GRAMMAR FOR CHILDREN,

WITH

EMBLEMATIC ILLUSTRATIONS.

BY ROSCOE G. GREENE.

THIRD EDITION.

BOSTON:
PUBLISHED BY SAMUEL COLMAN,
SUCCESSOR TO LILLY, WAIT AND CO.
1835.
PREFACE.

With the view of presenting the science of English Grammar to young minds in a pleasing manner, and at as little expense as possible, at the request of Ladies who are engaged in the business of teaching, the author has, in the following pages, united a series of visible illustrations with the first lessons in his larger work. By this means, many of the more important distinctions of the several parts of speech, and their connexion, office, and variations, are addressed to the eye of the pupil, and, thereby, more clearly and forcibly impressed on his memory, than could be done by words alone. The utility of typical elucidations of this sort, in conveying to the young mind, the first principles of Grammar, has been fully tested by experience. A series of illustrations similar to those presented in this little work, embellished an elementary treatise published in London some years since. These illustrations, united with another English compend, were re-published in this country. But being destitute of examples for practice, the work was not suited to the wants of our schools.

The several modes and tenses, though said to belong to verbs, are in fact, modifications of phrases or sentences, rather than of single words, and to be easily comprehended, require more mature understandings, than the young pupils for whom this little work is designed, are supposed to possess. Beginners in the study must acquire a knowledge of the nature, power, and connexion of the several parts of speech necessary to constitute sentences, both simple and compound, before they can clearly comprehend the various modifications of them. To preserve, therefore, throughout, the simplicity on which to some extent its claims to merit must rest, the modes and tenses are not introduced until the several parts of speech are explained, and their connexion, government, and agreement, illustrated by a series of appropriate examples.

To Teachers — on the use of the work. It is recommended to teachers who may use this little work, (having required the pupil or class under instruction, to answer the questions from the first to the thirty-first page) to commence the Exercises under Lesson 1, — pages thirty-six.
RECOMMENDATIONS.

The following are extracts from Recommendations of the Author's larger work, from which the following pages are taken.

This Grammar in all its parts, seeks no recommendation from myself; its best praise is, that no other Grammar has to my knowledge been substituted for this, where it has been once introduced; and I am of the opinion that no other can be substituted without injury.

E. CUSHMAN,
Principal of Portland Academy.

Garrard's Grammar was introduced into our Public Schools more than three years since, and that it has superseded all others that were in use in said schools.

CHARLES HOLDEN,
Secretary of the School Committee of Portland.

It is also recommended by the following gentlemen: Joseph Libby, Esq., Principal of the English High School, Portland—James Faribah, Esq., Principal of the Private High School, Portland—Rev. Asher W, Judge of the U. S. District Court for Maine District, formerly Professor of Languages in Harward College—Hon. Robert P. Dunlap, Governor of Maine—Rev. Prof. Tappan, Rev. Allen Fauman, J. W. Bradbury, Esq., Superintending School Committee in Augusta, for 1850—Hon. Samuel E. Smith, Hon. Nathan Weston, and Asa Redington, Jun., John Potter, Williams Emmons, Daniel Williams, Luther Severance, Edmund T. Bridge, James Bridge, Jun. Esq., and many other gentlemen who have witnessed the effects of the system, by a personal and critical examination of pupils instructed upon it.

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TO TEACHERS.

and thirty-seven, by explaining the object of Syntax,—the nature of the noun, and three, of its four properties, viz. Person, Number, and Gender; illustrating, viva voce, the definition, by examples containing the names of such objects of sight as are familiar to them. When the members of the Class can readily distinguish the noun, they should be required to parse the examples prepared for that purpose. The teacher going through with the first example—that the phraseology used in parsing may be uniform.

When the members of the Class can readily parse the examples given under Lesson I, they should be called to answer the questions at the bottom of the page; which they will, it is thought, be enabled to do from the knowledge gained in the preceding exercise; if not, they should be directed to commit the answers to memory.

The business of the Class previous to the time appointed for the succeeding lesson, should not be to commit to memory what they cannot understand without proper explanation from the teacher, but to render perfectly familiar by repeating the exercise, the mode of parsing the noun, and the answers to the questions relating to it and its properties. As the future progress of the Class will depend, in a great degree on the manner in which they acquire the first principles of the science, their attention should be confined to this lesson, until they have made it familiar to their minds; as no rule nor definition should be committed to memory, until they are first made acquainted with its practical application.

As to require the young pupil to distinguish between proper and common Nouns—give the degree of comparison of Adjectives, &c, in his first attempt at parsing, may tend to perplex him, he should be allowed to omit these distinctions, until the connection, government, and agreement of the several parts of speech, are well understood.

The pupil should be required to repeat the rule applicable to each part of speech, as often as it occurs in the exercise, for the purpose of rendering its application familiar. The questions on Orthography and Etymology, at the bottom of the pages, at the commencement, are numbered to correspond with the definitions, &c, which are designed as answers to them. Pupils should be required to commit these answers to memory in small portions according to their age and ability.

ENGLISH GRAMMAR.

ENGLISH GRAMMAR (1) is the art of speaking and writing the English language correctly.

It (2) is divided into four parts; namely, Orthography, Etymology, Syntax, and Prosody.

ORTHOGRAPHY.

Orthography (3) teaches the nature and power of letters, and the just method of spelling words.

A letter (4) is a character used in writing to represent an articulate sound.

An articulate (5) sound is a sound of the human voice.


The (7) letters are divided into vowels and consonants.

A (8) vowel is a letter that can be perfectly uttered by itself; as, a, e, o.

A (9) consonant is a letter which cannot be perfectly uttered without the help of a vowel; as, b, d, f, t.

The (10) vowels are a, e, i, o, u, and sometimes w and y.

SYLLABLES AND WORDS.

A Syllable is one or more letters pronounced in one sound, and is either a word or a part of a word; as, a, an, and.

A word is one or more syllables spoken or written as the sign of some idea. In every word there are as many syllables as there are distinct sounds; as, gram-ma-ri-an.

A word of one syllable is called a monosyllable; a word of two syllables, a disyllable; a word of three syllables, a trisyllabic; and a word of four or more syllables, a polysyllabic.

A diphthong is two vowels joined in one syllable; as, ou in boats, ou in sound.

A proper diphthong is a diphthong in which both the vowels are sounded; as, ei in voice.


ORTHOGRAPHY.

W (1) and y are consonants when they precede a vowel in the same syllable; as, wins, twice, youth; in other situations they are vowels.

The consonants (2) are divided into mutes and semi-vowels.

A mute (3) is a consonant which cannot be sounded at all without the help of a vowel. The mutes are b, d, k, p, g, t, and c and g hard.

A semi-vowel (4) is a consonant which can be imperfectly sounded without the help of a vowel. The semi-vowels are f, h, j, i, m, n, r, s, z, x, z, and c and g soft. Of these f, j, n and r are called liquids, on account of the fluency of their sounds.

An improper diphthong (1) is a diphthong in which only one of the vowels is sounded; as, as in loss.

A triphthong (2) is three vowels joined in one syllable; as, cow in base, ser in view.

A proper triphthong is a triphthong in which all the vowels are sounded; as, voy in buoy.

An improper triphthong is a triphthong in which only one or two of the vowels are sounded; as, cow in beauty.

W ords (3) are distinguished as primitive or derivative, and as simple or compound.

A primitive word is one that is not formed from any simpler word in the language; as, harm, great, connect.

A derivative word is one that is formed from some simpler word in the language; as, harmless, greatly, connected.

A simple word is one that is not compounded; as, watch, man.

A compound word is one that is composed of two or more simple words; as, watchman, nevertheless.

SPELLING.

Spelling (4) is the art of expressing words by their proper letters.

Rule 1. Monosyllables ending in s, a, or e, preceded by a single vowel, double the final consonant; as, staff, milk, pass, except, it, of, at, has, give, was, yes, it, it's, this, us, thus.

