him who deals in falsehood. Do you remember the man whom we met? There is the book which you lost. It is the same book that you bought. That is the lady who has been kind to us, and whose hand is ever open to the poor. It is the hand of the diligent that maketh rich. He that giveth to the poor lendeth to the Lord. The temple which Solomon built. Who gave you that book, which you prize so much? Which house is yours? He who preserves me, to whom I owe my being, whose I am, and whom I serve, is eternal.

LESSON XIV.

Of Adjective Pronouns.

[Review the two preceding Lessons, and answer the questions.]

There are four sorts of ADJECTIVE pronouns; viz., the *Possessive*, *Distributive*, *Demonstrative*, and *Indefinite*.

1. The *possessive* pronouns are such as denote

possession or *property*. They are *my*, *thy*, *his*, *her*, *our*, *your*, *their*, *its*, *own*.

2. The *distributive* pronouns represent objects as taken separately. They are *each*, *every*, *either*, *neither*.

3. The *demonstrative* pronouns point out objects definitely. They are *this* and *that*, with their plurals, *these* and *those*.

4. The *indefinite* pronouns denote persons or things indefinitely. They are *none*, *any*, *all*, *such*, *whole*, *some*, *both*, *one*, *other*. The two last are declined like nouns.

OBSERVATIONS.

1. These pronouns are called *adjective*, because like adjectives they either are, or may be, followed by a noun.

2. Possessive pronouns have the same meaning as the possessive case of the personal pronouns to which they relate, but are used differently. The possessive pronoun must always have a noun after it, the possessive case of the personal, never, as it always refers to a noun previously expressed; thus,

Possessive Pronoun.

This is *my* book
That is *her* pen
This is *your* hat
It is *their* house

Possessive Case.

This book is *mine*
That pen is *hers*
This hat is *yours*
The house is *theirs*

NOTE. *Own* is added to another possessive to make it emphatic; as "my own," "their own," "the boy's own book."

3. *His* and *her*, followed by a noun, are possessive pronouns; not followed by a noun, they are personal pronouns.

4. *That* is sometimes a demonstrative, sometimes a relative, and sometimes a conjunction; thus,

Dem. That book is mine.

Rel. It is the same *that* I bought.

Conj. I read, *that* I may learn.

5 Among indefinites may also be reckoned such words as *no, few, many, several*, and the like;—the compounds *whoever, whatever, whichever*, &c., and *who, which, and what*, in responsive sentences.

6. *None* is used in both numbers; but it cannot be joined to a noun.

PARSING.—Adjective pronouns are parsed by stating their class, and the noun to which they belong. In demonstratives, state also the number; thus,

“My book.” *My* is a possessive adjective pronoun; refers to “book.”

QUESTIONS.

How many sorts of adjective pronouns are there? Name them. Why called *adjective* pronouns? What is a possessive pronoun? Name the possessive pronouns? What is a distributive pronoun? Name them—A demonstrative pronoun? Name them—An indefinite pronoun? Name them. In what are possessive pronouns and the possessive case of personal pronouns the same? In what do they differ? Give an example of the use of each. How is “*own*” used? When are *his* and *her* possessives?—when personals? In how many different ways is “*that*” used? How is “*none*” used? How are adjective pronouns parsed?

EXERCISES.

1. In the following Exercise, point out the adjective pronouns, and parse them; the nouns, and parse them:

My book, her shoes, your horse, their father, his brother, every hour, that table, these quills. This is my book; that book is yours. Where is my hat? These apples are good; give some to your brothers. I will give one to each. I have given them all away, every one. Every day try to do good to some person. This book will do as well as that one. Every boy should keep his own books. Do good to all men—*injury* to none.

LESSON XV.

EXERCISES

On Nouns, Articles, Adjectives, and Pronouns.

1. In the following Exercise, point out the articles and parse them;—the nouns and parse them;—the adjectives and parse them;—the pronouns and parse them:

I found my hat upon your table; but where is yours? Who put that glove in my cap? Have you seen the book which my father gave to me? That rod of yours is longer than mine, but not so long as John's. Those trees have lost their leaves. Every book on that shelf is mine; I will give you a list of them. Keep this knife for my sake; it is a good one. All men are mortal; time waits for no one; a wise man will improve every moment to some useful purpose. An idle man will come to poverty; but he that is diligent increases his store. They that walk with the wise shall be wise; but a companion of fools shall be destroyed.

[1. Review thoroughly from Lesson X., answering promptly and accurately all the questions.

2. Review from the beginning, reciting accurately all the definitions and rules, and answering the questions. This may require two or three recitations.]

LESSON XVI.

Of Verbs.

1. A **VERB** is a word used to express the *act, being, or state* of its subject; as, *I write; he is; time flies*

2. Verbs are of two kinds; *Transitive* and *Intransitive*.

3. A TRANSITIVE VERB expresses an act done by one person or thing to another; as, James *strikes* the table; The table *is struck* by James.

4. An INTRANSITIVE VERB expresses the *being*, or *state* of its subject, or an *act* not done to another; as, *I am*, *he sleeps*, *you run*.

OBSERVATIONS.

1. The use of the verb in simple sentences is, to affirm or declare. That of which it affirms or declares is called its *subject*, or *nominative*.

2. *Transitive* verbs include all those which express an act that *passes over* from the actor to an object acted upon; as, *He loves us*. Here "*He*" is the actor, "*loves*" expresses the act, and *us*, the object loved, or acted upon. The same thing can be expressed by another form; thus, "We are loved by him." Of these two forms of the verb, the first is called the *active voice*, and the second, the *passive voice*.

Intransitive verbs include all verbs not transitive, whether they express action or not; and they have only one form; namely, that of the active voice; as, *I am*; *you walk*; *they run*. A few have the passive form, but the sense is the same in both; as, "*I am come*," and, "*I have come*."

3. Intransitive verbs are sometimes rendered transitive, by adding a noun of the same, or similar signification with themselves, as an object; thus, intransitive, *I run*; transitive, *I run a race*.

4. The same verbs are used sometimes in a transitive, and sometimes in an intransitive sense; thus, transitive, "*Charity thinketh no evil*;" intransitive, "*Think on me*."

5. Transitive and intransitive verbs may be distinguished by the sense, as follows:

1st. A transitive active verb requires an object after it to complete the sense; as, The boy studies *grammar*. An intransitive verb requires no object after it, but the sense is complete without it; as, *He sits*, *you ride*.

2d. Every transitive active verb can be changed into the passive form; thus, "James strikes the table," can be changed into "The table is struck by James." But the intransitive verb cannot be so changed; thus, *I smile*, cannot be changed into *I am smiled*.

3d. In the use of the transitive verb, there are always *three* things implied; the *actor*, the *act*, and the *object* acted upon. In the use of the intransitive, there are only *two*—the *subject* or thing spoken of, and the *state*, or *action* attributed to it.

ILLUSTRATION.—The verb is the most important part of speech. It is a necessary word in every sentence. Without it, we can neither affirm nor deny, nor express any fact or thought. It was therefore called the *VERB*, that is, the *word*, by way of eminence, or of all others the most important. As we wish to express an act or state in a great variety of ways; as present, past, future, actual, contingent, conditional, &c., so there is a great variety of forms assumed by the verb in order to express those things. It is, therefore, very necessary for the pupil to be well acquainted with this part of speech. At this stage, two things must be attended to; both of them very important.

1. The first thing is, to distinguish the verb from every other part of speech. This can easily be done, if the pupil will only remember, that every word that tells us what a person or thing *does*, or what is *done* to a person or thing, is a verb. Thus, when we say, "John writes;" "the boys study;" "the dog was killed," we know that "*writes*" is a verb, because it tells us what "John" does; that "study" is a verb, because it tells us what "the boys" do; and that "was killed" is a verb, because it tells us what was done to "the dog;" and so of others.

2. The second thing is to know when a verb is *transitive* and when *intransitive*. Now, when the verb tells what one person or thing *does to another*, or what is *done to one person or thing* by another, the verb is transitive. Thus, when it is said "James eats apples?" we know, first, that "*eats*" is a verb, because it tells what James *does*; and secondly, that it is *transitive*, because it tells what James *does to the apples*.

But when that which a person or thing *does*, is not done to another person or thing, the verb is *intransitive*. Thus, in the sentence, "James runs," we know that "*runs*" is a verb, because it tells what James *does*; and that it is *intransitive*, because what James *does* is not done to any other person or thing.

3. Verbs that denote merely *to be* or *exist*, are always intransitive.

QUESTIONS.

What is a verb? How many classes of verbs are there? What is a transitive verb?—an intransitive? What is the use of the verb in simple sentences? What is the subject of a verb? What does the word *transitive* mean?—intransitive? How many voices has the transitive verb?—the intransitive? How do you know

which word in a sentence is a verb? How do you know whether it is transitive or intransitive?

EXERCISES.

1. In the following Exercises, point out the *verbs* and tell how you know them to be verbs; thus, "learn" is a verb, because it tells us what "boys" do; "rides" is a verb, because it tells us what "a man" does, &c.

2. Tell which verbs are *transitive*, and which *intransitive*, and how you know them to be so; thus, "learn" is transitive, because it tells what boys do to lessons; "rides" is intransitive, because what "a man" does, is not done to any other person or thing.

Boys learn lessons. A man rides. We read a book. My dog barks. The fire burns. The fire burns me. He took their apples. You saw them. We touched it. They strike her. I threw a stone at his window. They killed my rabbit. The horses eat their corn. The cows drink water. I can ride well. A ride improves the health. That man walks fast. A long walk tires me. I love her and you.

In the following sentences, it takes *two*, and sometimes *three words* to make the verb; and these two or three are always parsed together as one word.

I *will water* the garden. James can write a letter. You may ride on my horse. Robert will give a book to you. Yes, he will give you a book. You must light the candle. Your father has sold his horse. I have bought him. John will brush your coat. He *should have brushed* it before. James will have written his letter before night. He may have written it already.

LESSON XVII.

Division of Verbs.

[Review thoroughly the preceding Lesson.]

1. In respect of form, verbs are divided into *Regular*, *Irregular*, and *Defective*.

2. A **REGULAR VERB** is one that forms its *Past tense* in the Indicative active, and its *Past participle* by adding *ed* to the Present; as, Present, *love*; Past, *loved*; Past participle, *loved*.

3. An **IRREGULAR VERB** is one that does not form its *Past tense* in the Indicative active, and its *Past participle* by adding *ed* to the Present; as, Present, *write*; Past, *wrote*; Past participle, *written*.

A **DEFECTIVE VERB** is one in which some of the parts are wanting. To this class belong chiefly *Auxiliary* and *Impersonal verbs*.

AUXILIARY VERBS.

The **AUXILIARY**, or *helping verbs*, by the help of which verbs are principally inflected, are the following, which, as auxiliaries, are used only in the present and the past tense; viz :

Pres.	Do,	have,	shall,	will,	may,	can,	am,	must
Past.	Did,	had,	should,	would,	might,	could,	was,	—

The verb *to be* is used as an auxiliary in all its tenses. *Am*, *do*, and *have*, are also principal verbs

OBSERVATIONS.

1. The auxiliary (or helping) verbs are so called, because, by their help, the verb is enabled to express varieties of time and manner of acting or being, which it could not do without them. The auxiliary always stands before its verb, and the *two* are regarded in parsing as *one word*; as, I *will write*; he *has written*; we *may write*, &c.

2. Of the auxiliaries, *shall* implies duty or obligation; *will*, purpose or resolution; *may*, liberty; *can*, ability. The past tense of these verbs is *should*, *would*, *might*, *could*; but still they express time very indefinitely.

3 In affirmative sentences, *will*, in the first person, intimates resolution and promising; as, "I will go;" in the second and third, it commonly foretels; as, "You *will* be happy."

Shall, in the first person, only foretels; as, "I *shall* go tomorrow;"—in the second and third, it promises, commands, or threatens; as, "Thou *shall* not steal."

QUESTIONS.

How are verbs divided in respect of form? What is a regular verb?—an irregular verb?—a defective verb? What are the principal defective verbs? Why are auxiliary verbs so called? What verbs are principal verbs as well as auxiliary? How are the auxiliaries *shall* and *will* distinguished?

EXERCISES.

1. Put the following regular verbs into the Past tense and Past participle:

Fear, love, look, hope, show, learn, move, wash, clean, walk, desire, return, oblige, form, force, punish, support, turn, touch, disturb, place, try, deny, cry, delay.

2. Change the following verbs from the Past tense into the Present:

Marked, protected, composed, favored, turned, hated, mixed, believed, wounded, rushed, preached, hunted, crushed, preached, warned, pleaded, loved, ended.

3. In the following list tell which verbs are regular and which are irregular;—and why.

Present.	Past.	Past Participle.
Spoil	spoiled	spoiled
Go	went	gone
Take	took	taken
Write	wrote	written
Hope	hoped	hoped
Run	ran	run
Freeze	froze	frozen
Spy	spied	spied
Obey	obeyed	obeyed

LESSON XVIII.

Inflection of Verbs.

[Review the two preceding Lessons.]

To the inflection of verbs belong *Voices, Moods, Tenses, Numbers, and Persons*;—also *Participles*.

OF VOICE.

VOICE is a particular form of the verb which shows the relation of the *subject*, or thing spoken of, to the action expressed by the verb.

In English, the transitive verb has always two voices; the *Active* and the *Passive*.

1. The *ACTIVE VOICE* represents the subject of the verb as acting upon some object; as, James *strikes* the table.

Here the verb "*strikes*," in the active voice, indicates what its subject, "*James*," does to the object, *table*.

2. The *PASSIVE VOICE* represents the subject of the verb as acted upon by some person or thing; as, The table *is struck* by James.

Here the verb "*is struck*," in the passive voice, indicates what is done to the subject, "*table*," by James.

3. The passive voice is formed by adding the past participle to the auxiliary verb "*to be*," through all its moods and tenses. [See Lesson XXVII.]

4. Intransitive verbs have not a passive voice: A few admit a passive form, but not a passive sense; thus, *I am come*, which means the same thing as, *I have come*.

5 When a verb, usually intransitive, is made transitive, [Less. XVI. Obs. 3,] it is then capable of a passive voice; as, "My race is run."

ILLUSTRATION.—Both the active and the passive voice express precisely the same act, but each in a different way. With the active voice, the subject (that is, the person or thing spoken of,) does the act, or is active; with the passive voice, the subject is acted upon, or is passive. The words *active* and *passive* then strictly belong to the subject, but are properly used to distinguish those *voices* or forms of the verb which show that the subject acts or is acted upon: that is, the form of the verb which represents its subject as active, is called the *Active* voice; and that which represents its subject as passive, is called the *Passive* voice.

Remembering then that the subject or nominative of a verb, is the person or thing spoken of, when, in any sentence, we see that that subject *acts*, we know that the verb is in the *active voice*; thus, when we say, "Caesar conquered Gaul," we see that "Caesar," the person spoken of, is represented as acting, and therefore, "*conquered*" is in the active voice. Again, when we say, "Gaul was conquered by Caesar," the subject or thing spoken of is Gaul; it is represented as acted upon, and therefore, "*was conquered*" is in the passive voice.

QUESTIONS.

What belongs to the inflection of verbs? What is meant by *Voice*? How many voices has the transitive verb in English? What are they? How does the active voice represent its subject? How does the passive voice represent it? How is the passive voice formed? What voice have intransitive verbs? Have they ever a passive form? Have they ever a passive sense? When intransitive verbs are made transitive, can they be used in the passive voice?

EXERCISES.

In each of the following sentences, the pupil may be questioned, as on the first, in the following manner: Who is the person spoken of in this sentence? Ans. John. What is said of John? Ans.—He studies. Does the word *studies* represent John as acting, or as acted upon? Ans.—As acting. In what voice then is "*studies*"? Ans.—Active voice. Change the sentence so as to make "*grammar*" the thing spoken of, and express the same meaning. Ans.—"Grammar is studied by John." Analyze this sentence in the same way as the other.

Grammar. Cain slew Abel. Noah built the ark. The temple was built by Solomon. Columbus discovered America. Pride ruins thousands. Most men are governed by custom. I have written a letter

LESSON XIX

Of the Moods.

[Review the preceding Lesson, and answer the questions.]

Moon is the *mode* or *manner* of expressing the signification of the verb.

Verbs have *five* moods; namely, the *Indicative*, *Potential*, *Subjunctive*, *Imperative*, and *Infinitive*.

1. The **INDICATIVE** mood declares the fact expressed by the verb simply, and without limitation; as, He *loves*; He *is loved*.

2. The **POTENTIAL** mood declares, not the fact expressed by the verb, but only its *possibility*; or the *liberty*, *power*, *will*, or *obligation*, of the subject with respect to it; as,

The wind *may blow*; We *may walk* or *ride*; I *can swim*; He *would not stay*; You *should obey* your parents.

3. The **SUBJUNCTIVE** mood represents the fact expressed by the verb, not as actual, but as *conditional*, *desirable*, or *contingent*; as,

"If thy presence *go* not with us carry us not up hence."—"O that he *were* wise!"

This mood is subjoined to another verb, and dependent on it.

4. The **IMPERATIVE** mood commands, exhorts, entreats, or permits; as,

Do this; *Remember* thy Creator; *Hear*, O my people; *Go* thy way for this time.

5. The **INFINITIVE** mood expresses a thing in a general manner, without any distinction of number or person, and commonly has *to* before it; as, *To love*

OBSERVATIONS.

1 The subjunctive mood differs from the indicative only in the second and third persons singular of the present tense. The verb "to be" differs also in the past tense.

