

Deposited by  
1855

PE1109  
.F785  
v.2

Entered, according to Act of Congress, in the year  
BY WILLIAM B. FOWLE,  
In the Clerk's Office of the District Court of Massachusetts.

5393

STEREOTYPED BY  
GEORGE A. CURTIS,  
NEW ENGLAND TYPE AND STEREOTYPE FOUNDRY.

E.W.F. Opz. 9-10.

### PREFACE.

As long as knowledge and skill are allowed to be imperfect, no apology can be necessary for any attempt to increase the one and perfect the other. A history of English Grammar would show that it was begun in error and continued in prejudice. The first English grammarians were evidently ashamed of their language, and were more anxious to show that it resembled the classical languages more nearly than learned foreigners suspected, than they were to expose what they considered its grand defect, the want of those changes of termination, which are supposed to authorize all the distinctions of case, declension, mood, tense, &c., and which, unfortunately, have been made the criterion by which the richness and perfection of a language are judged.

The first serious attempt to correct the original error, was made by Dr. Wallis, in 1653. His English Grammar, written in Latin for the literati of Europe, is, perhaps, the best that has yet appeared, and the error of his predecessors is thus noticed in his preface: "I have undertaken this

work, that, by briefly stating the principles of a language *very simple in itself*, it may be more easily learned by foreigners, and its true system better understood by our own countrymen. I am not ignorant that others before me, have made the same attempt, particularly Dr. Gill, in Latin, Ben Johnson, in English, and Henry Hexham, in French, but none of them in the way which I consider best adapted to the purpose; for all of them, by forcing our English rules to conform to the Latin, have inculcated many useless rules about the cases, genders, and declensions of nouns, the conjugations, modes and tenses of verbs, the regimen of both nouns and verbs; and other similar notions, which are entirely foreign to our language, and, therefore, rather increase its confusion and obscurity, than aid in its illustration."

The reform proposed by this very distinguished scholar was not effected. It is true that Harris, H. Tooke and a few others complained of the foreign air of English Grammars, and proposed either entire or partial reforms; but when Dr. Lowth published his grammar, which is avowedly the basis of Mr. Murray's, the same evil existed and was repeated with all the authority of his name. And yet, Dr. L. says, "A competent grammatical knowledge of *our own* language is the true foundation upon which all literature, properly so called, ought to be raised. If this method were adopted in our schools; if children were first taught the common principles of grammar, by some short and clear system of *English* grammar, *which, happily, by its simplicity and facility, is, perhaps, fitter than*

*that of any other language for such a purpose*, they would have some notion of what they were going about when they should enter into the Latin Grammar, and would hardly be engaged so many years, as they now are, in that most irksome and difficult part of literature, with so much labor of the memory, and with so little assistance of the understanding."

After this just view of the subject, the learned scholar, instead of making a purely English Grammar, with which all others might be brought into *contrast*, allowed himself to ingraft upon English many things entirely foreign to it, so that the student of *his* grammar is quite in the dark as to the real principles of *English* Grammar. Dr. Lowth's grammar was inferior, in many respects, to several that were published in the same century, and it shared their fate, unless it may be said to survive in Murray's Grammar, which, having been furnished with practical exercises, and published at the moment when grammar was generally introduced as a regular study into our public and private schools, was eagerly received and very extensively used.

It was not long, however, before its deficiencies and errors began to be perceived, and a host of authors, without departing from the general principles of Mr. Murray, attempted to illustrate and simplify them. Soon, others, more hardy, attempted a radical reform, and, as usual, failed. The author is satisfied, by experiment, that any attempt radically to change the received grammar of our language, cannot succeed, even though the change

work, that, by briefly stating the principles of a language *very simple in itself*, it may be more easily learned by foreigners, and its true system better understood by our own countrymen. I am not ignorant that others before me, have made the same attempt, particularly Dr. Gill, in Latin, Ben Johnson, in English, and Henry Hexham, in French, but none of them in the way which I consider best adapted to the purpose; for all of them, by forcing our English rules to conform to the Latin, have inculcated many useless rules about the cases, genders, and declensions of nouns, the conjugations, modes and tenses of verbs, the regimen of both nouns and verbs, and other similar notions, which are entirely foreign to our language, and, therefore, rather increase its confusion and obscurity, than aid in its illustration."

The reform proposed by this very distinguished scholar was not effected. It is true that Harris, H. Tooke and a few others complained of the foreign air of English Grammars, and proposed either entire or partial reforms; but when Dr. Lowth published his grammar, which is avowedly the basis of Mr. Murray's, the same evil existed and was repeated with all the authority of his name. And yet, Dr. L. says, "A competent grammatical knowledge of *our own* language is the true foundation upon which all literature, properly so called, ought to be raised. If this method were adopted in our schools; if children were first taught the common principles of grammar, by some short and clear system of *English* grammar, *which, happily, by its simplicity and facility, is, perhaps, fitter than*

*that of any other language for such a purpose*, they would have some notion of what they were going about when they should enter into the Latin Grammar, and would hardly be engaged so many years, as they now are, in that most irksome and difficult part of literature, with so much labor of the memory, and with so little assistance of the understanding."

After this just view of the subject, the learned scholar, instead of making a purely English Grammar, with which all others might be brought into *contrast*, allowed himself to ingraft upon English many things entirely foreign to it, so that the student of *his* grammar is quite in the dark as to the real principles of *English* Grammar. Dr. Lowth's grammar was inferior, in many respects, to several that were published in the same century, and it shared their fate, unless it may be said to survive in Murray's Grammar, which, having been furnished with practical exercises, and published at the moment when grammar was generally introduced as a regular study into our public and private schools, was eagerly received and very extensively used.

It was not long, however, before its deficiencies and errors began to be perceived, and a host of authors, without departing from the general principles of Mr. Murray, attempted to illustrate and simplify them. Soon, others, more hardy, attempted a radical reform, and, as usual, failed. The author is satisfied, by experiment, that any attempt radically to change the received grammar of our language, cannot succeed, even though the change

should be based upon the acknowledged principles of general and particular grammar. He has here made no such attempt; but he is not without hope that the public are so awakened to the defects and inconsistencies of the popular system, that a judicious revision, with no unnecessary deviation from the old system, no distinctions that are not obvious, no definitions that cannot be applied to practice, no considerable alteration of common terms, and no arrangement that reason will not sanction, and simplicity approve; that a revised system addressed to the understanding and not to the memory alone; in fine, that a *proper conservative grammar* will meet with a kind reception.

But, if it be contended that this assimilation of our grammar to the grammar of other languages, imperfect as the assimilation must be at best, although it may not exhibit the peculiar features of the English language, may assist those who intend to make other languages their study; it may be said, let such, if they choose, continue to use the old system, but, for the sake of the hundred-to-one who never expect to study any grammar but English, let us have a grammar adapted to our wants, and as simple as the genius of our tongue will admit. If the correct use of English can be learned by a more simple system, why should ninety-nine be compelled to submit to one, that he may receive a doubtful aid at best, injurious to his own language just in proportion to the degree in which its grammar is assimilated to another?

The time when Latin and French were the popular tongues before which all others bowed,

has probably passed away forever. The power and influence of Great Britain and these United States, will, ere long, give to the English language the ascendancy, if this has not already been done; and reason, propriety, and even patriotism, seem to require that it should now throw off the foreign shackles which mar its symmetry and conceal its peculiar beauty, its simplicity.

The author does not expect this reformed grammar, however judiciously conservative it may be, to prevail against that which has possession of our schools, unless it has the countenance of those teachers and scholars who love English for its own sake, and who in their works show its compass and its power. To reconcile such to the adoption of the plan here proposed, it may be proper to remark that any person qualified to teach the old system is qualified to teach this, or may become so in a few hours. Excepting a few remarks in the Appendix, no set defence of the system has been attempted. Such discussions only perplex children, and should not be placed in their way. Besides, with Wallis, Harris, Horne Tooke, Gilchrist, Crombie, and a dozen other *grammarians* on his side, the author may fairly consider the question not to be, whether the alterations here proposed are founded in truth and propriety, and on the best authority; but, whether it is expedient to change the established system for any other, however simple, however improved.

The grammar is well furnished with practical exercises calculated to illustrate every principle, as the pupil advances, and so arranged as to ex-

hibit and explain the points of difference between this and the old system; but that no deficiency may be felt by the introduction of this grammar, a THIRD PART, containing new and copious exercises upon all the rules of syntax, directions for writing English composition, &c. &c., will immediately be published.

THE  
COMMON SCHOOL GRAMMAR.

PART SECOND.

1. In writing English we use twenty-six letters.

Of these letters, *a, e, i, o, u,* and sometimes *w* and *y* are *vowels*; the rest are *consonants*.

A *Syllable* is one or more letters pronounced at once.

A *Word* is composed of one or more syllables.

Two or more simple words united form a *compound word*; as, *never-the-less*.

CLASSES OF WORDS.

2. English Words, according to their uses, may be divided into eight classes or sorts.

The **NOUN** or **NAME** includes all *names of persons, things or actions, visible or invisible*; as, *John, man, virtue, writing*.

The **ADJECTIVE** includes all words that are *joined to nouns to distinguish them from each other*; as, *Great John; Good man*.

The PRONOUN includes seventeen words that stand for names of persons, to prevent repeating the name; as, "John, *you* good man."

The VERB includes all words that express what any noun or pronoun is doing or has done; as, "John, good man, *you wrote*."

The ADVERB is joined to verbs, adjectives or other adverbs to qualify their meaning; as, "John, *very* good man, *you wrote truly well*."

The PREPOSITION includes a few words that convey the action of a verb to a noun or pronoun; as, "John, good man, *you wrote well to* James."

The CONJUNCTION includes a few words that connect two words or phrases, or continue a sentence; as, "John, great *and* good man, *you wrote well to* James."

The INTERJECTION includes a few natural sounds used in exclamations; as, "*O!* John, good man, *you wrote truly well to* James."

An interesting exercise may now be introduced by writing a number of the first four sorts of words on separate pieces of paper, shaking them together, and requiring the pupils, in turn, to draw them out and say to which class of words they belong.

The definition of the first four classes will enable the pupil to tell them readily, but it is feared that no definition will enable a young pupil to distinguish the other four classes. If the pupil hesitates, ask him, Is the word the name of any thing? Does it stand for the name of a person? Does it make sense with the word *person* or *thing* after it? Does it express what any person or thing does?

The words at first selected, should be such as are easily detected, and the following are suitable.

1st class.	2d class.	3d class.	4th class.
man	dog	fine	the
chain	leaf	fair	full
heart	glass	agreeable	a
breath	boy	famous	old
vice	bread	poor	high
courage	ink	excellent	bad
tree	time	kindest	sick
blood	air	loud	thin
pen	life	small	sad
			he
			she
			it
			we
			they
			us
			them
			whom
			her
			does
			found
			sells
			made
			bled
			allows
			smoke
			holds
			feared
			has
			falls
			felt
			meets
			read
			wrote
			spoke
			loves
			hated

Another useful exercise is made by requiring the pupils to take the separate words and arrange them in correct sentences. Thus, of the words above given he may form such sentences as the following:

Poor old man, he bled.  
The small tree made a fine chair.  
A bad heart loves agreeable vice.  
We find excellent ink.

Habit will enable children to form correct sentences, though they may be ignorant of the rules of Syntax.

## OF THE NOUN OR NAME.

3. A NOUN is the name of any person, thing, or action, visible or invisible; as, John, man, virtue, writing.

*Directions.* Let the pupil name things, and, after naming things subject to the senses, let him name things not subject to the senses, that is, such as he can only think of.

4. Nouns are called *Proper*, when they are names of particular persons or things; as, John, Boston, Nile.

Nouns are said to be *Common*, when they may be applied to all things of a kind; as, man, city, river.

*Directions.* Take the preceding examples and show the pupil that *John* is a name not given to every man, but *Man* is the name of every John, and every James, and every other man. So *Boston* is not the name of every city, but *City* is the common name of Boston, New York, London, and every other city. *Nile* is not the name of every river, but *River* is the common name of the Nile, the Amazon, the Mississippi, and every other river.

Then let the teacher name nouns and require the pupil to say whether they are proper or common. To vary the exercise, let the pupil name a noun and say whether it is proper or common; or, require him to name a proper or common noun at once.

### GENDER OF NOUNS.

5. GENDER is the distinction of sex.

Nouns are either male, female, or neither.

All names of males are of the *Masculine* gender; as, *John, boy, king.*

All names of females are of the *Feminine* gender; as, *Mary, girl, queen.*

All names that are neither male nor female are of the *Neuter* gender; as, *house, tree, city.*

When *things* are addressed or spoken of as *persons*, they are sometimes masculine; as, "The sun sheds *his* beams:" or feminine; as, "Virtue rewards *her* children."

Such expressions are called *figurative*, and the things are said to be *personified*.

A few nouns are sometimes applied to males, and sometimes to females; as, parent, child, friend.

When applied to males, such nouns are masculine; when applied to females, feminine.

When such words are applied to both males and females at the same time, they are said to be

of the *common* gender; as, *friends, hearers, ancestors.*

*Directions.* Let the teacher ask of what gender is

boy	mother	maid	nurse	cousin
sister	mistress	pen	gratitude	friend
husband	uncle	priest	money	lamp
lass	aunt	widow	bonnet	flower
lord	niece	heart	hat	rival
lady	son	captain	doctor	enemy
woman	daughter	boot	envy	guide
man	officer	virtue	gown	fire
father	book	bride	coat	pencil
master	chair	minister	madam	hope

The teacher must supply other words, if necessary, until the pupil is familiar with the distinction of genders.

For a further exercise, let the teacher name the following masculines or feminines, and require the pupil to tell the corresponding word of the other gender.

<i>Male.</i>	<i>Female.</i>	<i>Male.</i>	<i>Female.</i>
bachelor	maid	hart	roe
beau	belle	husband	wife
boy	girl	king	queen
bridegroom	bride	lad	lass
brother	sister	lord	lady
buck	doe	man	woman
bull	cow	master	mistress
bullock	heifer	mister	mrs. or missis
ox		nephew	niece
steer		ram	ewe
cock	hen	sir	madam
colt	filly	sloven	slut
drake	duck		slattern
earl	countess	son	daughter
father	mother	stag	hind
friar	nun	uncle	aunt
gander	goose	wizard	witch

Then take the following nouns, where the difference of sex is expressed by a different *termination* or *ending*

of the word, and not by an entirely different word as in the preceding list.

<i>Male.</i>	<i>Female.</i>	<i>Male.</i>	<i>Female.</i>
abbot	abbess	host	hostess
actor	actress	jew	jewess
administrator	administratrix	lion	lioness
adulterer	adulteress	marquis	marchioness
ambassador	ambassadress	monitor	monitress*
arbiter	arbitress	patron	patroness
author	authoress*	peer	peeress
baron	baroness	poet	poetess
benefactor	benefactress	priest	priestess
cāterer	cāteress	prince	princess
chanter	chantress	prior	priores
conductor	conductress	prophet	prophetess
count	countess	protector	protectress
deacon	deaconess	shepherd	shepherdess
duke	duchess	songster	songstress
elector	electress	sorcerer	sorceress
emperor	empress	sultan	sultana
enchanter	enchantress	tiger	tigress
executor	executrix	traitor	traitress
governor	governess†	tutor	tutress
heir	heiress	viscount	viscountess
hero	heroine	votary	votaress
hunter	huntress	widower	widow

Sometimes the gender is determined by placing the words *male* or *female*, *he* or *she*, *cock* or *hen*, *man* or *maid*, or some similar word, before a noun of the common gender; as, male-child, female-child; he-goat, she-goat; cock-sparrow, hen-sparrow; man-servant, maid-servant.

\* Sometimes *Author* and *Monitor* are applied to females.

† *Governess* is not a Governor's wife, but an *instructress*.

### NUMBER OF NOUNS.

6. NUMBER is the distinction of one, or more than one.

Nouns have two numbers.

Names of *single* things are in the *singular* number; as, *horse, man*.

Nouns which are not names of single things are in the *plural* number; as, *horses, men*.

The distinction of singular and plural is generally confined to *common* nouns or names, but *proper* names are sometimes made plural, and should then, perhaps, be called *common* nouns; as, "The *Henrys, Williams* and *Marys* of England."

*Directions.* Let the teacher ask the pupil the *number* of the following nouns.

gift	lamps	lath	guns	hats
dollars	star	paths	mops	Charles
quill	sack	hill	hat	Joseph
book	lad	pills	saw	papers
slates	bags	drum	paws	wig

What is the *singular* of the following nouns?

chairs	pins	eyes	prisons	insects
pears	hearts	nations	birds	horses
apples	hands	houses	beasts	dogs
axes	girls	tools	hands	arms
heads	toys	ears	hairs	cats

What is the *plural* of the following nouns?

log	word	maid	table	wheel
art	letter	finger	roof	top
bay	cap	thumb	log	cover
barrel	part	post	wave	pole
key	handle	cheek	ship	bar

Now ask, what letter was added to these singulars to make them plural.

The plural of nouns is generally formed by adding the letter *s* to the singular, but there are some exceptions.

*Exception 1.* When the singular ends in *x*, *s*, *ss*, *ch*, (not sounded like *k*;) and *sh*, the plural is formed by adding *es*; as, *box*, *boxes*; *kiss*, *kisses*; *church*, *churches*; *wish*, *wishes*.

But *ox* takes *oxen* in the plural; and *ch*, when sounded like *k*, takes only *s*: as *monarch*, *monarchs*.

*Exercise.* Ask, what is the plural of the following nouns.

box	latch	mesh	birch	dish
mass	tax	morass	blush	witch
torch	ass	march	inch	crucifix
thrush	dash	sex	research	notch
match	branch	dress	brush	crutch
lash	arch	marsh	peach	coach
fox	lass	wretch	mess	stitch
hiss	flash	torch	bench	press

*Exception 2.* When the singular ends in *f* or *fe*, the plural is formed by changing *f* or *fe* into *ves*; as, *loaf*, *loaves*; *wife*, *wives*.

But the following, in *f* and *fe*, only take an *s* in the regular way.

chief, fief, handkerchief, hoof, dwarf, gulf, fife, mischief, grief, proof, roof, scarf, turf, strife.

Nouns ending in *ff* take only an *s* in the plural; as, *muff* *muffs*; but *staff* has *staves* in the plural, although *distaff* has *distaffs*.

*Exercise.*—Ask the plural of the following nouns.

sheaf	gulf	puff	hoof	proof
chief	fife	wharf	fief	staff
leaf	cuff	self	skiff	scarf
dwarf	roof	whiff	scoff	distaff
mischieff	calf	stuff	turf	wife
half	grief	strife	elf	leaf
life	cliff	shelf	ruff	wolf

*Exception 3.* When the singular ends in *y*, with a consonant or the vowel *u* before it, the *y* is changed into *ies*; thus, *fly*, *flies*; *destiny*, *destinies*; *colloquy*, *colloquies*.

But if any vowel but *u* comes before the *y*, only an *s* is added; thus, *key*, *keys*; *boy*, *boys*.

*Exercise.* Let the pupil tell or write the plural of the following nouns.

day	monkey	academy	way	elegy
cry	valley	legacy	sty	alloy
fly	money	luxury	joy	chimney
play	convoy	piracy	buoy	calamity
ray	lily	penalty	key	soliloquy
sky	pully	heresy	toy	attorney
boy	lady	destiny	duty	journey
ally	alley	cruelty	folly	relay

*Exception 4.* Most nouns ending in *o* take *es* in the plural; as, *wo*, *woes*; *potato*, *potatoes*.