Rule 2. Words ending in any other consonant than c, l, or s, do not double the final letter; except, add, odd, odd, egg, inn, err, pair, but, bus, and some proper names.

Rule 3. Monosyllables, and words accented on the last syllable, when they end with a single consonant preceded by a single vowel, double their final consonant, except words ending in eg, or with a single consonant preceded by a single vowel, double their final syllable that begins with a vowel; as, rob, robber; permit, permitting.

X final, being equivalent to is, is never doubled.

Rule 4. A final consonant, when it is not preceded by a single vowel, or when the accent is not on the last syllable, should remain single before an additional syllable; as, boil, boiling; visit, visited; general, generally.

But 1 and s final are often doubled (though improperly) when the last syllable is not accented; as, travel, traveller, bliss, blissful.

Rule 5. Primitive words ending in 1, generally reject one l, before ful, less, by, and ness; as, skill, skillful, skillless; full, fully, fullness.

Words ending in any other double letter preserve it double; as, blissful, adds, stiffness, carelessness.

Rule 6. The final e of a primitive word is generally omitted before an additional termination beginning with a vowel; as, rate, rateable; force, forcible; raise, raising.

Words ending in ce or ge retain the e before able or ous, to preserve the soft sound of c and g; as, peace, peaceable; change, changeable; outrage, outrageous.

Rule 7. The final e of a primitive word is generally retained before an additional termination beginning with a consonant; as, rate, patience; judge, judgement.

When the e is preceded by a vowel, it is sometimes omitted; as, true, truly, one, awful.

Rule 8. The final y of a primitive word, when preceded by a consonant, is changed into i before an additional termination: as, merry, merrier, merriest, marry, marriage; pity, pitied, pitises, pitiless, pitiful, pitiable.

Before ing, y is retained, to prevent the doubling of i; as, pity, pitying. Words ending in ies, dropping the e by Rule 6, change i into y, for the same reason; as, dies, dying.

When a vowel precedes, y should not be changed; as, day, days; valley, valleys.

ETYMOLOGY.

Rule 9. Compounds generally retain the orthography of the simple words which compose them; as, hereby, wherein, herein, recall, uphill, hillish.

In permanent compounds, the words full and all drop one l; as, handful, careful, always, mishtall; in others they retain both; as, full-eyed, all-wise, save-all.

ETYMOLOGY.

ETYMOLOGY(1) treats of the different sorts of words, their various modifications and their derivations.

The sorts(2) of words, or Parts of Speech, in English, are ten; namely, the Noun, Adjective, Article, Verb, Participle, Adverb, Pronoun, Conjunction, Preposition and Interjection.

1. A Noun(3) is the name of anything which we can see, taste, hear, smell, feel or conceive of; as, book, wine, music, perfume, pain, virtue, vice.

2. An Adjective(4) is a word added to a noun to express some quality, or circumstance, of the person or thing for which the noun stands; as, new book, sweet wine.

3. An Article(5) is a word prefixed to nouns to limit their signification. The articles are the and on or e.

4. A Verb(6) is a word which signifies action, (being or suffering); as, run, speak, fly.

5. A Participle(7) is a word derived from a verb, partaking of the nature of a verb (and of an adjective); as, running, speaking, flying.

6. An Adverb(8) is a word which shows the manner.

ETYMOLOGY.

time or place in which an action is done, when added to a verb, or to a participle; as, the boy reads correctly.
7. A Pronoun(1) is a word used instead of a noun, to avoid the too frequent repetition of it.
8. A Conjunction(2) is a word that is chiefly used to connect sentences, so as out of two or more sentences, to make but one; it sometimes connects only words; as, girl and boy.
9. Prepositions(3) serve to connect words and show the relation between them; as, the dog is under the table.
10. The Interjection(4) is a word that simply expresses some sudden emotion of the mind; as, Hush! you will wake the baby.

OF NOUNS.
The word(5) Noun signifies name. A noun(6) is the name of anything which we can see, taste, hear, smell, feel, or conceive of.

The Teacher should here illustrate the character of the noun by a variety of familiar examples—impressing on the mind of the young pupil the difference between the name of a thing and the thing itself. To enable him to do so with effect, the following EMBLEMS are presented. When the nature of the noun is well understood by the pupil, he should be required to commit to memory the answers to the questions at the bottom of the page.


The Word Noun signifies Name.

BIBLE. EAGLE.

MAN. DOG.

HAT. TREE.
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ETYMOLOGY.

Nouns(1) are divided into two general classes, namely, proper and common.

Proper(2) nouns are those which belong to individuals, such as the names of persons, places, &c; as, Franklin, Charles, Henrietta, Portland, Augusta.

Common(3) nouns are those which are common to many objects of the same kind; as, village, man, tree.

Nouns(4) have four properties; namely, Person, Number, Gender and Case.

Of Person. Person,(5) in grammar, is that quality of the noun which modifies the verb.

There(6) are three persons; the first, the second, and the third.

The(7) first person denotes the speaker; as, "I, Paul, am a prisoner."

The(8) second person denotes the person spoken to; as, "George, come to me."

The(9) third person denotes the person or thing spoken of; "Thomas is a good boy."

Of Number. Number,(10) in grammar, is the difference of termination or form of a word, to express unity, or plurality.

Nouns(11) have two numbers — the singular and the plural. The (12) singular number denotes one object; as, book, bird, man, dog. [See the EMBLEMS on page 11.]


The(1) plural number denotes more objects than one; as, books, birds, horses, cows.

Plural Nouns.

HORSES.

COWS.

SHEEP.

Some nouns, from the nature of the things which they express, are used only in the singular form: as, (2) wheat, pitch, gold, sloth, pride, &c; others only in the plural form: as, (3) bellows, scissors, ashes, riches, &c.

Questions. 1. What does the plural number denote? — 2. What nouns are used only in the singular form? — 3. What nouns are used only in the plural form?
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ETYMOLOGY.

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Plural Nouns.

HORSES.

COWS.

SHEEP.

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ETYMOLGY.

Some words are the same in both numbers: as, (1) cher, sheep, swine, &c.
The (2) plural number of nouns is generally formed by adding s to the singular: as, dove, doves; face, faces; thought, thoughts.
(3) When the substantive singular ends in s, ch, sh, or s, we add es in the plural: as box, boxes; church, churches; lush, lashes; kiss, kisses; teeth, teeth.
(4) If the singular ends in o, we add es: as, cargo, echo, hero, negro, mathematics, metaphysics, politics, ethics, optics, pneumatics, with other similar names of sciences.
The word (5) sexes is now almost universally considered as belonging to the singular number.
The word (6) means is used both in the singular and the plural number.

On Gender. Gender (4) is the distinction of nouns with regard to sex.
There (5) are three genders: namely, the masculine, the feminine and the neuter.
The (6) masculine gender denotes animals of the male kind; as, father, man, boy.
The (7) feminine gender denotes animals of the female kind; as, mother, woman, girl.
The (8) neuter gender denotes things which are neither male nor female; as, book, pen, paper.
The (9) sexes are distinguished in three ways.
1st. By different words; as

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
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</thead>
<tbody>
<tr>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Bachelor</td>
<td>Maid</td>
</tr>
<tr>
<td>Brother</td>
<td>Sister</td>
</tr>
<tr>
<td>Boy</td>
<td>Girl</td>
</tr>
<tr>
<td>Bull</td>
<td>Cow</td>
</tr>
</tbody>
</table>

Questions. 1. Of what number are paper, riches, alms, ethics, optics, &c.?—2. Of what number is news?—3. How is the noun sexes used?—4. What is gender?—5. How many genders are there, and what are they called?—6. What does the masculine gender denote?—7. What does the feminine gender denote?—8. What does the neuter gender denote?—9. In how many ways are the sexes distinguished?—10. Give examples.
### ETYMOLOGY