2. The imperative mood, strictly speaking, has only the second person, singular and plural; because, in commanding, exhorting, &c. the language of address is always used; thus, "Let him love," is equivalent to, "Let thou him love;" where *Let* is the proper imperative, and *love* the infinitive governed by it. [See LESSON LVIII. 1, 2.]

3. The infinitive mood may be considered as a verbal noun, having the nominative and objective cases, but not the possessive; and hence it is used either as the subject of another verb, or as the object after it. [See LESSON XLI., Sub-Rule II., and LESS. XLII. Obs. Introd. to An. & Pr. Gr. Less. LXVI, Sub-rules I and 2.]

QUESTIONS.

What is mood? How many moods are there? How does the Indicative mood express an action or state?—the Potential?—the Subjunctive?—the Imperative?—the Infinitive? In what parts does the Subjunctive differ from the Indicative? How many persons has the Imperative mood? How may the Infinitive mood be considered? As a verbal noun, what cases has it?

N. B. Exercises on this and the following Lesson will be better understood after the pupil has gone through Lesson XXIII. They are therefore omitted here.

LESSON XX.

Of Tenses, or Distinctions of Time.

[Review the two preceding Lessons.]

TENSES are certain forms of the verb, which serve to point out the distinctions of time.

Time is naturally divided into *Present*, *Past*, and *Future*; and an action may be represented, either as incomplete and con-

tinuing, or, as completed at the time spoken of. This gives rise to six tenses, only two of which are expressed in English by a distinct form of the verb. The others are formed by the aid of auxiliary verbs; thus,

PRESENT.	{ <i>Action continuing</i> ; as, I love, I do love, I am loving. <i>Action completed</i> ; as, I have loved.
PAST.	{ <i>Action continuing</i> ; as, I loved, I did love, I was loving. <i>Action completed</i> ; as, I had loved.
FUTURE.	{ <i>Action continuing</i> ; as, I shall or will love. <i>Action completed</i> ; as, I shall have loved.

The tenses in English are six; namely, the *Present*, the *Present-perfect*, the *Past*, the *Past-perfect*, the *Future*, and the *Future-perfect*.

TENSES OF THE INDICATIVE MOOD.

The Indicative mood has all the six tenses; they are used as follows:

1. The PRESENT tense expresses what is going on at the present time; as, *I love you*.

2. The PRESENT-PERFECT tense represents an action or event as completed at the present time; as, "*John has cut his finger*." "*I have sold my horse*" "*I have done nothing this week*."

3. The PAST tense expresses what took place in past time expressed or implied; as, "*God said*, let there be light;" "*The ship sailed* when the mail arrived."

4. The PAST-PERFECT tense represents an action or event as completed at or before a certain past time; as, "*I had walked six miles that day*;" "*All the judges had taken their places before Sir Roger came*."

5. The FUTURE tense expresses what will take place in future time; as, "I *will see* you again, and your hearts *shall rejoice*."

6. The FUTURE-PERFECT intimates that an action or event will be completed at or before a certain time yet future; as, I *shall have got* my lesson before ten o'clock to-morrow.

NOTE. The tenses inflected without an auxiliary, are called SIMPLE tenses; those with an auxiliary, are called COMPOUND tenses.

TENSES OF THE OTHER MOODS.

7. The Potential mood has four tenses; the Present, the Present-perfect, the Past, and the Past-perfect.

The tenses in this mood indicate the time, not of the act expressed by the verb, but of the *liberty, power, will, or obligation*, expressed by the auxiliary, or sign of the tense; thus, "I may write," does not express the act of *writing* as present, but only the *liberty* to write, expressed by the auxiliary *may*.

Hence the time expressed by the verb in this mood is less definite, and depends not so much on the tense as on other words with which it stands connected. This is the case especially with the Past tense. [See Gr. § 20, An. & Pr. Gr. 428-432.]

8. The Subjunctive mood, in its proper form, has only the present tense. The verb *to be* has the present and the past.

9. The Imperative mood may always be regarded as present; i. e. the command, &c. is present, though the doing of the act commanded is future.

10. The Infinitive mood has two tenses; the Present and the Perfect.

11. Participles have three tenses; the Present, the Past, and the Perfect; as, *Loving, loved, having loved*. See *Analytical and Practical Grammar* 455.

OBSERVATIONS ON THE TENSES.

1. The present tense is used to express, 1st—the simple existence of the fact; as, "He *speaks*." 2d—what is habitual or always true; as, "He *takes snuff*." 3d. In historical narration, it is used for the past; as, "Cæsar *leaves* Gaul," for "Cæsar *left* Gaul."

2. The Present-perfect is used, 1st. To express what *has taken place* at the present time, or in a period of time of which the present forms a part; as, "My father *has arrived*." 2d—To express an act or state continued through a period of time reaching to, and including the present; as, "He *has* [now] *studied* six months." 3d.—To express an act long since completed, when the reference is not to the act of finishing, but to the thing finished as still existing; as, "Cicero *has written* orations."

3. The time indicated by the Past tense is regarded as entirely past, however near; as, "I *saw* him a moment ago." It is also used to express what was customary in past time; as, "She *attended* church regularly."

4. The Past tenses of the Potential, and the Subjunctive mood, are less definite in regard to time, than the same tenses in the Indicative.

QUESTIONS.

What are tenses? How is time naturally divided? In each of these, how may an action or state be represented? How many tenses are there in the English verb? How many has the Indicative mood? What are they? What does the Present tense express?—the Present-perfect?—the Past?—Past-perfect?—the Future?—the Future-perfect?

How many tenses has the Potential mood?—the Subjunctive?—the Imperative?—the Infinitive?—the Participles? In what different ways is the Present tense used?—the Present-perfect?—the Past?

LESSON XXI.

Of Number and Person.

[Review the three preceding Lessons, and answer the questions.]

1. Every tense of the verb, except in the Infinitive mood, has two NUMBERS, the Singular and the Plural; and each of these has three PERSONS, except in the Imperative, which has only the *Second*.

2. The **FIRST** person asserts of the person speaking; its subject is always *I* in the singular, and *we* in the plural; as, *I* write; *we* write.

3. The **SECOND** person asserts of the person spoken to; its subject is always *thou* in the singular, and *ye* or *you* in the plural; as, *Thou* writest; *ye* or *you* write.

4. The **THIRD** person asserts of the person or thing spoken of; its subject is any noun, or the pronoun *he*, *she*, *it*, or *they*, used instead of it; as, *John* reads; *he* walks; *they* run.

OBSERVATIONS.

1. The first, second, and third persons plural, are always like the first person singular.

2. The second person singular of the present indicative active, ends in *st* or *est*; as, *thou lovest*; *thou readest*;—of the past, generally in *st*; as, *thou lovedst*. All the other persons in both numbers in this tense are alike.

3. Verbs that end in *s*, *sh*, *ch*, *x*, *z*, or *o*, form the third person singular of the present indicative active, by adding *es*, or, in the grave style, *eth*; as, *He teaches*, or *teacheth*. All others add *s* or *th*; as, *He loves*, or *loveth*.

4. Verbs in *y* with a consonant before it, change *y* into *i* before the terminations *est*, *es*, *eth*, *ed*; but not before *ing*; as, *try*, *triest*, *tries*, *trieth*, *tried*, *trying*.

5. The infinitive mood, or a clause of a sentence, sometimes expresses that of which a person speaks, and is therefore the subject of the verb. When it does so it is always regarded as the third person, and a pronoun standing instead of it is in the neuter gender; as, *To play* is pleasant; *it* promotes health. [Sub-Rule II, LESSON XLI, An. and Pr. Gr. Less. LXVI. S. Rule 1.]

QUESTIONS.

How many numbers has each tense? What mood has no distinction of number or person? How many persons are in each

number? What mood has only the second person? Of whom does the first person assert? What is its subject in the singular?—in the plural? Of whom does the second person assert? What is its subject in the singular?—in the plural? Of whom or what does the third person assert? What is its subject? What parts in each tense are alike? How is the second person singular formed in the present indicative?—in the past tense? When is the third person singular of the present indicative formed by adding *es*, or *eth*?—When by adding *s*, or *th*? How is it formed when the verb ends in *y* after a consonant?

EXERCISES.

1. Tell the second person singular of the following verbs, and how it is formed.
2. Tell the third person, and how it is formed.
3. Prefix *thou* to each verb, when put in the second person singular; as, "thou tellest." &c.; and *he* to each, when put in the third; as, "he tells."

Tell, speak, sleep, walk, read, learn, smell, see, hear, taste, touch, handle, write, pay, eat, drink, warm, teach, go, do, fill, play, stand, sell, buy, study, copy.

4. In the following words, tell which are in the first person, and why;—in the second, and why;—in the third, and why.

5. Prefix to each verb, in the following list, the pronoun of the same person and number as the verb; as, *I* love, *thou* lovest, &c.

Love, lovest, loves, runs, runnest, sleep, teach, preach-
es, teachest, writes, write, eats, goes, goest, go, tell,
teaches, speaks, read, readest, sews, pay, look, walks,
jump, hop, skip, laughs, sing, cry, criest, study, studies.

LESSON XXII.

Of the Participles.

[Review four preceding Lessons, and answer promptly and correctly all the questions.]

A **PARTICIPLE** is a word which, as a verb, expresses an action or state, and, as an adjective, qualifies a noun or substantive; as, *There* is a boy *amusing* himself;

Devoted to study he soon became learned; *Having finished* our task, we may play.

Verbs have three participles; the Present, the Past, and the Perfect; as, *Loving, loved, having loved*:—*Being loved, loved, having been loved.*

OBSERVATIONS.

1. The *Present Participle* active ends always in *ing*, and has an active signification; as, James is *building* a house. In many verbs, however, it has also a passive signification; as, The house was *building*, when the wall fell.

2. The *Past Participle* has the same form in both voices. In the active voice, its signification is active; as, He has *concealed* a dagger under his cloak:—In the passive voice, its signification is passive; as, He has a dagger *concealed* under his cloak.

3. The *Perfect participle* is always compound, and has an active signification in the active voice, and a passive signification in the passive voice.

4. The participle in *-ing* is often used as a verbal or participial noun, having the nominative and objective cases, but not the possessive. In this character, the participle of a transitive verb may still retain the government of the verb, or it may be divested of it by inserting the preposition *of* after it, in which case an article or adjective should always precede it. [See examples Gr. Syntax, § 64; An. & Pr. Gr. 462.]

5. Some participles, laying aside the idea of time, and simply qualifying a noun, become participial adjectives, and as such admit of comparison; as, An *amusing*—a *more amusing*—a *most amusing* story. A *most devoted* friend.

QUESTIONS.

What is a participle? How many participles are there? Has the participle in *ing* ever a passive signification? Give an example. How is the perfect participle used? Describe the use of the present participle as a verbal noun. How do participles become adjectives? What are such adjectives usually called? Do they admit of comparison?

[Before proceeding to the next Lesson review thoroughly from the beginning in two or three recitations.]

LESSON XXIII.

Of the Conjugation of Verbs.

[The pupil should be thoroughly drilled in this lesson, till he is able to tell every part at once and correctly—and to give promptly any part of the verb that may be required.]

1. The conjugation of a verb, is the regular combination and arrangement of its several *moods, tenses, numbers, and persons.*

2. In the active voice, most verbs have two forms; the *Common*; as, I *read*, and the *Progressive*; as, I *am reading*: See LESSON XXVII., Note.

Besides these, in the present and the past indicative active, there is a third form called the *Emphatic*; as, I *do read*, I *did read*. The other tenses, and also the progressive and the passive form, are rendered emphatic by placing a peculiar stress of voice on the first auxiliary; as, I *have read*—I *am reading*—it *is read*.

3. In parsing, a verb is conjugated by giving its principal parts, as follows:—

	<i>Present.</i>	<i>Past.</i>	<i>Past Part.</i>
ACTIVE.	Love,	Loved,	Loved.
PASSIVE.	Am loved,	Was loved,	Been loved.

4. The regular verb, *to love*, in the common form, is inflected through all its moods and tenses, as follows:

ACTIVE VOICE.

PRINCIPAL PARTS.

Present, love. *Past, loved.* *Past participle, loved.*

INDICATIVE MOOD.

PRESENT TENSE.*

Singular.

1. I love.
2. Thou lovest.
3. He loves (or loveth).

Plural.

1. We love.
2. You love.
3. They love.

* PRESENT TENSE. (*Emphatic form*)

- | | |
|-------------------------|------------------|
| 1. I do love. | 1. We do love. |
| 2. Thou dost love. | 2. You do love. |
| 3. He does or doth love | 3. They do love. |

PRESENT-PERFECT TENSE (PERFECT).

Sign, *have*.

- | | |
|--------------------------|---------------------|
| 1. I have loved. | 1. We have loved. |
| 2. Thou hast loved. | 2. You have loved. |
| 3. He has or hath loved. | 3. They have loved. |

PAST TENSE.*

- | | |
|------------------|----------------|
| 1. I loved. | 1. We loved. |
| 2. Thou lovedst. | 2. You loved. |
| 3. He loved. | 3. They loved. |

PAST-PERFECT TENSE (PLUPERFECT).

Sign, *had*.

- | | |
|----------------------|--------------------|
| 1. I had loved. | 1. We had loved. |
| 2. Thou hadst loved. | 2. You had loved. |
| 3. He had loved. | 3. They had loved. |

FUTURE TENSE.

Signs, *shall, will*.—Inflect with each.

- | | |
|---------------------|---------------------|
| 1. I shall love. | 1. We shall love. |
| 2. Thou shalt love. | 2. You shall love. |
| 3. He shall love. | 3. They shall love. |

FUTURE-PERFECT TENSE.

Signs, *shall have, will have*.—Inflect with each.

- | | |
|---------------------------|---------------------------|
| 1. I shall have loved. | 1. We shall have loved. |
| 2. Thou shalt have loved. | 2. You shall have loved. |
| 3. He shall have loved. | 3. They shall have loved. |

*PAST TENSE. (Emphatic form.)

- | | |
|---------------------|-------------------|
| 1. I did love. | 1. We did love. |
| 2. Thou didst love. | 2. You did love. |
| 3. He did love. | 3. They did love. |

POTENTIAL MOOD.

PRESENT TENSE.

Signs, *may, can, must*.—Inflect with each.*Singular.*

1. I may love.
2. Thou mayst love.
3. He may love.

Plural.

1. We may love.
2. You may love.
3. They may love.

PRESENT-PERFECT TENSE (PERFECT).

Signs, *may have, can have, must have*.—Inflect with each.

- | | |
|---------------------------|-------------------------|
| 1. I may have loved. | 1. We may have loved. |
| 2. Thou mayst have loved. | 2. You may have loved. |
| 3. He may have loved. | 3. They may have loved. |

PAST TENSE.

Signs, *might, could, would, should*.—Inflect with each.

- | | |
|-----------------------|---------------------|
| 1. I might love. | 1. We might love. |
| 2. Thou mightst love. | 2. You might love. |
| 3. He might love. | 3. They might love. |

PAST-PERFECT TENSE (PLUPERFECT).

Signs, *might have, could have, would have, should have*.—Inflect with each.

- | | |
|-----------------------------|---------------------------|
| 1. I might have loved. | 1. We might have loved. |
| 2. Thou mightst have loved. | 2. You might have loved. |
| 3. He might have loved. | 3. They might have loved. |

SUBJUNCTIVE MOOD.

PRESENT TENSE (*Subjunctive form*).†

- | | |
|------------------------|-------------------------|
| 1. <i>If</i> I love. | 1. <i>If</i> we love. |
| 2. <i>If</i> thou love | 2. <i>If</i> you love. |
| 3. <i>If</i> he love. | 3. <i>If</i> they love. |

* *Can have* is not used in affirmative sentences.

† The Present subjunctive is here given in two forms: 1st in the *subjunctive* or *elliptical form*, used when both contingency and futurity are implied; and 2d, the *indicative form*, used when contingency only, and not futurity is implied. In parsing, the latter should be called the "indicative used subjunctively," being the indicative mood in form, and rendered subjunctive only by the conjunction prefixed. This is true also of the other tenses in this mood.

The emphatic forms of the present are, *If I do love, if thou do love, if he do love*, etc.; of the past, *If I did love, if thou didst love*, etc. as in the indicative

the verb; so that the two words, and sometimes three, as in the past-perfect potential, are parsed together as *one* word; thus, *have loved*, the present-perfect indicative, active, &c.

N. B. This Exercise should be repeated till the pupil can do it correctly, rapidly, and easily, and without missing, either in the number or order of the things to be stated.

He loves, they love, I have loved, you will love, thou teachest, they will learn, he has written, I had given, James will go, John may come, he might read, they would have studied, children play, boys studied, they did study. Write thou, come ye. To love, to sing, to have played, reading, sleeping, running, loved, learned, having loved, having gone, birds fly, horses galloped, the fire burns, the sun did shine, the moon has changed.

N. B. Pupils may be required to make exercises of this kind for themselves.

EXERCISE II.

Before beginning this Exercise, let the pupil go back and review thoroughly Lesson XVI. and the exercises on it; then

1. Tell which words are verbs, and why; and whether transitive or intransitive, and why.
2. Tell their tense, mood, voice, person, and number, as in the preceding Exercise.
3. Go over it again, and parse each verb by putting all these together; thus, *loves*, is a verb, transitive, in the present, indicative, active, third person, singular.

He loves us. I will love him. Good boys will study their lessons. Children love play. The dog killed my rabbit. James has written a letter. Cows eat hay. A fire warms the room. Bring some wood. I have studied grammar. Girls may write letters. Your sister can sing. He would like to hear a song. Give that book to me. I will give this book to you. Lend me your pen. Children should obey their parents; they should love God. Remember the Sabbath day, to keep it. All men must die. Time waits for no man. Do good to all men. John will mend my pen; I will thank him. You would oblige me by assisting me to learn this lesson. Tell Henry to shut the door.