But the words *canto*, *virago*, *olio*, *seraglio*, *nuncio*, *junto*, *solo*, *tyro*, *two*, *octavo*, *duodecimo*, *quarto*, and all nouns that end in *to*, except *potato*, only take an *s* in the regular way; thus, *canto*, *cantos*; *folio*, *folios*.

*Exercise.* Let the pupil tell or write the plural of the following nouns.

two	junto	potato	grotto	echo
wo	trio	octavo	nuncio	virago
canto	folio	punctilio	hero	olio
motto	solo	portico	cargo	seraglio
mango	negro	volcano	calico	tomato

*Exception 5.* A few nouns form their plural very irregularly.

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
man*	men	tooth	teeth
woman	women	foot	feet
ox	oxen	louse	lice
child	children	mouse	mice
brother*	} brothers brethren	die ( <i>a stamp</i> )	dies
		die ( <i>for gaming</i> )	dice
sow*	swine	penny ( <i>name of a coin</i> )	pence
cow*	kine	penny ( <i>the coin itself</i> )	pennies
goose	geese		

*Exercise.* Give the plural and require the singular, or give the singular and require the plural, of the above nouns.

*Exception 6.* Some compound nouns do not place the plural termination at the end of the word; thus,

\* *Mussulman*, not being a compound of *man*, has *mussulmans*. *Brethren* is now used for members of the same church or society, and *brothers* for sons of the same parents. *Sow* and *cow* have also the regular plurals, *sows* and *cows*. *Swine* is the old plural *sowen*, as *kine* is the old plural *coven*. Hence it is doubtful whether *swine* should even be used in the singular any more than *kine*. *Sow* is always feminine, but *swine* is of the common gender.

<i>Singular.</i>	<i>Plural.</i>
aide-de-camp	aides-de-camp
court-martial	courts-martial
price-current	prices-current
cousin-german	cousins-german
father-in-law, &c.	fathers-in-law
heir-at-law	heirs-at-law

*Exception 7.* Some nouns have no plural, as, silver, gold, and other names of metals; patience, gluttony, and other names of virtues or vices; beer, hay, and other things that are weighed or measured. But when different *sorts* of these things are meant, a plural form is sometimes used; thus, we say, *wines, sugars, teas*.

Some nouns are used only in the plural; as,

vespers	kinsfolk	embers	pantaloons
matins	scissors	oats	goods
riches	snuffers	measles	alms
folks	tongs	trowsers	bowels

and the foreign words, *antipodes, ides, manes, literati, minutia*.

Some nouns are used in both numbers without any alteration; as,

deer	pains	news	mathematics
sheep	odds	hiatus	metaphysics
pair	means	series	politics
hose	gallows	species	ethics, &c.

*Pease*, meaning the *kind* of food, has no plural; but *peas*, relating to the *number* of seeds, is the plural of *pea*.

*Ashes*, though always plural in England, is generally considered singular in New England. The

singular, *ash*, is only seen in the compound words *pot-ash* and *pearl-ash*.

*Fish* is sometimes plural, although it has the regular plural, *fishes*. Some names of fish are both singular and plural; as, *salmon*, *shad*, &c.

*Pair* and *couple* are sometimes plural, though we say *pairs* and *couples* also.

**Exception 8.** Some foreign words that have been used in English books are allowed to retain their foreign plurals.

Singular.	Definition.	Plural.
Animalcula,	a very small animal,	Animalculæ.
Antithesis,	opposition of meaning,	Antitheses.
Axis,	the line connecting the poles,	Axes.
Basis,	a foundation,	Bases.
Crisis,	a critical moment,	Crises.
Dicæresis,	two dots over a vowel,	Dicæreses.
Ellipsis,	the cutting off a letter,	Ellipses.
Emphasis,	force of utterance,	Emphases.
Hypothesis,	a theory,	Hypotheses.
Metamorphosis,	a change,	Metamorphoses.
Apex,	the peak,	Apices.
Index,	{ in Algebra,	Indices.
	{ a table of contents,	Indices.
Vertex,	the peak,	Vertices.
Vortex,	a whirlpool,	Vortices.
Calyx,	a flower-cup,	Calices.
Appendix,	an addition,	{ Appendices,
		{ Appendixes.
Arcanum,	a secret,	Arcana.
Datum,	ground of an opinion,	Data.
Desideratum,	a thing desired,	Desiderata.
Effluvium,	a smell,	Effluvia.
Erratum,	an error,	Errata.
Memorandum,	a slight record,	Memoranda.
Stratum,	a layer,	Strata.
Cranium,	a skull,	Crania.

Singular.	Definition.	Plural.
Automaton,	a moving image,	Automata.
Criterion,	a standard,	Criteria.
Phenomenon,	a strange occurrence,	Phenomena.
Genus,	a kind,	Genera.
Viscus,	an intestine,	Viscera.
Stamen,	part of a flower,	Stamina.
Miasma,	hurtful vapor,	Miasmata.
Focus,	a central point,	Foci.
Genius,	a spirit,	Genii.
Magus,	a magician,	Magi.
Radius,	half a diameter,	Radii.
Stimulus,	something to excite,	Stimuli.
Ignis-fatuus,	Jack-o-lantern,	Ignes-fatui.
Virtuoso,	an antiquary,	Virtuosi.
Cherub,	a celestial being,	{ Cherubim.
		{ Cherubs.
Seraph,	a celestial being,	{ Seraphim.
		{ Seraphs.
Beau,	a gallant,	Beaux.
Monsieur,	mister,	Messieurs.

**Exercise.** For an exercise on this exception, give the singular or plural, and require the other number.

**Exception 9.** Some nouns, usually called *collective* nouns, including many similar things under one general name, are sometimes used in the plural, although they have regular plurals besides.

Thus, *flock* is the *collective* name for many sheep, and we say, "The flock has lost its shepherd," or "The flock stray because they have lost their shepherd." So, *company* is the *collective* name of many persons, and we say, "The company is assembled," or "The company are all gone."

When the individuals that make up a *collective* noun seem to be taken *separately*, the noun,

though in the singular number, requires the other words that refer to it to be plural; but when no such separation of the individuals is implied, the collective noun is singular and requires its verbs, possessive adjectives and pronouns to be so.

*Exercise.* The following are some of the *collective* nouns.

nation	drove	assembly	church
tribe	herd	corporation	legislature
army	swarm	society	party
fleet	jury	committee	school

Ask the pupil what each noun is a collection of, and what is its regular plural. Then see if the pupil can add any collective nouns to the list. These nouns should also be mixed with common nouns, and the pupil be required to say whether each is collective or not.

*General Exercise.* Let the teacher name the nouns under the various exceptions, and require the pupil to give the plural. It is so easy for the teacher to do this, that a promiscuous list is not given.

### THE PERSON OF NOUNS.

7. Nouns which relate to the person or persons *speaking*, are said to be of the *first* person; as, I, *William*, speak to you.

Nouns addressed or *spoken to* are of the *second* person; as, *Mother*, give me some bread.

Nouns *neither speaking nor spoken to* are of the *third* person; as, A *king* is only a *man*.

*Exercise.* Let the pupil tell the *Person* of each noun in *italic* type in the following sentences.

*John*, go and tell *George* that *I*, his *father*, wish to hear his *lesson*.

*I*, *Victoria*, *queen* of *England*, command you, my *officer*, to commit the *traitor* to prison.

*Mary*, send the *book* to your *sister*, and tell her that *I*, your *teacher*, recommend it.

Then, take any book and let the pupil select nouns and tell of what person they are.

### AGENTS AND OBJECTS.

8. When a noun does any thing it is an *agent*; as, *Water* flows.

When a noun has something done to it, it is an *object*; as, Give *God* the *praise*.

When a noun neither does any thing nor has any thing done to it, it is said to be *independent*; as, *John*, I have told thy *father*; *Virtue* being lost, all was lost.

Sometimes the object of an action is *direct*; as, He sent his *child*; *child* being the object sent.

Sometimes the object is *remote*; as, He sent his *child* to *school*; in which sentence *school* is not the object sent, and yet is *remotely* affected by the action.

*Directions.* Let the teacher ask which is the *agent* and which the *direct object* in the following sentences.

Men strike boys.	Worms eat animals.
Boys strike dogs.	Animals drink water.
Dogs kill cats.	Water wets land.
Cats kill rats.	Land bears flowers.
Rats eat cheese.	Flowers perfume air.
Cheese breeds worms.	Air supports life.

Show the pupil that the same word may be *agent* in

one sentence, and *object* in another, the orthography being unchanged.

Give more such sentences, if necessary, and then require the pupils to form similar sentences of their own, telling the agent and the object of the action.

Then take the following sentences, and ask for the agent, the *direct* object, and the *remote* object.

*John* received a letter from *Jane*.

*Mary* left the book at school.

The servant led the horse to the river.

The man gave *Andrew*\* a dollar.

Religion promises *virtue*\* a reward in heaven.

Temperance saves men from suffering.

Children, obey your parents in the Lord.

Time hurries all men towards the grave.

The teacher must furnish as many more examples as may be needed to make the pupil familiar with the distinction of agent and object, and of direct and remote object.

Then require each pupil to form one or more sentences including first a *direct*, then a *remote* object, and lastly, *both* a direct and remote object.

### THE ADJECTIVE.

9. An ADJECTIVE is a word used to distinguish one noun from another; as, *good* man, *bad* man, *old* man, *young* man, &c.

*Directions.* Let the teacher say, you are all boys, (or girls,) and it would be difficult for me to distinguish

\* The pupil must here be told that the *remote* object is not always placed after the *direct* object. This is usually the case, however, and perhaps the best way to put the pupil on his guard against mistake is to require him to place *Andrew* after *dollar*, and supply the omitted preposition.

one boy from another without using some other word than boy; and the word I use to distinguish you is called an adjective. Therefore I say, *great* boy, *little* boy; *standing* boy, *sitting* boy; *first* boy, *second* boy; *my* boy, *John's* boy; *head* boy, *foot* boy; *this* boy, *that* boy, &c.

Now let pupils put other words with *boy*, as long as they can find any.

Then say, *house* is a noun, and there may be a *brick* house, a *high* house, an *old* house, and what other kind of house? Let each put an adjective with the noun *house*.

The teacher may then give each of the following nouns, and require the pupils to put adjectives before it as long as they can find any.

stone	lesson	colour	book	hand
tree	picture	slip	pen	tooth
coat	room	flower	window	battle
hat	knife	conduct	disposition	story
water	street	wood	meat	wind
weather	scholar	eye	bread	face
dog	fire	contrivance	shoe	bird
apple	cloth	horse	paper	form

### CLASSIFICATION OF ADJECTIVES.

10. Adjectives may be subdivided into seven classes, distinguished by certain peculiarities, but agreeing in the main circumstance, that of being joined to nouns to distinguish them from other nouns.

- I. *Qualifying* Adjectives; as, *good*, *bad*, &c.
- II. *Verbal* Adjectives; as, *loving*, *loved*, &c.
- III. *Numeral* Adjectives; as, *one*, *two*, *three*, &c.
- IV. *Ordinal* Adjectives; as, *first*, *second*, *third*, &c.
- V. *Possessive* Adjectives; as, *my*, *thy*, *his*, &c.

VI. *Noun Adjectives*; as, *tin pan, prize poem, &c.*

VII. *Irregular Adjectives*; as, *each, this, &c.*  
Each of these classes needs a more particular description.

#### I. QUALIFYING ADJECTIVES.

11. *Qualifying adjectives* not only distinguish one noun from another, but they also serve to compare nouns with each other; as, *great man, greater man, greatest man.*

#### Degrees of Comparison.

Such adjectives as admit of comparison have three principal degrees, called first, second and third; or, positive, comparative and superlative;\* thus,

<i>First or Positive degree,</i>	great	wise	fine
<i>Second or Comparative,</i>	great-er	wis-er	fin-er
<i>Third or Superlative,</i>	great-est	wis-est	fin-est

*Directions.* Ask the pupil to compare the following adjectives.

rich	cheap	wild	round	soft
poor	loud	green	square	deep
hard	sharp	gay	flat	slim
soft	dull	pale	sick	red
mild	full	bare	thin	fit
safe	kind	base	big	long

It will be well to let the pupil *write* the degrees, that his attention may be directed to the following rules.

\* The simpler terms alone would have been mentioned, did not the English resemble other languages in this respect; and where this is the case, the author has generally used the terms already in use, though perhaps not always the simplest and best.

1. Adjectives ending in a consonant, add *er* for the comparative, and *est* for the superlative.
2. When a *single* vowel comes before the consonants, *d, g, m, n,* or *t,* the consonant must be doubled; as, *hot, hot-ter, hot-test.*
3. When the adjective already ends in *e,* another *e* must not be added; as, *wise, wise-r, wise-st.*

Remark to the pupils that few adjectives of more than one syllable are compared by adding *r* or *er, st* or *est.* Ask a pupil to compare *irregular, sensible, affectionate.*

When he finds that this will make awkward words, tell him that such adjectives are compared by placing the word *more* or *less* before them for the comparative degree, and *most* or *least* for the superlative; thus,

Irregular,	more irregular,	most irregular.
Irregular,	less irregular,	least irregular.
Sensible,	more sensible,	most sensible.
Sensible,	less sensible,	least sensible.

So let the pupil compare the following adjectives.

furious	moral	generous	peevish	avaricious
amiable	sorry	pitiful	destitute	accidental
pious	distant	miserable	beloved	abusive
sociable	fearful	disconsolate	righteous	expressive

The pupil may now point out the *adjectives* in the following sentences, tell their degree of comparison, and compare them. To keep alive his former lessons, he may be required to tell the number and gender of the nouns.

wise man.	girls modest and amiable.
wiser opinions.	gentlemen more just.
wisest actions.	most respectful boys.
high tree.	cold feet, warm heart.
longest lines.	less frequent showers.
drier paper.	higher and steeper mountains.
oldest men.	dry and dusty weather.

long lesson.	longer and larger sticks.
generous persons.	oldest and poorest coats.
happier times.	fears less terrible.
warmest wishes.	most righteous judges.
chaste conduct.	more white and delicate hands.
driest fish.	least temperate habits.
holier ties.	dear less swift and cunning.

A few adjectives of this class do not admit of comparison; as, supreme, eternal, everlasting, omnipresent, perfect, faultless, and most other adjectives ending in *less*; for it is absurd to say *more* or *less* *supreme*, &c., although even educated persons sometimes fall into the error.

A few adjectives are irregularly compared; as,

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
good	better	best
bad	worse	worst
little	less	least
much or many	more*	most
near	nearer	nearest or next
old	older or elder	oldest or eldest
fore†	former	foremost or first
late	later or latter	latest or last
out	outer or utter	outmost, utmost, outermost, and uttermost

It should be remarked that, although it is customary to allow but three degrees of comparison, yet, between these three, there are many other shades of quality, constituting degrees, which it would be difficult to name. Thus, besides great, greater, greatest, we have very

\* The positive *more* is no longer used, but it is seen in *more* and *most* which are contractions of *mower* and *mowest*.

† *Fore* is only used in compound words like *fore-tell*, *fore-bode*. In some words of which it is a part, the *e* is improperly omitted, as, *for-ward*, *for-bid*, &c., while in other words the *e* is improperly added, as in *therefore*, *wherefore*.

great, too great, so great, as great, exceeding great, great enough, quite great, rather great, thrice great, nearly great, truly great, &c.

The pupil may be told that all words thus added to adjectives to compare them are called *adverbs*.

## II. VERBAL ADJECTIVES.

12. *Verbal* adjectives are adjectives derived from verbs.

Sometimes the verb is used as an adjective without being changed; as, *go*-cart, *tell*-tale, *grind*-stone, *pay*-roll, *draw*-bridge; but as, in most cases, the adjective is united to the noun by a hyphen or without one, the word is called a *compound noun*.

Every verb in our language has an adjective formed by the addition of *ing*; thus, *go* has *going*, *love* has *loving*, *set* has *setting*.

Every verb, except a few irregulars, has another adjective formed by adding *d* or *ed* to the verb; thus, *kill* has *killed*, *love* has *loved*, *wed* has *wedded*, &c.

*Directions.* The teacher may require each pupil, in writing, to add *ing* to the following or other verbs, till he understands the formation of this adjective.

Warn the pupil, when the verb ends in *e*, to leave it off when he adds *ing*; as, *write*, *writing*.

Teach him, also, that verbs of one syllable, and also those of more than one, if the accent is on the last, double the last letter, if it be *b*, *d*, *g*, *m*, *n*, *p* or *t*, with a single vowel before it; thus, *lag*, *lag-ging*, *beset*, *beset-ting*, &c. The rule is the same for adding *ed*.

Then let the pupil add *ed* to the following verbs to form an adjective.

hope	pray	prepare	form	use
force	need	consist	adapt	regard
end	consider	attempt	concern	possess

omit	retain	class	answer	pack
add	construct	describe	explain	calm
pass	belong	appear	move	mind

Explain to the pupil that the *Irregular* verbs have an adjective corresponding to this in *ed*; and to lead him to find it, ask him if it is correct to say,

I have sold.	I have seeked.	I have breaked.
I have writed.	I have settid.	I have beated.
I have risid.	I have sinked.	I have knowed.
I have fallid.	I have goed.	I have buyed.
I have makid.	I have takid.	I have teachid.
I have runnid.	I have eated.	I have readid.
I have seed.	I have beed.	I have foundid.
I have findid.	I have putted.	I have feelid.

He may have further practice in the table of irregular verbs on a subsequent page.

Some verbal adjectives may be compared; as,  
knowing, more knowing, most knowing;  
loved, more loved, most loved;

but, generally, they express the *condition* rather than the *quality* of the noun to which they are joined, and are not compared like qualifying adjectives.

The chief peculiarity of verbal adjectives is that, expressing action, they may have objects after them, as verbs do.

If the pupil asks Why they are not verbs, then? say, because they are joined to nouns like adjectives, and never have an agent as verbs do. It has been shown that verbs and nouns may be used as adjectives.

### III. AND IV. NUMERAL AND ORDINAL ADJECTIVES.

13. *Numeral* adjectives determine the *number*, *Ordinal* adjectives determine the *order* of things.

All *numeral* adjectives but the word *one* are joined to *plural* nouns; as, *two* men, *ten* men, &c.

All *ordinal* adjectives are joined to *singular* nouns; as, *second* man, *tenth* man, &c.

*Directions.* Let the pupil tell the *ordinal* adjective that corresponds to *one, two, three, four,* and as many more numerals as may be necessary.

Then ask the *numeral* that corresponds to *first, second, third, fourth,* &c., till the pupil knows the difference.

In the following sentences let the pupil point out the adjectives, and say whether they are *numeral* or *ordinal*.

first man.	thousandth time.	365 days.
one dollar.	million men.	twelve months.
ten pence.	200 miles.	18th year.
tenth house.	fortieth tree.	lesson IX.
second class.	ninety ninth star.	chapter XXX.
three bottles.	84 books.	hundredth time.
verse 28th.	twenty-first child.	1775 pounds.

Neither *numerals* nor *ordinals* are ever compared.

### V. POSSESSIVE ADJECTIVES.

14. *Possessive* Adjectives express possession, and distinguish nouns from each other by showing to what they belong; as, *my* hat, *John's* hat.

