

NASHVILLE, TENN., July 18th, 1859.

MR. S. S. CALDWELL,

I have looked through Caldwell's Grammar—a portly octavo of 396 pages, admirably got up. This is one of its distinguishing features—its size and style. The author seems to have spared no pains to make it superior to all other works of this class. A peculiarity of this Grammar is the large space devoted to exercises in parsing—the repetitions are well adapted to fix the principles in the student's mind. The book is endorsed by many literary gentlemen, some of whom are experienced teachers, whose verdict is of more consequence than mine. The author has made a few corrections in this second edition, which I think decided improvements. Let those concerned give it a fair trial. It is a Southern production; and Southerners ought to patronize literature when it challenges comparison with that which comes to us from other quarters.

THOS. O. SUMMERS.

A NEW SYSTEM OF ENGLISH GRAMMAR,

BY THE STUDY OF WHICH

YOUTHS AND ADULTS

MAY BECOME

ACCOMPLISHED GRAMMARIANS

IN

THREE OR FOUR MONTHS,

[REDACTED]

*see - Murray's
letter
at
end*

BY
[REDACTED] L.L.

SECOND EDITION.

Nashville, Tenn.:

PRINTED FOR THE AUTHOR,

AT THE SOUTHERN METHODIST PUBLISHING HOUSE.

1859.

English Grammar

Sy. Caldwell

CERTIFICATES.

S. S. CALDWELL.

DEAR SIR: Agreeably to your request, I have made as thorough an examination of your work on English Grammar as my limited time will allow; and I am decidedly of the opinion, that, from its thorough analysis and frequent repetition and explanation of principles in the numerous exercises given, that for Foreigners and persons wishing to acquire a knowledge of the English language without the aid of a Teacher, it is superior to any work now published. Also, for Teachers of large promiscuous schools, having little time to make necessary explanations, your work will prove an invaluable auxiliary.

Very respectfully yours,

R. M. SAWYER,
Formerly Principal of Franklin Institute,
St. Mary's Parish, La.

NEW IBERIA, LA., May 9th, 1855.

HOLMESVILLE, LA., Dec. 18th, 1857.

DEAR SIR: From such examination as I have been able to make of your grammar, within the limited time allowed for that purpose, I am convinced that it will prove a valuable addition to the useful text books recently contributed to the public. The Rules which are announced in terms clear, simple, and suited to the comprehensions of all, are followed by such ample, practical applications, that the student of ordinary intelligence can scarcely be conducted through the work without becoming familiar with the structure and grammar of our language. The work must commend itself to all who examine it, more particularly to those engaged in the vocation of teaching, whose labors it will materially diminish. I trust sir, that it will meet with popular favor, and be brought into general use.

Very respectfully your obedient servant,

GEO. R. KING,
Ex-Supreme Judge of La.

SIDNEY S. CALDWELL.

BATON ROUGE, March, 1858.

HON. E. W. FULLER: From an examination of the MS. copy of Mr. Sidney S. Caldwell's new system of English Grammar, submitted to me by you, I am induced to give it as my opinion, that he has done much towards uniting the practical with the theoretical. The principle and the application, the doctrine and the illustration are so blended by him, as to enable the student, with but little effort, to understand thoroughly

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the fundamental principles of the English language. I trust that his labors may be duly appreciated by every school teacher, and that he may meet with such encouragement as his work merits.

Respectfully yours, &c.,

W. J. HAMILTON,
State Superintendent of Public Education.

LAGRANGE, KY., May 27th, 1858.

MR. SIDNEY S. CALDWELL,

I have, by request, examined your New System of English Grammar with some attention. It evinces a good deal of thought, research, and industry; and I can see no good reason why it may not become the principal grammar through the South and West. Being a Southern production, it should elicit the sympathy and support of every Western man. Its explanations and numerous examples are well calculated to make a lasting impression upon the pupil, and produce more practical grammarians than our usual systems of grammar do. It is so arranged, that any one, with energy and perseverance, could acquire a knowledge of English grammar, by this system, without a Teacher, in less time than is usually devoted to that study at school.

Wishing you all the success that your great energy and untiring industry merit, I subscribe myself very respectfully yours,

O. L. LEONARD.

From the examination I have made of the English grammar prepared by Sidney S. Caldwell, I concur in the opinion of the Hon. George R. King.

HENRY GIBBON.

FRANKLIN, LA., PARISH OF ST. MARY, Sept. 23d, 1858.

FRANKLIN, LA., Sept. 25th, 1858.

I have just examined a work on English grammar, by Sidney S. Caldwell, which is, beyond doubt, much superior to the generality of grammars now in use; and I see no reason why it should not be adopted by teachers throughout the country. I think it peculiarly adapted to the wants of Foreigners; also, to adults of our own country, who have neglected the study, when young, and who may afterwards wish to correct such a defect in the shortest possible time.

CHARLES BROWN, A. M.

FRANKLIN, LA., Sept. 27th, 1858.

S. S. CALDWELL:

From the examination which I have been able to give your English grammar, I am gratified to say, without hesitation, that I consider it a great improvement on those Grammars of our language now in use.

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Without making any radical innovations upon the principles of the science, or their practical application, as found in other popular treatises, it presents the subject in its simplest and most natural form, clearing it of all obscurity; and by the numerous and varied examples in Parsing, which it gives under each Rule, it easily initiates the learner into the analyzation of the English language; at once familiarizing him with both the reason and application of the definitions and rules.

I venture nothing in saying, that you will have rendered an important service to the cause of education, by the publication of your work; and I sincerely hope, that you may meet with that encouragement and success, at the hands of a liberal and enlightened public, which the high merit of your Grammar so well deserves.

I have the honor to be, dear Sir, your obt. servt,

A. L. TUCKER.

I concur in the opinions as above expressed.

A. EDWIN DAVIS.

From the examination I have been able to give the prepared Grammar of Mr. Caldwell, I feel warranted in concurring fully with the foregoing opinions.

G. B. SHEPHERD,
Editor of the Attakapas Gazette.

FRANKLIN, LA., Sept. 30th, 1858.

S. S. CALDWELL:

Your work bears evident marks of great care and skill, and ripe and accurate scholarship. It excels most grammars in these particulars; by its fulness and detail, it will satisfy the inquiries of the advanced scholar; by its plainness, it is suited to the necessities of beginners; and it will be a suitable companion, at all stages of their progress. For these qualities, I cordially recommend it to students and teachers.

G. W. LANE, A. M.

FRANKLIN, LA., Sept. 30th, 1858.

MR. S. S. CALDWELL,

In compliance with your request, I have examined your work on English grammar, and although my time was very limited, and consequently my examination a very cursory one, yet I can safely say, that your work justly merits my highest commendations; and it will, I have no doubt, be well appreciated by an intelligent public.

Very respectfully, &c.,

JAS. T. FONTAINE, M. D.

CERTIFICATES.

S. S. CALDWELL,

FRANKLIN, LA., Sept. 30th, 1858.

I am of the same opinion, with regard to your work on English grammar, as expressed by A. L. Tucker, A. E. Davis, and G. B. Shepherd.

F. C. PALFREY.

MR. S. S. CALDWELL,

FRANKLIN, LA., Oct. 1st, 1858.

I have examined, with considerable care, your new system of English grammar, and I have no hesitation in expressing my cordial approval of the same. A work on the English language, which will materially abridge the labor of the Teacher, at the same time that it will facilitate an acquisition of the required knowledge, by the pupil, is a desideratum, the want of which has long been felt in our schools; and I am fully of the opinion, that the grammar you now offer the public will serve very materially to supply this deficiency.

Wishing you every success in your enterprise, which its merits deserve, I am yours, respectfully,

J. W. LYMAN, M. D.

MR. S. S. CALDWELL,

FRANKLIN, LA., Oct. 1st, 1858.

Agreeably to your request, I have made a hasty examination of your work on English grammar, and although I am aware that my acquaintance with the work is necessarily limited, yet I do not hesitate to yield it the meed of my unqualified approbation. I am persuaded, that it will supply a want that has long existed in our schools; and I hope, ere long, to see it generally introduced.

Very respectfully,

HOMER H. SMITH.

SIDNEY S. CALDWELL,

FRANKLIN, LA., Oct. 2d, 1858.

I have examined your system of grammar, and so far as my time has permitted my attention to it, I am convinced it will be a valuable acquisition to the list of our school books. I wish my examination could have been more thorough, as at every stage of the system, I find more to commend it to the patronage of Teachers and the public. In my opinion, it leaves little to be desired as an exposition of the principles of which it treats; and I think it deserves, and I hope it will receive the liberal support of all, whose labors and studies it is so eminently calculated to facilitate.

Yours respectfully,

R. N. McMILLAN,
Collector of Customs.

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FRANKLIN, LA., Oct. 3d, 1858.

MR. S. S. CALDWELL,

With regard to the system of English grammar that you have now in manuscript, for publication, I am satisfied, that it will meet the approbation of all Teachers, and every one who may be fortunate enough to have a copy of it in possession.

Respectfully yours, &c.,

ELIHU ALLEN.

FRANKLIN, LA., Oct. 4th, 1858.

From the examination which I have made of the treatise of Mr. Sidney S. Caldwell on English grammar, I am satisfied that it is a valuable improvement upon the works of other authors on the same subject, now in use in this country; and I very fully agree with the Hon. George R. King in the favorable opinion, which he has expressed of the work.

J. W. WALKER.

FRANKLIN, LA., Oct. 4th, 1858.

S. S. CALDWELL,

I have examined your new system of English grammar, and I say, with pleasure, it should meet with general commendation. The examples under each Rule illustrate, in a clear manner, the principles of our language, and initiate the student in a proper appreciation of the same. I have found your definitions to be lucid, and apt to strike the mind. It will, I have no doubt, be a powerful auxiliary to Teachers; and it should command the encouragement of all those, who are the friends of education.

It remains for me to congratulate you, on the result of your labors; whilst I am, very respectfully, yours, &c.,

ADOLPHUS OLIVIER.

FRANKLIN, LA., Oct. 8th, 1858.

S. S. CALDWELL,

My examination of your new system of Grammar, has afforded me much interest; and I regard it as a source of pleasure to recommend it as the most complete system, on account of the brevity and perspicuity of its Rules, and the clearness of their exemplifications, that I have ever seen. I most sincerely congratulate you upon the accomplishment of a work, which, in my opinion, affords such great facilities to the student for acquiring a knowledge of the construction of the English language; and with an earnest wish for your success in introducing it, generally, as the standard work upon grammar, I remain very respectfully truly yours, &c.,

H. C. WILSON.

FRANKLIN, Oct. 9th, 1858.

MR. SIDNEY S. CALDWELL,

I have examined your System of English Grammar, and I have no hesitation in saying, that, in my opinion, you have accomplished much in making clear and lucid to the student, many difficulties to be found in the old system, by a concise method of elucidating the various principles of grammar, and by giving many examples to illustrate your definitions, as well as the many examples of parsing, and correcting False Syntax, in which you apply the plainest Rules and Notes. I think your System possesses many peculiar merits, and when once introduced into our schools, it will soon recommend itself, as being so far superior to all other grammars which I have seen, as to supersede them in a short time after its introduction.

With my best wishes for your success, and hoping that others who are better able to judge, may form the same opinion of its merits, I am very respectfully yours, &c.,

THOMAS J. FOSTER.

I have examined Mr. S. S. Caldwell's improved System of English grammar, as handed to me in manuscript by the author, and I think it entitled to the confidence and liberal patronage of the public.

D. DENNETT.

FRANKLIN, La., Oct. 22d, 1858.

PARISH OF VERMILLION, La., ABBEVILLE, Oct. 23d, 1858.

S. S. CALDWELL,

In compliance with your request, I have examined carefully and critically, your new System of English grammar, and I feel much gratified in saying, that it is, in my candid opinion, certainly destined to supersede all other grammars, now in use, in our public schools, seminaries, and colleges: in this opinion I believe the great body of Teachers will concur fully with me, after having given it a critical examination. Your grammar will also be well adapted to the wants of those adults, who, in early life, have given little or no attention to this all important and most useful science, which is the key by which we readily comprehend the intricacies of the various other sciences of our language. Those adults who may be desirous to become accomplished grammarians in the shortest possible time, may easily effect their object in a few months, by studying your system of grammar.

I most earnestly recommend to all our public and private Teachers, as well as all youths and adults who may wish to study grammar without the aid of an Instructor, your invaluable work, that they may test the justness of my remarks; for candidly, I can see no reason why it should not become the Text Book of all the Public and private schools of our common country.

Wishing you all the success commensurate with your noble and meritorious enterprise, I remain, very respectfully your obedient servant,

AMBROISE LACOUR.

FRANKLIN, La., Oct. 25th, 1858.

S. S. CALDWELL,

Having examined carefully your new System of English grammar, I must say, with much pleasure, that it is the most lucid and systematic Treatise on grammar that I have ever examined. In your several Treatises on the ten parts of speech, and the many examples given of parsing them, both separately and together; and the many examples, which you have given and corrected, of False Syntax, pertaining to the several parts of speech which can be violated, throughout your work; and the clear, comprehensive manner in which you treat of Punctuation by giving numerous examples under every Rule, and correcting nearly all of them, you seem to evince a thorough knowledge of every important principle of grammar, and to possess a peculiar faculty of communicating your definitions and explanations in such a clear and brief manner, that youths, as well as adults, may readily understand them. You have given such apt illustrations and numerous examples of parsing and correcting, throughout Etymology and Syntax, that all intelligent youths and adults who will study your work, may acquire a practical, if not a thorough knowledge of grammar in a few months, without an instructor; which cannot be done by the study of any other system of grammar within my knowledge.

I sincerely hope, that you may meet with such encouragement as your work justly deserves, and ere long, that its merits may be rightly appreciated by the intelligent public.

Yours most respectfully,

THOS. G. WILSON.

GLEN ORANGE, PARISH OF ST. MARY, Nov. 16th, 1858.

MR. SIDNEY S. CALDWELL,

I have examined carefully your new system of English grammar, and I give it as my opinion, that it is a decided improvement on any work of the kind, that I have ever seen. Having been a teacher for many years, you appear to know well what is necessary to lead the minds of children, youths and adults to the knowledge of the principles of grammar: to lead them by very easy steps, and at every step, to pause and view the scenery around them, till finally they attain the most thorough knowledge of the structure of the English language. You have presented the principles of grammar in all their various phases, and illustrated them by ample, copious examples: in this respect, especially, I think, that your work is greatly superior to any other system of grammar. By one hour's attention to it, daily, any young man may, in a very short time, become a good practical grammarian, without the aid of a Teacher. Any work that will lead that large class of the youths of our country, who have not had the privilege of early culture, to the attainment of such a useful science as that of grammar, should certainly be hailed by all, as a blessing to our race.—Hoping that you will be as successful in introducing your work to the public, as to cause it to become the Text Book in the schools and colleges of our land; and that you may be amply

compensated for your arduous labor of several years in composing it; and that you may live to see it become the standard work of our common country, I am very respectfully, yours, &c.,

STEPHEN J. DAVIES,
Pastor of the Meth. E. Church, South, at New Iberia.