EXERCISE III.

1. The Nominative Case.

N. B. A verb in the active voice tells what some person or thing does. That person or thing then is its subject, and is in the nominative case; thus, in the first sentence of the preceding Exercise, the word "*loves*," tells what "*he*" does; *he*, therefore, is its subject, and is in the nominative case.

Point out the verb in each sentence of the preceding Exercise; tell what word is its subject, and why? What case is the subject in?

2. The Objective Case.

A transitive verb in the active voice tells what its subject does to some other person or thing. That person or thing is the *object* of the verb, and is in the objective case. Thus, in the above sentence, "*He loves us*," *loves* is a transitive verb, and tells what its subject, *he*, does to *us*. *Us*, then, is its object, and is in the objective case.

The nominative, or subject, is usually before the verb; the objective is usually after it.

Point out the *transitive verbs* in the preceding Exercise. Tell what word is the object in each sentence, and what case it is in.

EXERCISE IV.

Parsing.

Go over the preceding Exercise, and parse each word in order;—the *nouns* as directed, LESSON VIII, p. 19;—the *articles* as directed, LESSON IX, p. 21;—the *adjectives* as directed, LESSON XI, p. 25;—the *pronouns* as directed, LESSON XII, p. 28; and the *verbs* as directed in this LESSON, p. 55.

LESSON XXIV.

Negative Form of the Verb.

The verb is made to *deny* by placing the word *not* after the simple form; as, "*Thou lovest not*;" and between the auxiliary and the verb in the compound form; as, "*I do not love*." When two auxiliaries are used, *not* is placed between them; as, *I would not have loved*.

In the infinitive and participles, the negative is put first, as, Not to love; not loving.

The simple form is seldom used with the negative. In the present and past tenses, the compound or emphatic form is more common. The following synopsis will shew the manner of using the negative.

INDICATIVE MOOD.

PRESENT.	1. I do not love.	2. Thou dost not love, &c.
PRES. PERF.	1. I have not loved.	2. Thou hast not loved, &c.
PAST.	1. I did not love.	2. Thou didst not love, &c.
PAST PERF.	1. I had not loved.	2. Thou hadst not loved, &c.
FUTURE.	1. I will not love.	2. Thou wilt not love, &c.
FUT. PER.	1. I shall not have loved.	2. Thou shalt not have loved, &c.

POTENTIAL MOOD.

PRESENT.	1. I can not love.	2. Thou canst not love, &c.
PRES. PERF.	1. I may not have loved.	2. Thou mayst not have loved, &c.
PAST.	1. I might not love.	2. Thou mightst not love, &c.
PAST PERF.	1. I might not have loved.	2. Thou mightst not have loved, &c.

SUBJUNCTIVE MOOD.

PRESENT.	1. <i>If</i> I do not love.	2. <i>If</i> thou do not love, &c.
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The other tenses the same as in the indicative.

IMPERATIVE MOOD.

Sing.	2. Love not, or do not thou love.	Plur.	2. Love not, or do not ye love.
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INFINITIVE MOOD.

PRESENT.	Not to love.	PERF.	Not to have loved.
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PARTICIPLES.

PRESENT.	Not loving.	PAST	Not loved.
	PERF.		Not having loved.

LESSON XXV.

Interrogative Form of the Verb.

The verb is made to ask a question by placing the nominative or subject after the simple form; as, Lovest thou? and between the auxiliary and the verb in the compound forms; as, Do I love? When there are two auxiliaries the nominative is placed between them; as, Shall I have loved?

The subjunctive, imperative, infinitive, and participles, cannot have the interrogative form.

The simple form of the verb is seldom used interrogatively. The following synopsis will show how the verb is put into the interrogative form.

INDICATIVE MOOD.

PRESENT.	1. Do I love?	2. Dost thou love? &c.
PRES. PERF.	1. Have I loved?	2. Hast thou loved? &c.
PAST.	1. Did I love?	2. Didst thou love? &c.
PAST PERF.	1. Had I loved?	2. Hadst thou loved? &c.
FUTURE.	1. Shall I love?	2. Wilt thou love?
FUT. PER.	1. Shall I have loved?	2. Wilt thou have loved? &c.

POTENTIAL MOOD.

PRESENT.	1. May I love?	2. Canst thou love? &c.
PRES. PERF.	1. May I have loved?	2. Canst thou have loved? &c.
PAST.	1. Might I love?	2. Couldst thou love? &c.
PAST PERF.	1. Might I have loved?	2. Couldst thou have loved? &c.

Obs. Interrogative sentences are made negative by placing the negative either before or after the nominative; as, Do I not love? or. Do not I love?

QUESTIONS.

How is a verb made *negative*? Where is the negative placed in the simple form? Where, in the compound form? Where, when there are two auxiliaries? Where, in the infinitive and participles? Say the indicative present in the negative form throughout;—the other tenses.

How is the verb made interrogative? Where is the nominative placed in the simple form? Where, in the compound form? Where, when there are two auxiliaries? What parts of the verb cannot be used interrogatively? Say the indicative present throughout, interrogatively. Say the other tenses.

EXERCISES.

1. Put the verb, in the following sentences, into the negative form.
2. Put the verb, in the following sentences, into the interrogative form.
3. Distinguish the different parts of speech, and parse them, as in the preceding Exercise, IV.

I love you. You loved me. James studies grammar. Your father has come. He will go soon. The ship foundered at sea. John would eat apples. Apples will grow on this tree. The horse will run a race. The fox had caught the goose. Rabbits eat clover. Study overcomes most difficulties. Labor promotes health. Wealth makes the man. Poverty scatters friends. The ships sail. The sun has set. The moon rose. The stars will shine.

N. B. Let the pupils make similar exercises for themselves, and parse them.

LESSON XXVI.

The Verb TO BE.

[The pupil should be drilled thoroughly in this Lesson, as in Lesson XXIII.]

The intransitive irregular verb **To BE**, is inflected through all its moods and tenses, as follows:

PRINCIPAL PARTS.	
<i>Present</i> , am.	<i>Past</i> , was. <i>Past participle</i> , been.
INDICATIVE MOOD.	
PRESENT TENSE.	
<i>Singular</i> .	<i>Plural</i> .
1. I am.	1. We are.
2. Thou art.	2. You are.
3. He is.	3. They are.

PRESENT-PERFECT TENSE (PERFECT)

Sign, *have*,

- | | |
|--------------------|--------------------|
| 1. I have been. | 1. We have been. |
| 2. Thou hast been. | 2. You have been. |
| 3. He has been. | 3. They have been. |

PAST TENSE.

- | | |
|---------------|---------------|
| 1. I was. | 1. We were |
| 2. Thou wast. | 2. You were. |
| 3. He was. | 3. They were. |

PAST-PERFECT TENSE (PLUPERFECT).

Sign, *had*.

- | | |
|---------------------|-------------------|
| 1. I had been. | 1. We had been. |
| 2. Thou hadst been. | 2. You had been. |
| 3. He had been. | 3. They had been. |

FUTURE TENSE.

Signs, *shall, will*.—Inflect with each.

- | | |
|-------------------|-------------------|
| 1. I shall be. | 1. We shall be. |
| 2. Thou shalt be. | 2. You shall be. |
| 3. He shall be. | 3. They shall be. |

FUTURE-PERFECT TENSE.

Signs, *shall have, will have*.—Inflect with each.

- | | |
|--------------------------|--------------------------|
| 1. I shall have been. | 1. We shall have been. |
| 2. Thou shalt have been. | 2. You shall have been. |
| 3. He shall have been. | 3. They shall have been. |

POTENTIAL MOOD.

PRESENT TENSE.

Signs, *may, can, must*.—Inflect with each.

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

3 In the following sentences, parse the words in order; thus, "Snow," is a noun, neuter, the nominative singular, because the subject of *is*: "*is*," is a verb, intransitive, irregular; *am, was, been*; in the present, indicative, third person, singular: "*white*," is an adjective, qualifies *snow*; compared, *white, whiter, whitest*.

Snow is white; he was a good man; we have been younger; she has been happy; it had been late; we are old; you will be wise; it will be time; if they be thine; be cautious; be heedful youth; we may be rich; they should be virtuous; thou mightst be wiser; they must have been excellent scholars; they might have been powerful.

LESSON XXVII.

Progressive Form of the Active Voice.

The PROGRESSIVE form of the verb is inflected by prefixing the verb *to be*, through all its moods and tenses, to the present participle; thus,

PRESENT.	1. I am writing.	2. Thou art writing, &c.
PRES. PERF.	1. I have been writing.	2. Thou hast been writing, &c.
PAST.	1. I was writing.	2. Thou wast writing, &c.
PAST PERF.	1. I had been writing.	2. Thou hadst been writing, &c.
FUTURE.	1. I shall be writing.	2. Thou shalt be writing, &c.
FUT. PERF.	1. I shall or will have been writing.	2. Thou shalt or wilt have been writing, &c.

In this manner go through the other moods and tenses.

NOTE. Verbs which, in the common form imply *continuance*, do not usually admit the progressive form; thus, "*I am loving*" (if proper), would mean nothing more than, "*I love*."

EXERCISES.

1. Change the following verbs from the simple into the progressive form:

He writes, they read, thou teachest, we have learned, he had written, they go, you will build, I ran, John has done it, we taught, he stands, he stood, they will stand, they may read, we can see, you should study, we might have read.

2. Change the following, from the progressive into the simple form:

We are writing, they were singing, they have been riding, we might be walking, I may have been sleeping, they are coming, thou art teaching, they have been eating, he has been moving, we have been defending, they had been running.

3. Parse the above verbs, in the progressive form; thus, "*We are writing*;" "*are writing*," is a verb, transitive, irregular; *write, wrote, written*; [See LESSON XXIX.] in the present, indicative, active, first person, plural, progressive form.

LESSON XXVIII.

PASSIVE VOICE.

The PASSIVE voice is inflected by adding the past participle to the auxiliary verb *to be*, through all its moods and tenses; thus;

Pres. Am loved. Past, Was loved. Past Part., Loved

INDICATIVE MOOD.

PRESENT TENSE.

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

PRESENT-PERFECT TENSE (PERFECT).

	Sign, <i>have</i> .
1. I have been loved.	1. We have been loved.
2. Thou hast been loved.	2. You have been loved.
3. He has been loved.	3. They have been loved.

PAST TENSE.

1. I was loved.	1. We were loved.
2. Thou wast loved.	2. You were loved.
3. He was loved.	3. They were loved.

PAST-PERFECT TENSE (PLUPERFECT).

Sign, *had*.

- | | |
|---------------------------|-------------------------|
| 1. I had been loved. | 1. We had been loved. |
| 2. Thou hadst been loved. | 2. You had been loved. |
| 3. He had been loved. | 3. They had been loved. |

FUTURE TENSE.

Signs, *shall, will*.—Inflect with each.

- | | |
|-------------------------|-------------------------|
| 1. I shall be loved. | 1. We shall be loved. |
| 2. Thou shalt be loved. | 2. You shall be loved. |
| 3. He shall be loved. | 3. They shall be loved. |

FUTURE-PERFECT TENSE.

Signs, *shall have, will have*.—Inflect with each.

- | | |
|--------------------------------|--------------------------------|
| 1. I shall have been loved. | 1. We shall have been loved. |
| 2. Thou shalt have been loved. | 2. You shall have been loved. |
| 3. He shall have been loved. | 3. They shall have been loved. |

POTENTIAL MOOD.

PRESENT TENSE.

Signs, *may, can, must*.—Inflect with each.

- | | |
|-------------------------|-----------------------|
| <i>Singular.</i> | <i>Plural.</i> |
| 1. I may be loved. | 1. We may be loved. |
| 2. Thou mayst be loved. | 2. You may be loved. |
| 3. He may be loved. | 3. They may be loved. |

PRESENT-PERFECT TENSE (PERFECT).

Signs, *may have, can have, must have*.—Inflect with each.

- | | |
|--------------------------------|------------------------------|
| 1. I may have been loved. | 1. We may have been loved. |
| 2. Thou mayst have been loved. | 2. You may have been loved. |
| 3. He may have been loved. | 3. They may have been loved. |

PAST TENSE.

Signs, *might, could, would, should*.—Inflect with each.

- | | |
|---------------------------|-------------------------|
| 1. I might be loved. | 1. We might be loved. |
| 2. Thou mightst be loved. | 2. You might be loved. |
| 3. He might be loved. | 3. They might be loved. |

PAST-PERFECT TENSE (PLUPERFECT).

Signs, *might have, could have, would have, should have*.—Inflect with each.

- | | |
|----------------------------------|--------------------------------|
| 1. I might have been loved. | 1. We might have been loved. |
| 2. Thou mightst have been loved. | 2. You might have been loved. |
| 3. He might have been loved. | 3. They might have been loved. |

SUBJUNCTIVE MOOD.

PRESENT TENSE (*Subjunctive form*).*Singular.*

1. *If* I be loved.
2. *If* thou be loved.
3. *If* he be loved.

Plural.

1. *If* we be loved.
2. *If* you be loved.
3. *If* they be loved.

PAST TENSE. (*Subjunctive form*)*.

- | | |
|---------------------------------------|-------------------------------|
| 1. <i>If</i> I were loved. | 1. <i>If</i> we were loved. |
| 2. <i>If</i> thou were or wert loved. | 2. <i>If</i> you were loved. |
| 3. <i>If</i> he were loved. | 3. <i>If</i> they were loved. |

IMPERATIVE MOOD.

Singular.

1. Be thou loved.

Plural.

2. Be ye or you loved.*

INFINITIVE MOOD.

Present. To be loved.*Perf.* To have been loved.

PARTICIPLES.

Present, Being loved.*Past,* Loved.*Perfect,* Having been loved.

*The indicative form in all the tenses is the same as the indicative with a *cc* 4-junction prefixed; thus, *If I am loved, If I have been loved, If I was loved, If I had been loved, If I shall or will be loved, If I shall have been loved*

EXERCISE I.

On the Passive Voice.

1. Tell the *tense, mood, person, and number* of the following words in the passive voice;—change them into the active form.

2. Go over the exercise again, and parse each word in order; thus, "*They*," is the third personal pronoun, masculine, (or feminine) the nominative plural, the subject of *are loved*: "*are loved*," is a verb, transitive, in the present, indicative, passive, third person, plural, because its subject, "*they*," is third person, plural.

They are loved; we were loved; thou art loved; it is loved; she was loved; he has been loved; you have been loved; I have been loved; thou hadst been loved; we shall be loved; thou wilt be loved; they will be loved; I shall have been loved; you will have been loved.

He can be loved; thou mayst be loved; she must be loved; they might be loved; ye would be loved; they should be loved; I could be loved; thou mayst have been loved; it may have been loved; you might have been loved; if I be loved; if thou wert loved; though we be loved; though they be loved. Be thou loved; be ye loved; you be loved. To be loved; loved; having been loved; to have been loved; being loved.

3. Change the preceding, from the passive to the active, progressive form.

EXERCISE II.

On the Noun, Article, Adjective, Pronoun, Verb, promiscuously.

1. In the following Exercise, tell which words are articles—which are nouns—and why;—which are adjectives—and why;—which are pronouns—and why,—which are verbs—and why.

2. Point out the verbs; tell whether transitive or intransitive—and why;—active or passive—and why.

3. Go over again, and point out the nouns, and tell whether proper or common—and why;—singular or plural—and why;—their gender—and why.

He has learned his lesson. I loved him because he was good. A good man will forgive those who may have injured him. Love your enemies; do good to them that hate you. Remember your Creator in the

days of your youth. We are commanded to love our neighbor as ourselves. That book was printed in New York. The winter has been cold, but the ground was covered with snow. Columbus discovered America. America was discovered by Columbus. I have been studying grammar. It is never too late to learn that which is good and useful. Peter Parley has written some pleasing books. Good boys love reading. Study to understand what you read.

4. Go over the preceding Exercise, and parse each word in order, as directed in preceding Exercises.

N. B. It will now be important to review thoroughly and repeatedly from LESSON XXIII., particularly LESSONS XXIII., XXVI., and XXVIII., with the Exercises under them. This will require several recitations. And while that is going on, the pupil may also go forward with LESSON XXIX., conjugating from memory the irregular verbs, in such portions daily as the teacher may direct.

LESSON XXIX

Of Irregular Verbs.

1. An IRREGULAR verb is one that does not form both its *past tense*, and *past participle* by adding *ed* to the present; as, *Am, was, been*.

Present.	Past.	Past Part.
Abide	abode	abode
Am	was	been
Arise	arose	arisen
Awake	awoke <small>r*</small>	awaked
Bake	baked	baken <small>r</small>
Bear, <i>to bring forth.</i>	bare or bore	born

* Those verbs which are conjugated regularly as well as irregularly are marked with an r.