These adjectives are never compared.

Possessive adjectives may be divided into two classes.

1. Words formed from pronouns, of which the following is a complete list.

my	thy	his	their
mine	thine	her	theirs
our	your	hers	whose
ours	yours	its	whosoever

*My, mine, our, ours*, show that the possessor is of the *first* person.

*Thy, thine, your, yours*, show that the possessor is of the *second* person.

*His, her, hers, its, their, theirs*, show that the possessor is of the *third* person.

*Whose* is used to ask a question, and may be of any person. The compound adjective *whose-soever* asks no question.

*My, thy, her, our, your, their, its*, are used when their noun immediately follows them.

*Ours, yours, hers, theirs*, are always used when the noun is not expressed.

*Mine, thine, his*, may be used with or without the noun to which they are joined.

*Exercises.* The best exercise on this first class of possessive adjectives is to ask the pupil what person they point out, whether the speaker, hearer, or neither. Refer him to what is said of *person*, under the *noun*.

It will be useful also to take a book, and, whenever the words occur, require the pupil not only to tell to what noun they are joined, but to what noun they refer back as the possessor.

15. 2. The second class includes a vast number of words formed from nouns by the addition of an apostrophe and *s*, or of the apostrophe only; as, *John's, king's, kings'*.

*Rule 1.* If the noun is singular, the adjective is formed by adding both the apostrophe and *s*; as, *John's, king's*.

*Rule 2.* If the noun is plural, and ends in *s*, only the apostrophe is added; as, *kings', pens'*.

*Rule 3.* If the noun is plural, but does not end in *s*, the adjective takes both the apostrophe and *s*; as, *men's, mice's*.

*Rule 4.* If the singular ends in *s, ss, or ce*, the *s* may sometimes be omitted after the apostrophe, especially if the next word begins with an *s* or a soft *c*; thus, *Francis' sister, goodness' sake, conscience' sake, Andrews' cement*.

*Remark.* In regard to this fourth rule, it must be allowed that usage is not uniform. Perhaps the safest rule is only to omit the *s* after the apostrophe, when its pronunciation in a separate syllable would offend an ear of good taste. Every one would object to the expressions, boys's hats, horses's hoofs, goodness's sake.

*Exercises.* It is important that the exercises upon the possessive adjectives formed from nouns, be *written* and examined by the teacher. Let the pupil, therefore, turn the following singular nouns into adjectives; thus, *father's, brother's, &c.*, according to Rule 1.

father	hat	wing	glass
brother	sister	echo	tooth
mother	bride	ox	candle
boy	bottle	horn	shoe
book	brush	mouse	boot
loaf	goose	king	eye
arm	church	queen	horse
wife	eagle	child	woman
man	life	knife	sea
foot	leaf	calf	attorney
moth	fish	city	treaty
penny	sex	chimney	bond
lady	kiss	journey	pen
fox	study	valley	sky
miss	army	sheep	sheaf

Then let the pupil write the *plural* of the same nouns, and then turn the plurals into adjectives, according to Rules 2d and 3d.

Say to the pupil, it is evident that *John's hat* and *the hat of John* mean the same thing. Let him therefore turn the latter noun of the following sentences into a possessive adjective; as, *Jacob's house*, for *The house of Jacob*. This should be done in writing also.

The house of Jacob.	The horses of the queen.
The bonnet of Ann.	The strength of horses.
The gown of the bishop.	The teeth of the mice.
The wives of the men.	The down of the geese.
The gold of the miser.	The eyes of lynxes.
The glove of James.	The light of the lamps.
The hopes of our race.	The cry of the wolf.
The pride of the heart.	The train of the comet.
The spots of the leopard.	The cold of winter.
The teeth of lions.	The truth of the story.
The horns of oxen.	The skulls of monkeys.

## VI. NOUN ADJECTIVES.

16. *Noun* adjectives are nouns used as adjectives without alteration; as, *iron* shovel, *brass* lamp, &c.

*Exercise.* Most nouns may be used as adjectives in this way. Let the pupil point out the adjectives in the following sentences.

<i>head</i> dress.	<i>wedding</i> cake.
<i>foot</i> step.	<i>Mister</i> Ford.
<i>ear</i> ring.	<i>Doctor</i> Pill.
<i>eye</i> sight.	<i>Deacon</i> Good.
<i>silver</i> spoon.	<i>Madam</i> Ball.
<i>pepper</i> box.	<i>Miss</i> Brown.
<i>razor</i> strap.	<i>Misses</i> Brown.
<i>house</i> dog.	<i>Miss</i> Browns.
<i>city</i> hall.	<i>John</i> Fish.
<i>school</i> door.	<i>Prince</i> Charles.
<i>copy</i> right.	<i>King</i> George.
<i>state</i> house.	<i>President</i> Adams.

Sometimes the adjective is joined to the noun by a hyphen; as, *eye-sight*, *foot-step*; and sometimes the words are run together; thus, *eyesight*, *footstep*. Such words are called *compound* nouns. Adjectives of this class are never compared.

## VII. IRREGULAR ADJECTIVES.

17. *Irregular* adjectives are such as cannot well be placed in any of the other classes.

The principal adjectives of this class, are the following.

a	both	this	each	which
an	several	these	every	what
any	some	that	either	whichever
many	such	those	neither	whatever
own	all	the	—	whosoever
only	whole	as	other	
none			another	

This class admits no degrees of comparison; but each of its subdivisions requires explanation.

18. *A* and *An*.

*A* is used before words beginning with any consonant but silent *h*; as, *a* man, *a* horse.

*A* is generally used before *eu* and long *u*; as, *a* European, *a* unit.

*A* is generally used before *w* and *y*, and the word *one*; as, *a* youth, *a* witch, such *a* one.

*An* is used before words beginning with the vowels *a*, *e*, *i*, *o* and short *u*; as, *an* apple, *an* egg, *an* island, *an* owl, *an* urchin.

*An* is used before a silent *h*, and even before *h* not silent, if the word has more than two syllables, and is accented on the second; as, *an* hour, *an* historical fact.

*Exercises.* Let the pupil correct the following sentences, orally or in writing, and give his reasons for the correction.

*A* owl flew into *a* arbor near *a* house.

*An* hundred men deserted from *a* army.

*A* ugly person may be *a* honest one.

*An* hopeful youth is not *a* idle one.

*An* holy man can not love such *an* one.  
*An* humane disposition is not *an* hurtful one.  
*A* humble spirit is not *an* hypocrite.  
*A* inch is long for such *an* worm.  
*A* Indian was within *an* yard of me.  
*An* euphony means *a* agreeable sound.  
*An* eulogy is *a* oration in praise of the dead.  
*An* Irishman is also *a* European.  
*An* head contains many *an* hair.  
*A* hour is *an* half of two hours.  
*A* ulcer is often *a* incurable sore.  
*An* Utopian plan is *a* ideal one.  
 I heard *a* Indian give such *an* yell.  
*An* yellow apple and *a* early pear.  
*An* youthful dress becomes not *a* old person.  
*A* ox should learn early to wear *an* yoke.  
*A* upright man means *a* honest one.  
*A* hostler is one who takes care of *an* horse.  
*An* ewe has *an* head without *an* horn.  
 It is *a* honor to respect *an* hoary head.  
*An* yearly allowance is *a* annuity.  
*An* whole nation made *an* useful law.  
*An* herd of cattle contained *an* hundred.  
 If you give *a* inch, he will take *a* ell.  
*An* Yes is as easy *a* answer as *an* No.  
*A* erect position is *an* healthful one.

### 19. *Only* and *None*.

*Only* is an adjective when it is followed by a noun; as, *An only son*: but, before any other class of words, it is called an adverb; as, *He is only jesting*.

*None* is a contraction of *no one*, and, strictly speaking, *none* should never be used in the plural number, although many good writers so use it.

*Exercise.* Let the pupil turn the following sentences into the singular number.

*None* are good, no not one.  
*None* are so deaf as *those* who will not hear.  
 There *were none* to help me when I needed a friend.  
*None* can love those whom *they* dread.  
*None* do more than *their* duty.

### 20. *This*, *These*; *That*, *Those*; *The*; *As*.

*This* is singular, and its plural is *these*.  
*That* is singular, and its plural is *those*.  
*The* is a varied spelling of *this*, *these*, *that*, or *those*, and may be used for either of them, but it is never used without the noun, as they are.  
*This* and *these*, in *speaking*, point out things near to us; *that* and *those* point out things more distant.

In *writing*, *this* and *these* refer to things last mentioned, and *that* and *those* to the things first mentioned in the sentence. *This* and *these* correspond to the word *latter*, and *that* and *those* to the word *former*.

*Exercise.* Ask the pupil who are meant by *these* and *those*, *former* and *latter*, in the following rhyme.

Good boys and girls obey,  
 But idle ones will play;  
*These* always we despise,  
 But *those* shall have the prize;  
 The *former* please their God,  
 The *latter* feel the rod.

Let the pupil correct the following sentences:  
*That* world prepares us for *this* which is to come.  
*Those* seats near me are better than *these* at a distance.

*That* advice I am giving you is the same as *this* I gave you long ago.

Honor and shame are before you ; choose *this* and avoid *that*.

*These* kind of shoes do not protect the feet.  
*Those* sort of folks are never satisfied.

*As* is usually called a *conjunction* ; but, after the word *such*, it is sometimes used for *that* ; thus, "Let such *as* love me, follow me;" that is, Let such *that* love me, follow me.

### 21. *Each, Every, Either, Neither.*

These words take a number and separate it into individuals, so that, although all are taken, still each is taken by itself.

*Each, every, either* and *neither* are always singular, and never have any word agreeing with them in the plural.

*Exercise.* Let the pupil say what noun *each, every, either* or *neither*, qualifies in the following sentences, and then let him correct the sentence.

Each should take *their* own hats.  
 Every boy knows *their* duty.  
 Either of the gentlemen may try *their* luck.  
 Neither sailor lost *their* clothes.  
 Each of the men *are* to be examined.  
 Every one of the boys *are* in fault.  
 Either of the pens *are* good enough.  
 Neither of the paintings *are* sold.  
 Neither of us *were* present.  
 Either of them *make* noise enough.  
 Each of you *are* accountable.  
 Every man of them *were* taken.

Now let each pupil make a sentence in which one of these adjectives is introduced.

### 22. *Other, Another.*

*Other* has its plural *others*, but *another* has no plural, for *an-other* means *one-other*.

*Other, another, each, either* and *neither*, have an adjective formed from them, as from nouns, by adding the apostrophe and *s*, but *others*, being plural, takes the apostrophe alone; thus, *other's, others', another's, each's,\* either's, neither's*.

*Exercise.* Let the pupil correct such adjectives in the following sentences as are printed in *italic* type.

*Others* property is not to be used as our own.

This is one man's and that is the *others*.

*Anothers* misfortune should not please us.

The good man feels for *others* wrongs.

*Others* sufferings touch us not like our own.

*Anothers'* rights must be respected.

### 23. *Which, What, &c.*

These adjectives always have some noun either expressed or not, directly after them; as, the book *which* (book) I sold; I will give you *what* (price) you ask.

The words *whichever, whatever, whatsoever* and *whichever*, may be called compound adjectives.

*Exercise.* The best exercise will be to furnish sentences, and require the pupil to point out or supply the noun.

Here are two books; *which* — is yours?

Boys, tell me *which* — of you did it.

This is the price *which* — others pay.

\* This adjective is seldom heard and more rarely seen.

What author tells us *what* — death is?  
 He told me *what* — I ought to do.  
 I will give you *what* — you lost.  
 I shall take *whichever* — I can ride.  
 I take it *whosoever* — it may be.  
*Whatsoever* — you do, do it to the glory of God.  
*Which* — did it, you or he?  
*What* — is the necessity of going now?  
 Think upon *whatsoever* things are lovely.  
 I put away *what* — I did not wish to eat.

### THE PRONOUN.

24. PRONOUNS are certain words used to designate *persons*, to prevent the too frequent repetition of their names.

Pronouns, like nouns, have three persons, three genders, and two numbers.

The pronouns are,

	Agents.	Objects.	
<i>Sing.</i>	I,	Me,	{ for the speaker or first person, of either sex.
<i>Plur.</i>	We,	Us,	{ for the speaker with others, of either sex.
<i>Sing.</i>	{ Thou or You,	{ Thee or You,	{ for the hearer or second person, of either sex.
<i>Plur.</i>	{ Ye or You,	{ You,	{ for the hearers, of either sex.
<i>Sing.</i>	{ He, She, It,	{ Him, Her, It,	{ for the third person, masculine. { for the third person, feminine. { for the third person, neuter.

	Agents.	Objects.	
<i>Plur.</i>	They,	Them,	{ for the third person, of either gender.
<i>Sing.</i>	Who,	Whom,	{ for the three persons,
<i>Plur.</i>	Who,	Whom,	{ either masc. or fem.

In familiar discourse, *you* is used in the second person, instead of *thou*, *thee* and *ye*, which are used only in what is called the *solemn style*.

*It* usually refers to *things*, and never refers to persons, except, perhaps, to young children.

*Him* is, often joined to the noun *self*, and *them* to *selves*; but these compounds, with *myself*, *thyself*, *yourself*, *herself*, *itself*, *ourselves* and *yourselves*, are compound nouns and not pronouns.

*Whoever*, *whoso*, *whosoever* and *whomsoever*, may be called compound pronouns.

*Exercises.* Ask the pupil the *person* of *we*, *thee*, *it*, *her*, *thou*, *us*, *who*, *I*, *she*, *you*, *me*, *him*, *ye*, *them*, *whom*, *he*, *they*, and so on, till he is familiar with the *persons*.

Then go over the same list, and require the *number* and *person* of each.

Finally, name the pronouns, and ask whether they are *agents* or *objects*, and let the pupil place a word after them expressing what they *do*, or place them after a word to show what is *done* to them. They will do this readily without knowing technically what a *verb* is.

If, however, they hesitate, ask them to correct the following sentences, and give a reason for the correction.

*Me* loves *he*, but *him* hates *I*.  
*Thee* saw *she*, but *her* did not see *thou*.  
 Can *thee* tell *we* *whom* did it?  
*Them* are not so good as *us*.

It may not be amiss to give a few sentences in which the pronouns are correctly used, and require the pupil

to tell the person, number and gender, and say whether the pronoun is an agent or an object; thus,

*We* urged *him* to stay, but *he* preferred to go.

*They* told *us*, and we obeyed *them*.

*Ye* punished *her*, but *she* denied it still.

*Thou* seest *them*, but *he* does not.

*You* know *me*, but *I* do not know *you*.

Then, to let the pupil see the use of pronouns, and adjectives formed from pronouns, in preventing the repetition of nouns, require the pupil to leave out as many nouns, and adjectives formed from them, as he can, and substitute pronouns or the adjectives formed from *them*. Let no words be altered but those in Italic type.

When Cæsar had conquered the enemies of *Cæsar's* country, *Cæsar* turned *Cæsar's* arms against *Cæsar's* own country.

*Sarah* said to *Sarah's* mother, Mother! *Sarah* wishes that *Sarah's-mother* would lend *Sarah Sarah's-mother's* shawl, for *Sarah* is cold and *Sarah's-mother* is not.

*Lucy* and *Jane* gave *Lucy-and-Jane's* book to *Lucy-and-Jane's* aunt, and *Lucy-and-Jane's* aunt gave *Lucy-and-Jane* a work-box, and *Lucy-and-Jane* thanked *Lucy-and-Jane's* aunt for *the-work-box*.

*Mr. Smith* and *I* were working in *Mr-Smith's-and-my-shop*, when *Mr-Smith's-and-my-shop* took fire, and in spite of *Mr-Smith's-and-my* exertions, and the exertions of *Mr-Smith's-and-my* neighbors, *Mr-Smith's-and-my* shop was burnt to the ground, and *Mr-Smith-and-I* were ruined.

When the general saw the enemy advancing, *the-general* called *the-general's* troops to arms, and arranged *the-general's-troops* in order for battle.

*George!* when you and *John* saw *George-and-John's* brother, *George-and-John* should have told *George-and-John's* brother that *George-and-John's* father had been looking for *George-and-John's* brother till *George-and-John's-father* was tired.

If a coach should lose one of *a-coach's* wheels, *the-coach* would fall to the ground.

When *Washington* had saved *Washington's* country,

*Washington* retired to *Washington's* plantation to spend the remainder of *Washington's* life in retirement.

If *the-speaker* (1st person) meet *the-hearer* (2d person) and address *the-hearer* civilly, it is *the-hearer's* duty to listen to *the-speaker*, and to answer *the-speaker's* questions as well as *the-hearer* can.

*Mr. Jones!* when *Mr-Jones* calls on *the-speaker*, *the-speaker* wishes that *Mr-Jones* would leave *Mr-Jones's* name, that *the-speaker* may know who has called on *the-speaker*, and may return *Mr-Jones's* call.

## THE VERB.

25. A VERB is a word that expresses what some noun or pronoun is doing or has done; as, *John speaks*; *we saw*.

All verbs express *action*, and may have *objects* after them either direct or remote.

26. Verbs have two *tenses* or *times*, called the *present* and the *past*.

An action that is *going on* is in the *present* time, and an action that is *finished* is in the *past* time; as, *I fear*, *I feared*; *I write*, *I wrote*.

Verbs, like nouns and pronouns, have two numbers and three persons.

Verbs are *regular* when their past tense or time is formed by adding *d*, or *ed*, to the present time; as, *fear*, *fear-ed*; *love*, *love-d*; and they are *irregular* when the past tense or time is *not* formed by adding *d*, or *ed*; thus, *write*, *wrote*; *buy*, *bought*.

All the variations to which a *regular* English verb is subject may be seen in the following example.\*

\* Dr. Wallis, the earliest and most learned English grammarian, says, *Nos duo tantum habemus tempora, præsens et præteritum*. Dr. Crombie, the best of modern grammarians, says, *If we regard those only as moods which are diversified by inflections, and, as Dr. Lowth observes, there can be no others, we find that our language has only one mood and two tenses.*

*Present Time.*

Person.	Singular.	Plural.
1.	Love.	Love.
2.	Love or Lovest.	Love.
3.	Love, Loveth or Loves.	Love.

*Past Time.*

Person.	Singular.	Plural.
1.	Loved.	Loved.
2.	Loved or Lovedst.	Loved.
3.	Loved.	Loved.

27. English verbs have three *Styles* or *Modes*, called *Familiar*, *Solemn* and *Ancient*.

The *familiar style*, or mode, is that used in common conversation; as, you *see*, he *fears*.

The *solemn style*, or mode, is that used in the Bible, and in prayer; as, Thou *seest*, he *feareth*.

The *ancient style*, or mode, now little used, allows no change in the second and third person, singular, of the verb, and generally follows the word *if*, *though*, *lest*, or *whether*; as, if thou *see*; though he *fear*; lest he *be* angry; whether he *go* or *stay*.

The following will show how these *styles* or *modes* of speaking and writing vary the verb.

*Present Time.*

Per.	Singular.			Plural. The 3 Styles.
	Familiar.	Solemn.	Ancient.	
1.	I love.	I love.	I love.	We love.
2.	You love, or Love you.	Thou lovest, or Love thou.	Thou love.	Ye or you love, or Love ye or you.
3.	He, she, it loves.	He, she, it loveth,	He, she, it love.	They love.