FRANKLIN, LA., November 17th, 1858.

S. S. CALDWELL,

With pleasure, I have examined your New System of English grammar, which is, in my estimation, greatly superior to any other work of the kind, that I have ever seen.—Your several Treatises on language, grammar, English grammar, Orthography, Etymology, and Syntax together, comprising the ten parts of speech, of which you first treat briefly, and then minutely, are given in the clearest possible manner; that youths as well as adults, may readily comprehend them in a very short time.—After treating of each of the ten parts of speech in the most lucid manner, you give many examples of the most concise, systematic order of parsing it, as well as many examples of correcting false syntax in which it is misapplied: which is not done by any other author on grammar, whose work I have had the honor to examine.—You also parse many exercises comprising a great variety of examples of the ten parts of speech; which I have never seen done in any other work on grammar.—Your Rules and Notes of Syntax are concise, and they may be easily comprehended by the young learner, as well as the adult; and I notice that you have given a great many examples of False Syntax under every Rule which can be violated; and you have corrected nearly every example under each Rule, leaving but few examples to be corrected by the pupils.—Your Treatise on Punctuation will certainly enable all those, who may study it, to become accomplished punctuists in a short time; as you have given many examples of False Punctuation under every rule which can be violated, and corrected nearly all of them. In my opinion, you seem to have made a vast improvement in the mode of teaching grammar; and I sincerely hope, that your invaluable work may prove to be the Text Book of our land, on this all important science, which is the Key to all others; and that you may be amply compensated for your arduous task of several years in writing it.—Very respectfully yours, &c.,

JOHN C. GORDY.

FRANKLIN, LA., November 20th, 1858.

MR. S. S. CALDWELL,

I have examined your New System of English grammar, as carefully, as the limited time allowed me would permit; and it affords me much pleasure to express the opinion, that both in design and execution, it merits the highest praise. The work seems to be the result of much labor and research, based upon an intimate and thorough knowledge of the English language; and it embraces, in a convenient and compendious form, every thing relating to the subject. From its simplicity, it seems admirably adapted to the wants of the young beginner; while its com-

prehensiveness and the copiousness of its Rules and examples, render it equally suited to the pupil of maturer age. I think it well deserves to become the Text Book, both in our Public schools and the higher institutions of learning in our land; and with my best wishes for your success, I remain, very respectfully, your friend,

C. M. SMITH.

FRANKLIN, LA., November 20th, 1858.

MR. S. S. CALDWELL,

Having given your "New System of English Grammar" such examination as to satisfy me, that it will prove a very valuable book for the youth in our schools, and for those of riper years, I cheerfully recommend it to popular favor. It is such a work, as has been much wanted for teacher and scholar, calculated to relieve the one from much painful, and often profitless drudgery, and simplifying the toil of the other. The leading characteristic of your system is simplicity, which enhances greatly its value; especially as your efforts have been directed in framing it to the education of the young; while this prominent feature recommends it equally to those whose early education has been defective, and to foreigners. These may learn here, as correct a knowledge of the structure and peculiarities of our spoken and written language, as from any other work; and more easily without a teacher, than from any grammar now in use. There may exist similar works of loftier pretensions, but not one of more merit. I hope its popularity may be as widely diffused as it deserves, and that it may be generally adopted as the Text Book in the schools of our common country; and more, may your years of hard toil in the preparation of your valuable work, be rewarded with substantial benefits to yourself, is the sincere wish of yours truly,

JOHN AUGUSTINE SMITH.

WE have examined, as carefully as our limited leisure would permit, the proof-sheets of "A NEW SYSTEM OF ENGLISH GRAMMAR," by Sidney S. Caldwell, and are pleased with the industry and fidelity exhibited in the treatment of the subject. The exercises are remarkably full and elaborate; and a studious pupil cannot fail of being greatly benefited in the faithful use of the work. Mr. Caldwell appears to have spared neither time, pains, nor labor in his attempt to produce a perfect work; and we heartily wish his enterprise abundant success.

A. A. STITT.

F. B. STITT.

NASHVILLE, Feb. 14, 1859

NASHVILLE, TENN., Feb. 26th, 1859.

S. S. CALDWELL,

I have, at your request, examined your work, entitled "A New System of English Grammar," and without the time to become familiar with all its details, I am satisfied that it deserves a high rank among the modern improvements of that class. What has struck me most in its perusal is its simplicity; while at the same time it possesses a wonderful variety. It would be difficult I think to combine a process in that branch of science whose grade would be so well adapted to the capacity of the young beginner. The illustrations are apt and well chosen, and embody sentiments that will be useful to the student beyond the attainment of a knowledge of grammar. I sincerely hope that this view may be verified by a practical experiment, and that your labors may be amply rewarded.

Respectfully yours, &c.,

NEIL S. BROWN.

Hon. N. S. Brown is an Ex-governor of Tennessee.

NASHVILLE, TENN., Feb. 28th, 1859.

Mr. S. S. CALDWELL,

I have examined your "New System of English Grammar," and I highly approve the method of the work, as well as the manner of its execution. You have manifestly brought to the task of simplifying this most important branch of learning the experience and reflection of years; and you have produced a work which must soon commend itself as a public benefaction.

Respectfully yours, &c.,

JOHN L. T. SNEED,
Attorney-General of Tennessee.

NASHVILLE, TENN., Feb. 28th, 1859.

Mr. S. S. CALDWELL,

Favored by yourself with a copy of your "New System of English Grammar," just issued, I have taken considerable pleasure in examining it with as much care as leisure from my professional engagements would permit. I am pleased, sir, to find it all that your Prospectus represented it to be, and even more complete, admirably arranged, and easily comprehended than I had reason to anticipate. In fact, so fully am I satisfied of its superiority to all other forms of English Grammar extant, that I should be much gratified to see it made a standard work in the schools of our country.

Respectfully yours, &c.,

JAMES R. BRUCE,
Editor of Nashville Gazette.

NASHVILLE, TENN., Feb. 28th, 1859.

To produce a good English Grammar is to confer a public good; and from the slight examination that I have been able to give the work of Mr. Sidney S. Caldwell, I think that it is a production worthy of commendation. Good in its arrangement, just and concise in its definitions, with an unusual variety of excellent examples, it will afford the private learner a just and comprehensive view of a very important science. The moral and excellent sentiments contained in the examples given, add no little to its value.

A. P. M'FERRIN.

NASHVILLE, TENN., Feb. 28th, 1859.

Having partially examined the work of Mr. S. S. Caldwell on English Grammar, I concur fully in the sentiments of the Rev. A. P. M'Ferrin.

HUGH CARROLL.

NASHVILLE, TENN., March 1st, 1859.

S. S. CALDWELL,

An examination of your "New System of English Grammar," just published in this city, satisfies me that it is an invaluable addition to our catalogue of school-books; and it should supersede, in a great measure, all others of its class. Its arrangement is admirable in every respect. Neither the teacher nor the pupil—not even students who desire to acquire a knowledge of Grammar without the aid of a teacher—could desire a work better adapted to their wants.

Respectfully yours, &c.,

W. HY. SMITH,
Editor of the Patriot.

NASHVILLE, TENN., March 1st, 1859.

Mr. SIDNEY S. CALDWELL,

I have with great pleasure examined your Grammar, and I give you most cheerfully my opinion of the work. So gradually and methodically does it unfold the principles and structure of our language, that the mind is led to pursue the pleasing inquiry without the consciousness of fatigue; and from the ease of the acquisition, it is astonished at the amount of information obtained. The "System" presents all the beauty of a mathematical problem, the solution being effected by the continual use of the known, for the discovery of the unknown. It is essentially an excellent system of logic, the conclusion inevitably following the premises. To me it appeared like the dawn of morning upon a lovely landscape; the shades of night gradually dissipating before the rays of intellectual light poured upon the subject until each object within the prospect rises clearly and distinctly before the view, and the beauty, symmetry, and

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order of the whole became irresistibly attractive. I heartily commend the work to all who delight in the study of the philosophy of our complicate and comprehensive language.

Respectfully yours, &c.,

W. G. BRIEN,
Attorney at Law.

NASHVILLE, TENN., March 1st, 1859.

MR. SIDNEY S. CALDWELL,

I have, as you desired, examined your work on English Grammar, and I only regret that my time was too limited to allow as critical an examination as I had wished to give it. Yet, I think, that I am justified in saying that it is a work of superior merit, and it deserves amply the patronage commensurate with your labors. It is readily to be seen by those who are familiar with the Grammars of Murray and Kirkham, that many rules and passages, which, to the beginner, would seem difficult and obscure, have been so simplified and explained, that he who could not comprehend them at a glance, though he be a youth, must indeed be stupid. With a wish that your labors, which, I think, are the most arduous of all others, may be rewarded by the public favor and patronage, I remain your obedient servant,

JOHN D. BRIEN,
Attorney at Law.

NASHVILLE, TENN., March 2d, 1859.

By request of Mr. Sidney S. Caldwell, I have examined his "System of English Grammar," just issued at the Southern Methodist Publishing House in Nashville. It is based upon the Grammars of Murray and Kirkham, but their systems are here elaborated, amplified, and very copiously illustrated by examples and explanations. For that class of persons called by the ancient Greeks, *Opsimathists*, to be found especially in thinly settled parts of our country, where but few schools exist, and who desire at a late age, to acquire a knowledge of English Grammar, we know of no work so well adapted as Mr. Caldwell's. A careful perusal of it can hardly fail to give a competent knowledge of the subject; and here I hope the author may receive a suitable reward for the labor he has evidently bestowed upon his work. If he has produced a work that will enable the youths of our country that have not had the benefits of an early education, to supply, to this extent, this defect, he is, so far, a public benefactor.

NATHANIEL CROSS.

NASHVILLE, TENN., March 10th, 1859.

MR. S. S. CALDWELL,

The very hasty examination which I was able to give your "New System of English Grammar," while a copy remained in my possession,

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satisfied me that your thorough acquaintance with the subject, and the uncommon diligence you have used in attempting its elaborate illustration by ample exercises, must afford great assistance to those who would pursue the study of our language without an oral instructor. Wishing you abundant success in a work so commendable, and in the furtherance of an object so desirable, I sincerely commend your work to public consideration.

Respectfully yours, &c.,

W. LELLYETT,
Local Editor of the Nashville Daily News.

EXECUTIVE DEPARTMENT, NASHVILLE, TENN., March 28th, 1859.

MR. S. S. CALDWELL,

From the hurried examination given to your "New System of English Grammar," I am satisfied that it will be a valuable acquisition to our schools; and it is certainly the best Grammar that I have seen for those who wish to learn the English language without a teacher.

Very respectfully,

ISHAM G. HARRIS,
Governor of Tennessee.

NASHVILLE, TENN., March 28th, 1859.

MR. S. S. CALDWELL,

I have carefully examined your "New System of English Grammar," and I am convinced that it is a decided improvement upon any other work of the kind now in use. While it certainly is well adapted as a class-book in schools, and ought, in my opinion, to be generally adopted as such. Its principles are so simplified, and its rules so plain, that youths and adults may study it successfully without the aid of a teacher. Hoping that the public may speedily come to a knowledge of its superior merits, I am, very respectfully, &c.,

IRA P. JONES.

NEW ORLEANS, LA., April 7th, 1859.

S. S. CALDWELL,

I have examined your work on English Grammar with some degree of care. My decided opinion is, that in clearness, system, accuracy, and comprehensiveness, it is superior to any treatise of the kind hitherto published. It seems to me quite impossible for an American or foreigner to devote a modern amount of time to this admirable Grammar, without succeeding in mastering the principles of our language. No Grammar that I have seen approaches it as a means of facilitating the acquisition of the English language.

Respectfully yours, &c.,

SAMUEL HARBY,
Editor of the N. O. Bee.

ASSUMPTION, April 27th, 1859.

MR. S. S. CALDWELL,

I have examined your work on English Grammar with some care, and I have no hesitation in saying that it seems to me better fitted for facilitating the studies of those engaged in acquiring a correct knowledge of writing and speaking our language than any other work which has fallen under my observation. The simplicity of the method adopted, together with the clearness and precision of the rules laid down, and the fulness with which those rules are illustrated by well-selected examples, leave little more to be desired in a work of the kind; and I therefore trust that it will soon be introduced, as it deserves to be, into all our schools, where young persons are instructed in that most important department of learning.

Yours very respectfully,

MILES TAYLOR,
Member of Congress from La.

NEW ORLEANS, LA., May 16th, 1859.

S. S. CALDWELL,

I take much pleasure in recommending to the public your work, which is the result of more than twenty years spent by you in the successful teaching of Grammar in several of the institutions of this State. Yours is a practical work, and it will prove to be of incalculable advantage in all our schools, if its usefulness may be tested by the success which has attended you, as a teacher, when you were but maturing its general plan. With the best hopes for your welfare, I remain respectfully yours, &c.,

ALBERT VOORHIES,
Supreme Judge of La.

NEW IBERIA, LA., May 16th, 1859.

I have just examined a "New System of English Grammar," by Sidney S. Caldwell, of this State, and I think that it deserves public patronage, and it should be introduced as the standard Grammar of our public schools.

JOHN MOORE,
Ex-Mem. of Congress from La.

NEW IBERIA, LA., May 16th, 1859.

MR. S. S. CALDWELL,

I take great pleasure in adding my recommendation to the many others that you have already received, to the great merit of your "New System of English Grammar." It combines all the excellencies of the Grammars of Kirkham and Murray, which are greatly simplified. I think it

a work called for by the progress of the age, and that it will assuredly become the text-book of our schools and colleges. Hoping that you may receive from the hands of a grateful public a handsome reward for the many years' labor which you have devoted to the perfection of this work, I am respectfully yours, &c.,

J. A. LEE.

ATTAKAPAS COLLEGE, NEW IBERIA, LA., May 17th, 1859.

S. S. CALDWELL,

Accept my sincere thanks for a copy of your "New System of English Grammar," which I received through the hands of Dr. Epperson. I entirely approve of your system, and I am thankful to meet with a work which will aid me, as much as my pupils, in our mutual labors. The interrogative form in which it is written will be a great help to the memory; and the numerous examples of parsing and correcting given under each rule will render my assistance almost unnecessary. Trusting that your labors may be universally appreciated, I remain yours, &c.,

ARTHUR COOK,
Prof. of English Lang. and Lit. at the Attakapas College, La.