<i>Present.</i>	<i>Past.</i>	<i>Past Participle.</i>
Bear, <i>to carry</i>	bore or bare	borne
Beat	beat	beaten or beat
Begin	began	begun
Bend	bent <i>n</i>	bent <i>n</i>
Bereave	bereft	bereft <i>n</i>
Beseech	besought	besought
Bid	bade, bid	bidden
Bind <i>un-</i>	bound	bound
Bite	bit	bitten, bit
Bleed	bled	bled
Blow	blew	blown
Break	broke, brake	broken
Breed	• bred	bred
Bring	brought	brought
Build <i>re-</i>	built, <i>n</i>	built, <i>n</i>
Burst	burst	burst
Buy	bought	bought
Cast	cast	cast
Catch	caught <i>n</i>	caught <i>n</i>
Chide	chid	chidden, chid
Choose	chose	chosen
Cleave, <i>to adhere</i>	clave <i>n</i>	cleaved
Cleave, <i>to split</i>	clove or cleft	cloven or cleft
Cling	clung	clung
Clothe	clothed	clad <i>n</i>
Come <i>be-</i>	came	come
Cost	cost	cost
Crow	crew <i>n</i>	crowed
Creep	crept	crept
Cut	cut	cut
Dare, <i>to venture</i>	durst	dared
Dare, <i>to challenge is</i> <i>n</i>	dared	dared
Deal	dealt <i>n</i>	dealt <i>n</i>
Dig	dug <i>n</i>	dug <i>n</i>
Do <i>mis. un-</i>	did	done
Draw	drew	drawn
Drive	drove	driven
Drink	drank	drunk

<i>Present.</i>	<i>Past.</i>	<i>Past Participle.</i>
Dwell	dwelt <i>n</i>	dwelt <i>n</i>
Eat	ate	eaten
Fall <i>be-</i>	fell	fallen
Feed	fed	fed
Feel	felt	felt
Fight	fought	fought
Find	found	found
Flee	fled	fled
Fling	flung	flung
Fly	flew	flown
Forbear	forbore	forborne
Forget	forgot	forgotten, forgot
Forsake	forsook	forsaken
Freeze	froze	frozen
Get <i>be- for-</i>	got or got	gotten or got
Gild	gilt <i>n</i>	gilt <i>n</i>
Gird <i>be- en-</i>	girt <i>n</i>	girt <i>n</i>
Give <i>for- mis-</i>	gave	given
Go	went	gone
Grave <i>en- n</i>	graved	graven <i>n</i>
Grind	ground	ground
Grow	grew	grown
Have	had	had
Hang	hung	hung*
Hear	heard	heard
Heave	hove <i>n</i>	hoven <i>n</i>
Hew	hewed	hewn <i>n</i>
Hide	hid	hidden, hid
Hit	hit	hit
Hold <i>be- with-</i>	held	held or holden
Hurt	hurt	hurt
Keep	kept	kept
Knit	knit <i>n</i>	knit or knitted
Know	knew	known
Lade	laded	laden

* *Hang*, to take away life by hanging, is regular; as, The robber was *hanged* but the gown was *hung* up.

<i>Present.</i>	<i>Past.</i>	<i>Past Participle.</i>
Lay	laid	laid
Lead <i>mis-</i>	led	led
Leave	left	left
Lend	lent	lent
Let	let	let
Lie, <i>to lie down</i>	lay	lain or lien
Light	lighted or lit	lighted or lit
Load	loaded	laden <i>n</i>
Lose	lost	lost
Make	made	made
Mean	meant	meant
Meet	met	met
Mow	mowed	mown <i>n</i>
Pay <i>re-</i>	paid	paid
Put	put	put
Quit	quit <i>n</i>	quit
Read	read	read
Rend	rent	rent
Rid	rid	rid
Ride	rode	rode, ridden*
Ring	rang or rung	rung
Rise <i>a-</i>	rose	risen
Rive	rived	riven
Rot	rotted	rotten <i>n</i>
Run	ran	run
Saw	sawed	sawn <i>n</i>
Say	said	said
See	saw	seen
Seek	sought	sought
Sell	sold	sold
Send	sent	sent
Set <i>be-</i>	set	set
Shake	shook	shaken
Shape <i>mis-</i>	shaped	shapen <i>n</i>
Shave	shaved	shaven <i>n</i>
Shear	shore <i>n</i>	shorn
Shed	shed	shed

* *Ridden* is nearly obsolete.

<i>Present.</i>	<i>Past.</i>	<i>Past Participle</i>
Shine	shone <i>n</i>	shone <i>n</i>
Show	showed	shown
Shoe	shod	shod
Shoot	shot	shot
Shrink	shrank or shrunk	shrunk
Shred	shred	shred
Shut	shut	shut
Sing	sang or sung	sung
Sink	sank or sunk	sunk
Sit	sat	sat or sitten†
Slay	slaw	slain
Sleep	slept	slept
Slide	slid	slidden
Sling	slang, slung	slung
Slink	slank, slunk	slunk
Slit	slit <i>n</i>	slit or slitted
Smite	smote	smitten
Sow	sowed	sown <i>n</i>
Speak <i>be-</i>	spoke or spake	spoken
Speed	sped	sped
Spend <i>mis-</i>	spent	spent
Spill	spilt <i>n</i>	spilt <i>n</i>
Spin	span, spun	spun
Spit <i>be-</i>	spat, spit	spit or spitten
Split	split <i>n</i>	split <i>n</i>
Spread <i>be-</i>	spread	spread
Spring	sprang or sprung	sprung
Stand <i>with- &c.</i>	stood	stood
Steal	stole	stolen
Stick	stuck	stuck
Sting	stung	stung
Stride <i>be-</i>	strode or strid.	stridden
Strike	struck	struck, stricken
String	strung	strung
Strive	strove	striven

Show, showed, shown,—pronounced *sho*, &c. See foot of next page.
† *Sitten* and *spitten* are nearly obsolete.

<i>Present</i>	<i>Past.</i>	<i>Past Part.</i>	<i>Present.</i>	<i>Past.</i>	<i>Past Part.</i>
Can	could	_____	Shall	should	_____
May	might	_____	Will	would	_____
Must	_____	_____	Wis	wist	_____
Ought	_____	_____	Wit or }		_____
Quoth	quoth	_____	Wot }	wōt	_____

2. IMPERSONAL verbs are those which assert the existence of some action or state, but refer it to no particular subject. They are preceded by the pronoun *it*, and are always in the third person singular; as, *it seems; it becomes, &c.*

To this head may be referred such expressions as, *It hails, it snows, it rains, it thunders, it behooveth, it irketh*; and perhaps also, *methinks, methought, meseems, meseemed*, in which, instead of *it*, the first personal pronoun in the objective case, *me*, is prefixed to the third person singular of the verb.

QUESTIONS.

What is a defective verb? Are they regular or irregular? What are they? What tenses do the most of them have? What tense has most?—ought? Is it proper to say "I had ought to read?" Why? What is an impersonal verb? By what are they preceded? In what person and number are they? What sort of words are *methinks, meseems, &c.*?

LESSON XXXI.

Of Adverbs.

[Review the preceding Lesson.]

AN ADVERB is a word joined to a *verb*, an *adjective*, or another *adverb*, to modify it, or to denote some circumstance respecting it; as, Ann speaks *distinctly*; she is *remarkably* diligent, and reads *very correctly*.

Adverbs have been divided into various classes, according to their signification. The chief of these are such as denote,

1. QUALITY or MANNER simply; as, well, ill, bravely, prudently, softly; with innumerable others, formed from adjectives by adding *ly*, or changing *le* into *ly*; thus, *tame, tamely; sensible, sensibly, &c.*
2. PLACE; as, here, there, where; hither, thither; hence, &c.
3. TIME; as, now, then, when; soon, often, seldom; ever, &c.
4. DIRECTION; as, upward, downward, backward, forward, &c.
5. NEGATION; as, nay, no, not, nowise, never.
6. AFFIRMATION; as, verily, truly, undoubtedly, yea, yes.
7. UNCERTAINTY; as, perhaps, peradventure, perchance.
8. INTERROGATION; as, how, why, when, wherefore, &c.
9. COMPARISON; as, more, most; less, least; as, so, thus, &c.
10. QUANTITY; as, much, little, enough, sufficiently.
11. ORDER; as, first, secondly, thirdly, &c.
12. CONJUNCTIVE ADVERBS; as, when, where, how, while, &c.

OBSERVATIONS.

1. The chief use of adverbs, is to shorten discourse, by expressing in one word what would otherwise require two or more; as, *here*, for "in this place;" *nobly*, for "in a noble manner," &c.

2. Some adverbs admit of comparison like adjectives; as, soon, sooner, soonest; nobly, more nobly, most nobly. A few are compared irregularly; as, well, better, best; badly, or ill, worse, worst.

3. Some words become adverbs by prefixing *a*, which signifies *at*, or *on*; as, *abed, ashore, afloat, aground, apart*.

4. In comparisons, the antecedents *as* and *so* are usually reckoned adverbs; the corresponding *as* and *so* are adverbs also; thus, *It is as high as Heaven*.

5. Circumstances of time, place, manner, &c., are often expressed by two or more words constituting an *adverbial phrase*; as, *in short, in fine, in general, at most, at least, at length, not at all, by no means, in vain, in order, long ago, by and bye, to and fro, &c.* which, taken together, may be parsed as adverbs, or by supplying the ellipsis; thus, *in a short space; in a general way, &c.*

PARSING.—An adverb is parsed by stating its class, and the word which it modifies; thus, "Ann speaks distinctly." *Distinctly* is an adverb of manner, and modifies "speaks."

QUESTIONS.

What is an adverb? In the sentence, "Ann speaks distinctly," which is the adverb?—why? Which is the adverb in the other examples?—and why? Into how many classes are adverbs commonly divided? Name the first three—the second three—the next three—the last. How are adjectives changed into adverbs? What is the chief use of adverbs? Are any adverbs compared like adjectives? Give an example. Are any compared irregularly? Give an example. What is an adverbial phrase? Give examples. How are such phrases to be parsed? How are adverbs parsed?

EXERCISE I.

1. In the following list of adverbs, point out the class to which each belongs
2. Compare those that admit of comparison.
3. Make a number of short sentences, each of which shall contain one or more of the adverbs in the list; and parse the sentences so made.

Here, there, softly, boldly, wisely, seldom, upward, once, twice, hitherto, yesterday, how, more, little, secondly, enough, perhaps, yes, no, truly, not, already, hence, whence, better, sufficiently, wisely, somewhere.

EXERCISE II.

1. In the following sentences, tell what words are articles—what words are nouns, and why—adjectives, and why—pronouns, and why—verbs, and why—whether transitive or intransitive, and why—regular or irregular, and why.
2. Which words are adverbs?—and why? What words do they modify? Parse.

Peter wept bitterly. He is here now. She went away yesterday. They came to-day. They will perhaps buy some to-morrow. Ye shall know hereafter. She sung sweetly. Cats soon learn to catch mice. Mary rose up hastily. They that have enough may

soundly sleep. Cain wickedly slew his brother. I saw him long ago. He is a very good man. Sooner or later all must die. You read too little. They talk too much.

LESSON XXXII.

Of Prepositions.

A **PREPOSITION** is a word which shows the relation between a noun or pronoun following it, and some other word in the sentence; as,

"*Before* honor is humility." "They speak *concerning* virtue."
In these sentences, the preposition, "*before*," points out the relation between "honor" and "humility;" and "*concerning*" points out the relation between "virtue" and "speak."

The principal words of this class are contained in the following—

LIST OF PREPOSITIONS.

About	Below	From	Through
Above	Beneath	In	Throughout
Across	Beside	Into	Till
After	Besides	Notwithstanding	To
Against	Between	ing	Touching
Along	Betwixt.	Of	Toward
Amid	Beyond	Off	Towards
Amidst	But	On	Under
Among	By	Over	Underneath
Amongst	Concerning	Past	Unto
Around	Down	Regarding	Up
At	During	Respecting	Upon
Athwart	Except	Round	With
Before	Excepting	Save	Within
Behind	For	Since	Without

OBSERVATIONS ON PREPOSITIONS.

1. Every preposition requires the noun or pronoun after it to be in the *objective case*. When any word in the preceding list does not govern an objective case, it becomes an *adverb*; as, He rides *about*.

2. But, in such phrases as, cast up, hold out, fall on, the words *up, out, on*, may be considered as a part of the verb, rather than as prepositions or adverbs.

PARSING.—The preposition is parsed by stating the words between which it shews the relation; thus, "Before honor is humility." "*Before*" is a preposition, and shews the relation between "honor," and "humility."

QUESTIONS.

What is a preposition? In what case is the noun or pronoun after a preposition? When an objective does not follow a preposition, what part of speech is it to be considered?

EXERCISES.

1. Point out the prepositions in the following exercises.
2. Point out the noun or pronoun after the preposition, and the word to which it is related; thus, "I went from Albany to New-York." The preposition *from*, stands before *Albany*, and shews its relation to the verb, "*went*." So also, *to* stands before *New-York*, and shews its relation to "*went*."

I went from London to Bath. The king walked about the garden with his son. They dined without me. I fell off a ship into the river near the bridge. This box of wafers is for you. Charles put it upon the table against the inkstand. Turn down the lane through the gate. I shall go up the road after him. Run to that tree near the house. It stands between the trees. Put it on the table at the side of the house. I found the knife among the ashes under the grate. Sit by me. John is at Utica. They all went except me.

3. Parse the words in preceding Exercises.

LESSON XXXIII.

Of Interjections.

AN INTERJECTION is a word used in exclamations, to express some emotion of the mind; as, *Oh!* what a sight is here! *Well done!*

A LIST OF INTERJECTIONS.

Adieu! ah! alas! alack! away! aha! begone! hark! ho! ha! he! hail! halloo! hum! hush! huzza! hist! hey-dey! lo! O! Oh! O strange! O brave! pshaw! see! well-a-day! &c.

OBSERVATIONS ON INTERJECTIONS.

1. The *Interjection* is thrown in among the other words in a sentence, but does not affect their construction.
2. *O* is used to express wishing or exclamation, and should be prefixed only to a noun or a pronoun, in a direct address; as, "O virtue! How amiable thou art!" *Oh* is used detached from the word, with a point of exclamation after it. It implies an emotion of pain, sorrow, or surprise; as, "*Oh!* what a sight is here!"

PARSING.—Interjections are parsed by naming them as such, stating why, and the emotion expressed.

QUESTIONS.

What is an *Interjection*? Name some of them. Does the interjection affect the construction of the other words in a sentence? How do *O* and *Oh* differ in meaning? How, in the manner of writing them? How are interjections parsed?

EXERCISES.

1. Point out the Interjections in this Exercise.
2. Name all the other parts of speech, and parse them.

Hah! I am glad to see you. Well-a-day! I did not expect this. Alas! I am ruined. Indeed! is that true?

What! is it possible? Lo! there he is. Hem! I do not think so. O what a benefit education is! Ah! you are a happy fellow. Hush! what was that? Ha, ha, ha; how laughable that is! Ho! come this way. Ah! poor fellow, he is to be pitied. Hurrah! we have finished our lesson. Come! now for the next.

LESSON XXXIV.

Conjunctions.

A CONJUNCTION is a word which connects words or sentences; as, "You *and* I must study; *but* he may go *and* play." "Two *and* two make four."

Conjunctions are of two kinds; *Copulative* and *Disjunctive*.

A LIST OF CONJUNCTIONS.

1. COPULATIVE—Also, and, because, both, for, if, since, that, then, therefore, wherefore.
2. DISJUNCTIVE—Although, as, as well as, but, either, except, lest, neither, nor, notwithstanding, or, provided, so, than, though, unless, whether, yet, still.

Obs. The copulative conjunctions connect things that are to be taken together; as, "You and I (i. e. both of us) must go." The disjunctive conjunctions connect things that are to be taken separately, or one to the exclusion of the rest; as, "You or I (i. e. the one or the other, but not both) must go."

PARSING.—Conjunctions are parsed by stating to what class they belong, and the words or sentences which they join together; thus, "You *and* I must

study." *And* is a conjunction, copulative, and connects *You* and *I*.

QUESTIONS.

What is a conjunction? How many kinds of conjunctions are there? What are the copulative?—the disjunctive? How do these two classes differ? How are conjunctions parsed?

EXERCISES.

1. Point out the conjunctions in the following Exercise, the class to which they belong, and words which they connect.
2. Parse all the words in order.

Henry and Charles read their lessons. I or he will be there. I will be with you unless you call. I slept well though the dog barked. Read that you may learn. John says that he will do it. As he writes, so do I read; for I am fond of reading. Neither the boys nor the girls are asleep. I would call if I could, but I cannot. Take care lest you fall. Two and two make four. He is better than I thought he was, though he behaved ill. Since that has happened I must go. Do to others as you would that they should do to you.

LESSON XXXV.

How to distinguish the Parts of Speech.

1. The articles, pronouns, prepositions, conjunctions, and interjections, are so few in number that they may be easily committed to memory.

2. The other four, namely, the noun, adjective, verb, and adverb, will be best distinguished by comparing their meaning and use with the definitions of these parts of speech in their place; thus,

1st. Every word that is the name of a person or thing, is a *Noun*, because "A noun is the name of any person, place, or thing."

2. The subject of a verb, i. e. the person or thing spoken of, is usually in the nominative, and is said to be the "nominative to the verb."

3. Every noun or pronoun, in the nominative case, when spoken of, is the subject of a verb, expressed or understood, i. e., it is that of which the verb affirms. To this there are a few exceptions.

4. Every verb in the indicative, potential, or subjunctive mood, has a nominative or subject expressed or understood, i. e., it has something of which it affirms.

5. Every transitive verb in the active voice, and every preposition, governs a noun or pronoun in the objective case; and every objective case is governed by a transitive verb in the active voice, or by a preposition.

6. Every verb in the infinitive mood is governed by a verb or adjective; sometimes by a noun; and sometimes it stands after the conjunction, *than* or *as*.