*Past Time.*

Per.	Singular.			Plural. The 3 Styles.
	Familiar.	Solemn.	Ancient.	
1.	I loved.	I loved.	I loved.	We loved.
2.	You loved.	Thou lov- edst.	Thou loved.	Ye or you loved.
3.	He, she or it loved.	He, she or it loved.	He, she or it loved.	They loved.

The verb *Love* has the verbal nouns *love* and *loving*, and the verbal adjectives *loving* and *loved*; as, *Loving* our neighbor, or, *To love* our neighbor, is our duty; A *loving* neighbor is apt to be a *loved* one.

For a general rule, when a *question* is asked, the pronoun is placed after the verb; as, Will you? Have they?

When a *command* is given, or a *request* made, the pronoun is generally omitted; as, *Go* and *tell* him; *Please* to be seated.

*Directions.* Ask the pupil whether the following verbs are in the *present* or *past time* or *tense*.

I do.	I saw.	I made.	I touch.	I wrote.
I did.	I took.	I hoped.	I fell.	I seek.
I feel.	I looked.	I walked.	I sing.	I sold.
I mount.	I hid.	I sold.	I flew.	I fill.
I see.	I held.	I hide.	I had.	I found.
I hear.	I feared.	I lost.	I was.	I admit.
I find.	I showed.	I keep.	I point.	I move.

If the verb is in the *present time*, let the pupil tell the *past*; and if *past*, let him tell the *present*.

Let the pupil tell the *past tense* of the following verbs, and say whether they are *regular* or *irregular*.

go	mistake	convert	define	sink
say	mention	tread	hope	tell

start	oppose	compare	think	slide
meet	expect	desire	aid	slip
hold	inquire	paint	sell	faint
favor	allow	confirm	see	put
forget	permit	die	fall	let

The pupil may now, with his book open, if necessary, put the following verbs in the place of *Love*, in all the styles, tenses, numbers and persons.

part	kill	utter	expect	count
treat	pull	adorn	remark	bless
mind	appear	insist	dismiss	call
tend	disturb	admit	punish	mix
pound	compound	adopt	check	box
fit	oblige	discard	spoil	cover

Let the pupil say in what *style* are the following phrases.

You deny it.	Lest thou come to poverty.
She fears us.	He seeks for fame.
Thou hast sinned.	If it prove true.
If thou go not.	Thou knowest all.
Though he slay me.	It appears well.
Man passeth away.	Charity never faileth.
You love mercy.	It hopeth all things.
Whether he die or live.	Thou sinnedst.

More phrases should be given by the teacher, if these are found insufficient to make the pupil acquainted with these peculiar modes of expression.

*The two tenses or times of all the Irregular verbs are given in a subsequent table; but the variations of a few irregular verbs are given below, because a peculiar use has been made of them by some grammarians.*

## 28. BE.

## Present Time.

## Singular.

Per.	Familiar.	Solemn.	Ancient.
1.	I am.	I am.	I be.
2.	You are.	Thou art, or Be thou.	Thou or you be.
3.	He is.	He is.	He be.

## Plural.

Per.	Sol. and Fam.	Ancient.
1.	We are.	We be.
2.	Ye or you are.	Ye or you be.
3.	They are.	They be.

## Past Time.

## Singular.

Per.	Familiar.	Solemn.	Ancient.
1.	I was	I was.	I were.
2.	You were.	Thou wast.	Thou wert.
3.	He was.	He was.	He were.

## Plural for the three Styles.

1. We were.
2. Ye or you were.
3. They were.

*Be* has the verbal nouns, or names of action, *be* and *being*, and the verbal adjectives *being* and *been*.

*Exercises.* The first exercise should be to learn the variations the verb undergoes. Then the teacher may ask the *time, style, number* and *person* of, *He is, He were, I be, &c. &c.*

Meanwhile, the pupil, with the grammar open, if necessary, may go through all the variations, and place after the verb a verbal adjective in *ing*, or in *ed*; as, *I am punishing, you are punishing, he is punishing;*

or, I am punished, you are punished, he is punished, &c. &c.\*

It will be useful to require the pupil to tell of what the adjective expresses the condition, to show that it is a mere adjective. The following examples of verbal adjectives and others, whose meaning corresponds, will perhaps illustrate the position that the adjective is no part of the verb.

Penelope is *loved* or *beloved*.  
The bone was *injured* or *hurt*.  
Hope is *extinguished* or *extinct*.  
The works are *completed* or *complete*.  
Men were *degenerated* or *degenerate*.  
The clergy are *exempted* or *exempt*.  
The plan was *perfected* or *perfect*.  
The things were *opposed* or *opposite*.

It will aid the future progress of the pupil, if he be also required to place a noun after this verb in all its changes; as, I am a *man*, you are a *scholar*, he is a *teacher*, &c. Then show the pupil that the noun so following the verb, means the same person or thing as the verb's agent, and is said to be in *apposition* with it.†

## 29. HAVE.

*Present Time.**Singular.*

<i>Per.</i>	<i>Familiar.</i>	<i>Solemn.</i>	<i>Ancient.</i>
1.	I have.	I have.	I have.
2.	You have.	Thou hast.	Thou have.
3.	He has.	He hath.	He have.

\* The grammarian will see the object of these exercises without the child's being perplexed with explanations or criticisms.

† This term *apposition* is about equivalent to *addition*, one noun being *added* to another or to a pronoun, merely to distinguish or qualify it, and it would be difficult to give a reason why such nouns in apposition should not be called *adjectives* at once. It is worse than useless to call such nouns *agents* after the verb. See Rule III.

*Plural for the three Styles.*

1. We had.
2. Ye or you had.
3. They had.

*Past Time.**Singular.*

	<i>Familiar.</i>	<i>Solemn.</i>	<i>Ancient.</i>
1.	I had.	I had.	I had.
2.	You had.	Thou hadst.	Thou had.
3.	He had.	He had.	He had.

*Plural for the three Styles.*

1. We had.
2. Ye or you had.
3. They had.

*Have* has the verbal nouns *have* and *having*, and the verbal adjectives *having* and *had*.

*Exercises.* After the pupil has learned the variations of the verb, skip him as in the verb *Be*.

Then let the pupil place a verbal adjective after each variation of the verb; as, I have *found*, you have *lost*, she has *done*, &c.

Then, further, let the pupil place a noun or pronoun after the verbal adjective; as,

I have found a book.  
You have lost time.  
She has finished a task.

Now require the pupil to tell of what the verbal adjective expresses the condition; and, to aid him, ask him what is *found*? what have I *found*? *lost*? *done*? I have a book—how? in what condition? You have time—how? in what condition? She has a task—how? in what condition?

To show that the noun is the object of the verb, and not of the verbal adjective, say,

I have a *found* book, a *lost* book, a *new* book.  
You have *spare* time, *lost* time, *no* time.  
She has a *finished* task, a *perfect* task, &c.

## 30. Do.

*Present Time.**Singular.*

<i>Per.</i>	<i>Familiar.</i>	<i>Solemn.</i>	<i>Ancient.</i>
1.	I do.	I do.	I do.
2.	You do.	Thou doest or dost.	Thou do.
3.	He does.	He doeth or doth.	He do.

*Plural for the three Styles.*

1. We do.
2. Ye or you do.
3. They do.

*Past Time.**Singular.*

<i>Per.</i>	<i>Familiar.</i>	<i>Solemn.</i>	<i>Ancient.</i>
1.	I did.	I did.	I did.
2.	You did.	Thou didst.	Thou did.
3.	He did.	He did.	He did.

*Plural for the three Styles.*

1. We did.
2. Ye or you did.
3. They did.

*Do* has the verbal nouns *do* and *doing*, and the verbal adjectives *doing* and *done*.

*Exercises.* After the pupil has learned the variations of the verb, let him be skipped as before.

Then remark that *Do* is the only verb whose meaning is not confined to a particular action, and therefore it allows the name of every other action to be placed after it; as, I do *work*, I do *fight*, I do *sleep*; and these names of action are just as much the *object* of the verb *do*, as if they were names of *things* instead of *actions*; indeed, *work* and *fight* and *sleep* happen to be names of *things*, as well as of *actions*. Let the pupil put a verbal noun or name of an action after every variation of *do*. He may put the name of a *thing* also, if more exercise is needed; as, I do *love*; I do *good*; you do *play*, you do *mischievous*, &c.

## 31. May.

*Present Time.**Singular.*

<i>Per.</i>	<i>Familiar.</i>	<i>Solemn and Ancient.</i>
1.	I may.	I may.
2.	You may.	Thou mayst.
3.	He may.	He may.

*Plural for the three Styles.*

1. We may.
2. Ye or you may.
3. They may.

*Past Time.**Singular.*

<i>Per.</i>	<i>Familiar.</i>	<i>Solemn and Ancient.</i>
1.	I might.	I might.
2.	You might.	Thou mightst.
3.	He might.	He might.

*Plural for the three Styles.*

1. We might.
2. Ye or you might.
3. They might.

*May* has neither verbal nouns nor adjectives.

Exercises on this and the following verbs will be furnished hereafter.

## 32. CAN.

*Present Time.**Singular.*

<i>Per.</i>	<i>Familiar.</i>	<i>Solemn and Ancient.</i>
1.	I can.	I can.
2.	You can.	Thou canst.
3.	He can.	He can.

*Plural for the three Styles.*

1. We can.
2. Ye or you can.
3. They can.

*Past Time.**Singular.*

<i>Per.</i>	<i>Familiar.</i>	<i>Solemn and Ancient.</i>
1.	I could.	I could.
2.	You could.	Thou couldst.
3.	He could.	He could.

*Plural for the three Styles.*

1. We could.
2. Ye or you could.
3. They could.

*Can* has neither verbal nouns nor adjectives.

Remarks upon the common use of these irregular verbs as *Auxiliaries* may be found in the Appendix.

## 33. SHALL.

*Present Time.**Singular.*

<i>Per.</i>	<i>Familiar.</i>	<i>Solemn and Ancient.</i>
1.	I shall.	I shall.
2.	You shall.	Thou shalt.
3.	He shall.	He shall.

*Plural for the three Styles.*

1. We shall.
2. Ye or you shall.
3. They shall.

*Past Time.**Singular.*

<i>Per.</i>	<i>Familiar.</i>	<i>Solemn and Ancient.</i>
1.	I should.	I should.
2.	You should.	Thou shouldst.
3.	He should.	He should.

*Plural for the three Styles.*

1. We should.
2. Ye or you should.
3. They should.

*Shall* has neither verbal nouns nor adjectives.

## 34. WILL.

*Present Time.**Singular.*

<i>Per.</i>	<i>Familiar.</i>	<i>Solemn and Ancient.</i>
1.	I will.	I will.
2.	You will.	Thou wilt.
3.	He will.	He will.

5\*

*Plural for the three Styles.*

1. We *will*.
2. Ye or you *will*.
3. They *will*.

*Past Time.**Singular.*

<i>Pr.</i>	<i>Familiar.</i>	<i>Solemn and Ancient.</i>
1.	I <i>would</i> .	I <i>would</i> .
2.	You <i>would</i> .	Thou <i>wouldst</i> .
3.	He <i>would</i> .	He <i>would</i> .

*Plural for the three Styles.*

1. We *would*.
2. Ye or you *would*.
3. They *would*.

*Will*, the irregular verb, has no verbal nouns nor adjectives.

But *will* is also a regular verb; as I will, thou wilt, he wills, &c.; I willed, thou willedst, he willed, &c.; and then its verbal nouns are *will* and *willing*, its verbal adjectives *willing* and *willed*.

35. *MUST.**Present and Past Time.**Singular.*

<i>Per.</i>	<i>Familiar.</i>	<i>Solemn and Ancient.</i>
1.	I <i>must</i> .	I <i>must</i> .
2.	You <i>must</i> .	Thou <i>must</i> .
3.	He <i>must</i> .	He <i>must</i> .

*Plural for the three Styles.*

1. We *must*.
2. Ye or you *must*.
2. They *must*.

*Must* has no variations, in fact, and no verbal nouns nor adjectives.

36. *UGHT.**Present and Past Time.**Singular.*

<i>Per.</i>	<i>Familiar.</i>	<i>Solemn and Ancient.</i>
1.	I <i>ought</i> .	I <i>ought</i> .
2.	You <i>ought</i> .	Thou <i>oughtest</i> .
3.	He <i>ought</i> .	He <i>ought</i> .

*Plural for the three Styles.*

1. We *ought*.
2. Ye or you *ought*.
3. They *ought*.

*Ought* has but one variation, and no verbal nouns nor adjectives.

37. *Exercises.*

The irregular verbs *May*, *Can*, *Shall*, *Will*, *Must* and *Ought*, never admit any object after them but verbal nouns or names of action; as,

I may go.	I will go.
I can go.	I must go.
I shall go.	I ought to go.

Let the pupil then point out the verbal nouns which are the objects of may, can, shall, will, must, ought, or any of their variations, and then let him tell the object of the verbal nouns themselves. He will thus learn that verbal nouns and adjectives differ from other nouns and adjectives in having objects which their action affects.

I may see him.	Could they fear conviction?
We can find them.	If he should kill a deer.
He shall tell us.	Would tears remove guilt?
They will break it.	Boys must obey laws.
Ye must love truth.	We ought to promote peace.
Thou oughtest to go.	Thou mightst omit going.
You might injure the cause.	She would prefer riding.

Men could *make* peace.      Pride could *uphold* beggars.  
 Virtue would *guide* men.      Youth should *shun* flatterers.  
 Hope should *cheer* poverty.      Passion should *submit* to  
 Wealth ought to *bless* us.      reason.  
 Truth must *direct* them.      Thou must *comfort* mortals.  
 Mayst thou *see* peace.      He may *overcome* evil.  
 Canst thou *force* belief?      They can *do* mischief.  
 Shalt thou *forgive* injuries?      Should she *find* mercy.  
 Wilt thou *spare* the guilty?      Thou wouldst *lose* friends.  
 Must we *meet* them?      Fame must *seek* him.  
 Ought they to *eat* meat?      Thou oughtest to *do* justice.  
 Might men *avoid* blame?      We might *prevent* war.

I may *have* money.      They would *have* troops.  
 You can *have* virtue.      Ye should *have* prudence.  
 She might *have* patience.      I must *have* means.  
 We would *have* credit.      Thou oughtest to *have* time.

Now refer the pupil to the Exercises on page 49, and question him in regard to the verbal *nouns* and verbal *adjectives* also in the following sentences.

I may *have* found a book.      Ye will *have* seen them.  
 You may *have* lost time.      They shall *have* done it.  
 She must *have* finished a task.      I can *have* completed it.  
 She might *have* kept silence.      Thou shouldst *have* felt it.  
 We should *have* helped him.      He could *have* saved us.

### 38. Table of Irregular Verbs.

An Irregular Verb is one whose past tense or time is not formed by adding *d* or *ed* to the present tense.

The following is a very correct list of all Irregular verbs with the verbal adjectives and nouns formed from them. It will be seen that some verbs have both a regular and irregular past tense; that most used is placed first.

*Directions.* Let the pupil learn the *present* and *past* tenses before he learns to form the nouns and adjectives.

Present Time.	Past Time.
Abide	abode
am or be	was
arise	arose
awake	awaked, awoke
bear <sup>1</sup>	bore, bare
bear (to produce)	bore, bare
bear (to carry)	beat
beat	beat
begin	began
behold	beheld
bend	bent, bended
bereave	bereaved, bereft
beseech	beseought
bid	* bade <sup>2</sup>
bind	bound
bite	bit
bleed	bled
blow	blew
break	broke <sup>3</sup>
breed	bred

<sup>1</sup> So *forbear*, <sup>2</sup> Old adj. *beat*. <sup>3</sup> Old past time *bid*. <sup>4</sup> So the compound *forbid*. <sup>5</sup> Old past time *breake*. <sup>6</sup> Pronounced *bad*.

#### Verbal Nouns.

abide, abiding  
 be, being  
 arise, arising  
 awake, awaking  
 bear, bearing  
 beat, beating  
 begun, beginning  
 behold, beholding  
 bend, bending  
 bereave, bereaving  
 beseech, beseeching  
 bid, bidding  
 bind, binding  
 bite, biting  
 bleed, bleeding  
 blow, blowing  
 break, breaking  
 breed, breeding

#### Verbal Adjectives.

abiding, abode  
 being, been  
 arising, arisen  
 awaking, awaked  
 bearing, born  
 bearing, borne  
 beating, beaten<sup>2</sup>  
 beginning, begun  
 beholding, beheld  
 bending, bent  
 bereaving, bereaved, bereft  
 beseeching, besought  
 bidding, bidden  
 binding, bound  
 biting, bitten<sup>5</sup>  
 bleeding, bled  
 blowing, blown  
 breaking, broken  
 breeding, bred

<sup>4</sup> So *unbind*. <sup>5</sup> Old adj. *bit*.

Present Time.	Past Time.	Verbal Nouns.	Verbal Adjectives.
bring	brought	bring, bringing	bringing, brought
build <sup>1</sup>	built, builded	build, building	building, built, builded
burst	burst	burst, bursting	bursting, burst
buy	bought	buy, buying	buying, bought
can	could		
cast	cast	cast, casting	casting, cast
catch	caught, catched	catch, catching	catching, caught
chide	chid <sup>2</sup>	chide, chiding	chiding, chidden
choose	chose	choose, choosing	choosing, chosen
cleave (to stick to)	cleaved, clave	cleave, cleaving	cleaving, cleaved
cleave (to split)	clove, cleft	cleave, cleaving	cleaving, cloven, cleft
cling	clung	cling, clinging	clinging, clung
clothe	clothed <sup>3</sup>	clothe, clothing	clothing, clothed, clad
come <sup>4</sup>	came	come, coming	coming, come
cost	cost	cost, costing	costing, cost
crow	crowed, crew	crow, crowing	crowing, crowed
creep	crept	creep, creeping	creeping, crept
cut	cut	cut, cutting	cutting, cut
dare <sup>5</sup>	dared, durst	dare, daring	daring, dared

<sup>1</sup> So *rebuild*. <sup>2</sup> Old past time *chode*, old adj. *chid*. <sup>3</sup> Old past time *clad*. <sup>4</sup> So *become*, and other compounds. <sup>5</sup> *Dare*, to challenge, is always regular.