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earl, Countess</td>
<td>Master, Mistress</td>
</tr>
<tr>
<td>Father, Mother</td>
<td>Nephew, Niece</td>
</tr>
<tr>
<td>Friar, Nun</td>
<td>Ram, Ewe</td>
</tr>
<tr>
<td>Gander, Goose</td>
<td>Goose, Ewe</td>
</tr>
<tr>
<td>Hart, Roe</td>
<td>Singer, Songstress</td>
</tr>
<tr>
<td>Horse, Mane</td>
<td>Sluete, Slut</td>
</tr>
<tr>
<td>Husband, Wife</td>
<td>Son, Daughter</td>
</tr>
<tr>
<td>King, Queen</td>
<td>Stag, Hind</td>
</tr>
<tr>
<td>Lad, Lass</td>
<td>Uncle, Aunt</td>
</tr>
<tr>
<td>Lord, Lady</td>
<td>Witch, Witch</td>
</tr>
<tr>
<td>Man</td>
<td>Woman, Winan</td>
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</tbody>
</table>

2. By difference of termination; as

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbot Abbes,</td>
<td>Marquis Marchioness</td>
</tr>
<tr>
<td>Actor Actress,</td>
<td>Patron Patroessa</td>
</tr>
<tr>
<td>Arbitier Arbitress,</td>
<td>Peer Peeressa</td>
</tr>
<tr>
<td>Baron Barouess,</td>
<td>Poet Poetessa</td>
</tr>
<tr>
<td>Bridegroom Bride,</td>
<td>Priest Priestress</td>
</tr>
<tr>
<td>Benefactor Benefactress,</td>
<td>Prince Princeessa</td>
</tr>
<tr>
<td>Count Countess,</td>
<td>Prior Prioressa</td>
</tr>
<tr>
<td>Deacon Deaconess,</td>
<td>Prophet Prophetress</td>
</tr>
<tr>
<td>Duke Duchess,</td>
<td>Protector Protectress</td>
</tr>
<tr>
<td>Elector Electress,</td>
<td>Shepherd Shepherdess</td>
</tr>
<tr>
<td>Emperor Empress,</td>
<td>Songster Songstress</td>
</tr>
<tr>
<td>Enchanter Enchantress,</td>
<td>Sorcerer Sorceress</td>
</tr>
<tr>
<td>Executor Executrix,</td>
<td>Sultan Sultana</td>
</tr>
<tr>
<td>Governor Governess,</td>
<td>Tiger Tigress</td>
</tr>
<tr>
<td>Heir Heirress,</td>
<td>Traitor Traiteress</td>
</tr>
<tr>
<td>Hero Heroine,</td>
<td>Tutor Tuteur</td>
</tr>
<tr>
<td>Hunter Huntress,</td>
<td>Viscount Viscountess</td>
</tr>
<tr>
<td>Host, Hostess</td>
<td>Vocary Votress</td>
</tr>
<tr>
<td>Jew Jewess,</td>
<td>Widower Widow</td>
</tr>
</tbody>
</table>

3. By prefixing a noun, pronoun or adjective; as

- Male | Female
- Cock-sparrow, | Hen-sparrow |
- Man-servant, | Maid-servant |
- He-goat, | She-goat |
- He-bear, | She-bear |
- Male-child, | Female-child |
- Male descendants, | Female descendants |

Some nouns are equally applicable to both sexes; as, (1) parent, child, cousin, friend, neighbor, servant.

### OF CASE

Case(3) is the condition or situation of nouns in relation to other words.

There(3) are three cases; the nominative, the possessive and the objective.

The nominative case denotes the doer of an action or the subject of a verb, as, the boy reads.

The possessive case denotes the possession of property; as, my father's house.

The objective case denotes the object of a verb, participle or preposition; as, the man saw the wood, &c.

The nouns man and mother are thus declined:

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Nom. Man,</td>
<td>Nom. Men,</td>
</tr>
<tr>
<td>Pos. Man's,</td>
<td>Pos. Men's</td>
</tr>
<tr>
<td>Nom. Mother,</td>
<td>Nom. Mothers,</td>
</tr>
<tr>
<td>Pos. Mother's,</td>
<td>Pos. Mothers'</td>
</tr>
<tr>
<td>Obj. Mother,</td>
<td>Obj. Mothers.</td>
</tr>
</tbody>
</table>

ETYMOLOGY.

Nouns or Names.


OF ADJECTIVES.

'When, in learning to talk, a child has learned the names of things, and can express some nouns or names of things, he begins to find his want of words to describe their peculiar qualities; for instance, he sees two cakes, the one white and the other brown, and he wants to point out in words, the one he should choose rather than the other, he learns to say, the white cake, or the brown cake: now white and brown, and all other words, which, when prefixed to nouns, express a quality or circumstance of the things for which such nouns stand, are adjectives.'

An Adjective is a word added to a noun to express some quality, or circumstance, of the thing for which the noun stands; as, large bible, American eagle, young man, old man, beautiful rose, little girl.

"The teacher should now, by familiar verbal illustrations, enable the pupil clearly to understand the distinction between words which are the names of things, and words which denote the qualities of things; which can readily be done by referring to the emblems on the following page."

Question. 1. What is an adjective?
ETYMOLOGY.

Nouns or Names.


OF ADJECTIVES.

‘When, in learning to talk, a child has learned the names of things, and can express some nouns or names of things, he begins to find his want of words to describe their peculiar qualities; for instance, he sees two cakes, the one white and the other brown, and he wants to point out in words, the one he should choose rather than the other, he learns to say, the white cake, or the brown cake: now white and brown, and all other words, which, when prefixed to nouns, express a quality or circumstance of the things for which such nouns stand, are adjectives.’

An (1) Adjective is a word added to a noun to express some quality, or circumstance, of the thing for which the noun stands; as, large bible, American eagle, young man, old man, beautiful rose, little girl.

[¶] The teacher should now, by familiar verbal illustrations, enable the pupil clearly to understand the distinction between words which are the names of things, and words which denote the qualities of things; which can readily be done by referring to the emblems on the following page.]

Question. 1. What is an adjective?
Adjectives describe the qualities of things; they also describe the degrees of those qualities. Suppose three apples of different sizes to be placed before us; in describing them we may properly say, that the first is large, the second larger, and the third the largest of all. Thus we express what are termed the degrees of comparison.

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

The positive state expresses the quality of an object, without increase or diminution; which, by a secret reference to other things, may be called a degree of comparison; as, large, tall, good, wise, great.

The comparative degree increases or lessens the positive in signification; as, larger, wiser, greater, less wise.

The superlative degree increases or lessens the positive to the highest or lowest degree; as, largest, wisest, greatest, least wise.

The simple word or positive, becomes the comparative, by adding r or er to the end of it; and the superlative by adding st or est; as,

Large, larger, largest.
Tall, taller, tallest.
Wise, wiser, wisest.

And the words more and most, placed before the adjective, have the same effect; as,

Beautiful, more beautiful, most beautiful.
Wise, more wise, most wise.

Questions. 1. How many degrees of comparison are there? and what are they called?—2. What does the positive express?—3. What the comparative?—4. What the superlative?—5. How is the simple word, or positive degree, made the comparative?—6. How the superlative?
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The simple word or positive, becomes the comparative, by adding r or er to the end of it; and the superlative by adding st or est; as,

**Positive.**

| Large,    | larger,    | largest. |
| Tall,     | taller,    | tallest. |
| Wise,     | wiser,     | wisest.  |

And the words more and most, placed before the adjective, have the same effect; as,

**Positive.**

| Beautiful | more beautiful | most beautiful |
| Wise,     | more wise,     | most wise.    |

**Questions.**

1. How many degrees of Comparison are there? and what are they called?—2. What does the positive express?—3. What the comparative?—4. What the superlative?—5. How is the simple word, or positive degree, made the comparative?—6. How the superlative?
ETYMOLOGY.

Monosyllables(1) for the most part are compared by adding er or est; and(2) disyllables by adding more and most; as, mild, milder, mildest; frugal, more frugal, most frugal.