QUESTIONS

What is parsing? How many kinds of parsing are there? What is done in etymological parsing?—in syntactical parsing? What is necessary before parsing a sentence? To what does every article, adjective, &c. belong? In what case is the subject of a verb? When a noun or pronoun in the nominative case is spoken of, what must it have? What must every verb in the indicative, potential, or subjunctive mood, have? What case does every transitive verb in the active voice, and every preposition, have after it? By what is the objective case always governed? When a verb is in the infinitive mood, by what is it governed?

For the answer to the following questions, go back to the pages indicated.

How is a noun parsed? p. 19.—an article? p. 20.—an adjective? p. 25.—a pronoun? pp. 28, 31, 34.—a verb? p. 55.—an adverb? p. 78.—a preposition? p. 80.—a conjunction? p. 81.—an interjection? p. 83. Parse all these as directed in the places referred to, and as described in the next Lesson.

LESSON XXXVII.

Model of Etymological Parsing.

"Give instruction to a wise man, and he will be yet wiser."

"Give" is a verb, transitive, irregular; give, gave, given; in the imperative, active, second person, singular. Its subject is *thou* understood, and its object, *instruction*.

"Instruction" is a noun, neuter, in the objective singular; the object of *give*.

"To" is a preposition; it points out the relation between its object *man*, and *give*.

"A" is an article, indefinite, belongs to *man*.

"Wise" is an adjective; compared, wise, wiser, wisest; and expresses a quality of *man*.

"Man" is a noun, masculine, in the objective singular; pl. *men*.

"And" is a conjunction, and connects the clauses.

"He" is a third personal pronoun, masculine, in the nominative singular; the subject of *will be*, and stands for *man*.

"Will be" is a verb, intransitive, irregular; am, was, been; in the future, indicative, active, third person, singular, and affirms of its subject, *he*.

"Yet" is an adverb, modifying *wiser*.

"Wiser" is an adjective, comparative degree; wise, wiser, wisest; and belongs to *man*, or is predicated of *he*.

* The person and class of the noun are omitted for reasons stated p. 16.

As a further exercise, the pupil may be required to give a reason for every thing affirmed in the preceding model; thus,

Why do you say that *give* is a verb? Why transitive? Why irregular? Why the imperative? Why the second person? Why singular?

Why do you say that *instruction* is a noun? Why neuter? Why singular? Why the objective? &c.

LESSON XXXVIII.

Exercises in Parsing.

After the same manner as in the preceding Lesson, parse and practice on the following exercises.

MAXIMS FOR YOUNG AND OLD.

I. EARLY PIETY.—Remember now thy Creator in the days of thy youth, while the evil days come not, nor the years draw nigh, when thou shalt say, I have no pleasure in them.

Children, obey your parents: honor thy father and mother, is the first commandment with promise.

A wise son heareth a father's instruction, but a scorner heareth not rebuke. The eye that mocketh at his father, and despiseth to obey his mother, the ravens of the valley shall pluck out, and the young eagles shall eat it. A wise son maketh a glad father, but a foolish son is the heaviness of his mother. Whoso loveth instruction loveth knowledge, but he that hateth reproof is brutish.

Train up a child in the way he should go, and when he is old he will not depart from it.

Quintilian recommends to all parents the timely education of their children; advising to train them up in learning, good manners, and virtuous exercises; since we commonly retain those things in age which we entertained in youth.

'Tis education forms the common mind;
Just as the twig is bent, the tree's inclined.

An industrious and virtuous education of children is a better inheritance for them than a great estate.

III. PROSPERITY AND ADVERSITY.—If I must make choice either of continual prosperity or adversity, I would choose the latter; for in adversity no good man can want comfort, whereas, in prosperity, most men want discretion. Adversity overcome, is the greatest glory; and willingly undergone, the greatest virtue: sufferings are but the trials of gallant spirits.

IV. ANGER.—The continuance of anger is hatred; the continuance of hatred becomes malice; that anger is not warrantable which has suffered the sun to go down upon it. Let all men avoid rash speaking. One unquiet, perverse disposition, distempers the peace and unity of a whole family, or society, as one jarring instrument will spoil a whole concert.

V. RICHES.—Riches beget pride; pride, impatience; impatience, revenge; revenge, war; war, poverty; poverty, humility; humility, patience; patience, peace; and peace, riches.

The shortest way to be rich, is not by enlarging our estates, but, by contracting our desires. A great fortune in the hands of a fool, is a great misfortune. The more riches a fool has, the greater fool he is.

PERSEVERANCE.

It is astonishing to see how much can be done by perseverance. Jessie is not so smart as either of her sisters, yet it strikes me, she will grow up the most sensible woman of the three; and what do you think is the reason? Why, because she never says she cannot do a thing, but tries, over and over again, till she does it. She is not quick, nor is her memory very good, therefore it is a great trouble to her to learn a lesson by heart; but yet she is generally better prepared than the others. Though Louisa can learn to repeat a page of history in ten minutes, and Clara went twice through the grammar before Jessie got to the twentieth page, yet these quick folks often forget as fast as they learn, and, like the hare in the fable, that ran a race with the tortoise, they are left behind at last.—*Useful Stories.*

WASHINGTON AND HIS MOTHER.

Young George was about to go to sea as a midshipman; every thing was arranged, the vessel lay opposite his father's house; the little boat had come on shore to take him off, and his whole heart was bent on going. After his trunk had been carried down to the boat, he went to bid his mother farewell, and saw the tears bursting from her eyes. However, he said nothing to her; but he saw that his mother would be distressed if he went, and perhaps never be happy again. He just turned round to the servant and said, "Go and tell them to fetch my trunk back. I will not go away to break my mother's heart." His mother was struck with his decision, and she said to him, "George, God has promised to bless the children that honor their parents, and I believe he will bless you."

PART THIRD.—SYNTAX.

LESSON XXXIX.

General Principles of Syntax.

SYNTAX is that part of Grammar which treats of the proper arrangement and connection of words in a sentence.

A sentence is such an assemblage of words as makes complete sense; as *Man is mortal.*

Every simple sentence consists of two parts, the *subject* and the *predicate.*

The *subject* is the person or thing spoken of, and is always the nominative to the verb; as, *John reads.*

The *predicate* is the thing affirmed or denied of the subject; as *John reads. Time is short.*

The following general principles should be carefully observed:

1. In every sentence, there must be a *verb* and a *nominative* (or subject) expressed or understood.
2. Every article, adjective, adjective pronoun, or participle, must have a substantive expressed or understood.
3. Every nominative has its own verb expressed or understood.
4. Every verb (except in the infinitive and participles) has its own nominative expressed or understood.
5. Every possessive case is governed by some noun denoting the thing possessed.
6. Every objective case is governed by a transitive verb in the active voice, or by a preposition.

RULE IV. *A noun and its pronoun should never be used as a nominative to the same verb; as, The king is just; not, the king he is just. Except that himself, herself, &c. are joined with a noun or pronoun, rendering it emphatic. [LESSON XII. OBS. I.]*

RULE V. *When the verb TO BE stands between a singular and plural nominative, it agrees with the one next to it, or the one which is more naturally the subject of it; as The wages of sin is death.*

LESSON XLII.

RULE II. *A transitive verb in the active voice, governs the objective case; as, We love him. He loves us. Whom did they send?*

EXPLANATION.—The transitive verb in the active voice, always tells what its subject or nominative does to some other person or thing, called its *object*. The rule means, that this *object* must always be put in the *objective case*. This rule is liable to be violated only when the object is a *pronoun*, because in all other words the nominative and objective cases are alike.

Nouns and personal pronouns in the objective case, are usually placed after the verb—relative and interrogative pronouns, usually before it.

EXERCISES.

1. In the following Exercises, point out the transitive verb—its subject—its object—put that object in the proper case—tell what that case is, and why.

He loves I. Did they hurt ye? We know he and they. He and they we know. The friend who I love. Take care who you admit. I will not give ye up. He who you ignorantly worship, declare I unto you.

2. Write a number of sentences, each of which shall contain an active transitive verb; such as, *do, have, touch, hurt, love, &c.*, followed by a personal pronoun in the proper case. Parse them, and give the Rule.

SPECIAL RULES UNDER RULE II.

- I. *Intransitive verbs never govern an objective case; thus, "Repenting him of his design." Omit him.*
- II. *Intransitive verbs do not admit of a passive voice; thus, "I am perished." should be, "I perish," or, "I am perishing."*
- III. *An intransitive verb used transitively governs the objec*

live case, and has a passive voice [LESSON XVIII. 5,]; as, "I run a race." "My race is run."

IV. *Transitive verbs do not admit a preposition after them; "thus "I premise with this observation." Omit with.*

V. *A noun and its pronoun should not be used as the objective after the same verb.*

VI. *The infinite mood, or part of a sentence, as well as a noun or pronoun, may be the object of a transitive active verb, "as Boys love to play." "I wish that they were wise."*

VII. *Verbs signifying to NAME, CHOOSE, APPOINT, and the like, govern two objectives; as, they named him John*

LESSON XLIII.

RULE III. *Prepositions govern the objective case; as, To whom much is given, of him much shall be required.*

EXPLANATION.—This rule means, that the noun or pronoun after a preposition, must be put in the objective case. This rule can be violated only in the use of pronouns.

OBS. 1. *Whom and which* are sometimes governed by a preposition at some distance after them. But this should generally be avoided; thus, "This is he *whom* I gave it to,"—better—"to *whom* I gave it."

OBS. 2. The preposition is sometimes omitted. It is then said to be understood; thus, "Give (to) me that book." Here "*me*" is governed by "*to*" understood.

SUB-RULE.—Nouns denoting TIME, VALUE, WEIGHT, OR MEASURE, are commonly put in the objective case, without a governing word; as, "He was absent six *months*;" "It cost a *shilling*, but it is not worth a *cent*;" "It weighs a *pound*;" "The wall is six *feet* high, and two *feet* thick."

This may be called the objective of *time, value, &c.*, as the case may be.

EXERCISES.

1. Point out the prepositions and the word governed by each. Put that word in the proper case, if not in it already. Give the Rule.

This belongs to my father and I. Who did you get it from? Who shall we send it to? Divide it between ye, or give it to he and I. This is a small matter between you and I. Who did you give it to? Who do you work for?

2. In this way, write a number of short sentences, each of which shall contain a preposition (see the list, p. 79,) followed by a personal or relative pronoun in the proper case. Parse the sentences, and give the Rule for the case after the preposition.

LESSON XLIV.

RULE IV. *Two or more substantives singular, taken in connexion, require a verb in the plural; as,*

1. Cato and Cicero were learned men.
2. Honor, justice, religion itself, are derided by the profligate.

Obs.—Nouns connected by a preposition sometimes have a plural verb, but this is improper and should not be imitated; Thus, "the king, with the lords and commons, constitute the English form of government." Omit "with the."

EXPLANATION—The plural denotes more than one; and because two or more nouns in the singular denote more than one, they are equivalent to a plural; and hence the verb of which they are the subject, and words which stand instead of them, or refer to them, must be plural also.

EXERCISES.

1. Point out the verb in each of the following sentences. See whether the subject consists of one, or more than one person or thing. If of more than one, put the verb in the proper number and person.

One and one makes two. Your sister and brother has come. Time and tide waits for no man. Socrates and Plato was a Grecian philosopher. Dew and hoar frost was abundant in the valley. Diligence and perseverance overcomes all difficulties.

2. Write a number of sentences similar to the above, having two nouns in the singular coupled by *and*, for the subject of the verb. Parse them, and give the Rule for the verb being plural.

LESSON XLV.

RULE V. *Two or more substantives singular, taken separately, or one to the exclusion of the rest, have a verb in the singular, as, "John or James or Andrew intends to accompany you."*

EXPLANATION—Nouns are viewed separately, when, though they all stand as the nominative to the verb, yet only one, exclusive of all the rest, is the subject of discourse, as in the above example: or, though all are equally the subject of discourse, yet they are not so in combination, but *individually*. In this case the verb agrees with the last, and is understood to the rest. Separation is marked by the conjunctions *or* and *nor* expressed or understood.

SUB-RULE.—*A singular and a plural nominative, connected by a disjunctive, require a verb in the plural; as, Neither the captain nor the sailors were saved.*

•• The plural nominative should be placed next the verb.

EXERCISES.

1. Point out the verb and the several nominatives, tell whether taken in connexion or separately, and why. Put the verb in the proper number, according to the Rule.

Are James, or John, or Thomas, the oldest? Either his gratitude or compassion were roused. Hope or despair govern him. Charles, or John, or Henry, are at home. One or the other have done it. Either Tom or Dick have hurt himself.

2. Write short sentences of which the subject shall be two or more nouns taken separately, and the verb in the present or in the present-perfect tense.

LESSON XLVI.

RULE VI. 1. *When two or more nominatives combined are of different persons, the verb is plural, and prefers the first person to the second, and the second to the third; as, "He and I are brothers."*

2. When nominatives of different persons are disjunctively connected, the verb in the singular agrees with the person next it, or is expressed with each; thus, "He or I am to blame;" or "He is to blame, or I am."

EXPLANATION.—This Rule means that if, of different nominatives to a verb one is in the first person, then the plural verb or a pronoun referring to them, is put in the first person; and if one is in the second person and none in the first, then the verb or pronoun is put in the second person. It is however, only in the use of the pronouns that there is a liability to err under this rule, because all the persons of the verb in the plural number are alike. The second part needs no explanation.

Obs. In the order of arrangement in English, the second person is usually placed before the third, and the first person is always placed last.

EXERCISES.

1. In the following sentences, point out which words are the verbs—what are the nominatives. Arrange the nominatives in the proper order, put the verbs in each, in the proper number and person.

Thomas and you has divided that apple between you. I or James do it ourselves. I and thou art to blame. I or thou have done it. I, or thou, or John, is appointed to read. I and James has a horse of our own; have not we?

2. Write short sentences of which the subject shall be nominatives of different persons, properly arranged, and tell what person and number the verb is, and why. Tell what pronoun stands for "he and I"—"thou and he"—"he and she"—"thou and I."

LESSON XLVII.

RULE VII. 1. When a collective noun conveys the idea of unity, its verb must be singular; as, The class was large.

2. When a collective noun conveys the idea of plurality, its verb must be plural; as, My people do not consider. They have not known me.

EXPLANATION.—A collective noun conveys unity of idea, when that which is said of it regards the collection as one whole and not as individuals or divided. Thus, in the first example, it was the "class," and not the individuals composing it, that "was large." It conveys plurality, when that which is said regards mainly the individuals or parts, and not the collection as one whole; as, "My people" (that is, all of them and every one of them,) "do not consider." In this Rule the sense is the best guide.

Obs. Pronouns referring to collective nouns, must in like manner be singular or plural, according as the idea of unity or plurality is expressed.

EXERCISES.

1. Point out the collective nouns. Consider from the sense whether they convey unity or plurality of idea, and put the verb in the singular or plural accordingly.

The school are dismissed. A church are made up of all the members. The assembly were unanimous. The assembly was divided. The number of hearers were very great. Mankind is united by the bonds of friendship. Never was a people more various in its sentiments. The crowd were immense.

2. Write short sentences in each of which the subject, or nominative to the verb, shall be one of the following nouns, viz., *multitude, crowd, army, nation, fleet, people, generation, &c.*; tell whether the verb is singular or plural, and why.

LESSON XLVIII.

RULE VIII. 1. An adjective qualifies the substantive to which it belongs; as, A good boy.

2. Adjectives denoting one, qualify nouns in the singular; those denoting more than one, qualify nouns in the plural; as, This man, these men; that house, those fields.

EXPLANATION.—This Rule applies to all adjective words, namely, *adjectives, adjective pronouns, and participles*. These being indeclinable in English, there is danger of error only in the use of such as imply number.

Obs. 1. Adjectives denoting one, are *this, that, one, each, every, either, neither*; and the ordinal numerals, *first, second, third, &c.*

- Obs. 2. Adjectives denoting more than one, are *these, those, many, several*; and the cardinal numerals, *two, three, four, &c.*
- Obs. 3. Some adjectives implying number can be joined with either singular or plural nouns, according to the sense; as, *some, all, no, &c.*; thus, *Some man, &c.*
- Obs. 4. EXCEPTION. When the noun following the numeral is used in an adjective sense, (LESSON X., Obs. 1,) it has not the plural termination; thus, we say, *A four inch plank; a three foot wall; a four horse team; a ten acre field, &c.*

EXERCISES.

1. In the following Exercise, point out the adjectives and the substantives which they qualify. Tell which denote one, and which more than one, and make the substantives singular or plural as the adjectives require.

A well six fathom deep. A pole ten foot long. A field twenty rod wide. I have not seen him this ten days. Those sort of people are common. These kind of things are useless. You will find the remark in the second or third pages. Each have their own place and they know it. The second and third page were torn.

3. Write short sentences each of which shall contain an adjective of number (See Obs. 1, 2, 3,) and a substantive in the number required by the adjective. Thus, *Every man had a pole six feet long.*

LESSON XLIX.

RULE IX. *When two persons or things are contrasted, that refers to the first mentioned, and this to the last; as,*

Virtue and vice are as opposite to each other as light and darkness; that ennobles the mind, this debases it.

Obs. *Former and latter, one and other, are often used instead of that and this. Former and latter are alike in both numbers; one and other refer to the singular only. In most cases, however, the repetition of the nouns is preferable to either of these substitutes. This Rule needs no illustration.*

LESSON L.

RULE X.—*Pronouns agree with the nouns for which they stand; in gender, number, and person; as, John is here; he came an hour ago. Every tree is known by its fruit.*

EXPLANATION.—This Rule applies only to the personal and possessive pronouns. These stand instead of nouns of all genders, numbers, and persons; and the Rule means that when any of these pronouns is used, it must be of the same gender, number, and person, with the noun for which it stands.