NEW IBERIA, LA., May 18th, 1859.

From an examination of a "New System of English Grammar," by Sidney S. Caldwell, of this State, I am satisfied that it is a work of a high order of merit; that it possesses all the advantages of the systems of Kirkham and Murray, and from its greater perspicuity, fulness, and facility of comprehension, it deserves to be introduced as the text-book in our schools.

WM. ROBERTSON.

NEW IBERIA, LA., May 19th, 1859.

MR. S. S. CALDWELL,

After a cursory examination of your "New System of English Grammar," I have no hesitation in saying that you have attained a desideratum much required by teachers in imparting a thorough knowledge of the English language to their pupils. The brevity of its rules, and the clearness of their exemplifications, cannot fail to facilitate greatly the labor of the student. Hoping that you may meet with the reward which your labors deserve, I remain very respectfully yours, &c.,

A. DUPERIOR, M.D.

NEW IBERIA, LA., May 24th, 1859.

MR. S. S. CALDWELL,

I have examined your "New System of English Grammar," with considerable attention. I have always considered Lindley Murray as the

best authority upon the subject, and I do not think that any good Grammar could be constructed upon any plan so widely from his as that followed by some very modern writers. But his work is confessedly unsuited to the purposes of ordinary common school instruction; hence, I am glad to see all that is really available in his system presented in a practical form, and incorporated with so much that is good, and yet new, in your work. I was, at first sight, appalled at the size of the work, but on taking up a single subject, and considering how much space is occupied by the exercises in parsing, and examples of false syntax—not the least important parts of the whole work—I find that instead of being diffuse and excursive, the Grammar is remarkable for its real conciseness and strictly logical arrangement. It gives me much pleasure to learn that the success of this first edition has been so decided, and I trust that in addition to the consciousness of having done a good work, you will reap an abundant pecuniary reward for your labors.

Very respectfully yours, &c.,

WM. K. DOUGLAS,

Rector of the Church of the Epiphany, New Iberia, La.

FRANKLIN, LA., May 25th, 1859.

S. S. CALDWELL,

I have perused, with much interest, and no small degree of satisfaction, your "New System of English Grammar." To say that the work commands my unqualified approbation, and that I prefer your system of teaching our vernacular tongue to any other yet published, conveys but a feeble estimate of the superiority and many excellencies of the volume now before me. The interrogative system adopted by you, the numerous examples in parsing and correcting, and the great comprehensiveness of your rules of syntax, place a knowledge of the Grammar of our language within the reach of all who may wish to perfect themselves in that science—the most useful among the liberal arts. You have overlooked nothing in the compilation of the work which would serve to throw additional light on the subject, or to divest it of all superfluities in the eyes of new beginners. Hoping soon to hear that your Grammar "is being generally adopted," not only in the South, but throughout the Union, as a text-book in our common schools, as well as in the higher institutions of learning, I have the honor to remain, very respectfully yours, &c.,

JONA C. WHITE,

Editor of the Franklin Banner.

NEW IBERIA, LA., June 1st, 1859.

S. S. CALDWELL,

Having examined your "New System of English Grammar," it is with great pleasure that I pronounce it a superior work on the structure of our language. It combines all the excellencies of several standard text-

books in the most simplified and comprehensive form, being well adapted to render the study of the English language plain and easy; and I hope that it will be generally adopted as the standard work in our schools and colleges.

Yours respectfully,

T. B. WHITE.

FRANKLIN, LA., June 1st, 1859.

MR. S. S. CALDWELL,

I have reviewed your Grammar attentively, and I cheerfully add my own opinion of its merits to those testimonials which you already possess. Your system so simplifies the study that a thorough knowledge of our language can be acquired with but little labor either to pupil or teacher. Being, too, the only school book of the kind emanating from a Southerner, and from a Southern press, it possesses peculiar claims for its adoption as a text-book in the primary schools of our Southern States.

Respectfully yours, &c.,

JOSEPH T. HAWKINS, M.D.

THIBODAUX, LA., June 14th, 1859.

S. S. CALDWELL,

We have examined, with considerable care, your "New System of English Grammar," and we hereby append our unqualified approval of the work.

Very respectfully yours, &c.,

BANNON G. THIBODAUX,

E. W. BLAKE,

Attorneys at Law.

THIBODAUX COLLEGE, LA., June 20th, 1859.

S. S. CALDWELL,

From an examination of your "New System of English Grammar," I do not hesitate to concur fully in the favorable opinions already expressed of your work. Confident of its superiority over other treatises on the same subject, I have determined to adopt it in my institution as the text-book of that branch of education, the principles of which it so clearly and thoroughly explains.

Yours respectfully,

CHARLES SCHIFFERSTEIN, A.M.

THIBODAUX, LA., June 25th, 1859.

MR. S. S. CALDWELL,

I have examined your "New System of English Grammar," which you were kind enough to put into my hands; and I can truly say that with your manner of treating the subject I am much pleased. I think it admirably adapted to the end which you seem to have in view. It will

furnish a valuable help to those teachers who have not the time to enter into minute explanations before their classes. The study of the English language is too much neglected in many of our schools and seminaries; and any work that promises to invest this subject with a new interest should be hailed as an important addition to the many valuable text-books now in use.

Respectfully yours, &c.,

A. E. THOM.

CENTREVILLE, LA., June 27th, 1859.

S. S. CALDWELL,

I have examined your "New System of English Grammar," and I am gratified to say that from its concise arrangement, plainness of diction, and practical utility, it is better calculated to impart an analytical knowledge of the English language than any other work with which I am acquainted. As I consider it greatly superior to any other Grammar that I have ever seen, I trust that it will soon become the standard work of our schools throughout the country.

Very respectfully yours, &c.,

A. LYLE, A.M.

NEW ORLEANS, LA., June 30th, 1859.

S. S. CALDWELL,

I have examined, with care, your "New System of English Grammar," and without hesitation I pronounce it a superior work for style, simplicity, and comprehensiveness, to any other that I have ever seen; therefore I cheerfully recommend it to public patronage.

Respectfully yours, &c.,

WILLIAM C. CROW,
Attorney at Law.

NEW ORLEANS, LA., July 1st, 1859.

S. S. CALDWELL,

I have carefully examined your English Grammar, and I have no hesitation in pronouncing it one of the most practical works that I have ever seen on the same subject. I consider it particularly suited to the wants of all persons who have not had the benefits of a Grammar education in their youth. It is impossible for any one who can read the English language not to comprehend every rule and example in it without the assistance of a teacher. It is also well adapted to the uses of all schools and academics.

Yours with respect,

J. G. POINDEXTER,
Chairman of the Committee on Books for the First Dist. of New Orleans.

NEW ORLEANS, LA., July 1st, 1859.

MR. S. S. CALDWELL,

I have examined your "New System of English Grammar," with a great deal of care, and it affords me much pleasure to be able to add my recommendation to those of the many distinguished scholars who have examined it more critically. Without intending, in the slightest degree, to disparage our countryman, Lindley Murray, the father of English Grammar, there are to be found, in your work, some new and additional rules which greatly facilitate the parsing and correcting of sentences which would be difficult to do by the rules of any other system within my knowledge. Hoping that it may be brought into general use in our country, I am very respectfully yours, &c.,

ISAAC E. MORSE,
Ex-Member of Congress from La.

NEW ORLEANS, LA., July 1st, 1859.

MR. S. S. CALDWELL,

I have taken much pleasure in the examination of your "New System of English Grammar," and I can truly say, that in my humble opinion, it is far better adapted to the wants of pupils of all ages and capacities than any other Grammar with which I am acquainted. Your work is remarkable for its admirable arrangement, perspicuity of style, and the brevity of the definitions and rules, as well as the simplicity and comprehensiveness of the language used throughout the whole treatise. For these and many other excellent qualities peculiar to your work, I most cheerfully recommend it to public patronage, and I hope that it may soon become the standard Grammar in all the primary schools of our common country.

Very respectfully yours, &c.,

W. C. DUNTON, A.M.

NEW ORLEANS, LA., July 4th, 1859.

MR. S. S. CALDWELL,

The glance only which my engagements permitted me to take of your work on English Grammar, has satisfied me that it exhibits the careful results of great experience, close application, and patient study. I doubt not that it will admirably subserve the objects which you had in view in its preparation. I trust that you may receive an ample reward for your labors, and that your example may stimulate other Southern teachers to undertake the publication of other works in the various departments of popular education.

Very respectfully yours, &c.,

STEPHEN GAY,
Writing Editor of the New Orleans Com. Bulletin.

NASHVILLE, TENN., July 18th, 1859.

MR. S. S. CALDWELL,

I have looked through Caldwell's Grammar—a portly octavo of 396 pages, admirably got up. This is one of its distinguishing features—its size and style. The author seems to have spared no pains to make it superior to all other works of this class. A peculiarity of this Grammar is the large space devoted to exercises in parsing—the repetitions are well adapted to fix the principles in the student's mind. The book is endorsed by many literary gentlemen, some of whom are experienced teachers, whose verdict is of more consequence than mine. The author has made a few corrections in this second edition, which I think decided improvements. Let those concerned give it a fair trial. It is a Southern production; and Southerners ought to patronize literature when it challenges comparison with that which comes to us from other quarters.

THOS. O. SUMMERS.

A NEW SYSTEM
OF
ENGLISH GRAMMAR,

BY THE STUDY OF WHICH

YOUTHS AND ADULTS

MAY BECOME

ACCOMPLISHED GRAMMARIANS

IN

THREE OR FOUR MONTHS,

WITHOUT THE AID OF A TEACHER.

BY
SIDNEY S. CALDWELL.

SECOND EDITION.

Nashville, Tenn.:

PRINTED FOR THE AUTHOR,

AT THE SOUTHERN METHODIST PUBLISHING HOUSE.

1859.

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Entered, according to Act of Congress, in the year 1858, by

SIDNEY S. CALDWELL,

in the Office of the Clerk of the District Court of the United States for the Eastern District of Louisiana, and therein registered, according to said Act.

ATTEST:

ROBERT M. LUSHER, Deputy Clerk.

STEREOTYPED AND PRINTED BY A. A. STITT, SOUTHERN METHODIST
PUBLISHING HOUSE, NASHVILLE, TENN.

P R E F A C E .

It is generally conceded by literary men, that GRAMMAR is the science of language. It is also admitted by the most learned men, that Lindley Murray was the most systematic author of the general principles of the English language.

Since the days of Murray, many philologists have endeavored to simplify his mode of teaching English grammar, that youths and adults may acquire a thorough knowledge of this all-important science in the shortest possible time.

We frankly admit, and with much pleasure do we assert, that, in our opinion, Murray's mode of teaching grammar has been greatly simplified by various philologists; but, we think the most important parts of grammar have not been clearly explained by any author on English grammar, whose work we have had the honor to examine. It will be readily admitted by all persons who understand grammar, that no one who cannot parse and correct systematically and thoroughly can be considered an accomplished grammarian. In order to parse and correct systematically, the author of the grammar in which the pupils study, should give many examples of the clearest systematic order of parsing every part of speech; and he should also give many examples of the clearest, briefest, and simplest systematic order of correcting False Syntax under every rule which can be violated. We must say, candidly, that we deem the few examples of the systematic order of parsing and correcting, which are given by any of the various authors whose works we have examined, altogether insufficient to enable the pupils to acquire a thorough

knowledge of English grammar in a few months. We have endeavored to supply this defect, by giving a great many examples of a concise systematic order of parsing each of the ten parts of speech, as well as a brief systematic order of correcting the many examples of False Orthography and False Syntax, under their respective Rules throughout this work.

Those persons who may wish to study grammar, and who wish to purchase the best grammar for their children, generally consult some teacher, in order to obtain the best work. On the introduction of this work to the public, we most earnestly solicit all such persons, as well as teachers, to examine it, that they may see the general plan of the greatly improved method of teaching grammar, which we profess to have made, before they buy it.

In treating of the general principles of grammar, we have taken Murray and Kirkham as our guides; though we differ with them both in a few important points, which will be seen by the students as they proceed; those points being clearly explained, that the pupils may judge for themselves. As Mr. Samuel Kirkham frankly acknowledged, that his work was a mere simplification of Murray's grammar, so do we admit, that ours is a work, by which Kirkham is simplified. We have used every possible exertion to simplify Kirkham in a much greater degree, than he simplified Murray; but how we have succeeded, will be seen by the progress of the pupils. It is an old proverb, *that which is true is plain*, and this proverb is applicable to all professed improvements in the arts and sciences throughout the civilized countries of the globe; and we cheerfully submit this work to the test of the strictest examination by the most able connoisseurs of the English language. We have endeavored to use the plainest language to express our ideas in such a manner as to be understood by the younger pupils, as well as adults; and we sincerely hope, and feel quite confident, that we have succeeded in so simplifying the mode of teaching grammar, that all persons, both youths and adults, who may study this work, may be enabled to acquire a thorough knowledge of English grammar in a few months.

This work is designed as well for those foreigners who annually emigrate to our country, as for the use of our schools. Some three or four hundred thousand foreigners come, annually, to the United States, a large majority of whom are unacquainted with the English language; and our country seems to demand a system by which they may readily learn to speak and write it correctly in a few months. As soon as such foreigners, who are generally adults, shall have learned to read the English language, they may, by the study of this work, become good practical grammarians in three or four months, without the aid of an instructor. It will be seen that we treat of the general principles of grammar by interrogatories, the answers of which, immediately follow the questions. Every thing pertaining to each and every part of speech is clearly exemplified by questions and answers, in such a manner that the pupils will need but little instruction from a teacher; and youths of fifteen years, or more, and adults will be enabled to study, by this system, almost as well without a teacher as with one.

For the benefit of those persons who may wish to know the general plan of this work, we will give a synopsis of it in the preface. After treating briefly of language, grammar, &c., we treat clearly of Orthography, and give many examples of correcting False Orthography, under every Rule. We then treat briefly of the several parts of speech, that the pupils may readily distinguish them, as they proceed; except the Article, Personal Pronoun, and Interjection, of which we treat in the clearest possible manner. We then take up the several parts of speech, and after treating of each of them, we give many examples of the systematic order of parsing it, and correcting False Syntax in which it is misapplied. We then parse many examples of the ten parts of speech by the shortest systematic order of parsing. We then treat of Syntax, and correct many examples of False Syntax under every Rule in which those examples are given. We then treat of Prosody and Punctuation; and we correct systematically many examples of False Punctuation under each Rule. We then give the Appendix, after which comes the Key, by

which the proper corrections are made for every sentence in False Syntax, which has not been corrected under its respective Rule.