The(3) degrees of comparison of some adjectives in very common use, are irregularly formed; as,

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good,</td>
<td>better,</td>
<td>best,</td>
</tr>
<tr>
<td>Bad,</td>
<td>worse,</td>
<td>worst,</td>
</tr>
<tr>
<td>Little,</td>
<td>less,</td>
<td>least,</td>
</tr>
</tbody>
</table>

and some others.

ADJECTIVES and Nouns.

Large plum — small plum — red plum — white plum — sweet plum — green plum — bitter plum — hard plum — soft plum — sour plum — mellow plum — fair plum — early plum — late plum — good plum — small plum — round plum — delicious plum.


OF ARTICLES.

An Article(4) is a word prefixed to nouns to limit their signification. There are(5) two articles, the, and an or a.

The(6) is called the definite article; it denotes some particular person, thing or things; as, the book, the apples.

An(7) or a is called the indefinite article; it denotes one thing of a kind, but not any particular one; as, a book, an apple.

ETYMOLOGY.

Monosyllables(1) for the most part are compared by adding or or est; and(2) disyllables by adding more and most; as, mild, milder, mildest; frugal, more frugal, most frugal.

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ADJECTIVES and NOUNS.

Large plum — small plum — red plum — white plum
— sweet plum — green plum — bitter plum — hard plum
— soft plum — sour plum — mellow plum — fair plum
— early plum — late plum — good plum — small plum
— round plum — delicious plum.

Tall man — short man — white man — black man
— old man — young man — large man — small man
— generous man — foolish man — rich man — poor man—
honest man — good man.

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ETYMOLOGY.

OF VERBS.

A (1) verb is a word which signifies action, (being or suffering.)

Verbs(2) are divided into three sorts: namely, active, neuter and passive.

Active(3) verbs are divided into transitive and intransitive.

An(4) active-transitive verb expresses an action which affects an object; as,

The man saws the wood.
The girl reads her book.

An(5) active-intransitive verb expresses an action confined to the actor; as,

The wind blows.
The bird flies.
The boy runs.

[The teacher should (by referring to the emblems on the opposite page) clearly illustrate to the young pupils the distinction between the active-transitive, and the active-intransitive verb.]

A neuter verb expresses neither action nor passion, but being, or a state of being.

A passive verb expresses a passion or a suffering, or the receiving of an action.

Questions. 1. What is a verb?—2. Into how many sorts are verbs divided?—3. How are active verbs divided?—4. What does an active-transitive verb express?—5. What does an active-intransitive verb express?—Are the verbs, "saws" and "reads" transitive or intransitive?—6. Why?—Are the verbs, "blows," "flies," and "runs" transitive or intransitive? Why?
A verb is a word which signifies action, (being or suffering.)

Verbs are divided into three sorts: namely, active, neutral and passive.

Active verbs are divided into transitive and intransitive.

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The man saws the wood.
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The wind blows.
The bird flies.
The boy runs.

A neutral verb expresses neither action nor passion, but being, or a state of being.

A passive verb expresses a passion or a suffering, or the receiving of an action.

OF PARTICIPLES.

A (1) participle is a word derived from a verb, partaking of the nature of a verb and of an adjective. There are three participles; the present, the perfect, and the compound.

The (2) present participle is formed by adding ing or ning to the verb; as, love — loving, saw — sawing, dance — dancing, run — running.

The (3) perfect participle is regularly formed by adding d or ed to the verb; as, love — loved, saw — sawed.

The (4) compound participle is formed by prefixing having to the perfect participle of any verb; as, loved — having loved, sawed — having sawed.

Present participle, loving.
Perfect participle, loved.
Compound participle, having loved.

Participles often become adjectives, and are placed before nouns to denote quality; as, "A lying tongue;" "A burning fever;" "A loving child;" "A moving spectacle;" "A heated imagination;" "A learned man."

OF ADVERBS.

An (5) adverb is a word which shows the manner, time or place, in which an action is done, when added to a verb, or to a participle.

Adverbs (6) are of different kinds; namely, manner, time, place and degree, &c.

Of Manner; (6) as wisely, well, easily, correctly, &c. Of Time; (6) as, soon, now, instantly, yet, since, to-morrow, &c. Of Place; (6) as, here, there, where, whither, thither, &c. Of Degree; (6) as, very, quite, exceedingly, extremely, too, &c.

OF PARTICIPLES.

A participle is a word derived from a verb, partaking of the nature of a verb and of an adjective.

There are three participles; the present, the perfect, and the compound.

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28 ETYMOLOGY.

Some (1) adverbs admit of comparison; as, soon, sooner, soonest; often, oftener, ofteneast. Those (2) ending in ly are compared by more and most; as, wisely, more wisely, most wisely.

Adverbs briefly express what would otherwise require several words; as, here, for in this place. There are several combinations of short words, which are used adverbially; as, by and by, in vain, at length; they are denominated adverbial phrases.

Verbs and Adverbs.
To work diligently—to run swiftly—to beg humbly—to sail smoothly—to ride slowly—to read correctly—to sing sweetly—to dance gracefully—to play here—to stay there—to come hither—to go thither.

OF PRONOUNS.
A Pronoun (3) is a word used instead of a noun, to avoid the too frequent repetition of it; as, “The man is happy; he is benevolent; he is useful.” Pronouns, like the nouns for which they stand, have person, number, gender and case.

There are (4) four kinds of pronouns, viz. the Personal, the Relative, the Interrogative, and the Adjective Pronouns.

Of Personal Pronouns. There are (5) five Personal Pronouns, viz. I, thou, he, she and it; with their plurals, we, ye or you, they.

The word self, annexed to the personal pronouns, forms a class of compound personal pronouns; as, myself, ourselves—thysel, yersel—himself, herself, itself, themsevel.

Questions. 1. Do adverbs admit of comparison?—2. How are adverbs ending in ly compared?—3. What is a Pronoun?—4. What is a personal pronoun?—5. How many personal pronouns are there?—Name them.—6. Decline each person, in the singular and plural number. [See p. 29.]

A Table of the Personal Pronouns in the Three Cases.

<table>
<thead>
<tr>
<th>SINGULAR NUMBER.</th>
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<tbody>
<tr>
<td>1st person. 2d per.</td>
<td>3d per. mas. 3d per. fem. 3d per. neut.</td>
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<tr>
<td>Nom. I, (0) Thou, He, She, It,</td>
<td></td>
</tr>
<tr>
<td>Poss. Mine, Thine, His, Hers, Its,</td>
<td></td>
</tr>
<tr>
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Examples of Pronouns.

John and Jane have their books;

but while he stands idle, she studies.

Here John and Jane and he and she

mean the same persons. Instead of repeating the names, John and Jane, thus, John and Jane have their books, but while John stands idle, Jane studies, the pronoun he is used for John and she for Jane.
ETYMOLOGY.

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ETYMOLOGY.

Of Relative Pronouns. The words (1) Who, Which, and That, (when That can be changed into who or which) are relative pronouns.

Those (2) pronouns are called relative pronouns because they represent either antecedent words, or phrases.

Cases of the Relative Pronouns.

Who (3) is applied only to persons.

Obj. Whom; Obj. Whom.

Which (5) is applied to animals and things.

Obj. Which; Obj. Which.

That (7) is applied to persons, animals, and things.

Poss. That; Poss. That.
Obj. That; Obj. That.

Of Interrogative Pronouns. The (9) words Why, Which and What, when used in asking questions, are Interrogative Pronouns.

Of Adjective Pronouns. Adjective (10) pronouns are of a mixed nature, participating of the properties both of pronouns and adjectives.


ETYMOLOGY.

There (1) are five kinds of Adjective Pronouns.

The (2) Possessive are, My, thy, his, her, our, your, their.

" Distributive are, Each, every, either.

" Demonstrative are, This, that, these, those, former and latter.

" Indefinite are, Some, one, any, other, all, such.

" Interrogative are, Which and what (when prefixed to noun).

When the preceding Adjective Pronouns are not prefixed to a noun, they are paired as (3) Pronouns merely, viz. "Demonstrative Pronouns" — "Indefinite Pronouns" &c, having person, number, gender and case.