I. *A pronoun referring to two or more substantives of different persons, taken together is plural, and prefers the first person to the second, and the second to the third; as, John and I do our duty.*

II. *When a pronoun refers to two or more substantives of the same gender, taken separately, or to one of them exclusively, it must be singular; as, "A clock or a watch is complicated in its movements."*

III. *But if either of the substantives be plural, the pronoun must be plural also; as, "Neither he nor they trouble themselves"*

IV. *A pronoun referring to a collective noun expressing unity, should be in the neuter singular; as, "The army is on its march." But when it expresses many, as individuals, the pronoun must be plural; as, "The court were divided in their opinions."*

EXERCISES.

1. In the following Exercise, point out the personal and possessive pronouns, and the nouns for which they stand. Change the pronoun, if necessary, for one of the same gender, number, and person with its noun.

Give to every man their due. Answer not a fool according to her folly. Take handfuls of ashes and sprinkle it towards heaven. Rebecca took raiment and put them upon Jacob. Thou and he shared it between them. Virtue forces her way through obscurity, and, sooner or later, is sure to be rewarded.

2. Write sentences each of which shall contain one of the following nouns, and a pronoun standing instead of it: *John, Mary, uncle, father, mother, book, house, boy, pen, &c.*; thus, "There is John; tell him to come in, he must be tired."

LESSON LI.

RULE XI. *The relative agrees with its antecedent in number and person, and the verb agrees with it accordingly; as, Thou who speakest. The book which was lost.*

EXPLANATION.—The relative both stands instead of the noun or pronoun called its antecedent, and connects the idea expressed in its clause with the antecedent, as a farther limitation or description of it. Consequently the relative is always regarded as of the same person and number as its antecedent; and, if the nominative to a verb, the verb will be of the same number and person also. For remarks respecting the antecedent and the use of *who* and *which* see LESSON XIII.

SPECIAL RULES UNDER RULE XI.

RULE I. *The relative who is applied to persons; which, to animals and things; that, to both persons and things.*

RULE II. *The relative, with its clause, should be placed as near as possible to its antecedent, to prevent ambiguity.*

RULE III. *When the relative is preceded by two words referring to the same thing, its proper antecedent is the one next it; as, Thou art the man who was engaged in that business.*

Obs. The relative *that* is used instead of *who* and *which*—

1. After the superlative degree, the words *same, all, and sometimes no, some, and any; as "It is the best that can be got."*

2. When the antecedent includes both persons and things; as, "The man and the horse that we saw yesterday."

3. After the interrogative *who*, and sometimes after the personal pronouns; as, "Who that knows him will believe it." "I that speak in righteousness."

EXERCISES.

1. Point out the relative, and the noun or pronoun to which it refers. Tell the use of the relative, and its clause in each sentence. Alter the relative, if necessary, as required by its antecedent, according to SUB-RULE I. If the relative is the nominative, put its verb in the same number and person as the relative or the antecedent. Give a reason for each change.

The friend which I love. The vice which I hate. There is the dog who followed us. They who seeks wisdom find it. All which beauty, all which wealth e'er gave. "I who speak unto you am he."

2. Write a few short sentences, each of which shall contain one of the following nouns or pronouns, limited by a relative and its clause; viz. *Man, house, dog, tree, field, hat, boot, chair; I, thou, he, we, you, they*; thus, "There is the man who makes baskets." Parse the sentences, and tell the number and person of the relative, and why.

LESSON LII.

RULE XII. *Substantives denoting the same person or thing, agree in case; as, Cicero the orator. Words thus used are said to be in apposition.*

EXPLANATION.—A noun is placed in apposition after another noun, to express some attribute, description, or appellation, belonging to it. Both nouns must be in the same member of the sentence, that is, in the subject, or predicate. This Rule applies to all words used substantively, and it is only when the word in apposition is a pronoun, that there is any danger of error, because in pronouns only the nominative and objective are different in form. The word in apposition is sometimes connected with the preceding by the words *as, being,* and the like.

EXERCISES.

1. In the following Exercise point out the words in apposition. See if they are in the same case. If they are, the sentence is right; if not, it is wrong and must be corrected. In the following, some sentences are right, others wrong.

First in the hearts of his countrymen is Washington, the hero, the statesman, and the patriot. La Fayette, the friend of Washington, is no more. Your brother has returned, him who went abroad. I bought this paper from a bookseller, he who lives opposite; will you please to give it to that boy, he that stands by the door. Is your sister well, her that was lately sick?

2. In this manner write correct sentences containing nouns, or a noun and its pronoun, in apposition.

LESSON LIII.

RULE XIII. *The predicate substantive after a verb is in the same case as the subject before it; as, "It is I." "I took it to be him."*

EXPLANATION.—Verbs having the same case after as before them, are chiefly those which signify *to be, to become*, passive verbs of *naming, making, choosing*, and the like; as, "John became a scholar;" "David was made king." The nominative before the finite verb is the *subject*, the one after it is the *predicate*, and the verb is the *copula*. Hence they all form a simple sentence, and though the nouns denote the same person or thing and are in the same case, they are not in *apposition*, as in the preceding rule. This Rule refers both to nouns and pronouns. In questions, the verb or its auxiliary stands before both nominatives. When the word after the verb, according to the Rule, is a relative or interrogative pronoun, it stands before both the others. Here again there is danger of error only in the use of pronouns, and for the same reason as before.

EXERCISES.

1. In the following Exercise, in each sentence, point out the verb to which the Rule applies, and the noun or pronoun before and after it. Tell the case of the one before, and why. Put the one after, in the same case as the one before, give the Rule for the change, and shew how it applies. Tell the subject and predicate in each sentence.

It is me. It could not have been them. I am certain it was not me. That is the man who I thought it to be. Is that thee? Whom did they say it was? I understood it to have been he. Was it me that said so? It could not have been me; but it might have been him, or her, or them both.

2. Write similar correct sentences, in each of which shall be one of the following verbs, with the same case after it as before it, viz., *is, are, became, was made, shall be chosen, to be, to be called, to be appointed*. Apply the Rule as above.

LESSON LIV.

RULE XIV. *When two nouns come together, denoting the possessor and the thing possessed, the first is put in the possessive case; as, John's book; on eagle's wings.*

EXPLANATION.—Under this Rule the noun denoting the possessor is always in the possessive case. That denoting the person or thing possessed may be in any case. This Rule applies to the relative pronoun and to the possessive case of the personal pronoun, when the noun denoting the thing possessed is understood; as, "That book is mine." When expressed, the possessor is denoted by the possessive adjective pronoun; as, "That is my book."

Obs. 1. When several nouns come together in the possessive case, implying common possession, the sign of the possessive ('s) is annexed to the last, and understood to the rest; as, "Jane and Lucy's books" i. e., books, the common property of Jane and Lucy.

Obs. 2. But if common possession is not implied, or if several words intervene, the sign of the possessive should be annexed to each; as, "Jane's and Lucy's books," i. e., books, some of which are Jane's, and others Lucy's.

Obs. 3. When a name is complex, consisting of more terms than one, the sign of the possessive is annexed to the last only; as, "Julius Cæsar's Commentaries." "The Bishop of London's Charge."

Obs. 4. The latter or governing substantive is frequently understood; as, "He stays at his father's" (house).

Obs. 5. The preposition *of*, with the objective, is frequently equivalent to the possessive, but not always. In the use of it, both harshness and ambiguity should be avoided.

☞ For several of the minutæ belonging to this Rule see Gr. §§ 62, 63. An. & Pr. Gr. 839-850.

EXERCISES.

1. In the following Exercise point out the noun or pronoun denoting the possessor, and the noun denoting the thing possessed, and if understood supply it. Put the word denoting the possessor in the possessive case. When several words coming together should be in the possessive, or when the name is complex, add the sign of the possessive ('s) to the proper term.

The boys book. The girls bonnet. The Ladys book, a birds nest, a bear skin. A mothers tenderness and a fathers care, are natures gifts for mans advantage. A horse tooth. James and Thomas feet are cold. Williams and Marys reign. Pratt's, Woodford's, & Co.'s bookstore is in New-York. James loss is Thomas gain. The Farmers Guide. The Scholars Companion. The Courts session is put off. The meeting's president was appointed.

2. Write short sentences, each of which shall contain two nouns, one denoting the possessor, in the proper case, the other the thing possessed.

LESSON LV.

RULE XV. *When the present or perfect participle is used as a noun, a substantive before it is put in the possessive case; as, "Much depends on the pupil's composing frequently;" "His having done so is evident."*

EXPLANATION.—The present participle is used as a verbal noun, whenever it is the subject of a verb, or the object of a transitive verb or preposition.

Obs. A pronoun before the verbal noun, must be the possessive pronoun, and not the possessive case; as, "Much depends on *your* (not *yours*,) composing frequently."

EXERCISES.

1. In the following Exercise, tell which is the verbal noun, and how you know it to be used as such. If a noun stands before it, put that noun in the proper case, and give the rule.

My brother being sick is the cause of his absence. A man making a fortune depends partly on him pursuing a proper course. John attempting too much was the cause of his failure. Hers going away was not observed. The ship sailing was delayed.

2. Write short sentences similar to the above, point out the verbal noun, and see that the noun before it is in the proper case.

LESSON LVI.

RULE XVI. *When the present participle, used as a noun, has an article before it, it should have the preposition of after it; as, In the keeping of his commandments there is a great reward.*

EXPLANATION.—The same as in the preceding Rule.

Obs. 1. The sense will often be the same, if both the article and the preposition be omitted; but the one should not be omitted without the other: thus, In keeping his commandments, &c. In

some cases however, these two modes express very different ideas, and therefore attention to the sense is necessary.

Obs. 2. When a possessive case or a possessive pronoun precedes the participle, as in **RULE XV.**, *of* usually follows it; but not always, and never when a preposition follows the participle; as, His depending on promises proved his ruin.

EXERCISES.

In the following Exercise, point out the participial noun and tell how you know it to be so used. See what words are before and after it, and if not right according to the Rule, make them so, and give the Rule for the change.

Learning of any thing well requires application. The doing our duty is commendable. By reading of good books the mind is improved. Of the making many books there is no end. By exercising of our faculties they are improved. The giving to every one his own is a sacred duty. Reading of novels is a wasting time.

LESSON LVII.

RULE XVII. *The past participle, and not the past tense, should be used after the verbs HAVE and BE; as, "I have written" (not wrote.) "I am chosen."*

EXPLANATION.—This rule can be violated only in the use of verbs in which the past tense and past participle differ in spelling. Before a past participle, *have* and *be* are auxiliaries, the former, in the active voice; the latter, in the passive.

Obs. 1. The past participle should not be used instead of the past tense; thus it is improper to say, "he begun," for "he began;" he run, for "he ran;" "he done," for "he did;" "he seen," for "he saw."

Obs. 2. The present participle active, and not the past, is often used after the verb *to be*, to express continued suffering of an action; as, "The house is building," not "being built."—Gr., § 25. 190, An. & Pr. Gr. 456, and App. V.

PRACTICAL LESSONS IN
EXERCISES.

1. In the following Exercise, when the past tense stands after the auxiliaries *have*, or *be*, change it into the past participle, and give the Rule for the change.

He should have wrote. Have you spoke to the master?
I am almost froze. She has just began to read.
James has broke his arm. You should have drove more slowly.
He has drank too much, and should be took home.
He might have rode if he had chose.

2. Correct the following errors, and give a reason for the change.

I seen him an hour ago. I done what you told me.
James run a mile in ten minutes, and had not began to be tired.
The school begun yesterday. He ought to have went, or at least to have wrote. That is wrong, you had not ought to done it.

3. Write short sentences, in each of which shall be one of the following verbs, in the past, or past-perfect, indicative, active, viz., *begin, run, sing, write, freeze, eat, drink*. Parse the sentences, and apply the Rule.

4. Write short sentences with the following verbs in the passive voice; viz., *write, begin, shake, sink, speak, give*. Parse them, and apply the Rule.

LESSON LVIII.

RULE XVIII. *The infinitive mood is governed by VERBS, NOUNS, or ADJECTIVES; as, I desire to learn—A desire to learn—desirous to learn.*

SPECIAL RULES.

I. *One verb being the subject of another, is put in the infinitive; as, "To study is profitable."*

II. *One verb governs another as its object in the infinitive; as Boys love to play.*

III. *The infinitive is used to express the purpose, end, or design, of a preceding act; as, "Some who came to scoff, remained to pray."*

IV. *In comparisons, the infinitive is put after so—as, too, or than; as, "Be so good as to read this letter."*

V. *To, the sign of the infinitive, is not used after the verbs bid, dare, need, make, see, hear, feel, and let in the active voice, nor after let in the passive.*

Also sometimes after *perceive, behold, observe, have, and know*.

REM. The infinitive, as the subject or the object of a verb, may have a subject of its own in the objective; as, For *us* to lie is base. I wished *him* to go.

EXERCISES.

1. In the following sentences, tell which verb is in the infinitive mood, and what governs it. State whether it is the subject or object of the governing verb. Insert or omit *to*, the sign of the infinitive, and give a reason according to the Rule.

Strive learn. Cease do evil. Learn do well. He needs not to write. I would have you to take care. He dares not to do a wicked action; nor will he dare do it. I heard him to say so. He was heard say so. Let James to do this. Bid him to speak to me. Did you see him to do that? No, but I heard him to do it.

2. Write short sentences, in each of which shall be one verb in the infinitive mood. Parse them, and apply the Rule.

LESSON LIX.

RULE XIX. 1. *When doubt and futurity are both implied, the subjunctive mood is used; as, Though he fall, (i. e., at some future time,) he shall arise again.*

2. *When doubt only, and not futurity, is implied, the indicative is used; as, If he speaks (i. e., now,) as he thinks, he may be safely trusted.*

EXPLANATION.—Doubt and futurity are both implied when the auxiliary, *shall*, or *should*, referring to future time, can be inserted before the verb without changing the meaning: thus, "Though he fall," and "Though he should fall," mean the same thing. It is only in the present tense, and third person singular that there is danger of error under this Rule, except in the verb *to be*.

REMARK.—Many of the best writers, and some distinguished grammarians, often use the subjunctive present when mere doubt or contingency is expressed; but in this *even* they are not uniform, while the weight of authority is evidently in favor of the above Rules. A general adherence to them would have this advantage, that the mood used would be a certain guide to the sense intended.

SUB-RULE.—Lest and that annexed to a command, require the subjunctive mood; as, Love not sleep, lest thou come to poverty. Take heed that thou speak not to Jacob, either good or bad.

Obs. The subjunctive mood, in the past tense, expresses a supposition with respect to something present, but implies a denial of the thing supposed; as, If I were a nightingale I would sing; implying, I am not.

EXERCISES.

In the following sentences, state whether the verb following "if" or "though" should be in the subjunctive or indicative mood, and why; and make the necessary correction.

If there be a rule it should be observed. Though he be rich he is not happy. If the mail arrives to-morrow we shall have letters. If he studies diligently when he goes to school he will improve. If he is but discreet when he goes abroad he will gain friends. If he have money he must have earned it.

LESSON LX.

RULE XX. 1. *Conjunctions connect words or sentences.*

2. *Conjunctions couple the same moods and tenses of verbs, and cases of nouns and pronouns; as, Do good, and seek peace. He and I are well.*

EXPLANATION.—The reason of this Rule is, that words thus coupled are for the most part in the same construction; that is, nouns connected must be in the same case, because they are nominatives to the same verb, or governed by the same noun, verb, or preposition; and verbs thus coupled have usually the same nominative. In respect of case, errors occur chiefly in the use of pronouns.

Obs. 1. When conjunctions connect different moods and tenses, or when a contrast is stated with *but, not, though, &c.*, the nomi-

native is generally repeated; as, He may return, but *he* will not remain.

Obs. 2. The relative after *than* is usually in the objective case; as, "Alfred, than *whom*," &c.

Obs. 3. After verbs of *doubting, fearing, denying, that* should be used; and not *lest, but, but that*; as, They feared *that* (not *lest*;) he would die.

Obs. 4. In the compound tenses, verbs coupled in the same tense have the auxiliary expressed with the first and understood to the rest; as, John can read, write, and spell. When different tenses are coupled, the auxiliary must always be expressed; as He *has* come, but he *will* not stay.

EXERCISES.

1. In the following, point out the connected verbs. If they have the same nominative, put them in the same mood and tense. If they must be in different moods or tenses, repeat the nominative; and if that is a noun, repeat it by its pronoun. Point out the connected nouns or pronouns, and put them in the same case.

He reads and wrote well. If he say it and does it I am content. If he be at home, and is well, give him the letter. My father has read the book, and will return it to-morrow. James and me ran all the way. That is a small matter between you and I. Him and I are great friends, and so are Mary and me. Nobody knows that but her and me.

2. Write short sentences, in which two or more verbs are connected in the same mood and tense, and notice particularly Obs. 4. Put the verbs in the present—in the past, the present-perfect, &c. Express the same ideas with the verbs in the passive voice.

3. Write sentences containing two or more verbs in different moods and tenses, paying attention to Obs. 1.; others, containing two or more nouns or pronouns connected in the same case.

LESSON LXI.

RULE XXI. *Some conjunctions and adverbs have their corresponding connectives; thus,*

- Neither* requires *nor* after it; *as*, Neither he nor his brother was in.
Though, — *yet*; *as*, Though he was rich, yet for our sakes, &c.
Whether, — *or*; Whether he go or stay.
Either, — *or*; I will either write or send.
As, — *as*; (expressing equality) Mine is as good as yours.
As, — *so*; (expressing equality) As the stars, so shall thy seed be.
So, — *as*; (with a negative expressing inequality) He is not so wise as his brother.
So, — *that*; (expressing consequence) I am so weak that I cannot walk.
Not only, — *but also*; Not only his property, but also his life was in danger.
If, — *then*; (in reasoning) If he can do it, then he will do it.