Present Time.	Past Time.	Verbal Nouns.	Verbal Adjectives.
deal	dealt, dealed	deal, dealing	dealing, dealt, dealed
dig	dug, digged	dig, digging	digging, dug, digged
do <sup>1</sup>	did	do, doing	doing, done
draw <sup>2</sup>	drew	draw, drawing	drawing, drawn
drive	drove	drive, driving	driving, driven
drink	drank	drink, drinking	drinking, drunk <sup>3</sup>
dwelt	dwelt, dwelled	dwelt, dwelling	dwelling, dwelt, dwelled
eat	ate	eat, eating	eating, eaten
fall <sup>4</sup>	fell	fall, falling	falling, fallen
feed	fed	feed, feeding	feeding, fed
feel	felt	feel, feeling	feeling, felt
fight	fought	fight, fighting	fighting, fought
find	found	find, finding	finding, found
flee	fled	flee, fleeing	fleeing, fled
fling	flung	fling, flinging	flinging, flung
fly	flew	fly, flying	flying, flown
forsake	forsook	forsake, forsaking	forsaking, forsaken
freeze	froze	freeze, freezing	freezing, frozen
get <sup>5</sup>	got	get, getting	getting, got, gotten

<sup>1</sup> So *undo*, and other compounds. <sup>2</sup> So *withdraw*, and other compounds. <sup>3</sup> To avoid this adjective, when no bad sense is intended, *drank* is often used in New England. <sup>4</sup> So *hefall*. <sup>5</sup> So *forget*. Old past *gat*

Present Time.	Past Time.	Verbal Nouns.	Verbal Adjectives.
gild	gilded, gilt	gild, gilding	gilding, gilded, gilt
give <sup>1</sup>	gave	give, giving	giving, given
go <sup>2</sup>	went	go, going	going, gone
grave <sup>3</sup>	graved	grave, gravings	graving, graven, graved
grind	ground	grind, grinding	grinding, ground
grow	grew	grow, growing	growing, grown
hang	hung, hanged	hang, hanging	hanging, hanged, hung
hear	heard	hear, hearing	hearing, heard
hew	hewed	hew, hewing	hewing, hewn, hewed
heave	heaved, hove	heave, heaving	heaving, heaved
hide	hid	hide, hiding	hiding, hidden <sup>4</sup>
hit	hit	hit, hitting	hitting, hit
hold <sup>5</sup>	held	hold, holding	holding, held, holden
hurt	hurt	hurt, hurting	hurting, hurt
keep	kept	keep, keeping	keeping, kept
knit	knit, knitted	knit, knitting	knitting, knit, knitted
know <sup>6</sup>	knew	know, knowing	knowing, known
lade <sup>7</sup>	laded	lade, lading	lading, laden

<sup>1</sup> So, *forgive* and *misgive*. <sup>2</sup> The past time, *forewent*, is never used. <sup>3</sup> So, *engrave*. Only irregular in the verbal adjective. So with *Mow*, on p. 61. <sup>4</sup> Old adj. *hid*. <sup>5</sup> *Holden* is rarely used. <sup>6</sup> So, *fore-knew*. <sup>7</sup> So, *unlade*. *Lade* must not be confounded with *load*, which is regular.

Present Time.	Past Time.	Verbal Nouns.	Verbal Adjectives.
lay <sup>1</sup> (to put)	laid	lay, laying	laying, laid
lead <sup>2</sup>	led	lead, leading	leading, led
leave	left	leave, leaving	leaving, left
lend	lent	lend, lending	lending, lent
let	let	let, letting	letting, let
lie	lay	lie, lying	lying, lain <sup>3</sup>
light	lighted, lit	light, lighting	lighting, lighted, lit
lose	lost	lose, losing	losing, lost
make	made	make, making	making, made
may	might	mean, meaning	meaning, meant
mean	meant	meet, meeting	meeting, met
meet	met	mow, mowing	mowing, mowed, mown
mow	mowed		
must	must		
ought	ought		
pay <sup>4</sup>	paid	pay, paying	paying, paid
put	put	put, putting	putting, put
quit	quitted, quit <sup>5</sup>	quit, quitting	quitting, quitted, quit
read	read (pron. <i>red</i> )	read, reading	reading, read ( <i>red</i> )

<sup>1</sup> So, its compounds, except *delay*, which is regular. <sup>2</sup> So, *mised*. <sup>3</sup> *Lien*, though common in England, is never used here. <sup>4</sup> So, *repay* and *overpay*. <sup>5</sup> *Quit* is less used than formerly.

<i>Present Time.</i>	<i>Past Time</i>	<i>Verbal Nouns.</i>	<i>Verbal Adjectives.</i>
rend	rent	rend, rending *	rending, rent
rid	rid	rid, ridding	ridding, rid
ride	rode	ride, riding	riding, ridden, rode
ring	rang, rung	ring, ringing	ringing, rung
rise <sup>1</sup>	rose	rise, rising	rising, risen
rive	rived	rive, riving	riving, riven
run	ran	run, running	running, run
saw	sawed	saw, sawing	sawing, sawed, sawn
say	said	say, saying	saying, said
see	saw	see, seeing	seeing, seen
seek	sought	seek, seeking	seeking, sought
seethe	seethed, sod	seethe, seething	seething, sodden, seethed
sell	sold	sell, selling	selling, sold
send	sent	send, sending	sending, sent
set <sup>2</sup>	set	set, setting	setting, set
shake	shook	shake, shaking	shaking, shaken
shall	should		
shape	shaped <sup>3</sup>	shape, shaping	shaping, shaped, shapen
shave	shaved	shave, shaving,	shaving, shaved, shaven

<sup>1</sup> So, arise. <sup>2</sup> So, beset, reset, &c. <sup>3</sup> Shaped is regular, in fact, except in the formation of one adjective. So, misshape.

<i>Present Time.</i>	<i>Past Time.</i>	<i>Verbal Nouns.</i>	<i>Verbal Adjectives.</i>
shear	sheared, shore <sup>1</sup>	shear, shearing	shearing, sheared, shorn
shed	shed	shed, shedding	shedding, shed
shine	shined, shone	shine, shining	shining, shined, shone
shoe	shod	shoe, shoeing	shoeing, shod
shoot	shot	shoot, shooting	shooting, shot
show	showed	show, showing	showing, shown
shew <sup>2</sup>	shewed	shew, shewing	shewing, shewn
shrink	shrank, shrunk	shrink, shrinking	shrinking, shrunk
shred	shred	shred, shredding	shredding, shred
shut	shut	shut, shutting	shutting, shut
sing	sang, sung	sing, singing	singing, sung
sink	sank, sunk	sink, sinking	sinking, sunk
sit	sat	sit, sitting	sitting, sat, sitten
slay	slew	slay, slaying	slaying, slain
sleep	slept	sleep, sleeping	sleeping, slept
slide	slid	slide, sliding	sliding, slidden
sling	slung, slang	sling, slinging	slinging, slung
slink	slunk, slank	slink, slinking	slinking, slunk
slit	slit, slitted	slit, slitting	slitting, slit, slitted

<sup>1</sup> Shore is seldom if ever heard in New England. <sup>2</sup> The verb *shew* should never be used, for it is pronounced like *show*, and its meaning is the same. *Shew*, used as a past tense, is a vulgarism.

Present Time.	Past Time.	Verbal Nouns.	Verbal Adjectives.
smite	smote	smite, smiting	smiting, smitten
sow	sowed <sup>1</sup>	sow, sowing	sowing, sowed, sown
speak <sup>2</sup>	spoke, spake	speak, speaking	speaking, spoken
speed	sped	speed, speeding	speeding, sped
spend	spent	spend, spending	spending, spent
spill	spilled, spilt	spill, spilling	spilling, spilled, spilt
spin	spun, span	spin, spinning	spinning, spun
spit *	spat, spit	spit, spitting	spitting, spitten, spit
split	split	split, splitting	splitting, split
spread	spread	spread, spreading	spreading, spread
spring	sprang, sprung	spring, springing	springing, sprung
stand <sup>4</sup>	stood	stand, standing	standing, stood
steal	stole	steal, stealing	stealing, stolen
stick	stuck	stick, sticking	sticking, stuck
sting	stung	sting, stinging	stinging, stung
stink	stank, stunk	stink, stinking	stinking, stunk
stride <sup>5</sup>	strode, strid	stride, striding	striding, stridden
strike	struck	strike, striking	striking, struck, stricken
string	strung	string, stringing	stringing, strung

<sup>1</sup> Sowed is regular except in its adjective. <sup>2</sup> So, bespeak. <sup>3</sup> So, misspend. <sup>4</sup> So, withstand, understand, &c. <sup>5</sup> So, bestride. \* Spit, to prepare for roasting, is a regular verb.

Present Time.	Past Time.	Verbal Nouns.	Verbal Adjectives.
strive	strove	strive, striving,	striving, striven
strow	strowed <sup>1</sup>	strow, strowing	strowing, strowed, strown
strew <sup>2</sup>	strewed	strew, strewing	strewing, strewed, strewn
swear	swore, sware	swear, swearing	swearing, sworn
sweat	sweated, sweat	sweat, sweating	sweating, sweated, sweat
<sup>3</sup> sweep	swept	sweep, sweeping	sweeping, swept
swell	swelled	swell, swelling	swelling, swelled, swollen
swim	swam, swum	swim, swimming	swimming, swum
swing	swang, swung	swing, swinging	swinging, swung
take <sup>3</sup>	took	take, taking	taking, taken
teach	taught	teach, teaching	teaching, taught
tear	tore <sup>4</sup>	tear, tearing	tearing, torn
tell	told	tell, telling	telling, told
think	thought	think, thinking	thinking, thought
thrive	throve	thrive, thriving	thriving, thriven
throw	threw	throw, throwing	throwing, thrown
thrust	thrust	thrust, thrusting	thrusting, thrust
tread	trod	tread, treading,	treading, trodden

<sup>1</sup> Regular except in its adjective. The old past, *strowed*, is disused. <sup>2</sup> As this verb is pronounced like *strow*, and has the same meaning, it should never be used. <sup>3</sup> So, *betake*, *mistake*, *partake*, and other compounds. <sup>4</sup> Old past, *tare*.

<p><i>Present Time.</i></p> <p>wax wear weave weep will<sup>1</sup> win wind work wing write</p>	<p><i>Past Time.</i></p> <p>waxed<sup>1</sup> wore wove wept would won wound worked, wrought wring, wringed wrote</p>	<p><i>Verbal Nouns.</i></p> <p>wax, waxing wear, wearing weave, weaving weep, weeping win, winning wind, winding work, working wing, winging write, writing</p>	<p><i>Verbal Adjectives.</i></p> <p>waxed, waxen worn woven wept won wound wrought wring, wrung written</p>
--	---	---	---

## REMNANTS OF OLD VERBS.

*Present Time.*

Quoth  
wit<sup>4</sup> or wot  
wist

*Past Time.*

quoth  
wot  
wist

These old verbs have no verbal nouns or adjectives.

<sup>1</sup> Wax is regular except in its adjectives. <sup>2</sup> Will is also a regular verb. <sup>3</sup> The old adjective *will* is seldom used.  
<sup>4</sup> Wit is only used as a verbal noun, *to wit*.

*Exercises.* After the pupil has learned the present and past tenses or times, let him name the verbal nouns and then the verbal adjectives.

The teacher should inform him that the *first* verbal noun has generally the word *to* before it, which usually shows it to be the *remote object* of some action. This name of an action with *to* before it, means the same as the other noun in *ing*, for it is the same thing to say, "To see the sun is pleasant," as to say, "Seeing the sun is pleasant." And "I prefer sitting," is the same as "I prefer to sit."

## 39. Unipersonal or Impersonal Verbs.

With the imperfect verbs may be classed a few that are seldom or never used, except in the third person singular with the pronoun *it*; as, *it irks, it behooves, it rains, it snows, it hails*.

These are usually called *Impersonal verbs*, that is, verbs *without* any person, but as they have *one* person, the third, at least, it seems more correct to call them, as some do, *Unipersonal verbs*, that is, verbs with *one* person.

Perhaps the five verbs above mentioned are the only Unipersonal verbs in English, and, of course, as they are regular verbs, the distinction is not very important.

## THE ADVERB.

40. THE ADVERB is a word so called because it is usually joined to a *verb* to qualify it; thus, He writes *correctly*. He ran *swiftly*.

But, Adverbs are sometimes joined to adjectives, and sometimes to other adverbs, to modify their meaning; as, *very* correct; *more* correctly.

The greater number of adverbs are formed by

adding the syllable *ly* to adjectives of the first, second or fourth classes; thus, from the adjective *correct* we form *correctly*, from *loving*, *lovingly*, from *confessed*, *confessedly*, from *first*, *firstly*, &c.

A few adverbs are formed by adding *ly* to a noun; as,

Nouns.	Adverbs.	Nouns.	Adverbs.
day	daily	instant	instantly
night	nightly	name	namely
hour	hourly	part	partly
week	weekly	total	totally
year	yearly	whole	wholly
month	monthly	hap	haply

*Exercise.* Let adjectives be given to the pupil, and let him turn them into adverbs. Then let one pupil furnish an adjective, and another change it, till the exercise becomes familiar.

41. Besides the adverbs in *ly*, more than a hundred are so irregularly formed that they cannot well be described, and the following alphabetical list of them must be learned, if the pupil has not already learned the *rhyming* list in PART FIRST.

#### Table of Adverbs.

A-days <sup>1</sup>	always	best	Far
a-nights <sup>1</sup>	anon	by-and-by	forth
again	apart	Doubtless	forward <sup>2</sup>
ago	asunder	downward <sup>2</sup>	Gratis
alike	at-all	Else	Hence
almost	Backward <sup>2</sup>	enough	henceforth
already	backwards	ere	here
also	besides	even	hereafter
altogether	better	ever	hereabout

<sup>1</sup>Corruption of *of days, of nights*. <sup>2</sup>Adverbs ending in *ward* have often an *s* added, making *wards*. *Ward* is also placed after adverbs and nouns of *place*; as, *thither-ward, heaven-ward*.

hereby	Namely	sometimes	Well
herein	nay	soon	where
hereto	never	sooner	any-where
heretofore	no	soonest	elsewhere
herewith	not	stark	every-where
hither	now	still	no-where
hitherto	now-a-days	Then	some-where
hitherward	no-wise	thence	whereabout
homeward	Of	thenceforth	wherever
how	often	there	wherefore
however	oftener	thereby	when
Ill	oftenest	therefore	whence
indeed	once	thereabout	whenever
Just	only	thither	while
Little	otherwise	thrice	whilst
less	Peradventure	thus	whither
least	perchance	too	whithersoever
likewise	perhaps	to-day <sup>1</sup>	why
long	piecemeal	to-morrow	Yea
long-ago	Quite	together	yes
Moreover	Rather	twice	yesterday
much	Seldom	Upward	yonder
more	since	Very	
most	somehow	verily	

#### 42. Comparison of Adverbs.

A few adverbs may be compared by a change of termination; as,

Positive.	Comparative.	Superlative.
well	better	best
soon	sooner	soonest
much	more	most
often	oftener	oftenest
long	longer	longest
little	less	least
far	farther	farthest

Some of these are *adjectives* as well as *adverbs*.

<sup>1</sup>Corruption of *the day, the morrow*.

Most of the adverbs in *ly* may be compared like adjectives, by adding *more* or *less* for the comparative degree, and *most* or *least* for the superlative; as, wisely, more wisely, most wisely; wisely, less wisely, least wisely.

Adverbs formed by adding *ly* to a *noun* cannot be compared, not even when used as adjectives.

*Exercises.* Let the teacher furnish a verb, and require the pupils to supply as many adverbs as they can. Thus, he may say, *He writes*, and then may ask, how? when? where? waiting between each question till they exhaust their stock of adverbs. Then let the pupil be required to furnish a sentence containing a verb and an adverb.

Now let the teacher furnish a sentence containing a verb and an adverb, and let the pupil place another adverb before that in the sentence. Thus, if the teacher says, *She looks well*, let the pupil say, *She looks very well, not well, too well, pretty well, tolerably well, &c.*

Finally, let the teacher give at first one adverb, and afterwards two, and require the pupils to introduce them into sentences of their own. When practicable, it is always better to write exercises than merely to speak them.

### THE PREPOSITION.

43. PREPOSITIONS are words generally used to convey the action of a verb to some remote object; as, *She sent her son to school.*

#### List of Prepositions.

About	along	around	below
above	amid	at	beneath
across	amidst	athwart	beside
after	among	Before	besides
against	amongst	behind	between

betwixt	into	throughout	unto
beyond	Of	till	up
but *	off	to	upon
by	on	toward	With
Down	over	towards	within
For	Round	Under	without
from	Since	underneath	
In	Through	until	

44. The above list includes all the words that can with any propriety be called prepositions. A few other words usually classed with them, may perhaps require a few remarks.

*Near* and *nigh* have been classed with prepositions, but they are good adjectives, having the word *to* or *unto* understood or not expressed after them, as is the case with the adjective *like*.

*According-to, bating, concerning, during, excepting, regarding, respecting, touching, pending* are sometimes called prepositions, but they are only verbal adjectives qualifying some noun or pronoun, and having an object after them. In the following sentences, these words (with the exception of *during*, which qualifies the same word *that* does) qualify the pronoun *I*.

*According to* † that (?) I am right.

*Bating* that (?) I agree with you.

*Concerning* that (?) I am doubtful.

*During* that (?) I was sheltered.

*Excepting* that person, I was alone.

*Regarding* no danger, I went boldly.

*Respecting* death, I agree with Paul.

*Touching* that offence, I am guiltless.

In the sentence, "Pending the trial, he died,"

\* Meaning *except*.

† According *with* is as correct, if not as common, as according *to*, and the construction is the same, though according-with is never called a preposition, as consistency would require.

*pending* qualifies *trial*, as the transposition of the words will make more evident; thus, "The trial pending (or continuing) he died."

*Except*, *save*, and *but* have been classed with prepositions, but *except* and *save* are common verbs, and *but* is a remnant of an old verb. The three verbs mean the same thing, and the noun after them is their direct object. *But*, when it does not mean *except*, belongs to the conjunctions.

*Past* is sometimes classed with prepositions, in such sentences as the following:

He hurried *past* us.  
It was *past* nine.

Good writers say, He hurried *by* us; but if it be authorized, it is only a contraction of *passed*, and expresses the condition of *he* or *us*. In the second sentence, *past* qualifies *nine*. "It was nine, *passed*, *done*, *ended*."

Any difficulty in parsing a word in the class to which it belongs, should never induce us to intrude it into another class. *Passed* is not called a preposition, as its unnecessary contraction, *past*, has been.

*A*, when it means *at*, *on*, *of*, or *in*, must be called a preposition, and carefully distinguished from the adjective *a*; thus,

He was gone *a* fishing. (*at* or *on*.)  
I found him going *a*-foot. (*on*.)  
He often falls now-*a*-days. (*of*.)  
Many *a* man may fail. (*of* man, i. e. mankind.)

In such cases *a* is in fact a contraction of some preposition first spoken rapidly and then carelessly spelled. *One of the clock*, has passed into *one o'clock*, and the next step will be *one a clock*, unless the corruption is checked by the greater attention now paid to orthography and etymology.

*Exercises.* Perhaps the best exercise will be to give the pupil a suitable verb and require him to place a preposition and a *remote* object after it. Thus, the teacher may say *I ran*, where? The pupils may say, *about* the yard; *around* the house; *into* the water, &c., &c.

45. Next, the attention of the pupil may be drawn to the frequency with which the preposition *to* is used to point out *names of actions* as the remote object of verbs. The teacher may say, whatever I desire must be the object of desire. I desire honor, money, friends, &c. I desire to live, to die, to hear, &c.

Let the pupils say what else they *desire*, and then give them other verbs, as I hate, I begin, I intend, I am, I ought, &c.

It may not be amiss, also, to give them the verbs, I shall, I will, I may, I can, I might, I could, I would, I should, I must, I dare, I let, I have, &c., to let them see that these verbs admit the verbal noun after them without the preposition; as, I shall *see*, I will *learn*, I may *fail*, &c.

Let a verb be given, and a *direct* as well as a *remote* object required; as,

I wrote—a *letter* to my father.  
I presented—a *book* to my friend.  
I required pay *from* the passengers.  
I admitted them *in* the evening, &c. &c.

46. It is customary, when a preposition follows a verb, and has no object expressed, to call it an adverb; but this never should be done if the object can be supplied. Let the pupils endeavor to supply the objects in the following sentences.