We will remark, that we have written more than two hundred pages of manuscript, in giving the systematic order of parsing the ten parts of speech, and correcting False Syntax, in which they are misapplied. The systematic order, of parsing and correcting, is similar to Kirkham's order; but ours is more brief than his, as we discard many superfluous words used by him, both in parsing and correcting. Though we have taken Murray and Kirkham as our guides in writing this work, we will remark, that the general plan and arrangement of it, throughout, is entirely original with us; and should it prove as efficient in the advancement of those pupils who may study it, as the author anticipates, he will feel amply recompensed for his arduous task of several years in writing it.

SUGGESTIONS TO TEACHERS.

As we profess to treat of grammar, in this work, on a new system, and a different plan from that of any other author whose work we have had the honor to examine, we propose to make a few suggestions to you, in regard to the proper manner of using it in your schools. You will perceive, on an examination of this work, that by its arrangement, it is designed to relieve the teacher, in a great measure, from the burdensome task of pointing out the lessons to his pupils, and explaining their lessons to them after they shall have recited them. Permit me to assure you, that by complying with the following requisitions, your pupils will acquire a thorough knowledge of grammar in three or four months, if such pupils are over fifteen years of age. But it will generally require six months, and in some instances, nine months, for pupils from eight to fifteen years of age, to understand grammar.

We propose the following suggestions.

1st. You should require your pupils to read their reciting lessons to you immediately after giving them, that they may understand them; and they should read the sentences which are not designed to be memorized, as well as those which are required to be committed to memory. If time will permit, they should read the whole of one lesson, as given in this work, at a time. ~~The teacher should require that the pupils should understand their lessons before they commence to commit them to memory. They will, then, learn them with pleasure, and commit them to memory in a short time.~~ You may

most useful

Many persons who are good scholars, write all their business transactions, letters, &c., without any other pauses than commas and periods; and some persons write a great deal, and use only the period. Agreeably to the usual method of treating of punctuation, it is difficult to learn properly; and those who study it, generally punctuate differently: hence, the neglect by teachers in instructing their pupils in this all-important branch of their education. It will be seen, that we treat of punctuation, in this work, in such a clear and simple manner, that pupils may easily acquire a thorough and correct knowledge of it in a few weeks, or a month; and all those who study it, will punctuate precisely in the same manner. There are only eighteen Rules, which should be memorized, as well as the definitions of the various pauses. The pupils should correct every example of False Punctuation under each Rule, and apply the Rule to each example, until they can correct all of them with the greatest ease and facility.

Such are our views with regard to the study of grammar, and we hope that you will not find them inappropriate in advancing your pupils in this most useful and important science in the English language.

THE following Address is given by Mr. Samuel Kirkham in the first part of his Grammar, and we think it so appropriate to the minds of the young learners, that we insert it, with pleasure, in our work; and we sincerely hope, that all of the young students, who may study this work, will read it, before they commence the study of grammar. As we have taken Messrs. Murray and Kirkham as our guides, in writing this work, our inexpressible regard for those authors, has prompted us to open this work with the address of the latter author, and to close it with that of the former author to young students, as given at the close of his grammar. Both addresses are well calculated to incite a great desire for literature, and to impel youths to pursue their various studies with that ardor which will enable them to reach the summit of the ladder of fame:

“MY YOUNG FRIENDS,

“You are about to enter upon one of the most useful, and when rightly pursued, one of the most interesting studies in the whole circle of science. If, however, you, like many a misguided youth, are under the impression that the study of grammar is dry and irksome, and a matter of little consequence, I trust I shall succeed in removing from your minds, all such false notions and ungrounded prejudices; for I will endeavor to convince you, before I close these lectures, that this is not only a pleasing study, but one of real and substantial utility; a study that directly tends to adorn

and dignify human nature, and meliorate the condition of man. Grammar is a leading branch of that learning which alone is capable of unfolding and maturing the mental powers, and of elevating man to his proper rank in the scale of intellectual existence;—of that learning which lifts the soul from earth, and enables it to hold converse with a thousand worlds. In pursuing any and every other path of science, you will discover the truth of these remarks, and feel its force; for you will find, that, as grammar opens the door to every department of learning, a knowledge of it is indispensable: and should you not aspire at distinction in the republic of letters, this knowledge cannot fail of being serviceable to you, even if you are destined to pass through the humblest walks of life. I think it is clear, that, in one point of view, grammatical knowledge possesses a decisive advantage over every other branch of learning. Penmanship, arithmetic, geography, astronomy, botany, chemistry, and so on, are highly useful in their respective places; but not one of them is so universally applicable to practical purposes, as this. In every situation, under all circumstances, on all occasions;—when you speak, read, write, or think, a knowledge of grammar is of essential utility.

“Doubtless, you have heard some persons assert, that they could detect and correct any error in language by the ear, and speak and write accurately without a knowledge of grammar. Now, your own observation will soon convince you, that this assertion is incorrect. A man of refined taste, may, by perusing good authors, and conversing with the learned, acquire that knowledge of language, which will enable him to avoid those glaring errors that offend the ear; but there are other errors equally gross, which have not a harsh sound, and consequently, which cannot be detected without a knowledge of the rules that are violated. Believe me, therefore, when I say, that without the knowledge and application of grammar rules, it is impossible for any one to think, speak, read, or write with accuracy. From a want of such knowledge, many often express their ideas in a manner so improper and obscure as to render it impossible for any one to understand them:

their language frequently amounts, not only to *bad* sense, but *non-sense*. In other instances, several different meanings may be affixed to the words they employ; and what is still worse, is, that not unfrequently, their sentences are so constructed, as to convey a meaning quite the reverse of that which they intended. Nothing of a secular nature can be more worthy of your attention, then, than the acquisition of grammatical knowledge.

“The path which leads to grammatical excellence, is not all the way smooth and flowery, but in it you will find some thorns interspersed, and some obstacles to be surmounted; or, in simple language, you will find, in the pursuit of this science, many intricacies which it is rather difficult for the juvenile mind completely to unravel. I shall, therefore, as I proceed, address you in plain language, and endeavor to illustrate every principle in a manner so clear and simple, that you will be able, *if you exercise your mind*, to understand its nature, and apply it to practice as you go along; for I would rather give you one useful idea, than fifty high-sounding words, the meaning of which you would probably be unable to comprehend.

“Should you ever have any doubts concerning the meaning of a word, or the sense of a sentence, you must not be discouraged, but persevere, either by studying my explanations, or by asking some person competent to inform you, till you obtain a clear conception of it, and till all doubts are removed. By carefully examining, and frequently reviewing the following lectures, you will soon be able to discern the grammatical construction of our language, and fix in your mind the principles by which it is governed. Nothing delights youth so much, as a clear and distinct knowledge of any branch of science which they are pursuing; and, on the other hand, I know they are apt to be discouraged with any branch of learning which requires much time and attention to be understood. It is the evidence of a weak mind, however, to be discouraged by the obstacles with which the young learner must expect to meet; and the best means that you can adopt, in order to enable you to overcome the diffi-

culties that arise in the incipient stage of your studies, is to cultivate the habit of *thinking methodically and soundly* on all subjects of importance which may engage your attention. Nothing will be more effectual in enabling you to think as well as to speak and write, correctly, than the study of English grammar, according to the method of pursuing it as prescribed in the following pages. This system is designed, and, I trust, well calculated, to expand and strengthen the intellectual faculties, in as much as it involves a process by which the mind is addressed, and a knowledge of grammar communicated in an interesting and familiar manner.

"You are aware, my young friends, that you live in an age of light and knowledge; an age in which science and the arts are marching onward with gigantic strides. You live, too, in a land of liberty; a land on which the smiles of Heaven beam with uncommon refulgence. The trump of the warrior and the clangor of arms no longer echo on our mountains, or in our valleys; 'the garments dyed in blood have passed away;' the mighty struggle for independence is over; and you live to enjoy the rich boon of freedom and prosperity which was purchased with the blood of our fathers. These considerations forbid that you should ever be so unmindful of your duty to your country, to your Creator, to yourself, and to succeeding generations, as to be content to grovel in ignorance. Remember that 'knowledge is power;' that an enlightened and a virtuous people can never be enslaved; and that, on the intelligence of our youth, rest the future liberty, the prosperity, the happiness, the grandeur, and the glory of our beloved country. Go on, then, with a laudable ambition, and an unyielding perseverance, in the path which leads to honor and renown. Press forward. Go, and gather laurels on the hill of science; linger among her unfading beauties; 'drink deep' of her crystal fountain; and then join in 'the march of fame.' Become learned and virtuous, and you will be great. Love God and serve him, and you will be happy."

ENGLISH GRAMMAR.

PART FIRST.

LECTURE FIRST.—LESSON I.

LANGUAGE.

QUESTION 1. What does Language imply, philosophically?

ANSWER. It implies those natural signs by which man, and the same species of the whole animal creation, communicate to each other their thoughts, affections, and desires.

Q. 2. How may language be divided?

A. Into Natural, Artificial, Written, and Spoken.

Q. 3. What does Natural language imply?

A. It implies those signs which uncivilized man, and the same species of the animal creation, use to express their feelings to each other.

Q. 4. What does Artificial language imply?

A. It implies the use of words by civilized and enlightened persons to communicate their thoughts and ideas to each other.

Q. 5. What are thoughts?

A. They are the natural instincts which occur to the brain of the whole animal creation.

Q. 6. What are ideas?

A. They are the impressions which thoughts make upon the mind of man, after mature reflection.

Q. 7. What are words?

A. They are artificial sounds used by men to express their thoughts and ideas to each other.

Q. 8. What is Written language?

A. It consists of words and characters representing words, reduced to writing.

Q. 9. What is Spoken language?

A. It consists of artificial sounds and words uttered by men to express their ideas to each other.

LESSON II.—GRAMMAR.

Q. 1. What is Grammar?

A. It is the science of language.

Q. 2. How may Grammar be divided?

A. Into Universal and Particular.

Q. 3. What does Universal grammar explain?

A. It explains the principles which are common to all languages.

Q. 4. What does Particular grammar explain?

A. It explains the principles which are peculiar to any particular language.

Q. 5. What is the standard of grammatical accuracy of any language?

A. It is the established practice of the best speakers and writers in the use of that language.

Q. 6. What are the essentials of Particular grammar?

A. They are Principle, Definition, and Rule.

Q. 7. What is a Principle in grammar?

A. It is a peculiar construction of the language, sanctioned by good usage.

Q. 8. What is a Definition in grammar?

A. It is a principle of language expressed in a definite form.

Q. 9. What is a Rule in grammar?

A. A Rule describes the peculiar construction or circumstantial relation of words, which custom has established for our observance.

LESSON III.—ENGLISH GRAMMAR.

Q. 1. What is English grammar?

A. It is the art of speaking and writing the English language with propriety.

Q. 2. Into how many parts is grammar divided?

A. Four. Orthography, Etymology, Syntax, and Prosody.

Q. 3. What does Orthography teach?

A. It teaches the nature and powers of letters, and the just method of spelling words.

Q. 4. Of what does Etymology treat?

A. It treats of the different sorts of words, their various modifications, and their derivation.

Q. 5. Of what does Syntax treat?

A. It treats of the agreement and government of words, and of their proper arrangement in a sentence.

Q. 6. Of what does Prosody treat?

A. It treats of the modulations of the voice according to the usages of the language we speak, and the sentiments we wish to express: hence, in its most extensive sense, it comprises all the laws of elocution.

LESSON IV.—ORTHOGRAPHY.

Q. 1. What is the meaning of the word orthography?

A. It means *word-making* or *spelling*.

Q. 2. What does Orthography teach us?

A. It teaches us the different sounds of letters, how to combine them into syllables, and syllables into words.

Q. 3. Of how many things does Orthography treat?

A. Three. It treats of *letters*, *syllables*, and *words*.

Q. 4. What is a letter?

A. It is the first principle, or least part of a word.

Q. 5. How many letters are there in the English alphabet; and how are they divided?

A. Twenty-six. They are divided into *vowels* and *consonants*.

Q. 6. Which are the vowels?

A. They are *a*, *e*, *i*, *o*, *u*, and sometimes *w* and *y*.

Q. 7. When are *w* and *y* vowels; and when are they consonants?

A. They are vowels, when they do not begin a word or a syllable; but when they begin a word or a syllable, they are consonants.

Q. 8. What are the consonants?

A. They are *b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, x, z*, and sometimes *w* and *y*.

Q. 9. What is the meaning of the word vowel?

A. A Vowel is a letter that can be perfectly sounded of itself; as, *a, e, i, o, u*.

Q. 10. What is the meaning of the word consonant?

A. A Consonant is a letter that cannot be perfectly sounded without the help of a vowel; as, *f, l, m*, &c.

Q. 11. Give some examples in which *w* and *y* are consonants, and some, in which they are vowels?

A. They are consonants in *was, watch, water, aware, award, yes, youth, vineyard*, &c.

They are vowels in *fawn, pawn, dwarf, cow, clownish, boy, day, key, lady, loyal, royal*, &c.

Q. 12. How many letters may be used as vowels?

A. Seven, five of which are always vowels.

Q. 13. How many letters are always consonants?

A. Nineteen, and twenty-one are sometimes consonants.

Q. 14. How are the consonants divided?

A. Into mutes and semivowels.

Q. 15. What are mutes, and which are they?

A. The mutes cannot be sounded at all without the aid of a vowel. They are *b, p, d, t, k*, and *c* and *g* hard.

Q. 16. What are semivowels, and which are they?

A. The semivowels have an imperfect sound of themselves. They are *f, l, m, n, r, v, s, x, z*, and *c* and *g* soft.

Q. 17. The four semivowels *l, m, n, r*, are called liquids. Do you know why they are so called?

A. Because they readily unite with other consonants, and flow, as it were, into their sounds.

Q. 18. When two vowels are united, the combination is called a *diphthong*. Can you give some examples?

A. *Oi* in *voice*, *ou* in *sound*, *ea* in *eagle*, &c.

Q. 19. When three vowels are united, the combination is called a *triphthong*. Can you give some examples?

A. *Eau* in *beau*, *iew* in *view*, &c.

Q. 20. Diphthongs are of two kinds, *proper* and *improper*. Can you define them?

A. A Proper Diphthong has both the vowels sounded; as,

oi in *voice*, *ou* in *sound*. An Improper Diphthong has only one of the vowels sounded; as, *oa* in *boat*, *ea* in *bread*.