NOTE. *As* and *so* in the antecedent member of a comparison, are properly adverbs.

EXPLANATION.—This Rule means that when any of the above corresponding terms stands in one member of a sentence, the other term should stand in the other member. After "*though*," "*yet*" is sometimes understood.

EXERCISES.

1. Point out the corresponding terms in the following sentences, and make the second correspondent to the first, or the first to the second, as the sense requires. Supply the correspondent term where improperly omitted.

He will not do it himself, nor let another do it for him.
 Though he slay me so will I trust in him. That is so far as I am able to go. This book is equally good as that one. Nothing is so bad as it cannot be worse. He was not only diligent, but successful in his studies. It is neither cold or hot.

2. Write correct sentences, each of which shall contain one pair of the above corresponding terms, and state what they express.

LESSON LXII.

RULE XXII. *The comparative degree and the pronoun other require than after them, and such requires as; as, Greater than I; No other than he; Such as do well.*

SUB-RULE.—When two objects are compared, the comparative is generally used; but when more than two, the superlative; as, James is older than John Mary is the wisest of them all.

EXPLANATION.—This Rule may be regarded as a continuation of the preceding one. And the correspondent terms are, the comparative degree and *than*; *other—than*: *such—as*. The same explanation, therefore, will suffice. For the minutiae in the use of the comparative and superlative degree, see Gr. § 71.

EXERCISES.

1. In the following sentences, point out the comparative degree, or other correspondent terms, and make the one correspond to the other, according to the Rule.

James writes better as I do. There were more besides him engaged in that business. No more but two can play at this game. The days are longer in summer besides they are in winter. Has James no other book but this? This is such conduct that I did not expect. John is the wisest of the two. Which of all these books is the prettier?

2. Write short sentences, each of which shall contain a word in the comparative degree, or the word *other* or *such* followed by the proper correspondent term.

LESSON LXIII.

RULE XXIII. *Double comparatives and superlatives are improper; Thus we ought not to say, "more better," "most best;" but, "better," "best."*

EXPLANATION.—The only error likely to occur under this Rule, is the prefixing of *more* and *most* to adjectives already compared by adding *er* and *est*: or the adding of *er* and *est* to adjectives already compared by prefixing *more* and *most*. The Rule means that only one method of comparison should be used.

Obs. It is improper to compare adjectives whose signification does not admit of increase or diminution, and of course not of comparison. For such adjectives see LESSON XI., Obs. 4

EXERCISES.

1. In the following, point out the adjectives in the comparative or superlative degree. If double, correct the sentence by removing one of the forms of comparison.

James is much more taller than Henry. How much more better it is to get wisdom than gold. Subtract the lesser number from the greater. He began to grow

worser and worser. Thomas was the most liveliest man in the company. After the most straitest sect of our religion. What is more sweeter than honey, or more stronger than a lion?

2. Write sentences each containing an adjective or a verb in the comparative or superlative degree, and avoid the error pointed out in the Rule and explanation.

LESSON LXIV.

RULE XXIV. 1. *Adverbs modify verbs, adjectives, and other adverbs.*

2. *Adverbs should not be used as adjectives; thus, "Use a little wine for thine often infirmities," should be, "for thy frequent infirmities."*

EXPLANATION.—This Rule means, first, that when a verb, adjective, or adverb, is to be modified by any word, that word must be an adverb, and not an adjective, or other part of speech; and secondly, that an adjective, and not an adverb, is used with nouns to express a property or quality belonging to them. *Where* always refers to place; *when*, and *then*, to time.

Obs. 1. *Where* should not be used for *in which*, except when place is referred to; as, the situation *in which* I left him, not *where* I left him; because "situation" does not here refer to place. *So*, is often used elliptically for an adjective, a noun, or a whole sentence; as, They are *rich*, we are not *so*. *He is a good scholar* and I told you *so*.

Obs. 2. *Only*, *solely*, *chiefly*, *merely*, *too*, *also*, and perhaps a few others, are sometimes joined to substantives; as, Not *only* the men, but the women *also* were present.

EXERCISES.

1. Point out the modifying words in the following sentences. If not adverbs, make them so, and give the Rule.

Come quick. James does that very good. That was done excellent. Time moves rapid. Apparent slow people accomplish much if sufficient steady. You can read excellent well. It is real cold.

2. In the following, point out the adverb improperly used. Show why it is so; change it for the proper term, and give the Rule.

Thine often infirmities. Come the soonest day possible. The soonest time will be late enough. The then ministry opposed the measure. The condition where I found him was truly bad. He was here last year, since when I have not seen him.

3. Write short sentences, each of which shall contain an adverb, (See LESSON XXXI.) modifying a verb or adjective, and see that it is placed as directed in the next Rule and Explanation.

LESSON LXV.

RULE XXV. *Adverbs are for the most part placed before adjectives, after a verb in the simple form, and after the first auxiliary in the compound form; as, He is very attentive, behaves well, and is much esteemed.*

EXPLANATION.—This is to be considered only as a general Rule, to which there are many exceptions. Indeed no rule for the position of the adverb can be given, which is not liable to exceptions. The best direction for the use of this Rule is to place the adverb where the sense requires, having due regard to the harmony of the sentence. [See Gr., § 74.]

EXERCISES.

1. In the following sentences, place the adverb as the Rule directs, provided the sense will thereby be clearly expressed.

A man industrious eminently. He is agreeable always. He sweetly sings, charmingly converses, and prudently conducts himself on all occasions. He unaffectedly spoke. He manfully has contended for the prize, and certainly will obtain it. Time will wait never. He could have not done it. He will be always trusty.

2. The following sentences have the adverb placed according to the Rule, but the sense and harmony of the sentence evidently require it to be in a different position.

Men contend frequently for trifles. I only* saw three persons. Of the books I sent him he only read one. James can very well read. You should slowly write. He might plainly have told him. He not only saw her pleased, but greatly pleased.

3. Write a number of short sentences, each of which shall contain one or more adverbs correctly placed. [See List, LESSON XXXI.]

4. Write short sentences, each of which shall contain one of the following adverbs, viz., *only, merely, solely, chiefly, first, at least*, and tell the word which they modify. Place the adverbs in as many different positions in each sentence as you can, so as to make sense, and mark the change of meaning.

LESSON LXVI.

RULE XXVI. *Two negatives in the same sentence are improper, unless we mean to affirm; thus, "I cannot by no means allow it," should be, "I cannot by any means allow it." Or, "I can by no means allow it."*

EXPLANATION.—The reason of this Rule is, that one negative destroys the other, so that the two are equivalent to an affirmative. A negative is often made by the syllables *dis, in, im, un, &c.*, prefixed to a word. And when this is the case, another negative is sometimes used to express a diminished kind of affirmation; as, "He was not unkind." An affirmation made by two distinct negative terms is harsh, and should be avoided. Negative terms are such as *No, not, neither, nor, never, &c.* [See Gr., § 75.]

EXERCISES.

1. Point out the two negatives in the following sentences. Show why they are wrong; correct them and give the Rule.

I cannot eat no more. He is not able to walk no farther. We cannot do that in no way. He will never be no taller. Never do nothing of the kind. Time and tide will not wait for no man. No man never did that.

* **NOTE.** The improper position of the adverb *only*, often occasions ambiguity, and no word is more frequently placed improperly.

2. Make short sentences, each of which shall contain one of the following words, *worthy, just, discreet, kind, obliging, agreeable, happy, firm, &c.* Then prefix to these words, the appropriate negative prefix mentioned above. Then insert a negative word in each sentence, and mark the difference of meaning with each change; thus, "He is a worthy man," "He is an unworthy man," "He is not an unworthy man."

LESSON LXVII.

RULE XXVII. *Appropriate prepositions must be used before names of places; thus,*

1. *To*—is used after a verb of motion, to express destination; as, He *went to* Spain; but it is omitted before *home*; as, He *went home* yesterday.
2. *At*—is used after the verbs *to be, touch, arrive, land*: as, I *was at* Rochester.
3. *In*—is used before names of countries and large cities; as, I live *in* Albany, in the State of New-York.
4. *At*—is used before single houses, villages, towns, and foreign cities; as, He is *at home*; He resided *at* Gretna Green; *at* York, *at* Rome.
One inhabitant speaking of another's residence, says, He lives *in* State Street; or if the word *number* be used,—*at* No. — State Street.

EXPLANATION.—This general Rule includes four specific Rules under it, marked 1, 2, 3, 4, and, in applying it, the specific Rule is that which should be given. The preposition is sometimes understood.

Obs. Interjections sometimes have an objective after them, but they never govern it. It is always governed by an active transitive verb, or preposition understood; as, *Ah me!* i. e., What has happened to me?

EXERCISES.

1. In the following sentences, change the preposition used, for that which the Rule requires, and give the specific Rule.

I have been to home. Have you been to Boston? They live in Union Village; formerly they lived at New-York. He has been at England, and has just returned to home. We touched on France on our way to home. He lives to Washington, at B. Street, but resided formerly in No. 50, Broadway, New-York.

2. Write short sentences, each of which shall contain the name of some city, village, country, or state, preceded by a verb of motion, or by the verb *be, live, dwell, &c.*, and the appropriate preposition.

LESSON LXVIII.

RULE XXVIII. *Certain words and phrases must be followed by appropriate prepositions; such as,*

Accuse <i>of</i> .	Familiar <i>to, with</i> : A thing is familiar <i>to</i> us; we are familiar <i>with</i> it.
Acquit <i>of</i> .	
Adapted <i>to</i> .	Free <i>from</i> .
Ask or inquire <i>of</i> a person <i>for</i> what we wish to see,— <i>after</i> what we wish to hear <i>of</i> .	Glad <i>of</i> , something gained by ourselves,— <i>at</i> , something that befalls another.
Believe <i>in</i> , sometimes <i>on</i> .	Independent <i>of</i> or <i>on</i> .
Betray <i>to</i> a person,— <i>into</i> any thing else.	Indulge <i>with</i> what is not habitual,— <i>in</i> what is habitual.
Call <i>on</i> a person,— <i>at</i> a house.	Insist <i>upon</i>
Change <i>for</i> .	Made <i>of</i> .
Compare <i>with</i> , in respect of quality,— <i>to</i> , for the sake of illustration.	Marry <i>to</i> .
Confide <i>in</i> .	Need <i>of</i> .
Conformable, consonant <i>to</i> .	Observation <i>of</i> .
Conversant <i>with</i> men,— <i>in</i> things.	Prejudice <i>against</i> .
Copy <i>from</i> life, nature,— <i>after</i> a parent.	Prevail (to persuade) <i>with, on, upon</i> —(to overcome,) <i>over, against</i> .
Dependent <i>upon</i> .	Profit <i>by</i> .
Die <i>of</i> disease,— <i>by</i> an instrument or violence.	Protect (others,) <i>from</i> —(ourselves,)— <i>against</i> .
Differ <i>from</i> .	Provide <i>with</i> or <i>for</i> .
Difficulty <i>in</i> .	Reduce (to subdue) <i>under</i> —(in other cases, <i>to; as, to powder</i> .
Diminish <i>from</i> —diminution <i>of</i> .	Regard <i>to</i> .
Disappointed <i>in</i> what we have,— <i>of</i> what we expect.	Sick <i>of</i> .
Discourage <i>from</i> .	Sswerve <i>from</i> .
Discouragement <i>to</i> .	Taste (meaning <i>capacity</i> or <i>inclination</i>) <i>for</i> —(meaning actual enjoyment) <i>of</i> .
Engaged <i>in</i> a work,— <i>for</i> a time.	Tax <i>with</i> , (e. g., a crime,)— <i>for</i> the state.
Equal <i>to, with</i> .	Value <i>upon</i> or <i>on</i> .
Exception <i>from</i> —sometimes <i>to</i> .	Worthy <i>of</i> —sometimes the <i>of</i> is understood.
Expert <i>in</i> , (before a noun,)— <i>at</i> , (before an active participle.)	

EXPLANATION.—As words connected by prepositions are differently related, care must be taken to employ the preposition which best expresses the relation intended. The sense and the practice of correct writers will here be our best guide. The above are only a few examples out of many.

Obs. The same preposition that follows the *verb* or *adjective*, usually follows the *noun* derived from it, and *vice versa*; as, Confide *in*—confident *in*—confidence *in*.

EXERCISES.

1. Change the preposition, in the following sentences, for that required by the Rule.

He was accused with robbery, and acquitted from the charge. I have been calling upon an old friend. Call in the post-office. I differ with you in that matter. John died by consumption, Henry died of the sword, and Robert is sick with the jaundice. Try to profit from experience. You have a taste of poetry. Conversant in men and things. Compare this piece to that, and see which is the best. I could never bear the taste for tobacco. This is an exception against the general rule.

2. Write short sentences, each of which shall contain one or more of the words in the preceding table, followed by the appropriate preposition.

LESSON LXIX.

RULE XXIX. *In the use of verbs, and words that in point of time relate to each other, the order of time must be observed; as, "I have known him these many years;" not, "I know him these many years."*

EXPLANATION.—This Rule is general, and here also the sense is the best guide. The following principles may be noticed in this place.

1. That which is always true, is expressed in the present tense.
2. That which is past, but viewed as continued to the present, is expressed in the present-perfect tense.
3. Verbs having the auxiliaries *shall, will, may, can*, can be associated in a sentence with other verbs in the present only; those with *might, could, would, should*, with verbs in the past.
4. The present infinitive expresses what is cotemporary with, or subsequent to, the time of the governing verb; the perfect-infinitive expresses what is antecedent to it. [See Gr., § 78.]

EXERCISES.

1. In the following sentences point out the verb which is wrong in respect of tense. Put it in the proper tense, and tell why it is so changed.

It was said that fever always produced thirst; that heat always expanded metals; and that truth was immutable. He is now absent a week. I have been abroad last year. If he would lend me that book I will be obliged to him, He can do it if he would. I intended to have written; but I still hoped he would have come. Rome is said to be built seven hundred years before the Christian era. Nero is said to persecute the Christians. He has been gone long before I knew it.

2. Write short sentences, and express in each, something which you *hoped, feared, desired, intended* to do yesterday, before yesterday,—which you *hope, fear, &c.* to do to-day, to-morrow. Also what some one *did* yesterday,—before yesterday,—always does,—does now,—has just done now,—will do to-morrow,—before to-morrow night.

LESSON LXX.

RULE XXX. *When a member of a sentence refers to two different clauses, it should be equally applicable to both; as, He has not been, and cannot be, censured for such conduct.*

EXPLANATION.—In order to see whether sentences are correct according to this Rule, join the member of the sentence common to the two clauses, to each of them separately, so as to make two sentences. If both of the sentences are grammatically correct, and express the sense intended, the sentence is right—if not, it is wrong, and must be corrected. Thus, for example, "He has not, and he cannot, be censured," is wrong, because if you add the member "*be censured*," to the first clause, it will make "He has not *be censured*," which is incorrect, according to **RULE XVII**. This must be corrected by inserting "*been*" after "has not," so as to read "He has not been, and he cannot be, censured." The different clauses should be correctly marked by punctuation.

This rule is often violated in sentences in which there are two comparisons of a different nature and government. Thus, "He was more beloved, but not so much admired as Cinthio." Here, "*as Cinthio*," is applicable to the clause "*as much admired*," but cannot be connected with "*more beloved*." In such sentences as this, the proper way is to complete the construction of the first member, and leave that of the second understood; as, "He was more beloved than Cinthio, but not so much admired" (*as Cinthio*).

A proper choice of words, and a perspicuous arrangement, should be carefully attended to.

EXERCISES.

Make trial of the following sentences, as directed in the Explanation. If the first clause joined with the common member of the sentence, is not grammatically correct, point out the error and correct it. Do so with the second clause.

He always has, and he always will be, punctual. They might, and probably were, good. James is taller, but not so strong, as his brother. His book is not so good, though larger, than I expected. This house is larger, but not so convenient, as that one. I ever have, and I ever will, say so. "He depends, and confides in me," is just as incorrect as, "He confides and depends upon me."

LESSON LXXI.

RULE XXXI. *A substantive whose case depends on no other word, is put in the nominative.* This occurs under the four following

SPECIAL RULES.

RULE 1. *A substantive with a participle, whose case depends on no other word, is put in the nominative absolute; as, "He being gone, only two remain."*

RULE 2. *A person or thing addressed, without a verb or governing word, is put in the nominative independent; as, "I remain, dear sir; yours truly," "Plato, thou reasonest well."*

RULE 3. *A substantive, unconnected in mere exclamation, is put in the nominative independent; as, "O the times!"*

RULE 4. *A substantive used by pleonasm before an affirmation, is put in the nominative independent; as, "The boy, oh! where was he?"*

EXERCISES.

In the following sentences, point out the pronouns used absolutely, and the participles joined with them. If in the wrong case, correct them by the Rule.

The boys all ran away, him and me excepted. Me staying behind, the rest went forward. Them being now come, we may proceed.

"Thee, only thee, directing all our way."

RULE XXXII. *The article A or AN is put before common nouns in the singular number, when used indefinitely: THE is put before common nouns either singular or plural, when used definitely.*

EXPLANATION.—It is impossible to give a precise Rule for the use of the article in every case. The best general Rule is to observe what the sense requires. The following usages may be noticed. For others see Gr., § 81.