I went *up* stairs, but soon came *down*.  
I was not looking when he passed *by*.  
You go *behind*, and I will run *before*.  
When they are *on* the bridge, do not go *under*.  
Open the door, but do not go *in*.  
Approach near (to) the cliff, but do not fall *over*.  
Whilst they went *above*, I staid *below*.

He went wandering *about* all day.  
 How shall we get *by*, if they stand in our way?  
 He looked *up* and saw a rainbow.  
 He held the light while I went *down*.  
 The garment is moth-eaten *throughout*.  
 Why are you afraid to come *round*?  
 I saw him then, but have not seen him *since*.  
 When I saw him he was looking *over*.  
 He who ploughs must never look *behind*.  
 If I went first, he must have come *after*.

Let other examples be sought in books, and when no object can be found or conceived of, and not till then, let the preposition be called an adverb.

### THE CONJUNCTION.

47. CONJUNCTIONS are certain words used to connect single words or parts of a sentence.

#### List of Conjunctions.

Also	For <i>c</i>	so
although	If <i>c</i>	still
and <i>c</i>	Lest	Than
as	Namely	that <i>c</i>
Because <i>c</i>	neither	then
both	nevertheless	therefore <i>c</i>
but <i>c</i>	nor	though
Either	notwithstanding	Unless
eke	Or	Whereas
else	otherwise	wherefore <i>c</i>
even	Save	whether
except	since <i>c</i>	Yet

Those conjunctions marked *c* have been supposed to connect words or phrases, and also to

continue the sense, and on this account have been called *conjunctive*; but the distinction is so often doubtful, and is of so little practical use, that it will not be insisted upon.

48. *Also, else, than, since, still* and *even*, when they do not appear to connect words or phrases, and when they do not qualify nouns, are called adverbs.

*Both, either, neither, even* and *still* are also adjectives when they qualify or are joined to nouns; as,

Both men went.  
 Either book will do.  
 Neither boy can write.  
 Even scales are best.  
 Still persons eat the most.

*Except* and *save* are verbs, as is the old word *eke*, to add.

*For* is a preposition when *because* cannot be put in its stead.

*As*, after the word *such*, is parsed as the word *that* would be in its place.

*An*, an old word, meaning the same as *if*, is only found in old authors, except it be in the expression, "An't please your honor," that is, *An* it please, or *If* it please your honor.\*

*If, though, although, whether, except, and unless* are often used with the *ancient style* of verbs; thus,

If he *go*, he will repent of it.  
 Though he *fall*, he will rise again.  
 Although he *fail*, he will try again.  
 Whether he *go* or *stay*, he will be resigned.  
 Except he *repent*, he will perish.  
 Unless she *try*, she cannot succeed.

\* *An* is often met with in Shakspeare, and it occurs in the Bible, but is misspelled *and*.

*Exercises.* The pupil must learn the list, if he has not already done so, in PART I.

Give the pupil sentences in the familiar or solemn style, to be turned into the ancient, if the pupil is competent to do this; thus,

<i>Familiar or Solemn.</i>	<i>Ancient.</i>
If you <i>are</i> .	If thou <i>be</i> .
Whether he <i>is</i> .	Whether he <i>be</i> .
Unless thou <i>dost</i> .	Unless thou <i>do</i> .
Whether he <i>sees</i> or not.	Whether he <i>see</i> or not.
Though he <i>slays</i> me.	Though he <i>slay</i> me.
Except it <i>dies</i> .	Except it <i>die</i> .
Although there <i>is</i> no fruit.	Although there <i>be</i> no fruit.
If thou <i>lovest</i> me.	If thou <i>love</i> me.

#### THE INTERJECTION.

49. INTERJECTIONS, strictly speaking, are only natural sounds that do not properly belong to written language.

##### *List of Interjections.*

Ah!	heigh-ho!	O! (for surprise)
aha!	hem!	oh! (for pain)
alack!	hey!	pish!
foh!	hist or 'st!	pshaw!
hah!	hush!	poh!
ha, ha, ha!	hurrah or huzza!	tush!
halloo!	mum!	whew!

50. Some other words are called interjections, because they are used in sudden exclamations; but if all words used in exclamations are to be called interjections, confusion of classes must ensue. It is better to explain the words to the pupil; thus,

*Adieu!* is a French word, *a* being the preposition *to*, and *Dieu* meaning *God*.

*Fie!* is an old verb, meaning *shun!*

*Hark!* is an old verb, meaning *hear!*

*Alas!* and *alack*, are probably our interjection *ah* and the French or Latin word *las* or *lassus*, *weary*. *Alas* is an adjective qualifying the speaker who uses it.

*Lo!* is the verb *look!*

*Halt!* is the verb *hold!*

*Welcome!* is the adverb *well* and the verbal adjective *come*. It is also used as a noun and a verb.

*Silence!* is a noun, the object of *keep* understood.

*Avant!* is the verb *advance* or *go!*

*Begone! Hail! Behold!* are verbs.

*Good-bye!* is *good way* or *good journey*, *bye* being the object of *wish* understood.

*Farewell!* is the verb *fare* and the adverb *well*, *you* being understood between them.

*Lack-a-day!* is probably *ah-weary-day!*

*Well-a-day!* is probably *ah-well* (or *good*) *day!*

*Methinks!* is a remnant of that age of our language when little regard was paid to the use of pronouns or the terminations of verbs; *me* is the agent of *thinks*.

*Forsooth!* means *for truth!*

*Prithee!* is a corruption of *pray thee*, the pronoun *I* being understood.

*Marry!* is a corruption of *Mary*, the virgin's name, used as an oath.

*Exercises.* Besides frequently saying \* over the lists of Adverbs, Prepositions, Conjunctions and Interjections, a useful exercise may be made by writing each word of the four lists on separate pieces of card, shuffling them well, and then drawing them out, as in the case of the first four classes.

\* It is best to let the class say the tables simultaneously, and then each in turn say one word in the order of the tables, taking precedence as they say correctly or not.

Then these four classes may be mixed with as many words of the other four classes, and drawn out by the pupils as before.

Finally, the pupils may arrange the words on the cards so as to form sentences.

## RULES

### FOR THE CONSTRUCTION OF SENTENCES.

I. Every *Agent* must have a verb agreeing with it in number and person; as, *I love, thou lovest, he loves.*

*Note 1.* A *verbal noun*, like any other noun, may be the agent of a verb; as, *To err* is human; *to forgive*, divine. *Saving* is earning.

*Note 2.* Two or more agents in the singular number, connected by the conjunction *and*, (whether *and* be expressed or not,) require their verb to be plural; as, *James, George and John are* here.

*Note 3.* The singular of a collective noun sometimes requires a plural verb; as, *The company are* all gone. This depends upon the idea of unity or plurality conveyed by the context.

*Note 4.* In a *question*, the agent is usually placed after the verb, and in a *command* or *request*, the agent is omitted; as, *Are you sick? Go, instantly! Give me some water.*

*Note 5.* Every pronoun must be of the same number, gender and person as the noun for which it stands.

II. A verb must always agree with its agent in number and person; as, *I love, thou lovest, he loves.*

III. A noun or pronoun, placed after another noun or pronoun, to identify, explain or qualify it, is said to be in *apposition* with it; as, *William,*

the *conqueror*. *Titian, the painter. He was my friend. She is named Jane. He shall be called John.*

IV. A noun or pronoun that is neither agent nor object, nor in apposition, is *Independent*;\* as, *Moses, will you go? He being sick, we did not go.*

V. Every adjective qualifies or distinguishes some noun or pronoun expressed or understood.

VI. Verbs, verbal adjectives and verbal nouns may have a *direct* object affected by the action they express; as, *They saw me; Seeing them, I escaped.*

*Note 1.* The verbs *shall, will, may, can, and must*, admit no object after them but verbal nouns; as, *I shall see; we must try*, and these are *direct* objects.

VII. Prepositions usually point out the *remote* object of some action; as, *We sent them to England. They were running from trouble. I wish to go. I love to ride.*

*Note 1.* *Of* generally points out the *source* or *possessor* of the following noun or pronoun; and *for* (when not a misspelling of *fore*) points out the following noun or pronoun as the cause of something previously mentioned; as, *He went for the sake of peace.*

*Note 2.* The preposition *to* is often omitted before the verbal noun that follows the verbs *let, do, bid, behold, go, dare, feel, need, make, see, hear*, and some others. (So with the verbs in Note 1, Rule VI.)

*Note 3.* The preposition is often omitted before nouns of time, weight, measure, distance, quantity, value and price. When no suitable preposition can be supplied, the noun is *independent*, by Rule IV.

*Note 4.* *To* sometimes merely points out a word as a verbal noun; as, *To err* is human.

\* If the word *Neuter* had not been already appropriated, the author would have preferred it to *Independent*; but the latter word is familiar to the student of other grammars.

VIII. Adverbs qualify verbs or verbal nouns, adjectives, or other adverbs.

IX. Conjunctions connect words or parts of a sentence, and often prevent the repetition of words previously expressed.

*Directions.* The teacher should ask what the conjunctions connect, and what words have been omitted.

### DIRECTIONS FOR ANALYSIS OR PARSING,

AS IT IS GENERALLY CALLED;

SHOWING THE APPLICATION OF THE PRECEDING RULES TO THE CONSTRUCTION OF SENTENCES.

*NOTE.* The author has taken the same sentences given by Mr. Murray, that the difference between the two systems of English Grammar may be seen.

#### *Vice produces misery.*

*Vice* is a common noun, neuter gender, third person, singular number, and agent of the verb *produces*, according to Rule I.

*produces* is a regular verb, present tense, singular number, third person, agreeing with its agent *vice*, according to Rule II.

*misery* is a common noun, neuter gender, third person, singular number, and the direct object of the verb *produces*, according to Rule VI.

#### SIMILAR SENTENCES FOR PRACTICE.

Pain follows pleasure.  
Confidence brings success.  
Merit wins esteem.  
Patience overcomes obstacles.  
Virtue confers nobility.  
Cheerfulness promotes health.

#### *Peace and joy are virtue's crown.*

*Peace* is a com. noun, neut., 3d p., sing., and, with *joy*, the agent of the verb *are*, by Rule I., Note 2.

*and* is a conjunction, connecting the nouns *peace* and *joy*, by Rule IX.

*joy* is a com. noun, neut., 3d p., sing., and, with *peace*, the agent of the verb *are*, by Rule I., Note 2.

*are* is an irregular verb, present tense, plural number, 3d pers., to agree with its agents, *peace* and *joy*, by Rule II.

*virtue's* is a possessive adjective, distinguishing *crown* from other crowns, by Rule V.

*crown* is a common noun, neut., 3d p., sing., in apposition with *peace* and *joy*, by Rule III.

#### SIMILAR SENTENCES FOR PRACTICE.

Virtue and religion are man's duty.

Fame and applause are valor's reward.

Man and beast are God's care.

Noise and motion are youth's delight.

#### *Wisdom or folly governs us.*

*Wisdom*, com. noun, neut., 3d p., sing., agent of the verb *governs* understood. Rule I.

*or*, a conjunction, connecting the nouns *wisdom* and *folly*, and enabling the writer to omit the verb *governs*, after the first noun, by Rule IX.

*folly*, com. noun., neut., 3d p., sing., agent of the verb *governs*, by Rule I.

*governs*, regular verb, pres. t., sing., 3d p., to agree with its agent *folly*, by Rule II.

*us*, pers. pronoun, 1st p., plu., direct object of the verb *governs*, by Rule VI.

#### SIMILAR SENTENCES FOR PRACTICE.

Hope or fear influences them.

Truth or duty requires it.

Pity or love induces him.

Fortune or ruin awaits us.  
Wool or cotton warms her.  
Air or moisture nourishes them.

*Every heart knows its sorrows.*

*Every*, irregular adjective, distinguishing *heart*, by Rule V.  
*heart*, com. noun, neut., 3d p. sing., agent of the verb *knows*, by Rule I.  
*knows*, irreg. verb, pres. t., sing. 3d p., to agree with its agent *heart*, by Rule II.  
*its*, possessive adj., distinguishing the noun *sorrows*, by Rule V.  
*sorrows*, com. noun, neut., 3d p., plu., direct object of the verb *knows*, by Rule VI.

SIMILAR SENTENCES FOR PRACTICE.

Every man influences his neighbor.  
Either child knows my house.  
Each bundle contains our clothes.  
That voyage made his fortune.  
Those books enlarge her mind.  
The adjective distinguishes its noun.

*The man is happy who lives wisely.*

*The*, irreg. adj., distinguishing the noun *man*, by Rule V.  
*man*, com. noun, masc., 3d p., sing., agent of *is*, by Rule I.  
*is*, irreg. verb, pres. t., sing., 3d p., to agree with its agent *man*, by Rule II.  
*happy*, adj., qualifying the noun *man*, by Rule V.  
*who*, pers. pron., referring to *man*, 3d p., sing., and agent of *lives*, by Rule I.  
*lives*, reg. verb, pres. t. sing., 3d p., to agree with its agent *who*, by Rule II.  
*wisely*, an adverb, qualifying the verb *lives*, by Rule VIII.

SIMILAR SENTENCES FOR PRACTICE.

That king is wise who rules justly.  
The man is rich who conducts virtuously.

Those children are wicked who act disobediently.  
Those persons, who live innocently, are scarce.  
The boy, who fell accidentally, is dead.  
The lady, who dresses extravagantly, is vain.

*Who preserves us?*

*Who*, pers. pron., (no reference to any previous noun when a question is asked) sing., agent of *preserves*, by Rule I.  
*preserves*, reg. verb, pres. t., sing., 3d p., to agree with its agent *who*, by Rule II.  
*us*, pers. pron., 1st p., plural, direct object of *preserves*, by Rule VI.

SIMILAR SENTENCES FOR PRACTICE.

Who prefers pain? Who loves poverty?  
Who slandered her? Who fears death?  
Who defended them? Who injures himself?

*Whose house is that? My brother's and mine.  
Who inhabit it? We.*

*Whose*, a possessive adjective, distinguishing *house*, by Rule V.  
*house*, com. noun, neut., 3d p., sing., agent of *is*, by Rule I.  
*is*, irreg. verb, pres. t., sing., 3d p., to agree with its agent *house*, by Rule II.  
*that*, irreg. adj., distinguishing *house* understood, by Rule V.  
*My and brother's*, possessive adj., distinguishing *house* understood, by Rule V.\*  
*and*, a conjunction, connecting the two adjectives *brother's* and *mine*, by Rule IX.  
*mine*, a possess. adj., distinguishing *house* understood, by Rule V.

\* Where several adjectives qualify one noun, it is preferable to take them all together, and call them a compound adjective, because each adjective generally modifies the meaning of the others; but it is justifiable and perfectly correct to parse *my* separately, and to make it qualify *house*; and not *brother's*, which is not the name of any thing, and therefore not a noun.

*Who*, pers. pron., 3d p., plural, agent of *inhabit*, by Rule I.

*inhabit*, reg. verb, pres. t., plu., 3d p., to agree with its agent *who*, by Rule II.

*it*, pers. pron., neut., 3d p., sing., direct object of *inhabit*, by Rule VI.

*We*, pers. pron., 1st p., plu., agent of *do*, or of *inhabit* understood, by Rule I.

## SIMILAR SENTENCES FOR PRACTICE.

Whose books are these? — My sister's and mine.

Who reads them? — She.

Whose name is this? — My father's and ours.

Who denies it? — He.

Whose work is that? — My brother's and hers.

Who inspects it? — They.

*Remember to assist the distressed.*

*Remember*, reg. verb, pres. t., sing. or plu., 2d p., to agree with its agent *thou* or *ye* understood, by Rule II. and Rule I., Note 4.

*to*, a preposition pointing out the remote object of the verb *remember*, by Rule VII.

*assist*, a verbal noun, the remote object of *remember*, by Rule VII.

*the*, irreg. adj., distinguishing the noun *person* or *persons* understood, by Rule V.

*distressed*, a verbal adj., qualifying the noun *person* or *persons* understood, by Rule V.

## SIMILAR SENTENCES FOR PRACTICE.

Endeavor to comfort the afflicted.

Contrive to help the depressed.

Love to instruct the erring.

Aim to reward the deserving.

Try to save the falling.

Remember to pity the fallen.

*We are not unemployed.*

*We*, pers. pron., 1st p., plu., agent of *are*, by Rule I.

*are*, irreg. verb, pres. t., plu., 1st p., to agree with its agent *we*, by Rule II.

*not*, an adverb qualifying the verb *are*, by Rule VIII.

*unemployed*, an adj., qualifying *we*, by Rule V.

## SIMILAR SENTENCES FOR PRACTICE.

We are not discouraged.

They are not frightened.

She is not unworthy.

He was not proud.

Ye are not ready.

They were not industrious.

*This bounty has relieved you and us, and has gratified the donor.*

*This*, irreg. adj., distinguishing the noun *bounty*, Rule V.  
*bounty*, com. noun, neut., 3d p., sing., agent of *has*. Rule I.  
*has*, irreg. verb, pres. t., sing., 3d p., to agree with its agent *bounty*. Rule II.

*relieved*, verbal adj., qualifying *you*, by Rule V.  
*you*, pers. pron., 2d p., sing. or plu., direct object of the verb *has*, by Rule VI.

*and*, conj., connecting the pronouns *you* and *us*, and enabling the writer to leave out the words *has relieved* between *and* and *us*.

*us*, pers. pron., 1st p., plu., direct object of *has* understood, by Rule VI.

*and*, conjunction, connecting the two phrases of which the sentence is composed, and enabling the writer to omit the words *this bounty* between the words *and* and *has*.

*has*, irreg. verb, pres. t., sing., 3d p., to agree with its agent *bounty*, or the pronoun *it*, understood, by Rule II.

*gratified*, verbal adj., qualifying *donor*, by Rule V.

*the*, irreg. adj., distinguishing *donor*, by Rule V.

*donor*, com. noun, com. gender, 3d p., sing., direct object of *has*.

## SIMILAR SENTENCES FOR PRACTICE.

*This disease has attacked him and you, and has puzzled the doctor.*

That affliction has benefitted her and me, and has improved the character.

These books have pleased them and us, and have delighted the children.

*He will not be pardoned unless he repent.*

*He*, pers. pron., 3d p., sing., agent of *will*, by Rule I.  
*will*, irreg. verb, pres. t., sing., 3d p., to agree with its agent *he*, by Rule II.

*not*, adverb, qualifying the verb *will*, by Rule VIII.

*be*, verbal noun, direct object of *will*, by Rule VI., Note I.

*pardoned*, verbal adj., qualifying *he*, by Rule V.

*unless*, conjunction, connecting two phrases. Rule IX.

*he*, pers. pron., 3d p., masc., sing., agent of *repent*. Rule I.

*repent*, reg. verb, pres. t., ancient style, sing., 3d p., to agree with its agent *he*, by Rule II.

SIMILAR SENTENCES FOR PRACTICE.

She will not be released unless she be sick.

He will not be punished although he be proved guilty.

We should not be alarmed lest we be unmanned.

They would not be contented though they were filled.

He shall not be sold if he prove faithful.

*God's works being neglected, devotion is false.*

*God's*, possessive adj., distinguishing *works*. Rule V.

*works*, com. noun, neut., 3d p., plur., independent.

Rule IV.

*being*, verbal adj., qualifying *works*. Rule V.

*neglected*, verbal adj. qualifying *works*. Rule V.