Q. 21. What is a syllable?

A. It is a distinct sound uttered by a single impulse of the voice; as, *a, an, ant*.

Q. 22. What are words of one, two, three, four, or more syllables called?

A. Words of *one* syllable are called monosyllables.

Words of *two* syllables are called dissyllables.

Words of *three* syllables are called trissyllables.

Words of *four*, or more syllables, are called polysyllables.

Q. 23. How many kinds of words are there?

A. Two. They are Primitive and Derivative.

Q. 24. What are Primitive words?

A. Primitive words cannot be shortened; as, *man, joy, grief*, &c.

Q. 25. What are Derivative words?

A. Derivative words may be reduced to more simple words; as, *manly, joyful, grievous*, &c.

LESSON V.—SOUNDS OF THE VOWELS.

Q. 1. How many sounds has *A*?

A. *A* has four sounds.

1st. The Italian sound; as, in *bar, father*.

2d. The long sound; as, in *name, baker*.

3d. The short sound; as, in *fagot, glass*.

4th. The broad sound; as, in *ball, fall, wall*.

Q. 2. How many sounds has *E*?

A. *E* has three sounds.

1st. The long sound; as, in *mete, sea*.

2d. The short sound; as, in *met, yet*.

3d. The sound of *a* long; as, in *prey, vein*.

Q. 3. How many sounds has *I*?

A. *I* has four sounds.

1st. The long sound; as, in *fine, pine*.

2d. The short sound; as, in *inch, pin*.

3d. The sound of *u* short; as, in *bird, first*.

4th. The French sound; as, in *machine, marine*.

Q. 4. How many sounds has *O*?

A. *O* has three sounds.

- 1st. The long sound; as, in *note, vote*.
 2d. The short sound; as, in *not, got*.
 3d. The sound of *u* short; as, in *dove, love*.

Q. 5. How many sounds has *U*?

A. *U* has five sounds.

- 1st. The long sound; as, in *tube, cube*.
 2d. The short sound; as, in *tub, cub*.
 3d. The sound of *yu*; as, in *use, union*.
 4th. The sound of *e* short; as, in *bury*.
 5th. The short sound of *i*; as, in *busy, business*.

Q. 6. How many sounds has *W*, when it is a vowel?

A. *W* has but one sound, which is that of *u*, in *now, how*.

Q. 7. How many sounds has *Y*, when it is a vowel?

A. *Y* has two sounds, when it is a vowel.

- 1st. The long sound; as, in *rhyme, thyme*.
 2d. The short sound; as, in *witty, system*.

LESSON VI.—SOUNDS OF THE CONSONANTS.

Q. 1. How many sounds has *B*?

A. *B* has but one sound; as, in *barber, number*. *B* is silent before *t* in the same syllable; as, *doubt, debt*; also when it follows *m* in the same syllable; as, *tomb, comb, lamb, etc.*; except in *accumb, rhomb, succumb*.

Q. 2. How many sounds has *C*?

A. *C* has three sounds.

- 1st. The sound of *s*, before *e, i*, and *y*; as in *cent, cigar, mercy*.
 2d. The sound of *k*, before *a, o, u, r, l, t*; as in *cart, cottage, cub, croft, cloth, tract*.
 3d. The sound of *z*, in *discern, sacrifice, sice, and suffice*.
C is mute in *arbuscle, czar, czarina, indict, victuals, and muscle*.

Q. 3. How many sounds has *Ch*?

A. *Ch* has three sounds.

- 1st. The sound of *k*; as in *chemist, chorus, achish, Enoch*.
 2d. The sound of *tsh*; as in *church, chin, archbishop*.
 3d. The sound of *sh*; as in *chaise, machine, chevalier*.
Ch is silent in *schism, yacht, drachm*.

Q. 4. How many sounds has *D*?

A. *D* has three sounds.

- 1st. Its natural sound; as in *dollar; decide*.
 2d. The sound of *dj*; as in *educate, verdure*.

3d. The sound of *j*; as in *grandeur, soldier*.

Q. 5. How should we pronounce *adjectives* ending in *ed*?

A. The *ed* should be distinctly sounded; as, *A learn-ed man; A wick-ed person; Bless-ed are the meek*.

Q. 6. How should we pronounce *verbs* ending in *ed*?

A. The *ed* should *not* be distinctly sounded; as, *I walked; He learned well; You talked; It flashed*.

Q. 7. How many sounds has *F*?

A. *F* has two sounds.

1st. Its natural sound; as in *fancy, muffin*.

2d. The sound of *v*; as in *of, hereof, whereof, thereof*.

Q. 8. How many sounds has *G*?

A. *G* has two sounds.

1st. It is hard before *a, o, u, l*, and *r*, and at the end of a syllable or word; as in *gay, go, gun, glory, grand, wagon, brag, drag, &c.*

2d. It is soft before *e, i*, and *y*; as in *genius, ginger, gymnastic, &c.*, except in *get, gewgaw, gimlet, etc.*

G is silent before *n*; as in *gnat, gnaw, gnomon*.

Q. 9. How many sounds has *H*?

A. *H* has only one sound; as in *hat, house*.

It is silent in *hour, heir, and herb*; also after *r* and *t*; as in *rhetoric, rhubarb, thyme, rhyme, Thomas*.

Q. 10. How many sounds has *J*?

A. *J* always has the sound of *g* soft; except in *hallelujah*, in which it has the sound of *y*.

Q. 11. How many sounds has *K*?

A. *K* always sounds like *c* hard; and it is placed before *e, i*, and *y*, where *c* would be soft; as in *key, king, sky*.

K is silent before *n*; as in *knife, knell, knocker*.

Q. 12. How many sounds has *L*?

A. *L* has always a soft liquid sound; as in *love, billow*. It is often silent; as in *half, calf, talk, walk, chalk*.

Q. 13. How many sounds has *M*?

A. *M* has but one sound; as in *murmur, monument*; except in *comptroller*, in which it sounds like *n*.

Q. 14. How many sounds has *N*?

A. *N* has two sounds.

1st. Its simple sound; as in *not, noble*.

2d. A compound sound; as in *ankle, banquet*.

N is silent after *m*; as in *hymn, autumn*.

Q. 15. How many sounds has *P*?

A. *P* has but one sound; as in *slipper*; except in *cupboard, clapboard*, in which it has the sound of *b*.

P is mute in *psalm, tempt, empty, corps, raspberry, phthisic, receipt, Ptolemy*, and a few others.

Q. 16. How many sounds has *Ph*?

A. *Ph* has two sounds.

1st. The sound of *f*; as in *philanthropy, Philip*.

2d. The sound of *v*; as in *nephew, Stephen*.

Q. 17. How many sounds has *Q*?

A. *Q* has always the sound of *k*; and it is invariably followed by *u*; as in *quick, question, queen*.

Q. 18. How many sounds has *R*?

A. *R* has two sounds.

1st. A rough sound; as in *bard, card, regard*.

2d. A smooth sound; as in *Rome, river, rage*.

In the unaccented termination *re*, the *r* is sounded after the *e*; as in *fibre, centre, massacre*.

Q. 19. How many sounds has *S*?

A. *S* has two sounds.

1st. A sharp hissing sound; as in *saint, sister*.

2d. The sound of *z*; as in *muse, his, wise, busy*.

S is mute in *isle, aisle, corps, demesne, and viscount*.

Q. 20. How many sounds has *T*?

A. *T* has two sounds.

1st. Its natural sound; as in *take, tempt, tutor*.

2d. The sound of *tsh*; as in *virtue, nature, feature*.

Q. 21. How many sounds has *Th*?

A. *Th* has two sounds.

1st. The aspirate sound; as in *think, thin, thunder*.

2d. The vocal sound; as in *those, the, thine, scythe*.

Q. 22. How many sounds has *V*?

A. *V* has always the sound of flat *f*; as in *vanity, love*.

Q. 23. How many sounds has *W*, when it is a consonant?

A. *W*, when a consonant, has but one sound; as in *word, worm*.

W is mute before *r*; as in *wry, wrap, wrinkle*; also in *answer, sword, &c.* Before *h*, it is pronounced as if written after the *h*; as in *why, when, what, which*.

Q. 24. How many sounds has *X*?

A. *X* has three sounds.

1st. The sound of *ks*; as in *excuse, exit, extent*.

2d. The sound of *gz*; as in *exact, exhort, exist*.

3d. The sound of *z*, when it begins a word or syllable, as in *xiphias, Xerxes, Xenophon*.

Q. 25. How many sounds has *Y*, when it is a consonant?

A. *Y*, when a consonant, has but one sound; as in *youth, York, yes, year*.

Q. 26. How many sounds has *Z*?

A. *Z* has always the sound of flat *s*; as in *freeze, brazen*.

LESSON VII.—RULES FOR SPELLING.

Q. 1. Can you recite RULE I?

A. Monosyllables ending in *f, l, or s*, double the final or ending consonant when preceded by a single vowel; as in *staff, mill, pass*; except in *of, if, is, as, has, was, yes, his, this, us, and thus*.

FALSE ORTHOGRAPHY.

1. Be thou like the gale, that moves the *gras* to those who ask thy aid. 2. The aged hero comes forth on his *staf*. 3. *Shal* mortal man be more just than God? 4. Few persons know the value of health, *til* they lose it. 5. Our manners should neither be *gros*, nor exceedingly refined. 6. I have more care to stay, than *wil* to go. 7. It is no great merit to *spel* properly, but a great defect to do it incorrectly. 8. Jacob worshiped his Creator leaning on the top of his *staf*. 9. We may place too little, as well as too much *stres* upon dreams.

1. Incorrect.—The *s*, in *gras*, being preceded by a single vowel, should be doubled; thus, *grass*:—Rule 1st.

2. Incorrect.—The *f*, in *staf*, being preceded by a single vowel, should be doubled; thus, *staff*. Rule 1st.

Q. 2. Can you recite RULE II?

A. Monosyllables ending in any consonant but *f, l, or s*, seldom double the final consonant, when it is preceded by a single vowel; as, *man, hat*; except in *add, odd, ebb, butt, egg, err, inn, burr, purr, bunn, and buzz*.

FALSE ORTHOGRAPHY.

1. None ever went away *sadd* from Fingal. 2. He rejoiced over his *sonn*. 3. Clonar lies bleeding on the *bedd* of death. 4. Many a *trapp* is set to insnare the feet of youth. 5. A *carr* signifies a carriage of burden. 6. In the name of a *drugg* or a plant, the mistake of a word may

endanger life. 7. The *finn* of a fish is the limb by which he balances his body, and moves in the water. 8. Many families are supported by the business of making *matts*.

9. Nor undelightful is the ceaseless *hum*,
To him who muses through the woods at noon.
10. The weary *sun* has made a golden *sett*,
And by the bright track of his golden *carr*,
He gives token of a goodly day to-morrow.

1st. Incorrect.—As *sadd* does not end in *f*, *l*, or *s*, the *d* should not be doubled:—agreeably to Rule 2d.—Recite it. It should be *sad*.

2. Incorrect.—As *sonn* does not end in *f*, *l*, or *s*, the *n* should not be doubled:—Rule 2d.—It should be *son*.

3. Incorrect.—As *bedd* does not end in *f*, *l*, or *s*, the *d* should not be doubled:—Rule 2d.—It should be *bed*.

4. Incorrect.—As *trapp* does not end in *f*, *l*, or *s*, the *p* should not be doubled:—Rule 2d.—It should be *trap*.

5. Incorrect.—As *carr* does not end in *f*, *l*, or *s*, the *r* should not be doubled:—Rule 2d.—It should be *car*.

6. Incorrect.—As *drugg* does not end in *f*, *l*, or *s*, the *g* should not be doubled:—Rule 2d.—It should be *drug*.

Q. 3. Can you recite RULE III.?

A. Words ending in *y*, form the plural of nouns, the persons of verbs, perfect participles, comparatives and superlatives, by changing *y* into *i*, when the *y* is preceded by a consonant; as, *spy*, *spies*, I *carry*, thou *carriest*, he *carries*; *carrier*, *carried*; *happy*, *happier*, *happiest*. The present participle retains the *y*, that *i* may not be doubled; as in *carry*, *carrying*. But when *y* is preceded by a vowel, in such instances as the above, it is not changed into *i*; as *boy*, *boys*; I *cloy*, he *cloys*; except in *lay*, *pay*, and *say*, from which are formed *laid*, *paid*, and *said*, and their compounds *inlaid*, *unpaid*, *unsaid*.

FALSE ORTHOGRAPHY.

1. Our *fancys* should be governed by reason. 2. Thou *wearyest* thyself in vain. 3. He *denyed* himself all sinful pleasures. 4. We shall not be *happyer* for possessing talents and affluence, unless we use them with discretion. 5. The truly good man is not *dismaied* by poverty. 6. Ere fresh morning streak the east, we must be risen to reform yonder *allies* green.

7. Win *straiing* souls with modesty and love;
Cast none away.

1. Incorrect.—The *y* in *fancy*, being preceded by a consonant, should be changed to *i*, to form the plural; thus, *fancies*:—Rule 3d.

2. Incorrect.—The *y*, in *weary*, being preceded by a consonant,

should be changed to *i*, to form the second person singular of the verb; thus, *weariest*:—Rule 3d.

5. Incorrect. The *y*, in *dismay*, being preceded by a vowel, should not be changed to *i*, to form the perfect participle: it should be *dismayed*; agreeably to Rule 3d.

Q. 4. Can you recite RULE IV.?

A. When words ending in *y* assume an additional syllable beginning with a consonant, the *y*, if it be preceded by a consonant, is commonly changed to *i*; as, *happy*, *happily*, *happiness*.

But when *y* is preceded by a vowel, in such instances, it is very rarely changed to *i*; as, *coy*, *coyleless*; *boy*, *boyish*, *boyhood*; *joy*, *joyless*, *joyful*.

FALSE ORTHOGRAPHY.

1. His mind is uninfluenced by *fancyful* humors. 2. The vessel was *heavily* laden. 3. When we act against conscience, we become the *destroyers* of our own peace. 4. The *comelyness* of youth are modesty and frankness. 5. We may be *plaiiful*, and yet quite innocent. 6. From our general conduct, our true character can be *portraied*.