OF CONJUNCTIONS.

A Conjunction (4) is a word that is chiefly used to connect sentences, so as out of two, or more sentences, to make but one: it sometimes connects only words.

A (5) sentence is an assemblage of words, expressed in proper form, arranged in proper order, and concurring to make a complete sense.

Sentences (6) are of two kinds, Simple and Compound.

A simple (7) sentence contains but one verb, and a noun, or a pronoun with which that verb agrees as its nominative; as, "the heavenly bodies revolve steadily."

A compound (8) sentence contains two or more simple sentences; as "Time flies swiftly" and "Death approaches."

Conjunctions (9) are of two kinds, Copulative and Disjunctive.

ETYMOLOGY.

Copulative (1) — and, if, both, that, then, since, for, because, therefore.
Disjunctive (2) — but, or, nor, as, than, lest, though, unless, notwithstanding.
The (3) conjunctions and, or, nor, and as, are used for connecting words, as well as sentences.
The other conjunctions are chiefly used for connecting sentences; or members of compound sentences.
Conjunctions connect words; as,

A man AND horse. A girl AND boy.

OF PREPOSITIONS.

Prepositions (4) serve to connect words, and show the relation between them; as, the dog lies UNDER the table.

The following is a list of the principal prepositions: Above, against, about, after, amidst, across, among, athwart, at — behind, below, before, beside, beneath, between, betwixt, beyond, by — concerning — down, during — except — for, from — in, into — near — off, on or upon, over — round or around — since — through, throughout, till, touching, toward — under, underneath, up — within, without — out of — over against — next to — according to — instead of, and some other words.

Questions. 1. Repeat the Copulative. — 2. Repeat the Disjunctive. — 3. Name the Conjunctions that are used for connecting words. — 4. What is a Preposition? Repeat the principal prepositions.

ETYMOLOGY.

Prepositions are used to express some relation of different things to each other. They are generally placed before nouns or pronouns.

Examples.

The man walks WITH a cane.

The dog lies UNDER the table.

He goes FROM post to post.

A man sits on the horse.

OF INTERJECTIONS.

The (1) Interjection is a word which simply expresses some sudden emotion of the mind. It has no connexion with the sentence, nor any properties belonging to it. The following are some of the principal Interjections, viz. O! Oh! Hush! Alas! Fie! Poh! Pshaw! Huzza! &c.

Questions. 1. What is an Interjection? — 2. Repeat some of the principal interjections.

2
32 ETYMOLOGY.

Copulative (1) — and, if, both, that, then, since, for, because, therefore.

Disjunctive (2) — but, or, nor, as, than, lest, though, unless, notwithstanding.

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Questions. 1. Repeat the Copulative. — 2. Repeat the Disjunctive? — 3. Name the Conjunctions that are used for connecting words. — 4. What is a Proposition? Repeat the principal prepositions.

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Question. 1. What is an Interjection? — Repeat some of the principal interjections.
ETYMOLOGY.

Interjections.

Oh! my poor brother.

O: my dear father, how glad I am to see you.

Hush! you will wake the baby.

SYNTAX.

OF DERIVATION.

Words are derived from one another in various ways viz.

1. Nouns are derived from Verbs; as, from "to love" comes "lover."
2. Verbs are derived from Nouns, Adjectives, and sometimes from Adverbs: as, from "salt" comes "salt;" from "warm" comes "to warm;" from "forward, comes "to forward."
3. Adjectives are derived from Nouns; as, from "health" comes "healthy."
4. Nouns are derived from Adjectives; as, from "white" comes "whiteness."
5. Adverbs are derived from Adjectives; as, from "base" comes "basely."

SYNTAX.

The (1) third part of Grammar is Syntax, which treats of the agreement and construction of words in a sentence.

Sentences are of two kinds, simple and compound.

A simple sentence contains but one verb, and a noun or a pronoun with which that verb agrees as its nominative; as, "the heavenly bodies revolve steadily."

A compound sentence contains two or more simple sentences; as, "Time flies swiftly" and "death approaches."

Syntax principally consists of two parts, Concord and Government.

Concord (2) is the agreement which one word has with another, in gender, number, case, or person.

Government (3) is that power which one part of speech has over another, in directing its mode, tense, or case.

Questions. 1. What does Syntax treat of?—2. What is Concord?—3. What is Government?
ETYMOLOGY.

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LESSON I.

Of Nouns. A noun is the name of any thing that we can see, taste, hear, smell, feel or conceive of.

The noun has four properties, viz. Person, Number, Gender and Case.

Of Person. Person is that quality of the noun, which modifies the verb.

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

The first person denotes the speaker—the second, the person spoken to—and the third, the person or thing spoken of.

Of Number. Number, in Grammar, is the difference of termination or form of a word, to express unity, or plurality.

Nouns have two numbers, viz. the singular, and the plural.

The singular number denotes but one object—the plural, more than one.

Of Gender. Gender is the distinction of nouns with regard to sex.

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

The masculine gender denotes animals of the male kind—the feminine, animals of the female kind—the neuter, objects, neither male nor female.

Questions. What is a Noun?—How many properties have nouns?—What are they called?—What is meant by person?—How many persons have nouns?—What does each person denote?—What is number?—How many numbers have nouns?—What are they called?—What does the singular number denote?—What does the plural number denote?—What is meant by gender?—How many genders are there?—What does the masculine gender denote?—What does the feminine gender denote?—What does the neuter gender denote?—What is meant by parsing a word?

Parsing a word means pointing out the part of speech to which it belongs, and naming its properties, relations, &c.

Examples to be Parsed,

In which it is required of the pupil to name the part of speech, and give its person, number and gender.

| * Men     | are seen. |
| Women    |          |
| Trees    |          |
| Wines    | are tasted. |
| Apples   |          |
| Plums    |          |
| Music    | is heard.  |
| Thunder  |          |
| Echo     |          |
| Odor     | is smelled. |
| Incense  |          |
| Perfume  |          |
| Joy      | is felt.  |
| Fear     |          |
| Hope     |          |
| Time     | is conceived. |
| Space    |          |
| Vacuity  |          |

In parsing the preceding examples, the pupil (or class) should be required to adopt the following phraseology: "* Men is a noun, of the third person, singular number, masculine gender*"—and so on. The explanation of Case should be deferred until the Pers is introduced.
EXERCISES IN

LESSON II.

OF ADJECTIVES. An adjective is a word added to a noun, (or pronoun) to express some quality, or circumstance of the person or thing for which the noun (or pronoun) stands.

Adjectives have, commonly, no modification but that of comparison.

Comparison is a variation of the adjective, to express quality in different degrees; as, wise, wiser, wisest; great, greater, greatest.

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

The positive or simple word becomes the comparative by the addition of r, or or; and the superlative by the addition of st, or est to the end of it: as wise, wiser, wisest; great, greater, greatest.

The words more and most, less and least (in comparing many Adjectives) have the same effect; as, wise, more wise, most wise, &c.

[The distinction between a noun and an adjective is very clear. A noun is the name of a thing; an adjective denotes simply a quality, property or circumstance of a thing for which that name stands. The bible is a good book. Here the difference between the word denoting the thing, and that denoting the quality of it, is readily perceived.

Adjectives are frequently placed after the nouns to which they belong; as, the fields are green; the weather is warm.]

Questions. What is an Adjective? — Have adjectives any modifications? — What is meant by comparison? — How many degrees of comparison are there? — How are the comparative and superlative degrees formed? — What rule do you give when you pass an adjective? —

ETYMOLOGY AND SYNTAX.

Rule I. Every adjective belongs to some noun (or pronoun) expressed or understood.

Examples to be Parsed.

In which it is required of the pupil (in addition to parsing the noun as in the preceding lesson,) to parse the Adjectives in connection with the noun, and to apply Rule I.