*devotion*, com. noun, neut., 3d p., sing., agent of *is*.

Rule I.

*is*, irreg. verb, pres. t., sing., 3d p., to agree with its agent *devotion*. Rule II.

*false*, adj., qualifying *devotion* expressed. Rule V.

SIMILAR SENTENCES FOR PRACTICE.

Good works being omitted, faith is dead.

Edward's books being lost, his lesson is unlearned.

Nature's aid being afforded, disease was removed.

Virtue's reward being received, man is encouraged.

*The Emperor, Marcus Aurelius, was a wise and virtuous prince.*

*The*, irreg. adj., distinguishing *emperor*. Rule V.  
*emperor*, com. noun, masc., 3d p., sing., agent of *was*.  
Rule I.

*Marcus Aurelius*, proper noun, masc., 3d p., sing., to be in apposition with *emperor*, by Rule III.

*was*, irreg. verb, past t., sing., 3d p., to agree with its agent, *emperor*, by Rule II.

*a*, irregular adj., distinguishing *prince* (perhaps understood.) Rule V.

*wise*, adj., qualifying *prince* (perhaps understood.) Rule V.

*and*, conj., connecting the adjectives *wise* and *virtuous*, and enabling the writer to omit the words *was* and *a* after it. Rule IX.

*virtuous*, adj., qualifying *prince*, Rule V.

*prince*, com. noun, masc., 3d p., sing., to be in apposition with *emperor*. Rule III.

SIMILAR SENTENCES FOR PRACTICE.

The Emperor, Julius Cæsar, was a bold and aspiring soldier.

The Queen, Victoria, is an amiable and benevolent lady.

John, the Marquis, was a poor and dependant nobleman.

The Empress, Catharine, was a coarse and masculine woman.

*To err is human.*

*To*, preposition, pointing out *err* as a verbal noun. Rule VII., Note 4.

*err*, verbal noun, agent of *is*, by Rule I., Note 1.

*is*, irreg. verb, neut., pres. t., sing., 3d p., to agree with its agent *err*, by Rule II.

*human*, adj., qualifying the verbal noun *err*, by Rule V.

SIMILAR SENTENCES FOR PRACTICE.

To forgive is divine. To fear is natural.

To resolve is necessary. To despair is useless.  
To consider is useful. To try is judicious.

*To countenance persons who are guilty of bad actions, is scarcely one remove from actually committing them.*

To, prep., pointing out *countenance* as a verbal-noun. Rule VII., Note 4.

*countenance*, verbal noun, agent of *is*. Rule I., Note 1.  
*persons*, com. noun, com. gen. plu., 3d p., object of the verb *countenance*, by Rule VI.

*who*, pers. pron., referring to *persons*, plur., 3d p., agent of *are*. Rule I.

*are*, irreg. verb, pres. t., plur., 3d p., to agree with *who*. Rule II.

*guilty*, adj., qualifying *who*. Rule V.

*of*, prep., pointing out the source of the guilt. Rule VII., Note 1.

*bad*, adj., qualifying *actions*. Rule V.

*actions*, com. noun, neut., 3d p., plur., source of *guilt*, denoted by *of*. Rule VII., Note 1.

*is*, irreg. verb, pres. t., sing., 3d p., to agree with *countenance*. Rule II.

*scarcely*, adverb qualifying *is*. Rule VIII.

*one*, numeral adj., distinguishing *remove*. Rule V.

*remove*, com. noun, neut., 3d p., sing., a noun of *distance*, without a preposition, by Rule VII., Note 3.

*from*, prep., pointing out the remote object *committing*, by Rule VII.

*actually*, adverb, qualifying the verbal noun *committing*, by Rule VIII.

*committing*, verbal noun, remote object of *is*, (or perhaps of *remove*.)

*them*, pers. pron., 3d p. plur., direct object of *committing*, by Rule VI.

## SIMILAR SENTENCES FOR PRACTICE.

To excuse children who are inclined to bad practices, is hardly one degree from really encouraging them.

To provoke men who are addicted to angry passions, is surely one step towards directly doing the sin.

*Let me proceed.*

Let, irreg. verb, pres. t., sing. or plur., 2d p., to agree with *thou* or *you* understood. Rule II.

*me*, pers. pron., 1st p., sing., direct object of *let*. Rule VI.  
*proceed*, verbal-noun, remote object of *let*. Rule VII., Note 2.

## SIMILAR SENTENCES FOR PRACTICE.

Let us go.

Let them prepare.

Let mercy prevail.

Let patience work.

Let him submit.

Let her consider.

*Living expensively and luxuriously destroys health.*

*Living*, verbal noun, agent of *destroys*. Rule I., Note 1.  
*expensively*, *luxuriously*, adverbs qualifying *living*. Rule VIII.

*and*, conj., connecting the two adverbs, and enabling you to omit *living* after it. Rule IX.

*destroys*, reg. verb, pres. t., 3d p., sing., to agree with *living*, by Rule II.

*health*, com. noun, direct object of *destroys*. Rule VI.

## SIMILAR SENTENCES FOR PRACTICE.

Living piously and honestly secures peace.

Submitting cheerfully and readily promotes piety.

Resisting firmly and constantly procures redress.

Reading distinctly and naturally commands attention.

Spelling carelessly and incorrectly insures disgrace.

Contending uselessly and unnecessarily incurs blame.

*By living frugally and temperately health is preserved.*

*By*, prep., pointing out the remote object of *preserved*. Rule VII.

*living*, verbal noun, remote object of *preserved*. Rule VII.

*frugally, temperately*, adverbs qualifying *living*. Rule VIII.  
*and*, conj., connecting the two adverbs, &c. Rule IX.  
*health*, com. noun, &c., agent of *is*. Rule I.  
*is*, irreg. verb, &c., agreeing with *health*. Rule II.  
*preserved*, verbal adj., qualifying *health*. Rule V.

## SIMILAR SENTENCES FOR PRACTICE.

For doing justly and mercifully, men are honored.  
 By yielding often and constantly, vice is confirmed.  
 By trying frequently and patiently, ability is acquired.

## PRACTICAL EXERCISES

ON THE

## RULES OF SYNTAX.

THE pupil may at first be required to parse only the words in *Italic* type. The figures over the words mark the rule by which the words are parsed.

## RULE I. AND II.

<sup>1</sup> *Thou* <sup>2</sup> *speakest* and <sup>9</sup> *he* <sup>1</sup> *heareth*.

<sup>1</sup> *She* <sup>2</sup> *readeth* while <sup>8</sup> *ye* <sup>1</sup> *play*.

<sup>1</sup> *We* <sup>2</sup> *walked* but <sup>9</sup> *thou* <sup>1</sup> *remainedst*.

<sup>1</sup> *Men* <sup>2</sup> *die*, but <sup>9</sup> *they* <sup>1</sup> *live* again.

Rule I., Note 1. <sup>7</sup> *To* <sup>1</sup> *fear* <sup>6</sup> *God* <sup>2</sup> *is* <sup>5</sup> *our* <sup>3</sup> *duty*.

<sup>7</sup> *To* <sup>1</sup> *love* <sup>6</sup> *man* <sup>2</sup> *is* <sup>5</sup> *pleasing* <sup>7</sup> *to* <sup>7</sup> *God*.

<sup>7</sup> *To* <sup>1</sup> *be*, <sup>2</sup> *means* <sup>7</sup> *to* <sup>3</sup> *exist*.

<sup>7</sup> *To* <sup>1</sup> *die* <sup>2</sup> *is* <sup>8</sup> *sometimes* <sup>7</sup> *to* <sup>3</sup> *gain*.

Note 2. <sup>1</sup> *He* and <sup>9</sup> *I* <sup>2</sup> *are* <sup>5</sup> *innocent*.

<sup>1</sup> *William* and <sup>9</sup> *Mary* <sup>2</sup> *were* <sup>5</sup> *popular*.

<sup>1</sup> *Faith*, <sup>1</sup> *hope* and <sup>9</sup> *charity* <sup>2</sup> *are* <sup>5</sup> *three* <sup>3</sup> *graces*.

<sup>1</sup> *Home*, <sup>1</sup> *fortune*, <sup>2</sup> *life* <sup>5</sup> *were* <sup>3</sup> *sacrificed*.

Note 3. <sup>5</sup> *The* <sup>1</sup> *company* <sup>2</sup> *were* <sup>5</sup> *scattered*.

<sup>5</sup> *A* <sup>1</sup> *multitude* <sup>2</sup> *rose* <sup>7</sup> *against* <sup>7</sup> *me*.

<sup>5</sup> *The* <sup>1</sup> *committee* <sup>2</sup> *disagree*.

Note 4. <sup>2</sup> *Are* <sup>1</sup> *you* <sup>5</sup> *a* <sup>3</sup> *poor* <sup>3</sup> *man*?

<sup>2</sup> *Will* <sup>1</sup> *John* <sup>6</sup> *go* <sup>7</sup> *to* <sup>7</sup> *school*?

<sup>2</sup> *Lovest* <sup>1</sup> *thou* <sup>5</sup> *to* <sup>5</sup> *be* <sup>3</sup> *praised*?

<sup>2</sup> *Is* <sup>8</sup> *not* <sup>1</sup> *virtue* <sup>5</sup> *its* <sup>5</sup> *own* <sup>3</sup> *reward*?

Note 5. <sup>1</sup> *I* <sup>2</sup> *saw* <sup>5</sup> *the* <sup>9</sup> *men*, and <sup>1</sup> *they* <sup>2</sup> *saw* <sup>6</sup> *me*.

<sup>1</sup> *James* <sup>2</sup> *took* <sup>5</sup> *the* <sup>6</sup> *books* and <sup>9</sup> *brought* <sup>6</sup> *them* <sup>8</sup> *here*.

<sup>1</sup> *John*, <sup>1</sup> *who* <sup>2</sup> *did* <sup>5</sup> *the* <sup>6</sup> *deed*, <sup>5</sup> *escaped*.

<sup>1</sup> *Men*, <sup>1</sup> *who* <sup>2</sup> *cheat*, <sup>2</sup> *will* <sup>6</sup> *be* <sup>5</sup> *punished*.

<sup>1</sup> *Ann* and <sup>9</sup> *Susan*, <sup>1</sup> *who* <sup>1</sup> *heard* <sup>2</sup> *it*, <sup>6</sup> *told* <sup>2</sup> *me*.

<sup>4</sup> *Men* and <sup>9</sup> *brethren*, <sup>4</sup> *I* <sup>1</sup> *speak* <sup>2</sup> *to* <sup>7</sup> *you*.

## RULE III.

<sup>1</sup> *Charles* <sup>5</sup> *the* <sup>3</sup> *king* <sup>2</sup> *was* <sup>5</sup> *beheaded*.

<sup>1</sup> *William* <sup>5</sup> *the* <sup>3</sup> *Conqueror* <sup>2</sup> *invaded* <sup>6</sup> *Britain*.

<sup>1</sup> *He* <sup>2</sup> *loves* <sup>6</sup> *me*, <sup>5</sup> *his* <sup>3</sup> *father* and <sup>9</sup> *friend*.

<sup>1</sup> *We* <sup>2</sup> *admired* <sup>6</sup> *Cowper* <sup>5</sup> *the* <sup>3</sup> *poet*.

<sup>1 2 6 7 7 3</sup>  
They called *him* to be *king*.

<sup>1 2 5 3 7 7</sup>  
*Death* is the *price* of *glory*.

<sup>1 2 5 3 7 7</sup>  
*Time* is the *destroyer* of *art*.

<sup>1 2 6 7 7 3</sup>  
She took *them* to be *enemies*.

<sup>5 1 2 6 5 3</sup>  
The *boy* shall be named *John*.

## RULE IV.

<sup>4 2 7 5 5 6</sup>  
*Sarah*, give me my new *cap*.

<sup>4 1 8 2 5 7</sup>  
*Sir*, I humbly ask your *pardon*.

<sup>2 6 4 7 7 6 1</sup>  
Permit me, *father*, to assist you.

<sup>4 2 1 6 7 7</sup>  
*Wretch*, did you think to *escape*?

<sup>4 5 1 2 5</sup>  
He refusing, we were *disappointed*.

<sup>5 4 5 5 1 2</sup>  
The *service* being done, the people *retired*.

<sup>4 5 5 5 3 5 1 2</sup>  
*I*, being the *eldest* son, my *advice* prevailed.

<sup>4 5 4 1 2 5</sup>  
Ah *me!* wretched *me!* I am *lost*.

## RULE V.

<sup>5 1 2 8 6 7 7</sup>  
*Good* men do not dispute about *trifles*.

<sup>5 1 2 6 5 6</sup>  
*Many* men will have *many* *minds*.

<sup>5 1 8 2 1 6</sup>  
*Willing* minds always contrive *ways*.

<sup>5 1 2 6 5</sup>  
*Approved* friends should be *cherished*.

<sup>5 1 2 5 9 5</sup>  
*Two* heads are *better* than *one*.

<sup>5 1 2 5 4</sup>  
*Ten* books cost *twenty-four* *dollars*.

<sup>5 5 1 2 5 3</sup>  
The *seventh* son was a *doctor*.

<sup>1 2 5 5 7 7 5 6</sup>  
He was *the first* to speak *his* *mind*.

<sup>5 1 7 7 5 3 2</sup>  
My *mind* to me a *kingdom* is.

<sup>5 5 1 8 2 5 6</sup>  
A *man's* manners often make *his* *fortune*.

<sup>5 1 2 5 9 5</sup>  
*William's* hat is *larger* than *Henry's*.

<sup>5 1 2 8 7 5 7</sup>  
*Iron* vessels float well on *the* *water*.

<sup>5 1 2 5 7 5 7</sup>  
*John* Smith was *married* to *Miss* *Brown*.

<sup>5 1 2 5 5 3</sup>  
*Mr.* Willard is an *eminent* *artist*.

<sup>5 1 2 8 9 5</sup>  
*Any* thing wears better than *that*.

<sup>5 5 1 2 5 5 6</sup>  
*Their* only son caused *his* own *ruin*.

<sup>1 2 7 5 7 9 1 2 7 5</sup>  
He asked for a *dollar*, but they gave him *none*.

<sup>1 2 8 6 7 5 7 8</sup>  
I can not speak on *both* subjects now.

<sup>5 1 2 7 5 6</sup>  
*Several* persons gave him *some* *money*.

<sup>5 1 2 5 5 6</sup>  
*All* men abhor *such* *cruel* *conduct*.

<sup>5 5 1 2 9 5 1</sup>  
*The* whole army moved as *one* *man*.

<sup>5 6 9 5 6 2 1 6</sup>  
*Which* robe and *what* color will you take?

<sup>5 1 2 5 9 1 2</sup>  
*Each* day grows *shorter* as life advances.

<sup>5 1 2 5 5 6</sup>  
*Every* man has *his* own *prejudices*.

<sup>5 1 2 6 9 5 2 5 6</sup>  
*Either* hat will fit, but *neither* suits my *taste*.

<sup>5 1 2 5 1 2 5</sup>  
*Other* men take *whatever* thing is *given*.

<sup>5 1 2 8 5 1 2 5 6</sup>  
*Those* boys will go *whichever* way is *preferred*.

<sup>5 6 5 2 5 1 2</sup>  
The path that is *another's* he forsakes.

## RULE VI.

<sup>2 5 6 9 1 2 5 6</sup>  
Give an *inch*, and he will take an *ell*.

<sup>1 2 6 9 8 2 6</sup>  
Vice ayes virtue, and thus honors it.

<sup>1 2 6 9 1 2 9 6</sup>  
I will go, but I shall not stay.

<sup>1 2 6 6 9 1 2 8 6 6</sup>  
We may see him, but we can not love him.

<sup>9 1 2 8 6 1 2 6</sup>  
If we would truly repent, we must reform.

<sup>1 2 6 7 7 5 5 6 6</sup>  
Men should try to benefit their fellow men.

<sup>1 9 6 5 6 9 1 2 5 5</sup>  
He could have done it if he had been diligent.

<sup>1 2 6 5 6 5 3</sup>  
Washington might have made himself a king.

## RULE VII.

<sup>1 2 7 7 9 1 7 7</sup>  
Virtue leads to peace, and vice to death.

<sup>1 2 7 7 9 2 7 7</sup>  
He differs from me and agrees with you.

<sup>1 2 7 5 7 7 5 7</sup>  
They went towards the object in perfect silence.

<sup>1 2 7 7 9 7 7</sup>  
He is above, below, around and within us.

*Note 1.* <sup>2 6 7 9 8 2 6 7</sup> Let me go, or else let me die.

<sup>2 7 5 6 8 1 2 5</sup> Do finish this piece before you begin that.

<sup>2 6 8 7 9 7 6</sup> Bid her therefore come and help me:

<sup>1 2 6 7 9 2 8 7 6</sup> I beheld him fall, but do not tell him.

<sup>1 2 6 7 6 9 2 6 7</sup> We observed them do it, and bade them stop.

<sup>1 2 8 6 9 6 6 7</sup> I would rather die than see him suffer.

<sup>5 1 2 8 7 5 5 6</sup> The man dares not commit such a crime.

<sup>1 2 6 7 9 2 8 7</sup> Ye felt them move, but dared not stir.

<sup>1 2 8 7 8 1 2 5</sup> He needs not speak until he is questioned.

<sup>1 2 8 9 1 2 7 7 5</sup> He went sooner than he needed to have gone.

<sup>2 6 7 9 2 6 7</sup>  
Make them work, or let them play.

<sup>1 2 6 7 9 2 8 7 6 7</sup>  
I saw them come, but did not see them go.

<sup>1 2 6 7 9 2 8 7 6</sup>  
She hears us call, but does not mind us.

*Note 2.* <sup>5 1 7 7 2 8 5 7 7</sup> The heart of man is easily turned to evil.

<sup>5 1 2 6 7 5 7 7 7</sup> All minds must yield to the force of truth.

<sup>1 2 5 3 7 5 5 7</sup> Men are all children of one common Father.

<sup>1 2 7 7 9 1 7 7</sup> They fought for power, and we for liberty.

<sup>7 5 7 2 5 6 7 7</sup> For mercy's sake avoid all cause of war.

<sup>1 8 2 5 8 7 7 7</sup> Men often sell their souls for money.

*Note 3.* <sup>1 2 5 7 9 2 5 7</sup> I waited an hour, and walked a league.

<sup>1 2 5 7 9 2 5 7</sup> It weighed five pounds, and cost a dollar.

<sup>5 1 2 5 7 5 9 5 7 5</sup> The cloth is four yards long and two yards wide.

<sup>2 5 1 6 5 5 7 7</sup> May your Honor live a thousand years.

<sup>1 2 7 1 2 7</sup> Virtue costs labor, vice costs misery.

*Note 4.* <sup>7 1 5 2 9 5 9 7 1 5</sup> To be good is as easy as to seem good.

<sup>7 1 6 2 5 5 3 7 7</sup> To fear God is the first duty of man.

<sup>7 1 7 7 7 7 2 7 7 8 5</sup> To live in fear of death is to be always dying.

<sup>7 1 7 7 8 2 5 6</sup> To prepare for war often hastens its approach.

## RULE VIII.

<sup>1 2 8 2 1 2 6</sup> He writes well, but he spells badly.

<sup>1 2 8 7 7 7 7 7 7 7</sup> Men err often through want of thought.

Deal justly with men, and walk humbly with God.

I will go now, or stay till you return.

She was walking rapidly when I met her.