7. Christian *mayden* of heroic mien!
Star of the north! of northern stars the queen!

1. Incorrect. The *y*, in *fancy*, being preceded by a consonant, should be changed to *i* in *fanciful*;—Rule 4th.

2. Incorrect. The *y* in *heavy*, being preceded by a consonant, should be changed to *i*, in *heavily*;—Rule 4th.

3. Incorrect. The *y*, in *destroy*, being preceded by a vowel, should not be changed to *i*, in *destroyers*; Rule 4th.

4. Incorrect. The *y*, in *comely*, being preceded by a consonant, should be changed to *i* in *comeliness*; Rule 4th.

5. Incorrect. The *y*, in *play*, being preceded by a vowel, should not be changed to *i*, in *playful*; Rule 4th.

6. Incorrect. The *y*, in *portray*, being preceded by a vowel, should not be changed to *i*, in *portrayed*; Rule 4th.

7. Incorrect. As *maid* is the proper way to spell the primitive word, the derivative is formed by adding *en* to the primitive; thus, *maiden*, agreeably to orthography.

Q. 5. Can you recite RULE V.?

A. Monosyllables, and words accented on the last syllable, ending with a single consonant that is preceded by a single vowel, double that consonant when they assume another syllable that begins with a vowel; as, *will*, *witty*; *thin*, *thinnish*; *to abet*, *an abetter*.

But if a diphthong precedes, or the accent is not on the last

syllable, the consonant remains single; as, *to toil, toiling; to offer, an offering; maid, maiden.*

FALSE ORTHOGRAPHY.

1. The business of to-day should not be *deferred* till to-morrow. 2. That law has been *annuled*. 3. When we have *outstriped* our errors, we have won the race. 4. By *defering* our repentance, we accumulate our sorrows. 5. Pupils should be *permitted* by their instructors to ask important questions. 6. The Christian Lawgiver has *prohibitted* many things which the heathen philosophers allowed.

7. At summer eve, when heaven's aerial bow
Spans with bright arch the glittering hills below.—
Thus mourned the hapless man; a *thunderring* sound
Rolled round the *shudderring* walls, and shook the ground.

1. Incorrect. The *r*, in *defer*, which is accented on the last syllable, should be doubled in *deferred*; Rule 5th.

2. Incorrect. The *l*, in *annul*, which is accented on the last syllable, being preceded by a single vowel, should be doubled in *annulled*; Rule 5th.

6. Incorrect. The *t*, in *prohibit*, which is not accented on the last syllable, should not be doubled in *prohibited*; Rule 5th.

7. Incorrect. The *r*, in *glitter*, *thunder*, and *shudder*, which are not accented on the last syllable, should not be doubled in *glittering*, *thundering*, and *shuddering*; Rule 5th.

Q. 6. Can you recite RULE VI.?

A. Words ending in double *l*, in taking *ness*, *less*, *ly*, or *ful*, after them, generally omit one *l*; as, *fulness*, *skillless*, *fully*, *skillful*.—But words ending in any double letter except *l*, and taking *ness*, *less*, *ly*, or *ful*, after them, retain the double letter; as, *harmlessness*, *carelessness*, *stiffly*, *successful*.

FALSE ORTHOGRAPHY.

1. A *chillness* generally precedes a fever. 2. He is wed to *dullness*. 3. To recommend virtue to others, our lights should shine brightly, not *dully*.

4. The silent stranger stood amaz'd to see
Contempt of wealth, and *willful* poverty.

5. *Restlessness* of mind impairs our peace. 6. The road to the *blisful* regions is as open to the peasant as to the king. 7. The arrows of calumny fall *harmlessly* at the feet of virtue.

1. Incorrect. *Chill* should drop one *l* in *chilness*, agreeably to Rule 6th, which says, &c.

2. Incorrect. *Dull* should drop one *l* in *dulness*, agreeably to Rule 6th, which says, &c.

3. Incorrect. *Dull* should drop one *l* in *dully*, agreeably to Rule 6th, which says, &c.

4. Incorrect. *Will* should drop one *l* in *wilful*, agreeably to Rule 6th, which says, &c.

5. Incorrect. *Restless* should retain the double *s* in *restlessness*, agreeably to Rule 6th, which says, &c.

6th. Incorrect. *Bliss* should retain the double *s* in *blissful*, agreeably to Rule 6th, which says, &c.

7. Incorrect. *Harmless* should retain the double *s* in *harmlessly*, agreeably to Rule 6th, which says, &c.

Q. 7. Can you recite RULE VII.?

A. *Ness*, *less*, *ly*, or *ful*, added to words ending in silent *e*, does not cut it off; as, *paleness*, *guileless*, *closely*, *peaceful*; except in a few words; as, *duly*, *truly*, *awful*.

FALSE ORTHOGRAPHY.

1. *Sedatness* is becoming. 2. Behold the *painess* of his face. 3. *Guilless* persons are esteemed by the virtuous. 4. Nature's laws are *blamless*. 5. Rude behavior, and indecent language, are peculiarly *disgracful* to youth of education. 6. In our reasonings, our minds should be *sincerly* employed in the pursuit of truth. 7. All these with *ceasless* praise his works behold, both day and night.

8. Stars rush: and final ruin *fiercly* drives
Her ploughshare o'er creation!

9. He is *duely* entitled to credit. 10. Wisdom alone is *truely* fair: folly only appears so. 11. The true worship of God is an important and *awe-ful* service.

12. —Nature made a pause,
An *aweful* pause! prophetic of her end!

1. Incorrect. The silent *e* in *sedate*, should be retained in *sedateness*, agreeably to Rule 7th, which says, &c.

2. Incorrect. The silent *e* in *pale*, should be retained in *paleness*, agreeably to Rule 7th.

3. Incorrect. The silent *e* in *guile*, should be retained in *guileless*, agreeably to Rule 7th.

9. Incorrect. The silent *e* in *due*, should be omitted in *duly*; it being an exception to Rule 7th.

10. Incorrect. The silent *e* in *true*, should be omitted in *truly*; it being an exception to Rule 7th.

11. Incorrect. The silent *e* in *awe*, should be omitted in *awful*; it being an exception to Rule 7th.

Q. 8. Can you recite RULE VIII.?

A. When words ending in silent *e*, assume the termination *ment*, the *e* should not be cut off; as, *abatement*, *chastise-*

ment, allurements.—*Ment*, like other terminations, changes *y* into *i*, when the *y* is preceded by a consonant; as, *accompany, accompaniment; merry, merriment.*

FALSE ORTHOGRAPHY.

1. A judicious *arrangement* of our studies facilitates *improvement*. 2. *Encouragement* is greatest when we least need it. 3. The *abatement* of the epidemic is quite perceptible. 4. The study of the English language is making daily *advancement*. 5. The greater our *incitements* to evil, the greater will be our victory and reward. 6. A spell of sickness is often a *chastisement* and discipline, to moderate our affections for the things of this life. 7. Neither pleasure nor business should engross our time and affections: proper seasons should be allotted for *retirement*.

8. To shun *allurements* is not hard,

To minds resolv'd, forewarn'd, and well prepar'd.

9. Excessive *merriment* is the parent of grief.

1. Incorrect. The silent *e* in *arrange*, should be retained in *arrangement*; and the silent *e* in *improve*, should be retained in *improvement*; agreeably to Rule 8th, which says, &c.

2. Incorrect. The silent *e* in *encourage*, should be retained in *encouragement*; agreeably to Rule 8th.

3. Incorrect. The silent *e* in *abate*, should be retained in *abatement*; agreeably to Rule 8th.

4. Incorrect. The silent *e* in *advance*, should be retained in *advancement*; agreeably to Rule 8th.

5. Incorrect. The silent *e* in *incite*, should be retained in *incitements*; agreeably to Rule 8th.

9. Incorrect. The *y* in *merry*, should be changed to *i* in *merriment*; agreeably to Rule 8th.

Q. 9. Can you recite RULE IX.?

A. When words ending in silent *e*, assume the termination *able* or *ible*, the *e* should generally be cut off; as, *blame, blameable; cure, curable; sense, sensible.*

But if *c* or *g* soft comes before *e* in the original word, the *e* is retained in words compounded with *able*; as, *peace, peaceable; change, changeable.*

FALSE ORTHOGRAPHY.

1. Knowledge is *desireable*. 2. Misconduct is *inexcuseable*. 3. Our natural defects are not *chargeable* upon us. 4. We are made to be *servicable* to others as well as to ourselves. 5. Every person and thing connected with self, is apt to appear good and *desireable* in our eyes. 6. Errors and misconduct are more *excuseable* in ignorant, than in well instructed persons. 7. The divine laws are not *reverseible* by those of

men. 8. Gratitude is a *forceible* and active principle in good and generous minds. 9. It is hard to say what diseases are *curcable*: they are all under the *guidceance* of Heaven.

1. Incorrect. The silent *e* in *desire*, should be omitted in *desirable*; agreeably to Rule 9th, which says, &c.

2. Incorrect. The silent *e* in *excuse*, should be omitted in *inexcusable*; agreeably to Rule 9th.

4. Incorrect. The silent *e* in *service*, being preceded by *c* soft, should be retained in *servicable*; Rule 9th.

7. Incorrect. The silent *e* in *reverse*, should be omitted in *reversible*; agreeably to Rule 9th.

8. Incorrect. The silent *e* in *force*, being preceded by *c* soft, should be omitted in *forceible*; it being an exception to Rule 9th.

9. Incorrect. The silent *e* in *cure*, should be omitted in *curable*; agreeably to Rule 9th.

Q. 10. Can you recite RULE X.?

A. When *ing* or *ish* is added to words ending in silent *e*, the *e* is generally omitted; as, *place, placing; lodge, lodging; slave, slavish; prude, prudish.*

FALSE ORTHOGRAPHY.

1. Labor and expense are lost upon a *droneish* spirit. 2. An *obligeing* disposition is totally unconnected with a *cringeing* humor. 3. By *solaccing* the sorrows of others, the heart is improved. 4. The inadvertencies of youth may be excused, but *knaveish* tricks should always meet with the most severe reproof. 5. Chronology is the science of *computcing* and adjusting the periods of time.

6. Conscience *anticipatcing* time,
Already rues the unacted crime.

7. One self *approvcing* hour, whole years outweighs;
Of stupid starers, and of loud huzzas.

1. Incorrect. The silent *e* in *drone*, should be omitted in *dronish*; agreeably to Rule 10th, which says, &c.

2. Incorrect. The silent *e* in *oblige* and *cringe*, should be omitted in *obliging* and *cringing*; agreeably to Rule 10th.

3. Incorrect. The silent *e* in *solace*, should be omitted in *solacing*; agreeably to Rule 10th.

4. Incorrect. The silent *e* in *knave*, should be omitted in *knavish*; agreeably to Rule 10th.

5. Incorrect. The silent *e* in *compute*, should be omitted in *computing*; agreeably to Rule 10th.

6. Incorrect. The silent *e* in *anticipate*, should be omitted in *anticipating*; agreeably to Rule 10th.

7. Incorrect. The silent *e* in *approve*, should be omitted in *approving*; agreeably to Rule 10th.

Q. 11. Can you recite RULE XI.?

A. Compound words are generally spelled in the same manner as the simple words of which they are compounded; as, *glasshouse, skylight, thereby, hereafter*.—Many words ending in double *l*, are exceptions to this rule; as, *already, welfare, wilful, fulfil*; and also the words *wherever, christmas, lammus, &c.*

FALSE ORTHOGRAPHY.

1. The Jews' *pasover* was instituted in A.M. 2513. 2. They salute each other by touching their *foreheads*. 3. That which is sometimes expedient is not *always* so. 4. By helping our neighbors, we are *full-filling* the moral law. 5. We may be *hurtfull* to others by our example, as well as by personal injuries. 6. Where diligence opens the door of the understanding, and impartiality keeps it, truth finds an entrance and a *wellcome* reception.

7. Then in the scale of reas'ning life 'tis plain,
There must be *somewhere* such a rank as man.

8. Till Hymen brought his *lov-delighted* hour
There dwelt no joy in Eden's tosy bower.

9. The head reclined, the loosened hair,
The limbs relaxed, the mournful air:—
See, he looks up, a *wofull* smile.
Lightens his wo-worn cheek awhile.

1. Incorrect. The double *s* in *pass*, should be retained in the compound word *passover*; agreeably to Rule 11th.

2. Incorrect. The *e* in *fore*, should be retained in the compound word *foreheads*; agreeably to Rule 11th, which says, &c.

3. Incorrect. One *l* in *all*, should be omitted in the compound word *always*; it being an exception to Rule 11th.

5. Incorrect. One *l* in *full*, should be omitted in the compound word *hurtful*; it being an exception to Rule 11th.

ETYMOLOGY AND SYNTAX.

LECTURE II.—LESSON VIII.

ETYMOLOGY AND SYNTAX.

Q. 1. What does the word *Etymology* signify?

A. It signifies the origin of words.

Q. 2. What does the word *Syntax* mean?

A. It means *sentence making*.

Q. 3. Of what does Etymology treat?

A. It treats of the different sorts of words, their various modifications, and their derivation.

Q. 4. Of what does Syntax treat?

A. It treats of the agreement and government of words, and of their proper arrangement in a sentence.

Q. 5. Etymology treats of three things: what are they?

A. 1st. It treats of the classification of words.

2d. It explains the properties peculiar to each class of words, and their various modifications.

3d. It treats of the derivation of words.

Q. 6. From what languages is the English language derived?

A. Originally from the *Saxon, Danish, Celtic, and Gothic*; but, it has been greatly enriched by accessions from the *Greek, Latin, French, Spanish, Italian, and German* languages.

Q. 7. How many words are supposed to be in the English language, after deducting proper names, and words formed by the inflections of verbs, nouns, and adjectives?

A. About forty thousand.

Q. 8. The forty thousand words of our language have been reduced to ten parts of speech. Can you recite them?

A. The Article, Noun, Pronoun, Verb, Participle, Adjective, Adverb, Preposition, Conjunction and Interjection.

Q. 9. Which of these, are considered the most important parts of speech?

A. The Noun and Verb; for which reason they are called *major* parts of speech. All the others are called *minor* parts of speech, the Interjection being the least important.

ARTICLE.

LESSON IX.—ARTICLE.

Q. 1. What is an article?

A. An Article is a word prefixed to nouns to limit their signification; as, *a man, an orange, the river*.

Q. 2. How many articles are there in the English language?

A. There are only *two* articles in our language. They are *a* or *an*, and *the*.

Q. 3. What is *a* or *an* called?

A. *A* or *an* is called the indefinite article.

Q. 4. What is *the* called?

A. *The* is called the definite article.

Q. 5. What does the word *indefinite* mean?

A. It means unlimited. *A* or *an* is called the indefinite article, because it is unlimited in its application.

Q. 6. What does the word *definite* mean?

A. It means *limited*. *The* is called the definite article, because it is limited in its application.

Q. 7. What is the office of the *indefinite* article?

A. The indefinite article generally limits the noun to one of a kind, individually or collectively; as, *a* star, *an* eagle, *a* score, *a* thousand.