- Large ships are seen.
- Green trees are seen.
- Black clouds are seen.
- Sour grapes are tasted.
- Ripe apples are tasted.
- Sweet plums are tasted.
- Softer music is heard.
- Distant thunder is heard.
- Loud laughter is heard.
- Sweet fragrance is smelled.
- Delightful odor is smelled.
- Rich perfume is felt.
- Deep sorrow is felt.
- Ecstatic pleasure is felt.
- Greatest fear is felt.
- Future events are conceived of.
- Celestial regions are conceived of.
- Endless miseries are conceived of.

Phonology to be used in parsing the adjectives. *Large ships.
- Large is an adjective, and belongs to ships (repeat Rule 1.) Every adjective belongs to some noun (or pronoun) expressed or understood. Ships is a noun, of the third person, plural number, and so on.
LESSON III.

Of Articles. An article is a word prefixed to nouns, and pronouns, to limit their signification.

There are two articles—The is called the definite article, an or a, the indefinite.

An and a are one and the same article. An is used when the following word begins with a vowel sound; as, an urn, an hour; and a when the following word begins with a consonant sound; as, a meadow, a horse, &c.

When we wish to limit the meaning of the noun to one object, but no particular one, we use an or a; as, give me a book, or an apple. But when we refer to a particular thing or things we use the; as, give me the pens, or the apples.

In arranging a grammar, the order of nature should be followed, and not that of art. Grammarians generally begin with the article, but nature does not—very justly observes the author of Elements of English Grammar.

"When a child first speaks, he wishes to name the things which he sees; hence he learns to utter nouns; he then finds that he wants some further help to enable him to describe things, and he acquires the adjective: thus, when he knows how to call a plum by its proper name, he finds a means of asking for the plum which he prefers among many—and begs for the large plum—or the green plum—or the red plum. But his first efforts are imperfect. He first says plum, then red plum, and then, after a time, he learns to prefix the article, and says a or the red plum." 

Questions. What is an Article?—How many articles are there?—Which is called the definite?—Which is called the indefinite?—When is used?—What rule do you give when you parse an article?
EXERCISES IN
LESSON IV.

OF VERBS. A verb is a word which signifies action, (being or suffering.)
An active verb denotes action, either of matter or mind.

[The verb is deemed the most important word in every sentence; hence it is called the verb or word. Without a verb and a noun (or some substitute for a noun) in the nominative case, a complete sentence cannot be formed. An active verb expresses action either physical or mental; as, The boy plays — The philosopher reflects. The noun in the nominative case to an active verb, denotes the doer of the action which the verb expresses; therefore in the sentence, The boy plays — boy is in the nominative case to the verb plays. In the sentences — The birds fly — The lady dances — The horse trots — The waters flow, the words fly, dances, trots, and flow are active verbs; and the nouns birds, lady, horse, and waters are in the nominative case to the verbs with which they are respectively connected.]

OF CASE. Case is the condition or situation of the noun in relation to other words in the sentence.
Nouns have three cases, viz. the nominative, the possessive, and the objective.
* The nominative case to an active verb denotes the doer of the action.

Questions. What is a Verb? — What is Case? — How many cases have nouns? — What does the nominative case to an active verb denote? — What rule do you give when you parse a verb?

All words that express action, either physical or mental, are here called "Active Verbs." No other distinction should in this place be made.

ETYMOLOGY AND SYNTAX.

Rule 3. A verb must agree with its nominative case in number and person.

Examples to be Parsed,
In which it is required of the pupil (in addition to parsing the article, adjective, and noun as in the preceding lesson) to tell the case of the noun — distinguish the active verb, give its person and number, its agreement with its nominative, and apply Rule 3.

*A brave soldier fights —
The valiant hero conquers —
The ripest apples fall —
The lonely captive mourns —
An industrious pupil studies —
An imprudent youth suffers —
A wise man deliberates —
The noble chief advances —
The furious lion roars —
The awful thunders roll —
The smallest birds sing —
The young lady dances —
An idle student plays —
A careless reader blunders —
The angry tempest rages —
The foaming billows dash —
EXERCISES IN

LESSON V.

OF PARTICLES. A participle is a word derived from a verb, partaking of the nature of a verb and of an adjective.

The present participle is formed by adding -ing, or -ing to the present tense of the verb; as, 
Speak—speaking; fly—flying; go—going; run—running.

OF ADVERBS. An adverb shows the manner, the time, or the place, in which an action is done, when added to a verb, or to a participle.
Adverbs are of different kinds: as, of manner, time, place, &c.

Rule 4. Adverbs qualify verbs and participles.

Examples to be Parsed,

In which it is required of the pupil (in addition to parsing the article, adjective, noun, and active verb) to distinguish the Adverb, point out the word it qualifies, and apply Rule 4.

The angry waves dash violently.
The small bird sings sweetly.
A prudent person speaks cautiously.
A good servant labors faithfully.
A large stream flows rapidly.
A swift horse trots nimbly.
An old man walks slowly.

Questions. What is a Participle?—How is the Present Participle formed?—What is an Adverb?—How are Adverbs divided? What rule do you give when you parse an adverb?

Phraseology to be used in parsing the adverb. The angry waves dash violently. "Violently is an adverb of manner, and qualifies dash. (Repeat Rule 4.) Adverbs qualify verbs and participles.

ETYMOLOGY AND SYNTAX.

Examples to be Parsed.

A brave general embarks to-day.
The old ship arrived yesterday.
An able statesman speaks to-night.
An industrious student improves daily.

A large army encamped here.
The stoutest yeomen march hither.
A wealthy farmer lives there.
The gallant stranger travels thither.

Rule 5. Participles relate to nouns or pronouns, (or are governed by prepositions.)

Examples to be Parsed,

In which the pupil (in addition to parsing the other words) will distinguish the Present Participle, tell what word it refers to, and apply Rule 5.

* Reading slowly, boys read correctly.
Judging hastily, people judge erroneously.

LESSON VI.

ADVERBS OF DEGREE. The words very, quite, exceedingly, excessively, extremely, too, and some other words, are denominated adverbs (adverbs) of degree, when they are prefixed to adjectives, or to other adverbs.

Question. What rule do you give when you parse a participle?—Repeat the adverb of degree.

Phraseology to be used in parsing the participle. Reading slowly, boys read correctly. * "Reading is a present participle, derived from the verb read, and refers to boys. (Repeat Rule 5.) Participles relate to nouns or pronouns, &c."
EXERCISES IN

Rule 6. Adverbs of degree qualify adjectives and other adverbs.

Examples to be Parsed,

In which it is required of the pupil (in addition to parsing the other words) to point out the Adverbs of degree, tell what words they qualify, and apply Rule 6.

Very large ships sail very rapidly.
Quite small children read exceedingly well.

Of Pronouns. A Pronoun is a word used instead of a Noun, to avoid the too frequent repetition of it.
A personal pronoun is a kind of pronoun that shows by its form of what person it is.
There are five personal pronouns; viz. I, Thou, He, She, and It—with their plurals, We, Ye or You, They. [See p. 29.]

Examples to be Parsed,

In which it is required of the pupil (in addition to the preceding exercises) to decline and parse the personal pronouns.

An industrious boy studies—he learns very fast.
A beautiful girl dances—she moves quite gracefully.
The largest book falls—it falls very frequently.
I write—thou writest—he writes—we read well.
You walk—they play—they work.

Questions. What is a Pronoun?—What is a personal pronoun?—How many personal pronouns are there?—Name them.

Pronouns like the nouns for which they stand, have person, number, gender and case.

OF RELATIVE PRONOUNS.

The words Who, Which, and That, (when That can be changed into who or which) are relative pronouns.
These pronouns are called relative pronouns because they represent either antecedent words, or phrases.

Cases of the Relative Pronoun Who.

Sin. Nom. Who, Plu. Nom. Who,
Poss. Whose, Poss. Whose,
Obj. Whom; Obj. Whom.

Remark. When no nominative comes between the relative pronoun and the verb, the relative is the nominative.

Rule 7. Relative pronouns agree with their antecedents in Person, Number and Gender.