Obs. 1. The article is omitted before a noun that is unlimited, or, that stands for a *whole species*; as, Man is mortal; and before the names of minerals, metals, arts, &c. By usage some nouns denoting the species, have the article always prefixed; as, The dog is a more grateful animal than the cat. The lion is a noble animal. Others never have it; thus, Lead is softer than iron. Wood is lighter than stone.

Obs. 2. The last of two nouns after a comparative, should have no article when they both refer to one person or thing; as, He is a better reader than writer.

Obs. 3. When two or more adjectives, or epithets, belong to the *same* subject, the article should be placed before the first, and omitted before the rest; when they belong to different subjects the article is prefixed to each; thus, "A red and white rose," indicates *one* rose, partly red and partly white. "A red and a white rose," means *two* roses, one red and one white. "Johnson, the bookseller and stationer," denotes *one* person. "Johnson, the bookseller, and the stationer," denotes *two*.

EXERCISES.

1. The following sentences are wrong only in the use of the article. Show why they are wrong, and correct them.

A great talents without a virtue are dangerous. A man is mortal. A time flies. The money is scarce. John is a better farmer than a scholar. The black and the white spaniel runs fastest. The black and white spaniel run together. The time and the tide wait for no man. A red and a white rose grows on this bush.

The black and white man came together. Smith, the tanner and currier, entered into partnership. Smith, the tanner and the currier, is a man of a great industry.

2. Write short sentences, each of which shall contain the article *a*, or *an*, or *the*. Others, which shall contain nouns without an article.

LESSON LXXIII.

RULE XXXIII. *An ellipsis or omission of words is admissible, when they can be supplied in the mind with such certainty and readiness as not to obscure the sense.* Thus, instead of saying, He was a learned man, and he was a wise man, and he was a good man; we say, He was a learned, wise, and good man.

EXPLANATION.—There is a constant tendency in man to express his ideas in the fewest words possible. Whenever, therefore, a word can be spared from a sentence without obscuring its meaning, that word is often left out. This is called *ellipsis*. Thus, instead of the full form of the sentence, as follows, "I rise at six hours of the clock in the morning, I breakfast at seven hours of the clock in the morning, I go to the school at nine hours of the clock, and study till twelve hours of the clock," we can say, (and be equally well understood,) "I rise at six, breakfast at seven, go to school at nine, and study till twelve." This is the origin of abbreviated sentences; and in order to parse such, or to understand their grammatical construction, the words left out must be supplied.

EXERCISES.

1. In the following sentences, leave out such words as may be omitted without obscuring the sense.

He had an affectionate father and an affectionate mother. You may read, or you may write, as you please. Will you study, or will you not study? I have been at London, and I have seen the queen. A house and a garden. He would neither go, nor would he send.

2. In the following sentences, supply the words left out, so as to show their full construction.

It is six o'clock; we may study till seven. We have done it, but you have not. John will read, and Thomas write letters. This apple is larger than that, but not so sweet. Give this apple to James, that to Robert, and the other to Mary. I have heard and read much about Washington and the Revolution. "Sun, stand thou still upon Gibeon; and thou, Moon, in the valley of Ajalon."

LESSON LXXIV.

RULE XXXIV. *An ellipsis is not allowable when it would obscure the sentence, weaken its force, or be attended with an impropriety; for example, "We speak that we do know, and testify that we have seen," should be, "We speak that which we do know, and testify that which we have seen."*

EXPLANATION.—The sense will always be obscured when, on account of improper ellipsis, the construction of the sentence is rendered doubtful, or is not clearly and readily perceived. When a sentence or clause is emphatic, ellipsis is less allowable. The antecedent to the relative, except in poetry, is seldom omitted; and the relative itself, if in the nominative case, never. The article should be repeated when a different form of it is required; as, "A horse and an ass."

EXERCISES.

In each of the following sentences, point out the improper ellipsis; show why it is improper; and correct it.

Cicero made orations, both on private and public occasions. He is the most diligent scholar I ever knew. Thou hast that is thine. Thine the kingdom, the power, and the glory. Depart in peace, be ye warmed, clothed, and filled. I gladly shunned who gladly fled from me. That is the best can be said of him. He has a house and orchard. We must all go the way we shall not return.

LESSON LXXV.

Model of Syntactical Parsing.

In syntactical parsing, the pupil is required, besides parsing the word etymologically, [See LESSON XXXVI.] to state its relation to other words in the sentence, and the rules by which these relations are governed. To illustrate this more clearly, the same sentence parsed etymologically, LESSON XXXVII., is here parsed syntactically.

"Give instruction to a wise man, and he will be yet wiser."

"Give," is a verb, transitive, irregular; give, gave, given; in the imperative, active, second person, singular, and agrees with its nominative *thou*, understood. Rule I "A verb agrees," &c.

"Instruction," is a noun; neuter, in the objective singular, governed by *give*. Rule II. "A transitive verb," &c.

"To," is a preposition, and expresses the relation between *give* and *man*, as its remote object.

"A," is an article, indefinite, belongs to *man*. Rule XXXII. "The article *a* is used," &c.

"Wise," is an adjective, compared, wise, wiser, wisest; and expresses a quality of *man*. Rule VIII. "Every adjective," &c.

"Man," is a noun, masculine, in the objective singular, governed by *to*. Rule III. "Prepositions govern," &c.

"And," is a conjunction, copulative, and connects the two clauses. Definition. "A conjunction is a word," &c.

"He," is a third personal pronoun, masculine, the nominative, singular; it stands instead of *man*, with which it agrees. Rule X. "Pronouns agree," &c., and is the subject or nominative of *will be*.

"Will be," is a verb, intransitive, irregular; am, was, been; in the future, indicative, active; third person, singular; and affirms of its subject *he*, with which it agrees. Rule I "A verb agrees," &c.

"Yet," is an adverb, modifying *wiser*. Rule XXIV. "Adverbs modify," &c.

"Wiser." is an adjective, comparative degree; wise, wiser, wisest; and belongs to *man*, or is predicated of *he*. Rule VIII. "Every adjective," &c.

Questions similar to those suggested at the close of LESSON XXXVII. may be proper here also.

For Exercises in Syntactical parsing, the pupil may now return to LESSON XXXVIII., or take any plain passage in the reading lessons of the Spelling Book; or the ordinary reading books used in the school may be used for this purpose, as the teacher may direct.

LESSON LXXVI.

Promiscuous Exercises on the Rules of Syntax.

In order to correct the following Exercises, examine each sentence carefully, and see wherein it is wrong. See, first, whether words that should agree, do so—the verb with its nominative—the numeral adjective with its noun—the pronoun personal and relative, with its substantive; second, whether nouns and pronouns are in the case which the word governing them requires; and lastly, whether the words are arranged in the order which the Rules require. Having found the error, correct it, and give the Rule for the correction. These Exercises, when corrected, or in the time of correcting, may be used as Exercises in Syntactical parsing.

1. John writes beautiful. I shall never do so no more. The train of our ideas are often interrupted. Was you present at last meeting? He need not be in so much haste. He dare not act otherwise than he does. Him who they seek is in the house. George or I is the person. They or he is much to be blamed. The troop consist of fifty men. Those set of books was a valuable present. That pillar is sixty foot high. His conduct evinced the most extreme vanity. These trees are remarkable tall.

2. He acted bolder than was expected. This is ho who I gave the book to. Eliza always appears amiably. Who do you lodge with now? He was born at London, but he died in Bath. If he be sincere, I am satisfied. Her father and her were at church. The master requested him and I to read more distinctly. It is no more than his due. Flatterers flatter as long, and no longer than they have expectations of gain. John told the same story as you told. This is the largest tree which I have ever seen.

3. Let he and I read the next chapter. She is free of pain. Those sort of dealings are unjust. David the son of Jesse, was the youngest of his brothers. You was very kind to him, he said. Well, says I, what does thou think of him now? James is one of those boys that was kept in at school, for bad behaviour. Thou, James, did deny the deed. Neither good nor evil come of themselves. We need not to be afraid. It is all fell down.

4. He expected to have gained more by the bargain. You should drink plenty of goat milk. It was him who spoke first. Do you like ass milk? Is it me that you mean? Who did you buy your grammar from? If one takes a wrong method at first setting out, it will lead them astray. Neither man nor woman were present. I am more taller than you. She is the same lady who sang so sweetly. After the most straitest sect of our religion, I lived a Pharisee. Is not thy wickedness great? and thine iniquities infinite? There is six that studies grammar.

LESSON LXXVII.

Punctuation.

PUNCTUATION is the art of dividing a written composition into sentences, or parts of sentences, by points or stops, in order to convey to the reader the exact sense, and assist him in the proper delivery. The principal stops are the following:—

The comma (,) the semicolon (;) the colon (:) the period, or full stop (.) the note of interrogation (?) the note of exclamation (!) the parenthesis () and the dash (—)

The comma represents the shortest pause; the semicolon a pause double that of the comma; the colon, double that of the semicolon; and the period, double that of the colon.

The duration of the pauses must be left to the taste of the reader or speaker.

The COMMA usually separates those parts of a sentence which, though very closely connected in sense and construction, require a pause between them.

The SEMICOLON is used to separate the parts of a sentence, which are less closely connected than those which are separated by a comma.

The COLON is used to divide a sentence into two or more parts, less connected than those which are separated by a semicolon but not so independent as to require a period.

The PERIOD is used when a sentence is complete, with respect to the construction and the sense intended; as, "God made all things." "By disappointments and trials, the violence of our passions is tamed." "In the varieties of life, we are inured to habits both of the active and the passive virtues."

The period must be used after all abbreviations; as, "A. D." "M. A." "Fol."

LESSON LXXVIII.

Of Capitals.

In Composition the following words begin with capital letters:

1. The first word of every book, chapter, letter, note, or any other piece of writing.
2. The first word after a period; also after a note of interrogation, or exclamation, when the sentence before, and the one after it, are independent of each other.
3. Proper names, that is, names of persons, places, ships, &c.
4. The pronoun *I*, and the interjection *O*, are written in capitals.
5. The first word of every line in poetry.
6. The appellations of the Deity; as, God, Most High, the Almighty, the Supreme Being, &c.
7. Adjectives derived from the proper names of places; as, Grecian, Roman, English, &c.
8. The first word of a quotation, introduced after a colon; as, Always remember this ancient maxim: "Know thyself."
9. Common nouns, when personified; as, "Come, gentle Spring"
10. Every substantive and principal word in the titles of books; as, "Euclid's Elements of Geometry;" "Goldsmith's Deserted Village."

NOTE. Other words besides the preceding, may begin with capitals, when they are remarkably emphatical, or the principal subject of the composition.

PART FOURTH.—PROSODY.

LESSON LXXIX.

Of Prosody.

PROSODY consists of two parts; *Elocution*, and *Versification*

I. ELOCUTION.

ELOCUTION is correct pronunciation, or the proper management of the voice in reading or speaking, and comprises *Accent*, *Quantity*, *Emphasis*, *Pause*, and *Tone*.

II. VERSIFICATION.

VERSIFICATION is the arrangement of a certain number of long and short syllables according to certain rules. Composition so arranged is called *Verse*, or *Poetry*.

VERSE is of two kinds; *Rhyme* and *Blank-verse*. Rhyme is a similarity of sound in the last syllables of two or more lines arranged in a certain order. Poetry consisting of such lines, is sometimes called Rhyme. *Blank-verse* is poetry without rhyme.

Every verse or line of poetry consists of a certain number of parts called *Feet*. The arrangement of these feet in a line according to the accent, is called *Metre*; and the dividing of a line into its component feet, is called *Scanning*.

All feet used in poetry are reducible to eight kinds; four of two syllables, and four of three syllables; the long syllable being marked by a straight line (—) and the short, by a curve, (∪) as follows:

DISSYLLABLE.	TRISSYLLABLE.
A Trochee — ∪	A Dactyl — ∪ ∪
An Iambus ∪ —	An Amphibrach ∪ — ∪
A Spondee — —	An Anapest ∪ ∪ —
A Pyrrhic ∪ ∪	A Tribraeh ∪ ∪ ∪

In English, accented syllables are long, unaccented are short.

The Metres in most common use, are the *Iambic*, *Trochaic*, and *Anapestic*. *IAMBIC METRE* is adapted to grave and serious subjects; has the second, fourth, and other even syllables, accented or long; and the first, third, and other uneven syllables, unaccented or short. Of this verse there are various kinds, some having two feet, some three, some four, some five. The last is called heroic measure, and is the same that is used by Milton, Young, Thomson, Pollok, &c.

When the last line of a stanza is extended to six feet, it is called *Alexandrine*. *TROCHAIC METRE* is quick and lively, and adapted to gay and cheerful composition. It comprises verses of one and a half, two, three, four, five, and sometimes six feet; sometimes followed by an additional syllable.

ANAPÆSTIC METRE consists of lines of two, three, four Metres or Anapæsts with sometimes an additional syllable.

LESSON LXXX.

Composition.

COMPOSITION is the putting of words together in sentences, for the purpose of expressing our ideas in writing, in the best manner, according to the Rules of Grammar, and the best usages of the language.

Almost all the Exercises in the preceding Grammar, and especially those under the Rules of Syntax, have been framed with a view to exercise the pupil in the elementary parts of composition, by leading him to vary his ideas, and to express the same idea in different forms; to detect and correct errors which often occur in the construction of sentences; and so to put him on his guard against similar errors; and also to form correct sentences for himself, according to the particular directions laid down under the various Rules. In committing his own ideas to writing, in the form of compositions, then, all he has to do is to endeavor to select the proper words, and to combine these so as to express his meaning correctly, according to the Rules with which he is now supposed to be familiar. The few following hints may be useful.

GENERAL DIRECTIONS TO YOUNG COMPOSERS.

1. Spell every word correctly. Pay proper attention to the use of capitals; always using them where they should be, and never where they should not be. [See LESSON LXXVIII.]
2. Carefully avoid all vulgar expressions and cant phrases, and never use words which you do not understand, or which do not correctly express your meaning.
3. At the end of the line never divide a word of one syllable, nor any word in the middle of a syllable. If there should not be room at the end of the line for the whole syllable, do not begin it at all, but carry it to the next line.
4. When you have written what you intended, look over it carefully; see if you can improve by a better choice of words, or by a better arrangement of them, so as to express your meaning more clearly; and mark the changes proposed.
5. Copy the whole over in as neat, distinct, and plain a manner as you can, guarding against blots and erasures, which dis-

figure any writing, dotting your *i's*, crossing your *l's*, and pointing the whole in the best manner you can, so that any person, as well as yourself, may easily read and understand it.

6. Try to make every new composition better than the one before it. Never write carelessly, and though it may be a little difficult at first, a little practice will soon make it easy.

EXERCISES IN COMPOSITION.

The more simple exercises in composition are, for young beginners, so much the better. They should not be required to write about any thing with which they are not perfectly familiar.

1. The following is a very simple and easy exercise. A class of pupils may be directed to look at a certain picture in the Spelling Book or Geography, or any other book at hand; and the teacher may excite their attention by asking some questions, or telling them something respecting it, and then direct each one, either in his seat or at home, to write a description of the picture, together with any ideas that occur to him on the subject. This method will furnish an endless variety of easy and useful exercises.

2. From pictures, the attention may be turned to real objects. The class may now be directed to any object or objects within their view, which they may be required to describe and give their ideas about, as before; for example, the school-house and its furniture—the business of the day, in the form of a journal—the principal objects in view to the south of the school-house—to the north—to the east—to the west. Each may be directed to describe his own house, and the leading objects in view from it in different directions; or any object which he may choose to select.

3. Another class of easy interesting subjects may be found in describing familiar objects in natural history—the various seasons of the year, with their employments and amusements—the various operations of the farmer, and different mechanic arts—narratives of any accidents, or striking events that may have occurred.

4. Short familiar epistolary correspondence, real or imaginary. One pupil may be directed to write to another concerning any thing he pleases. A post-office might be set up in the school, with its letter-box, to be opened at stated seasons, and its contents used for the amusement and instruction of the school. This

Spelling

ercise, because voluntary, would be entered into with spirit, and prove of great benefit.

5. Themes on familiar subjects may next be assigned, such as the following:

Point out the evils of the following vices and improprieties, and make such remarks respecting them as you think proper; viz., Lying, Stealing, Swearing, Disobedience to parents, Sabbath breaking, Discontentment, Intemperance, Ill nature, Violent passions, Penuriousness, Idleness, Cruelty to animals, Bad company, &c.

Point out the benefits arising from, and make such remarks as you think proper, respecting,—Truth, Honesty, Sobriety, Love to God, Love to men, Good nature, Industry, Contentment, Kindness to the poor, Keeping good company, Proper amusements, &c.

In all cases with beginners, it is better to require them to give their own thoughts on familiar subjects with which they are acquainted, than to give them subjects of an abstract nature, or of which they cannot be supposed to have much knowledge. In the former case, they will be likely to give their own thoughts in their own way; in the latter, they will have to resort to books, and instead of giving their own ideas, will be apt to copy the writings of others, without perhaps well understanding them.

6. When the compositions are prepared, the errors in Grammar should be pointed out and explained, mistakes in orthography, capitals, punctuation, &c., corrected, or pointed out to be corrected, and then the whole copied, in a correct and plain manner, into a book kept for that purpose.

Compositions of a higher order than those which have been suggested, would be above the years and acquirements of those for whom this little work is intended, and would therefore be improper. Having gone through these Lessons, pupils though young will be well prepared for taking up, with ease and advantage, the "Principles of English Grammar, or the Analytical and Practical Grammar of the English Language," and for going through a more thorough and critical course.

[THE END.]

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