Q. 8. What is the office of the definite article?

A. The definite article limits the noun to a particular object, or collection of objects; as, *the* man, *the* army.

Q. 9. Nouns generally have articles or adjectives prefixed to them. In what sense is a noun used, when it has neither an article nor an adjective prefixed to it?

A. It is used in a general sense; as, *Fruit* is abundant; *Gold* is heavy; *Man* is born to trouble. Here we mean *fruit* and *gold* in general, and *all* men or *mankind*.

Q. 10. Before what kind of nouns should the article be omitted?

A. Before nouns implying the different virtues, vices, passions, qualities, sciences, arts, metals, herbs, and fruits; as, *Modesty* is becoming; *Falsehood* is odious; *Love* is a strong passion; *Truth* is the most essential quality of youth; *Trees* make a forest; *Grammar* is the science of language, &c.

Q. 11. Is the definite article ever applied to adverbs?

A. It is. The definite article is frequently applied to adverbs in the comparative or superlative degree; as, *The more* I examine it *the better* I like it; I like this *the least* of any.

Q. 12. What is the meaning of *a* or *an*?

A. *A* or *an* means *one* or *any* one.

Q. 13. When is *a* prefixed to a plural noun?

A. *A* is prefixed to a plural noun, when any of the adjectives *few*, *great many*, *dozen*, *hundred*, *thousand*, *million*, *billion*, *trillion*, *quadrillion*, &c., comes between the article and the noun; as, *A few* men; *A great many* persons; *A dozen* marbles; *A hundred* cents; *A thousand* dollars; *A million* inhabitants; *A billion* insects, &c.

LESSON X.

Q. 1. The article is seldom prefixed to *proper* nouns. Can you give some examples to illustrate this fact?

A. Barron killed Decatur; Pope translated Homer's *Iliad*; Washington loved his country; Anthony murdered Cicero.

Q. 2. When may we prefix the article to a proper noun?

A. When we wish to distinguish such nouns from other proper nouns; as, We came down *the Ohio* river to Cairo; He crossed *the Rocky* mountains; He is not *a Franklin*; He is *a Lee*, or of the family of *the Lees*.

Q. 3. Adjectives are often placed between the article and the noun with which the article agrees. Can you give some examples?

A. *A good* boy; *An industrious* man; *The immortal* signers of the Declaration of Independence.

Q. 4. Sometimes the adjective precedes the article. Can you give some examples of this kind?

A. As *great* a man as Alexander; *Such* a shame.

Q. 5. The indefinite article is placed between the adjective *many* and a singular noun, when we refer to several persons or things, and wish to bring each one separately under consideration. Can you give some examples of this kind?

A. Many *a* man has suffered martyrdom; Where many *a* rosebud rears its blushing head; Full many *a* flower is born to blush unseen.

Q. 6. A nice distinction is sometimes effected by the use or omission of *a*. Can you give some examples of this kind?

A. If I say, "He behaved with *a* little reverence," my meaning is positive. But if I say, "He behaved with *little* reverence," my meaning is negative. By the former, I rather praise a person; by the latter I dispraise him. Again, when I say, "There were *few* persons with him," I speak diminutively; whereas, when I say, "There were *a few* persons with him," I evidently intend to make the most of them.

Q. 7. The indefinite article sometimes has the meaning of *every*. Can you give some examples of this kind?

A. They cost five shillings *a* dozen; i. e. *every* dozen.

A man he was to all the country dear,
And passing rich with forty pounds a year.

Q. 8. When several adjectives are connected, and express the various qualities of things individually different, though alike in name, the article should be repeated. Can you give some examples of this kind?

A. A black, and a white calf; A bay, and a white, and a sorrel horse; signify two calves, and three horses, of different colors.

Q. 9. When the qualities belong to the same thing or things, the article should not be repeated. Can you give some examples of this kind?

A. A black and white calf; A red and blue hog; A green, yellow, black and white cat; signify the different colors of one calf, one hog, and one cat.

Q. 10. It is evident that *a*, *an*, and *the*, are three words. Why do we say that there are only *two* articles in our language?

A. Because *A* and *An* have the same signification, they being prefixed to different kinds of nouns.

Q. 11. Before what kind of nouns is *A* prefixed?

A. *A* is prefixed to nouns beginning with a *consonant*, *h*, when sounded, *u* long, and the word *one*; as, *A pen*; *A hat*; *A union*; *Many a one*.

Q. 12. Before what kind of nouns is *An* prefixed?

A. *An* is prefixed to nouns beginning with a *vowel*, a silent *h*, and *u* short; as, *An apple*, *An heir*, *An umbrella*.

Q. 13. Will you read the following examples in which *A* and *An* are properly prefixed to their respective nouns?

A. 1st. A ball, a cent, a dollar, a fan, a gun, a house, a judge, a kite, a lamb, a man, a noun, a pen, a quill, a river, a saw, a ton, a union, a vice, a watch, a xiphias, a zone, many a one.

2d. An acorn, an enemy, an inkstand, an orange, an umbrella, an hour, an heir, an herb, an honor.

Q. 14. Can you recite the Order of parsing the Article?

A. It is, The definite or indefinite article, and why? To what noun does it belong?—Rule.—In parsing the definite article, we sometimes say, it belongs to an *adverb* in the comparative or superlative degree; agreeably to Note 1st to Rule 2d.

Q. 15. What Rule applies in parsing the *indefinite* Article?

A. Rule 1st. The indefinite article generally belongs to nouns in the singular number, individually or collectively; as *A star* *an eagle*, *a score*, *a thousand*.

Q. 16. What Rule applies in parsing the definite Article?

A. Rule 2d. The definite article belongs to nouns in the singular or plural number; as, *The star*, *the stars*.

Q. 17. What Note applies in parsing *A*, when it is prefixed to plural nouns?

A. Note 1st to Rule 1st. *A* may be prefixed to a plural noun, when any of the adjectives *few*, *great many*, *dozen*, *hundred*, *thousand*, *million*, *billion*, *trillion*, or *quadrillion* comes between the article and the noun; as, *A few men*; *A great many stars*; *A dozen marbles*, &c.

Q. 18. What Note applies in parsing the definite Article, when it is prefixed to an *adverb* in the comparative or superlative degree?

A. Note 1st to Rule 2d. The definite article is frequently applied to *adverbs* in the comparative or superlative degree; as, *The more I examine it*, *the better I like it*; *I like this the least of any*.

Q. 19. What Note applies in correcting examples in False Syntax, in which *An* is improperly used instead of *A*?

A. Note 2d to Rule 1st. *A* is used before a *consonant*, *u* long, *h* when sounded, and the word *one*.

Q. 20. What Note applies in correcting examples in False Syntax, in which *A* is improperly used instead of *An*?

A. Note 3d to Rule 1st. *An* is used before a *vowel*, a silent *h*, and *u* short.

Q. 21. What Note applies in correcting examples in False Syntax, in which the *definite* article is improperly prefixed to nouns which are used in a *general* sense?

A. Note 2d to Rule 2d. When a noun is used in a *general* sense, the article should be omitted; as, *Modesty* is becoming; *Falschood* is odious; *Truth* is immortal; *Gold* is corrupting.

Q. 22. What Note applies in correcting examples in False Syntax, in which the nouns are *not* used in a general sense, and the article should be expressed?

A. Note 3d to Rule 2d. When a noun is *not* used in a general sense, the article should be expressed; as, *A lion* is bold; *The sea* is green.

Every thing of importance in relation to the article, has been given. You will please to study this part of speech, until you can answer all the questions with facility; when you should proceed to parse all the examples of the Articles, given in the following exercises.

Before you commence to parse the examples in the Exercises, you should read the many examples given of the systematic Order of parsing the Article, which will enable you to parse this part of speech with the greatest ease and fluency. You should parse the Articles in those

examples, until you are perfectly familiar with the order of parsing them; and you will always parse them fluently in the following exercises throughout this work. When you shall have learned perfectly the order of parsing the Article, you should then read the many examples given of the systematic order of correcting False Syntax in which the articles are misapplied, until you become quite familiar with the order of correcting them; when you should correct all the examples of False Syntax in the following Exercises, which contain every variety of manner in which the articles can be misapplied.

PARSING.

EXERCISES IN PARSING.

1. A bird. 2. A crow. 3. A dollar. 4. A farm. 5. A gun. 6. A hat. 7. A judge. 8. A king. 9. A lord. 10. A man. 11. A noun. 12. A pen. 13. A quill. 14. A razor. 15. A saint. 16. A thought. 17. A violin. 18. A union. 19. A watch. 20. A xiphias. 21. A youth. 22. A zone. 23. A score. 24. A thousand. 25. A million. 26. A few persons. 27. A great many houses. 28. A dozen marbles. 29. A hundred cents. 30. A thousand dollars. 31. A million inhabitants. 32. A billion insects. 33. A trillion atoms. 34. A quadrillion seconds. 35. Many a one.

1. An apple. 2. An enemy. 3. An inkstand. 4. An orange. 5. An umbrella. 6. An honor. 7. An hour. 8. An heir. 9. An herb. 10. An uncle. 11. The man. 12. The men. 13. The star. 14. The stars. 15. The boy. 16. The boys. 17. The lady. 18. The ladies. 19. The planet. 20. The planets. 21. The sun. 22. The moon. 23. The Earth. 24. The more I examine it, the better I like it. 25. The more we get, the more we want. 26. I like this the least of any.

1. *A* is the indefinite article, a word which limits the noun to one of a kind, but to no particular one; it belongs to the noun *bird*, agreeably to Rule 1st. The indefinite article generally belongs to nouns in the singular number, individually or collectively.

2. *A* is the indefinite article, a word which limits the noun to one of a kind, but to no particular one; it belongs to the noun *crow*, agreeably to Rule 1st.—Recite the Rule.

3. *A* is the indefinite article, a word which limits the noun to one of a kind, but to no particular one; it belongs to the noun *dollar*, agreeably to Rule 1st.

4. *A* is the indefinite article, a word which limits the noun to one of a kind, but to no particular one; it belongs to the noun *farm*, agreeably to Rule 1st.

23. *A* is the indefinite article, a word which limits the noun to one of a kind, but to no particular one; it belongs to the noun *score*, agreeably to Rule 1st.

26. *A* is the indefinite article, a word which is sometimes prefixed to plural nouns; it belongs to the noun *persons*, agreeably to Note 1st to Rule 1st. *A* may be prefixed to a plural noun, when any of the adjectives *few*, *great many*, *dozen*, *hundred*, *thousand*, *million*, *billion*, *trillion*, or *quadrillion*, comes between the article and the noun.

27. *A* is the indefinite article, a word which is sometimes prefixed to plural nouns; it belongs to the noun *houses*, agreeably to Note 1st to Rule 1st. Recite it.

28. *A* is the indefinite article, a word which is sometimes prefixed to plural nouns; it belongs to the noun *marbles*, agreeably to Note 1st to Rule 1st.

29. *A* is the indefinite article, and belongs to the noun *cents*, Note 1st to Rule 1st.

35. *A* is the indefinite article, and belongs to *one*, Rule 1st.

1. *An* is the indefinite article, a word which limits the noun to one of a kind, but to no particular one; it belongs to the noun *apple*, agreeably to Rule 1st.

2. *An* is the indefinite article, a word which limits the noun to one of a kind, but to no particular one; it belongs to the noun *enemy*, agreeably to Rule 1st.

3. *An* is the indefinite article, and belongs to *inkstand*, Rule 1st.

4. *An* is the indefinite article, and belongs to *orange*, Rule 1st.

11. *The* is the definite article, a word which limits the noun to a particular object; it belongs to the noun *man*, Rule 2d. The definite article belongs to nouns in the singular or plural number.

12. *The* is the definite article, a word which limits the noun to a particular object; it belongs to the noun *men*, agreeably to Rule 2d.—Always recite the Rule.

13. *The* is the definite article, and belongs to *star*, Rule 2d.

14. *The* is the definite article, and belongs to *stars*, Rule 2d.

24. *The* is the definite article, a word which is sometimes prefixed to adverbs in the comparative or superlative degree; it belongs to the adverb *more*, agreeably to Note 1st to Rule 2d. The definite article is frequently applied to adverbs in the comparative or superlative degree. *The* is the definite article, and belongs to the adverb *better*, Note 1st to Rule 2d.

26. *The* is the definite article, and belongs to the adverb *least*, Note 1st to Rule 2d.—Recite the Note.

CORRECTING.

EXERCISES IN FALSE SYNTAX.

1. An bell. 2. An cart. 3. An drum. 4. An friend. 5. An gun. 6. An hat. 7. An union. 8. An youth. 9. An zone. 10. Many an one. 11. A apple. 12. A enemy. 13. A inkstand. 14. A orange. 15. A umbrella. 16. A uncle. 17. A hour. 18. A heir. 19. A honor. 20. A herb. 21. An horse, an herald, an heart, an heathen, an union. 22. A acorn. 23. An useful book. 24. Many an one. 25. The grass is good for horses, and the wheat for men. 26. Grass is good for the horses, and wheat for the men. 27. Grass looks well. 28. Wheat is blighted. 29. Corn in the garden grows well, but corn in the field does not seem to grow. 30. How does the tobacco sell? 31. How do you like the study of the grammar? 32. A candid temper is proper for the man. 33. World is wide. 34. The man is mortal. 35.

And I persecuted this way unto the death. 36. The earth, the air, the fire, and the water are the four elements of the old philosophers.