Examples to be Parsed,

In which it is required of the pupil (in addition to the preceding exercises) to decline and parse the relative pronouns, and apply Rule 7.

The men who work well labor diligently.

A horse which trots hard travels rapidly.

A horse that trots hard travels rapidly.

OF INTERROGATIVE PRONOUNS.

The words Who, Which and What, when used in asking questions, are Interrogative Pronouns.

Questions. What words are called Relative pronouns?—Why are they so called?—Decline the relative pronoun who.—What words are called Interrogative pronouns?
EXERCISES IN

Examples to be Parsed.


LESSON VIII.

Of Adjective Pronouns. Adjective Pronouns are of a mixed nature, participating of the properties both of pronouns and adjectives.

There are five kinds of Adjective Pronouns.

1. The Possessive are, My, thy, his, her, our, your, their.—2. The Distributive are, Each, every, either.—3. The Demonstrative are, This, that, these, those, former and latter.—4. The Indefinite are, Some, one, any, other, all, such.—5. The Interrogative are, Which and what (when prefixed to nouns.)

Rule 8. Every adjective pronoun belongs to some noun or pronoun expressed or understood.

Examples to be Parsed,

In which it is required of the pupil (in addition to the preceding exercises) to parse the adjective pronouns, and apply Rule 8.


Questions. What are adjective pronouns?—How many kinds of adjective pronouns are there?—What are they called?—Name the possessive—distributive—demonstrative—indefinite—interrogative.

LESSON IX.

Of Active-Transitive and Active-Intransitive Verbs. An active-transitive verb expresses an action that affects an object. An active-intransitive verb an action, confined to the actor.

The objective case denotes the object of a verb, (participle, or preposition.) [See p. 25.]

Rule 9. Transitive verbs govern the objective case.

Examples to be Parsed,

In which it is required of the pupil (in addition to the distinctions made in the preceding exercises) to distinguish the active-transitive, and the active-intransitive verbs, parse the nouns in the objective case, and apply Rule 9.

I have known the elder sister. My noble companion relieved them effectually.

The base tyrant slew his friend treacherously.

A generous man bestows his favors seasonably.

The benevolent lady spends her time properly.

Every valiant soldier performs his duty promptly.

An indulgent master governs his servants easily.

Our worthy commander pardoned him instantly.

Questions. What does a Transitive Verb express?—What does an Intransitive Verb express?—What does the Objective case denote?—What rule do you give on parsing a noun or pronoun, governed by a transitive verb?
Rule 10. Participles have the same government as the verbs have from which they are derived.

Examples to beParsed,

In which it is required of the pupil (in addition to the distinctions made in the preceding exercises) to parse the words governed by the participles, and apply Rule 10.

The farmer caught the boy stealing his apples. We saw the stranger writing a letter. The officers arrested the man carrying off goods.

OfConjunctions. A Conjunction is a word that is chiefly used to connect sentences, so as out of two, or more sentences, to make but one: it sometimes connects only words. Conjunctions are of two kinds, Copulative and Disjunctive.

Copulative — and, if, both, that, then, since, for, because, therefore.

Disjunctive — but, or, nor, as, than, lest, though, unless, notwithstanding.

Note. The conjunctions and, or, nor, and as, are used for connecting words, as well as sentences. The other conjunctions are chiefly used for connecting sentences; or members of compound sentences.

Questions. What is a Conjunction? — How many kinds of Conjunctions are there? — What are they called? — Repeat the Copulative. Repeat the disjunctive. Name the Conjunctions that are used for connecting single words. — What rule do you give on parsing a noun or a pronoun, governed by a participle?

In parsing a conjunction, the pupil should be required to tell whether it is copulative or disjunctive — and what it connects. (Repeat Rule 11.)

Rule 11. Nouns and Pronouns connected by conjunctions must be in the same case.

Examples to beParsed,

In which it is required of the pupil (in addition to the distinctions made in the exercises in the preceding lessons) to parse the conjunction — point out its office in connecting words and sentences, and apply Rule 11.

He and she saw the transaction. My friend knows him and her. He or she wrote this letter. The officer arrested him or his neighbor. He rides and walks alternately. They read or write continually.

The snow falls fast and the storm rages violently. Your son improves because he studies diligently. Our pupils write badly but they read correctly.

LESSON XI.

Of Prepositions. Prepositions serve to connect words, and show the relation between them.

A list of the principal prepositions. Above, against, about, after, amidst, across, among, athwart, at — behind, below, before, beside, beneath, between, betwixt, beyond, by — concerning — down, during — except — for, from — in, into — near — of, on or upon, over — round or around — since — through, throughout, till, touching, toward — under, underneath, up — within, without — out of, over against — next to — according to — instead of, and some other words.

Note. When the preceding words do not govern the objective case of nouns or pronouns, they become adverbs, conjunctions, &c.

Questions. What rule do you give for the Conjunction? — What is a Preposition?
Rule 12. Prepositions govern the objective case.

Examples to beParsed,

In which it is required of the pupil (as addition to the distinctions made in the preceding exercises) to parse the prepositions, nouns, &c., governed by them—and apply Rule 13.

They confided in him. He spoke unto them in parables. They called upon her in person. They confided in him. He spoke unto them by moonlight. My friends reside beyond the mountain. The fleet sailed down the river. He stands above me. The man lives over the store. The General marched on that day against the enemy.

OF INTERJECTIONS. The Interjection simply expresses some sudden emotion of the mind. It has no connexion with the sentence, nor any properties belonging to it. The principal Interjections are, Ah! O! Oho! Fie! Poh! &c.

When a nominative comes between the relative and the verb, the relative must be in the possessive case and governed by the following noun, or in the objective, and governed by the following verb, or some participle, or preposition, in its own member of the sentence.

Examples to beParsed.

Whom ye ignorantly worship, him declare I unto you.
I lost a book yesterday, which my friend found to-day.
The farm which you bought, I cultivated many years.

Questions. What is an Interjection? Name the principal Interjections.

In parsing a preposition the pupil should be required to point out the noun or pronoun which it governs.

ETYMOLOGY AND SYNTAX.

LESSON XII.

Of the Possessive Case. The possessive case denotes the possession of property.

The possessive case of nouns, in the singular number, is formed by adding an apostrophe, followed by an s, thus ('s) to the nominative; and in the plural number, when the noun ends in s, by adding an apostrophe only.

The three cases of Nouns.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom. Eagle</td>
<td>Nom. Eagles</td>
</tr>
<tr>
<td>Poss. Eagle's</td>
<td>Poss. Eagles'</td>
</tr>
<tr>
<td>Obj. Eagle</td>
<td>Obj. Eagles</td>
</tr>
<tr>
<td>Nom. Deer</td>
<td>Nom. Deer</td>
</tr>
<tr>
<td>Poss. Deer's</td>
<td>Poss. Deers', (or s')</td>
</tr>
<tr>
<td>Obj. Deer</td>
<td>Obj. Deer</td>
</tr>
</tbody>
</table>

Rule 13. A noun or pronoun, in the possessive case, is governed by the noun it possesses.

Examples to beParsed,

In which it is required of the pupil (as addition to the distinctions made in the preceding exercises) to distinguish the noun and pronoun in the possessive case—point out their government, and apply Rule 13.

1. Charles's resignation filled all Europe with astonishment. A friend bears a friend's infirmities.

Questions. What does the possessive case denote? How is the possessive case formed?—How is the possessive case formed in the plural, when the singular and plural are spelled alike in the nominative?—How is a noun in the possessive case governed?—Decline the nouns eagle and deer.

2. Proper names ending in s in the singular number, form the possessive, by the addition of the apostrophe (') to the nominative; as, Thomas's Almanac, Niles's Register.
LESSON XIII.