May I speak freely, and fear not your anger?

He was very careless, and she was too severe.

Money is very useful, when not imprudently used.

She kept speaking aloud, and I was greatly disturbed.

#### RULE IX.

She says I may go and you must stay.

Virtue adorns wealth and comforts poverty.

The officer said I might ride or walk.

Honor, virtue and conscience were all disregarded.

I did not write but I spoke to her.

Neither riches nor honor can insure peace.

#### QUESTIONS

##### FOR A GENERAL REVIEW OF THIS GRAMMAR.

- How many letters are used in English?
- Which of these letters are Vowels?
- What are the other letters called?
- Of what is a Syllable composed?
- Of what is a Word composed?
- Of what is a Compound Word composed?

How many Classes of words are there?

What words are called Nouns or Names?

What words are called Adjectives?

What words are called Pronouns?

How many are there?

What words are called Verbs?

What words are called Adverbs?

What words are called Prepositions?

What words are called Conjunctions?

What are Interjections?

What is a Noun or Name?

When are nouns called Proper?

When are nouns said to be Common?

What is Gender?

How many Genders are there?

What nouns are Masculine?

What nouns are Feminine?

What nouns are Neuter?

When are things said to be *personified*?

When are nouns of the common gender?

What is meant by the Number of nouns?

How many numbers have nouns?

What nouns are in the singular number?

What nouns are plural?

How is the plural of nouns generally formed?

When the singular ends in *x*, *s*, *ss*, *ch* soft, and *sh*, how is the plural formed?

When the singular ends in *f* or *fe*, how is the plural formed?

When the singular ends in *ff*, how is the plural generally formed?

When the singular ends in *y*, with a consonant or the vowel *u* before it, how is the plural formed?

When any vowel but *u* comes before the *y*, how is the plural formed?

How do nouns ending in *o* generally form their plural? How if they end in *io*?

Can you name any nouns that have no plural?  
 Can you name any that have no singular?  
 Can you name any that are alike in both numbers?

What nouns are called *Collective nouns*?  
 What is peculiar in the use of their singular?  
 Have they any regular plural?  
 When is the singular of a collective noun used as if it were plural?

How many *Persons* have nouns?  
 What nouns are said to be of the first person?  
 What nouns are said to be of the second person?  
 What of the third person?

When is a noun said to be an *Agent*?  
 When an *Object*?  
 How many kinds of objects have nouns, and what are they called?  
 Is an agent spelled differently from an object?

What is an *Adjective*?  
 How many classes of adjectives are there?  
 What are they called?  
 What are *qualifying* adjectives?  
 How many principal degrees of comparison have they?  
 What are the degrees called?  
 How do adjectives ending in a consonant form their comparative and superlative degrees?  
 When the adjective ends in *e*, how is it compared?  
 When adjectives can not be compared by adding *r* or *er*, *s* or *st*, how else may they be compared?  
 What adjectives are called *Verbal* adjectives?  
 How are verbal adjectives generally formed from verbs? In what *three* ways?  
 How may verbal adjectives be compared?  
 What is the chief peculiarity of verbal adjectives?

What are *Numeral* and *Ordinal* adjectives?  
 Of what number are numeral adjectives?

Of what number are ordinal adjectives?  
 Are numerals and ordinals ever compared?

What are *Possessive Adjectives*?  
 Are they ever compared?  
 Into how many classes are they divided?  
 What possessives are of the first class?  
 Which show the possessor to be of the first person?  
 Which of the second?  
 Which of the third?  
 Which is used to ask a question? Of what person is *whose*?  
 Which possessives require a noun after them?  
 Which are used without their noun?  
 Which may be used either with or without a noun?

How are the second class of *Possessive adjectives* formed?  
 What is added if the noun be singular?  
 What is added if the noun be plural and end in *s*?  
 What if the plural do not end in *s*?  
 When may the *s* be omitted after nouns in the singular?

What adjectives are called *Noun Adjectives*?  
 When such adjectives are joined to a noun by a hyphen, what is the union called?  
 Are noun adjectives ever compared?

What adjectives are called *Irregular*?  
 Can you name the list of them?  
 Before what words is *A* used?  
 Before what words is *An* used?  
 When is *Only* an adjective and when an *Adverb*?  
 Of what words is *None* a contraction?  
 What is the plural of *This*? What of *That*?  
 Of what words is *The* a varied spelling?  
 Which adjectives point out *near* things?  
 Which point out *remote* things?  
 Which correspond to the word *latter*?  
 Which correspond to the word *former*?

For what adjective is *As* sometimes used?  
 Of what number are *Each, Every, Either* and *Neither*?  
 What is the plural of *Other*?  
 Why has *Another* no plural?  
 What Irregular Adjectives have adjectives formed from them by adding the apostrophe and *s*, or the apostrophe alone?  
 What compounds are formed from *Which* and *What*?  
 What are they called?

What words are called Pronouns?  
 Which pronoun ever refers to *things*?  
 How many Persons have pronouns?  
 How many Genders? How many Numbers?  
 What is the agent of the first person singular?  
 Plural?  
 What is the object of the first person singular?  
 Plural?  
 What is the agent of the second person singular?  
 Plural?  
 What is the object of the second person singular?  
 Plural?  
 What is the masc. agent of the third person?  
 What is the masc. object of the third person?  
 What is the fem. agent of the third person?  
 What is the fem. object of the third person?  
 What is the agent and what the object of the third person plural?  
 What pronoun is used for either person or sex?  
 What is its agent singular? Plural? What its object?  
 In what *style* are *thou, thee* and *ye* used?  
 What words are joined to the pronouns, and what is the compound called?  
 What words are added to *who* and *whom*? What are the compounds called?

What is a *Verb*?  
 What verbs express *action*? Which have *objects*?  
 How many *tenses* or *times* have verbs? What are they called?  
 When are verbs said to be *regular*? when *irregular*?

How many *styles* or *modes* have verbs?  
 What are they called?  
 When is the Familiar style used?  
 Where is the Solemn style used?  
 After what words is the ancient style of verbs generally used?  
 Does the variation of *styles* affect both numbers?  
 Repeat the present time, familiar style, of the verb *Love*?  
 Repeat the solemn style. The ancient.  
 Repeat the past time of the verb *Love*.  
 Is the verb *varied* in the past time? In what person?  
 Where is the pronoun placed when a question is asked?  
 Where is the agent when a request is made or a command given?

Repeat the variations of the verb *Be*.  
 What *verbal nouns* has *Be*? What *verbal adjectives*?  
 How is the verb *Have* varied?  
 What are its verbal nouns and adjectives?  
 How is the verb *Do* varied?  
 What are its verbal nouns and adjectives?  
 How is the verb *May* varied?  
 What are its verbal nouns and adjectives?  
 How is the verb *Can* varied?  
 What are its verbal nouns and adjectives?  
 How is the verb *Shall* varied?  
 What are its verbal nouns and adjectives?  
 How is the verb *Will* varied?  
 What are its verbal nouns and adjectives?  
 How is the verb *Must* varied?  
 What are its verbal nouns and adjectives?  
 How is the verb *Ought* varied?  
 What are its verbal nouns and adjectives?

What is an *Adverb*?  
 To what words besides verbs are adverbs sometimes joined?  
 How are the greater number of adverbs formed?  
 How are adverbs ending in *ly* compared?

What words are called Prepositions?  
Can you say the list of them?

What words are called Conjunctions?  
Can you say the list of them?

Which of the Conjunctions are used with the Ancient Style?

What are Interjections?  
Can you say the list of them?

What is the first Rule?  
What is the first Note under the first Rule?  
What is the second Note?  
What the third?  
What the fourth?  
What the fifth?

What is the second Rule?  
What is the third Rule?  
What is the fourth Rule?  
What is the fifth Rule?  
What is the sixth Rule?

What is the note under Rule sixth?

What is the seventh Rule?

What is the first Note under Rule seventh?

What is the second Note? third Note? fourth?  
What is the eighth Rule?  
What is the ninth Rule?

## APPENDIX.

1. Page 9. It was not thought judicious or necessary to meet the young student at the threshold with a treatise on *Orthography*. There can be no doubt as to the importance of teaching our children "the nature and power of letters and the just method of spelling words," but the author thinks this can best be done in a work devoted to *Orthography*.

2. Page 9. The words *a*, *an* and *the*, have not been allowed to form a separate class of words, for two reasons; *1st*, *a* and *an* are included in the same class with *one*, of which they are only varied spellings; and *the* is classed with *this*, *these*, *that* and *those*, of which it is also a varied spelling; and *2d*, the best authorities do not hesitate to call the *articles* mere *adjectives*, and *all* parse them as such.

*Participles* have not been allowed to form a distinct class of words, because they are either used as *adjectives* to qualify nouns or pronouns, or as *nouns* expressing merely the *name* of an action. Some grammarians make no distinct class of them, but treat of them as a part of the verb, and others call them *adjectives* at once. The *perfect* participle is always used as an adjective, and if parsed accordingly, the compound tenses, of which it forms a part, and the whole passive voice must be dismissed, and no longer allowed to obstruct the pathway of the learner.

3. Page 11. The word *name* alone would have been preferred for this class of words, but *noun* being generally used and in fact only a corruption of *name*, (French, *nom*, Latin, *nomen*,) it was thought more prudent to use the words *noun* and *name* synonymously, and often together, than to use either exclusively.

5. Page 12. Some grammarians have a fourth gender, called the *common gender*, but they might as well have a *common number* for the singular of collective nouns, which sometimes is used plurally, and for the few nouns not varied by number; as, *army*, *deer*, *sheep*, &c.

6. Page 21. The term "*collective noun*" has been substituted for Murray's "*noun of multitude*," but the name we have preferred is not peculiar to this grammar.

7. Page 22. Mr. Murray seems to allow no *first* person to nouns, but why there should not be names that designate the *speaker* as well as the *hearer*, he does not say.

8. Page 23. It will be seen that the distinction of *cases*, or rather the term *case*, has been abandoned. Even Mr. Murray had doubts whether there was any *objective* case of English nouns, and Dr. Lowth admitted none. All agree, however, that there are two *states* of nouns, those of *agent* and *object*; and as these are very familiar terms, and more expressive than nominative and objective cases, they have been retained. Murray and others call the *agent* of a verb its *subject*. The most ingenious follower of Murray says, "The nominative case is that form or state of a noun or pronoun which denotes the *subject* of a verb." Dr. Crombie, to teach the difference between the nominative and objective cases, says, "They are distinguishable from each other by nothing but their *place*, the *nominative* being known by its being placed before the verb, and the *subject* of the action by its following it." In the phrase "John reads a book," what is the subject? *John*, says Mr. Murray; and it is fair to conclude that the book is John's autobiography! *Book* is the subject, says Dr. Crombie, and yet it is evident that the subject of the book is unknown. The term *subject* is avoided, therefore, because it is indefinite, and because we have a better.

The *possessive case* has been transferred to the class of *adjectives*, for several reasons. All agree that a noun is the *name* of something, but the *possessive case* never is the name of any thing. If "an adjective is a word added to a substantive to express some quality or *circumstance* respecting it," then the *possessive case* is an adjective, for it is always "added to a noun" and always "expresses the *circumstance*" of possession.

The best authorities in English Grammar uniformly call the *possessive case* an adjective. See Wallis, Harris, Tooke, Crombie, Cardell, &c., &c. The child readily sees the propriety of calling this case an adjective; and when by adopting what is true we at the same time remove a stumbling block, who can hesitate as to his duty?

The distinction of *direct* and *remote* objects, besides being founded in truth, removes the common objection, that "it is absurd to say an objective is *governed* by the preposition." This distinction shows also the true nature and use of the prepositions as indicated by their etymology, they being *placed before*, as pointers or indexes, and nothing more.

9. Page 24. Our class of adjectives is somewhat larger than that of Murray's Grammar, but not so different as at

first may appear. Our 1st, 3d, 4th, and 6th classes, he calls adjectives. Our 2d, he calls *participles*, but says they have the *nature* of adjectives, and are parsed like them. Our 7th class he calls *adjective pronouns*, and parses them as he does adjectives. Half of the 5th class, also, he calls *adjective pronouns*, and uses them like adjectives. Only a portion of this 5th class, therefore, really need any apology for being placed among adjectives. A few reasons have been given above for the classification we have preferred, and it will be time enough to say more when a reason can be given why in such expressions, as *city* debt, *state* prison, &c., *city* and *state* are called adjectives, while in the expressions, *city's* debt, *state's* prison, &c., *city's* and *state's* are called nouns!

11. Page 26. The author is aware of the objection to the term *positive* when applied to the first degree of comparison; but, as the use of *every* adjective implies comparison, every thing being good, or bad, long or short, &c., by reference to some thing not so good, bad, long or short, &c., it was thought best to adhere to the general plan of "changing no terms unnecessarily."

12. It will be seen that the parsing of *every* participle as an adjective or a noun does away with the whole passive voice, and the perfect and pluperfect tenses of the active voice. This is only restoring the grammar to what it was before Mr. Murray attempted to improve it, by making it the counterpart of Latin.

24. It will be seen that the pronouns retained are all reduced to one class, and all *personal*. The possessive cases of personal and relative pronouns, and all adjective pronouns, being joined to nouns, are called *adjectives* at once.

25. No distinction of verbs into *active* and *neuter* is made, because all neuters may be used actively, or active verbs may be used without their objects. Moreover, no neuter verb, not even the verb *Be*, is excused from taking a remote object after it. "*Be* to me a friend," implies *action*, and an *object*, as much as "*Be* friend me." If active or transitive verbs sometimes are neuter or intransitive, and *vice versa*, it seems hardly necessary to trouble children with the terms, for "a verb is a verb for a' that." Some grammarians doubt whether any action can exist without an object, and one philosophical etymologist has maintained that every verb has two objects.

26. No one will pretend that verbs, by *change of termination alone*, can be made to have more than two tenses. The question then is as to the utility of calling certain phrases, formed by the aid of auxiliaries, tenses. It may

be said, if we do this, we know not where to stop. Mr. Murray stopped at about thirty-eight phrases, but he might with equal propriety have made a hundred. The pretence that a knowledge of these phrases assists the pupil in the study of the learned languages loses its force when it is seen that they neither correspond to the tenses in Latin nor Greek; and, just as much as they are made to correspond to these languages, they are made to differ from the modern languages, which are studied in the proportion of ten to one of the ancient. The true way seems to be to show what the English language is, that the points on which it differs from other languages, whether ancient or modern, may be impressed on the mind by contrast. If we wished to show the difference between the races of men, we should not paint all of one color, nor try in other ways to make them look alike.

Many are willing to give up all the rejected tenses but the *future*, and yet this is but a *phrase*. If it be right to retain the phrases *I will go*, and *I shall go*, where is the consistency of rejecting the phrases *I would go*, and *I should go*, which are formed by the same verb, and relate just as much to *future* time. The fact is, every *wish* must have a future object, and so must every hope, intention, resolution, obligation, &c. *I will go*, is no more a future tense than *I wish to go*. The *willing* and *wishing* are *present* acts, to be gratified or not, as the case may be, hereafter. *I will go*, as *I will to go*, and *I will go* is no more a future tense, than *I will my houses and lands* to my heirs.

If the pupil were forbidden to use the *phrases* called tenses, there would be just cause of fear; but no such thing is proposed; the *phrases* remain in the language, and may be used as heretofore in expressing the meaning of the various tenses of other languages, which, by a change of termination, effect in one way what we effect in another.

27. *Mode* has been explained "a manner of speaking;" and the only modes known in English are what are usually called the *Familiar* or *Colloquial* style, the *Solemn* style, and that *Ancient* style which has long been going into disuse, and which is rarely used except by quaint writers. It is hoped that the juxtaposition of the *styles* will lead to the correct use of them, while it is believed that the terms *Familiar*, *Solemn*, and *Ancient*, will convey a more definite idea to the pupil's mind than the terms *Active* and *Passive* voices, *Indicative*, *Imperative*,\* *Potential*, *Subjunctive*, and

\* Dr. Crombie, after giving the form of the *Imperative Mode*, says very wisely, "I consider that no language, grammatically

*Infinitive* modes, *Imperfect*, *Perfect*, *Pluperfect*, *First* and *Second Future* tenses, which they supersede. The names of the two tenses we retain, viz., *Present* and *Past*, need no explanation; and none that a child can comprehend, can be given of the voices, modes and tenses we reject.

29. In French, the perfect participle after the verb *avoir*, *to Have*, often changes its termination to agree with the object. If our participle were varied by gender and number as theirs is, the true structure of the sentence would be apparent; thus the French say, *Envoyez-moi les lettres que vous avez écrites*; Send me the letters that you have written; *écrites* being made feminine and plural to agree with *que*, that, whose antecedent, *lettres*, is feminine and plural, there being no neuter gender in French.

When the verb *Have* before a neuter participle, appears to have no object for the participle to qualify, the participle generally qualifies the *agent* of the verb *have*, or some word that means the same thing. In English, as in French, *Have* and *Be* sometimes interchange; as, I am fallen, I have fallen, *He has arrived, he is arrived, &c.* We should not refer to the analogy of a foreign language, were it not a fact that when the French prevailed in England, it stamped some of its features upon our then despised tongue, and the impression remains.

30. The readiness with which *Do* may be placed before a noun to make it express action, seems to favor the opinion that to before the infinitive is not always the preposition *to*, but a corruption of *Do*. This is an etymological enquiry, however, into which it is not necessary for the pupil to enter.

35. Some grammarians allow but one tense to *Must*, but the distinction of present and past time is seen in the

examined, has more cases, tenses or moods than are formed by inflexion. But, if any person be inclined to call these forms of expression (*write thou, write ye, &c.*) by the name of *Imperative Mood*, I have no objection. Only let him be consistent, and call *Dost thou love?* an *Interrogative* mood, adopting also the *Precative*, the *Requisitive*, the *Optative*, the *Hortative*, &c.; together with the various cases in nouns which are formed by prepositions, and the various tenses of verbs which are formed by auxiliary verbs. I should only apprehend that language would fail him to assign them names." Here lies the great difficulty. *If we depart from the natural and simple structure of our language, we know not where to stop.* When the child undertakes to study other languages, their grammars will tell him how we express the various inflexions of their verbs and nouns. He will have the information just when he needs it, and in the form best suited to his need.

phrases *I must go* and *I must have gone*, as plainly as in *I shall go*, and *I should have gone*. The same remark will apply to *Ought*; as, *I ought to go*, *I ought yesterday to have gone*. Indeed, *I must go* and *I ought to go* are as good future tenses as *I shall go*, *I will go*; but it must be added, no better.

Let it be understood, that no attempt is made in this grammar to alter the established form or the ordinary use of our language. The botanist who simplifies and improves the classification or nomenclature of his science, does not alter the nature of a single plant nor prevent its proper cultivation; he only facilitates the acquisition of knowledge. Our object has been to ascertain what *English Grammar* is, and we have endeavored to pursue a course not unlike that proposed by the Rev. W. Shepherd, J. Joyce and Lant Carpenter, in their excellent work entitled "Systematic Education." "Grammar," say they, "as an art, refers only to particular languages, because it would be impossible to lay down any system of rules, which would apply to two languages. We may point out in what respects the grammars of two languages agree, but we cannot form a common grammar for both. We shall, therefore, content ourselves with making the philosophy of our own language our principal object, and such a mode of procedure may contribute to render the practical use of the English language more clear and certain."

END.