1. Incorrect. *Bell* begins with a consonant, and it should have a prefixed, agreeably to Note 2d to Rule 1st. *A* is used before a consonant, *u* long, *h* when sounded, and the word *one*.
2. Incorrect. As *cart* begins with a consonant, it should have a prefixed, agreeably to Note 2d to Rule 1st.
3. Incorrect. As *drum* begins with a consonant, it should have a prefixed, agreeably to Note 2d to Rule 1st.
4. Incorrect. As *friend* begins with a consonant, it should have a prefixed, agreeably to Note 2d to Rule 1st.
5. Incorrect. As *gun* begins with a consonant, it should have a prefixed, agreeably to Note 2d to Rule 1st.
6. Incorrect. As *hat* begins with a consonant, it should have a prefixed, agreeably to Note 2d to Rule 1st.
7. Incorrect. As the *u* is long in *union*, it should have a prefixed, agreeably to Note 2d to Rule 1st.
10. Incorrect. The word *one* should have a prefixed, agreeably to Note 2d to Rule 1st.
11. Incorrect. As *apple* begins with a vowel, it should have *an* prefixed, agreeably to Note 3d to Rule 1st. *An* is used before a vowel, a silent *h*, and *u* short.
12. Incorrect. As *enemy* begins with a vowel, it should have *an* prefixed, agreeably to Note 3d to Rule 1st.
15. Incorrect. As the *u* is short in *umbrella*, it should have *an* prefixed, agreeably to Note 3d to Rule 1st.
17. Incorrect. As the *h* is silent in *hour*, it should have *an* prefixed, agreeably to Note 3d to Rule 1st.
21. Incorrect. As the *h* is sounded in *horse*, *herald*, *heart*, and *heathen*, and the *u* is long in *union*, they should have a prefixed, agreeably to Note 2d to Rule 1st.
23. Incorrect. As the *u* is long in *useful*, it should have a prefixed, agreeably to Note 2d to Rule 1st.
25. Incorrect. As *grass* and *wheat* are used in a general sense, the definite article should be omitted, agreeably to Note 2d to Rule 2d. When a noun is used in a general sense, the article should be omitted.—The sentence should read, "Grass is good for horses, and wheat for men."
26. Incorrect. As *horses* and *men* are used in a general sense, the definite article should be omitted, agreeably to Note 2d to Rule 2d.
27. Incorrect. As *grass* is not used in a general sense, because we mean the present crop of *grass*, the definite article should be expressed, agreeably to Note 3d to Rule 2d. When a noun is *not* used in a general sense, the article should be expressed.—The sentence should read, "The grass looks well."
31. Incorrect. As *grammar* is used in a general sense, the definite article should be omitted, agreeably to Note 2d to Rule 2d.—The sentence should read, "How do you like the study of grammar?"

32. Incorrect. As *man* is used in a general sense, because it signifies *mankind*, the definite article should be omitted, agreeably to Note 2d to Rule 2d.

33. Incorrect. As we mean the planet on which we live, the definite article should be expressed, agreeably to Note 3d.

NOUN.

LESSON XI.—NOUN.

- Q. 1. What is a noun?
 - A. A Noun is a name; as, man, James, tree, knowledge.
- Q. 2. How many kinds of nouns are there?
 - A. Nouns are of two kinds, common and proper.
- Q. 3. What are common nouns?
 - A. Common Nouns are common names; as, *man*, *tree*, *river*.
- Q. 4. What are proper nouns?
 - A. Proper Nouns are proper names; as, *John*, *Eliza*, *Ohio*.
- Q. 5. What are common and proper nouns signifying many called?
 - A. They are called Collective Nouns, or Nouns of Multitude; as, *army*, *people*, *flock*, *herd*, *The Congress* of the United States.
- Q. 6. As you should understand this part of speech, before you proceed to the next, will you read the following examples containing the several kinds of nouns?
 - A. 1st. Common Nouns; as, man, men, woman, women, boy, boys, girl, girls, brother, sister, father, mother, tree, river, sea, mountain, ocean, gulf, bay, stream, town, city, country, home, lake, pond, house, book, pen, ink, paper, horse, animal, bird, fish, fowl, duck, hen, chair, table, desk, furniture, bed, knife, scissors, shears, bellows, snuffers, tongs, shovel, spade, hoe, plow, conscience, meekness, mildness, goodness, gentleness, truth, piety, virtue, honesty, dishonesty, falsehood, vice, sin, hope, peace, friendship, cheerfulness, generosity, &c.
 - 2d. Proper Nouns; as, Thomas, Robert, William, Mary, Jane, Ellen, Joseph Smith, Henry Thompson, Dr. Benjamin Franklin, Sir Francis Drake, Boston, Albany, Troy, New York, Philadelphia, Baltimore, Cincinnati, Pittsburg, Louisville, New Orleans, Kentucky, Tennessee, Missouri, Louisiana, Texas, California, Europe, Asia, Africa, America, England, France, Germany, Austria, Russia, Amazon river, Mississippi river, Missouri

river, Ohio river, Rocky mountains, Alleghany mountains, Andes mountains, lake Superior, lake Huron, lake Michigan, lake Erie, lake Ontario, Gulf of Mexico, Gulf of Guinea, Gulf of California, Hudson's bay, Bay of Fundy, Davis's strait, Bhering's strait, Isthmus of Darien, Isthmus of Suez, &c.

3d. Common Nouns of the Collective kind, which are called Collective Nouns, or Nouns of Multitude; as, army, fleet, navy, flock, herd, drove, people, rabble, assembly, multitude, nation, committee, &c.

4th. Proper Nouns of the Collective kind, which are also called Collective Nouns, or Nouns of Multitude; as, *The House of Commons* and *House of Lords* of Great Britain; *The Senate and House of Representatives* constitute the Congress of the United States; *The General Assembly* of Louisiana; *The Legislature* of Kentucky; *O House of Israel*; *O Jerusalem, Jerusalem*, &c.

You perceive that the words in italics are Collective nouns, because they signify many persons or things in one collective body. You should remember, however, that the plurals of those nouns, are not collective nouns. Armies, fleets, navies, flocks, herds, droves, rabbles, assemblies, multitudes, nations, committees, &c., are common nouns, but not of the collective kind.

Q. 7. What is the meaning of the word noun?

A. It signifies a *name*.—All things have names, and those names are nouns. The name of any thing that we can *see, hear, taste, smell, feel, or think of*, is a noun. The names of all the animal, vegetable, and mineral kingdoms are nouns; and we call them common nouns, because they are common names; as, man, horse, mule, cow, sheep, goat, animal, dog, cat, panther, tiger, lion, bird, fish, whale, tree, herb, plant, flower, grass, wheat, corn, rye, hay, barley, oats, grain, mountain, river, lake, ocean, sea, country, city, town, house, gold, silver, platina, copper, zinc, brass, iron, steel, &c. But when we give names to many of these common nouns, they become proper nouns; as, Louis Napoleon Bonaparte; Mary Ellen Simpson; My dog Tray; His horse Rover; Your Mule Bob; Her cow Cherry; Her cat Tom; That lion is named Danco; That panther is called Caesar; That tiger's name is Brutus; That parrot's name is Poll, &c.

Many examples of nouns have been given in this lesson, that you may readily become quite familiar with this part of speech, before you commence the study of the pronouns.

PERSONAL PRONOUNS.

LESSON XII.—PERSONAL PRONOUNS.

Q. 1. What is a pronoun?

A. A Pronoun is a word used instead of a noun, and gene-

rally to avoid the too frequent repetition of the noun which it represents; as, The man is happy; *he* is benevolent; *he* is useful.

Q. 2. How many kinds of pronouns are there?

A. Pronouns are of two kinds, Personal and Relative pronouns.

Q. 3. What do Personal pronouns denote?

A. Personal Pronouns denote the *persons* of the nouns which they represent; as, "John writes, and *he* will soon write well."

Q. 4. What is the office of the Relative pronoun?

A. The Relative Pronoun relates to some noun or personal pronoun preceding it, as its *antecedent*; or it refers to some noun or personal pronoun succeeding it, as its *subsequent*; as, "The *man who* instructs you labors faithfully;" *Who* gave you that book? *John*.

Q. 5. What distinguishes the Personal from the Relative pronouns?

A. Personal Pronouns always denote the *persons* of the nouns which they represent; whereas, Relative pronouns do not; but they always agree in gender, person, and number with their antecedents or subsequents.

Q. 6. How many personal pronouns are there?

A. Five. They are *I, thou, or you, he, she, and it*; with their plurals *we, ye, or you, and they*.

Q. 7. How many properties have pronouns?

A. Four. They are *gender, person, number, and case*.

Q. 8. Have all the personal pronouns a peculiar termination to denote their gender?

A. They have not. Gender has respect only to the third person singular of the pronouns, *he, she, and it*. *He* is masculine, *she* is feminine, and *it* is neuter.

Q. 9. Which of the personal pronouns have no peculiar termination to denote their gender?

A. The *first* and *second* persons, both singular and plural, and the *third* person plural.

Q. 10. How many *persons* have pronouns?

A. Three: the *first, second, and third* persons.

Q. 11. Can you speak the *persons* of the Personal pronouns?

Ex. 80. That thou *mayst* be well *educated*. Rule 4th.

Ex. 81. If he *do* not *approve* my endeavors, *they* will be an ample reward. Note 3d to Rule 30th and Rule 17th.

Ex. 82. Ignorance, or the want of light, *produces* sensuality, covetousness, and those violent contests with others about trifles, which *occasion* so much misery and crime in the world. Rule 33d and Note 4th to Rule 19th.

We will close this work, by giving the following Address to young students, by Mr. Lindley Murray, at the end of his grammar. We think, that the Address is so well adapted to instill a love of literature in the minds of youth, that we would consider our work incomplete without its insertion; and we sincerely hope, that every pupil who may study this work, will read it; and we wish those who read it to feel assured, that we are actuated by the same motives, in inserting it here, as the author was, in writing it.

ADDRESS TO YOUNG STUDENTS.

"THE Compiler of these elements of the English language, hopes that it will not be inconsistent with the nature and design of his work, to make a short address to the young persons engaged in the study of it, respecting their future walks in the paths of literature, and the chief purpose to which they should apply their acquisitions.

"In forming this grammar, the author was influenced by a desire to facilitate your progress in learning, and, at the same time, to impress on your minds principles of piety and virtue. He wished also to assist, in some degree, the labors of those who are cultivating your understandings, and providing for you a fund of rational and useful employment; an employment calculated to exclude those frivolous pursuits, and that love of ease, and sensual pleasure, which enfeeble and corrupt the minds of many inconsiderate youths, and render them useless to society.

"Without your own exertions, the concern of others for your welfare, will be of little avail; with them, you may fairly promise yourselves success. The writer of this address, therefore, recommends to you, an earnest coöperation with the endeavors of your friends to promote your improvement and happiness. This coöperation, whilst it secures your own progress, will afford you the heart-felt satisfaction of knowing, that you are cherishing the hopes, and augmenting the pleasures of those with whom you are connected by the most endearing ties. He recommends to you, also, serious and

elevated views of the studies in which you may be engaged. Whatever may be your attainments, never allow yourselves to rest satisfied with mere literary acquisitions, nor with a selfish or contracted application of them. When they advance only the interests of this stage of being, and look not beyond the present transient scene, their influence is circumscribed within a very narrow sphere. The great business of this life is, to prepare and qualify us for the enjoyment of a better, by cultivating a pure and humble state of mind, and cherishing habits of piety towards God, and benevolence to men. Every thing that promotes or retards this important work, is of great moment to you, and claims your first and most serious attention.

"If, then, the cultivation of letters, and the advancement in knowledge, are found to strengthen and enlarge your minds, to purify and exalt your pleasures, and to dispose you to pious and virtuous sentiments and conduct, they produce excellent effects; which, with your best endeavors to improve them, and the Divine blessing superadded, will not fail to render you, not only wise and good yourselves, but also the happy instruments of diffusing wisdom, religion, and goodness around you. Thus improved, your acquisitions become handmaids to virtue; and they may eventually serve to increase the rewards which the Supreme Being has promised to faithful and well-directed exertions, for the promotion of truth and goodness amongst men.

"But if you counteract the hopes of your friends, and the tendency of these attainments; if you grow vain of your real or imaginary distinctions, and regard with contempt, the virtuous unlettered mind; if you suffer yourselves to be absorbed in over-curious or trifling speculations; if your heart and principles be debased and poisoned, by the influence of corrupting and pernicious books, for which no elegance of composition can make amends; if you spend so much of your time in literary engagements, as to make them interfere with higher occupations, and lead you to forget, that pious and benevolent action is the great end of your being: if such be

the unhappy misapplication of your acquisitions and advantages,—instead of becoming a blessing to you, they will prove the occasion of greater condemnation; and, in the hour of serious thought, they may excite the painful reflections,—that it would have been better for you, to have remained illiterate and unaspiring; to have been confined to the humblest walks of life; and to have been even hewers of wood, and drawers of water, all your days.

"Contemplating the dangers to which you are exposed, the sorrows and dishonor which accompany talents misapplied, and a course of indolence and folly; may you exert your utmost endeavors to avoid them! Seriously reflecting on the great end for which you were brought into existence; on the bright and encouraging examples of many excellent young persons, and on the mournful deviations of others, who were once promising; may you be so wise as to choose and follow that path which leads to honor, usefulness, and true enjoyment! This is the morning of your life, in which pursuit is ardent, and obstacles readily give way to vigor and perseverance. Embrace this favorable season; devote yourselves to the acquisition of knowledge and virtue; and humbly pray to God, that He may bless your labors. Reflect often on the advantages which you possess, and on the source whence they are all derived. A lively sense of the privileges and blessings, by which you have been distinguished, will induce you to render to your heavenly Father, the just returns of gratitude and love: and these fruits of early goodness, will be regarded by Him as acceptable offerings, and secure to you His favor and protection.

"Whatever difficulties and discouragements may be found, in resisting the allurements of vice, you may be humbly confident, that Divine assistance will be afforded, to all your good and pious resolutions; and that every virtuous effort will have a correspondent reward. You may rest assured too, that all the advantages arising from vicious indulgences, are light and contemptible, as well as exceedingly transient, compared with the substantial enjoyments, the present pleasures, and the

future hopes, which result from piety and virtue. The Holy Scriptures assure us, that 'The ways of wisdom are ways of pleasantness, and that all her paths are peace;' 'that, religion has the promise of the life that now is, and of that which is to come;' 'and, that the truly good man, whatever may be the condition allotted to him by Divine Providence, in all things gives thanks, and rejoices even in tribulation.'—Some of these sentiments have been finely illustrated by a celebrated poet. The author of this address presents the illustration to you, as a striking and beautiful portrait of virtue: with his most cordial wishes, that your hearts and lives may correspond to it; and that your happiness here, may be an earnest of happiness hereafter.

“Know then this truth, (enough for man to know,)
 Virtue alone is happiness below;
 The only point where human bliss stands still;
 And tastes the good without the fall to ill:
 Where only merit constant pay receives,
 Is bless'd in what it takes, and what it gives;
 The joy unequal'd, if its end it gain,
 And if it lose, attended with no pain:
 Without satiety, though e'er so bless'd;
 And but more relish'd, as the more distress'd;
 The broadest mirth unfeeling folly wears,
 Less pleasing far than virtue's very tears:
 Good, from each object, from each place acquired,
 For ever exercis'd, yet never tir'd;
 Never elated, while one man's oppress'd;
 Never dejected, while another's bless'd:
 And where no wants, no wishes can remain,
 Since but to wish more virtue, is to gain.—
 For him alone hope leads from goal to goal,
 And opens still, and opens on his soul;
 Till lengthen'd on to faith, and unconfin'd,
 It pours the bliss that fills up all the mind.’ ”

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