*Examples to be Parsed,*

**CONTAINING ALL THE PARTS OF SPEECH.**

Religious intolerance drove our fathers from their native country. They sought an asylum in the trackless wilds of America. Here, in voluntary exile, they lived free. Here, they worshipped their God according to the dictates of their own consciences. To them liberty appeared more lovely in her wild mountains, than tyranny (""") in his guilty palaces. From such men we originated. They instilled into the minds of their children, a love of that liberty, ("""") a hatred of that tyranny. They cherished independence of mind in their offspring, and entwined it so firmly with their existence, that it ""grew with their growth, and (""") strengthened with their strength."

O! how swiftly time rolled on — the wilderness blossomed like (""") the rose; and our free and happy colonists soon increased to the number of three millions.
EXERCISES IN OF TENSE.

The Indicative Mode has six tenses; viz.—the Present, the Perfect, the Pluperfect, and the First and Second Future Tenses.

The Present Tense represents an action or event, as passing at the time in which it is mentioned.

The Imperfect Tense represents an action either as past or finished, or as remaining unfinished at a certain time past.

The Perfect Tense not only refers to what is past but also conveys an allusion to the present time.

The Pluperfect Tense represents a thing not only as past, but also as prior to some other point of time specified in the sentence.

The First Future Tense represents the action as yet to come, either with or without respect to the precise time.

The Second Future Tense intimates that the action will be fully accomplished, at or before the time of another future action or event.

OF CONJUGATION. Conjugation literally means, uniting a Verb to its Nominative case, of different numbers and persons, in the Modes and Tenses.

Verbs are called regular when their Imperfect Tense, and Perfect Participle, are formed by adding to the Present Tense, ed, or only, when the verbs end in e. All other verbs are Irregular.

Questions. What is the meaning of Tense?—How many Tenses are there?—Give a definition of each. What is meant by Conjugation?—What verbs are called regular?—What verbs are called irregular?

ETYMOLOGY AND SYNTAX.

Examples of Regular Verbs.

Present Tense. Imperfect Tense. Perfect Participle.
I walk, I walked, walked.
I learn, I learned, learned.

Examples of Irregular Verbs.

Present Tense. Imperfect Tense. Perfect Participle.
I go, I went, gone.
I break, I broke, broken.
I find, I found, found.

The following is a list of the irregular verbs, as they are now generally used. Those marked with the letter r, admit also of the regular form.

List of some of the Irregular Verbs.

I abide, I abode, abode. I choose, I chose, chose.
I am, I was, been. I cling, I clung, clung.
I beat, I beat, beaten. I cost, I cost, cost.
I begin, I began, begun. I creep, I crept, crept.
I bid, I bade, bidden. I deal, I dealt, dealt.
I bind, I bounded, bound. I dig, I dug, dug.
I bite, I bitten. I do, I did, done.
I bleed, I bled, bled. I draw, I drew, drawn.
I blow, I blew, blown. I drive, I drove, driven.
I break, I broke, broken. I drink, I drank, drunk.
I breed, I bred, bred. I dwell, I dwelt, dwelt.
I bring, I brought, brought. I eat, I ate, eaten.
I build, I built, built. I fall, I fell, fallen.
I burst, I burst, burst. I feel, I felt, felt.
I buy, I bought, bought. I feel, I felt, felt.
I cast, I cast, cast. I fight, I fought, fought.
I catch, I caught, caught. I find, I found, found.
Conjugation of the verb write, in the Indicative Mode.

**Indicative Mode.**

**Present Tense.**

<table>
<thead>
<tr>
<th>Single Number</th>
<th>Plural Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>I write,</td>
<td>We write,</td>
</tr>
<tr>
<td>Thou writest,</td>
<td>Ye or You write,</td>
</tr>
<tr>
<td>He writes,</td>
<td>They write.</td>
</tr>
</tbody>
</table>

**Imperfect Tense.**

<table>
<thead>
<tr>
<th>Single Number</th>
<th>Plural Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>I wrote,</td>
<td>We wrote,</td>
</tr>
<tr>
<td>Thou wrotest,</td>
<td>Ye or You wrote,</td>
</tr>
<tr>
<td>He wrote;</td>
<td>They wrote.</td>
</tr>
</tbody>
</table>

**Perfect Participle — written.**

Questions. What is the personal termination of a verb of the second person, Present Tense? — What of the third person? — What is the personal termination of a verb of the second person, Imperfect Tense? — How many variations has a verb, on account of person, in the present tense? — How many in the imperfect tense? — Give the Conjugation of the verb Write in the Indicative Mode, Present and Imperfect Tenses, and Perfect Participle. — Conjugate in the same manner, and give the Perfect Participles of the verbs Abide, Bear, Boat, Begin, Bend, Beseech, Bid, &c, &c, &c, and mark their personal terminations.

[* For a full explanation of the Modes and Tenses, the Neuter and Passive Verbs, compound Rules of Syntax, &c, &c, the pupil is referred to a "Grammatical Text Book, in which the several Modes are clearly illustrated by Diagrams, representing the number of tenses in each mode — their signs, and the manner in which they are formed." By Roscox G. Greene, Teacher — Price 3s; or to a large work entitled, a Practical Grammar of the English Language, &c, by the same Author. Price 3s.*]
NOTICES.

_A Grammar for Children, with emblematic illustrations, by Roscoe G. Greene_. This little work of Mr Greene for young learners, deserves to take precedence of all with which we are acquainted. — We like it the better for retaining so generally the "good old" definitions to which we were accustomed in our younger days. The author appears in no case to have deviated from his predecessors, merely for the sake of innovation. For all that is peculiar in his arrangement and illustrations he has sufficient reasons. The work is perspicuous, and, the 'emblems' are real illustrations. The syntactical part too, is unusually valuable.

*Christian Mirror."

The Grammar before us completes a series prepared by Mr Greene, with direct reference to the wants of the public in this department of books. All of these (except the one just published) have long since been universally adopted into our public
and many of our private schools, in this city, and generally in this section — and which have secured the approbation of some of the best judges of such matters among us. The Grammar before us, is well adapted to children, by its extreme simplicity, its embellishments, and its arrangement.

Maine, Wesleyan Journal.

The "picture system" is introduced — and the most important characteristics and distinctions of the several parts of speech are illustrated by Emblems, thereby impressing them more forcibly upon the memory of the pupil, than could be done by words alone.

But one new principle is presented at the same time; — by this arrangement the pupil is enabled to proceed understandably from the more simple to the more abstract parts of the subject.

A series of progressive Exercises for practice in parsing is presented, combining, at each step of the pupil's progress the new (in distinct and successive portions) with what has been rendered familiar.

Distinctions of secondary importance are omitted until primary principles are understood. The Modes and Tenses of the Verbs are not introduced until the pupil is made acquainted with the nature, office and power of the several parts of speech.

Kennebec Journal.

"GRAMMAR FOR CHILDREN." We have glanced at a new Grammar, with this title, just issued from the Press, by Roscoe G. Greene, Esq. It is a little work of sixty pages, embellished with appropriate illustrations, to aid the young pupil in acquiring a knowledge of the first principles of English Grammar. The illustrations and arrangement seem to us the most apt and appropriate, — and although a small grammar, in comparison with the author's other works, it seems to us, that he has done the cause of Education essential service, by its preparation. It is a work much wanted in our primary schools, and may be used to great advantage, prior to the use of his other works. Grammars heretofore published by Mr Greene have, if not in all, in very many of the schools in this city superseded all others — and it is only necessary, to all who know their superiority over others, simply to mention that he has prepared a "Grammar for Children," to cause it to be brought extensively into use.

Eastern Argus.
and many of our private schools, in this city, and generally in this section — and which have secured the approbation of some of the best judges of such matters among us. The Grammar before us, is well adapted to children, by its extreme simplicity, its embellishments, and its arrangement.

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The "picture system" is introduced — and the most important characteristics and distinctions of the several parts of speech are illustrated by Emblems, thereby impressing them more forcibly upon the memory of the pupil, than could be done by words alone.

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Distinctions of secondary importance are omitted until primary principles are understood. The Modes and Tenses of the Verbs are not introduced until the pupil is made acquainted with the nature, office and power of the several parts of speech.

Kennebec Journal.