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See Vol. 10. p. 106.*

GRAMMAR FOR CHILDREN,

WITH

EMBLEMATIC ILLUSTRATIONS.

Green
BY ROSCOE G. GREENE.

THIRD EDITION.

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BOSTON:
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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, needs 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. B. CUSHMAN, Principal of Portland Academy.'

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It is also recommended by the following gentlemen: Joseph Libby, Esq., Principal of the English High School, Portland—James Furbish, Esq., Principal of the Female High School, Portland—Hon. Ashur Ware, Judge of the U. S. District Court for Maine District, formerly Professor of Languages in Harvard College—Hon. Robert P. Dunlap, Governor of Maine—Rev. Benj. Tappan, Rev. Allen Putman, J. W. Bradbury, Esq., Superintending School Committee in Augusta, for 1832—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. Esqrs.; 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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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

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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 upon 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 exercises, 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.

In (6) the English alphabet there are twenty-six letters; A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z.

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, l*.

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

Questions. 1. What is English Grammar? — 2. How is it divided? — 3. What does Orthography teach? — 4. What is a letter? — 5. What is an articulate sound? — 6. How many letters are there in the English Alphabet? — 7. How are the letters divided? — 8. What is a vowel? — 9. What is a consonant? — 10. What letters are vowels?

W (1) and *y* are consonants when they precede a vowel in the same syllable; as, *wine, twine, 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, q, 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, l, m, n, r, s, v, x, z*, and *e* and *g* soft. Of these *l, m, n* and *r* are called *liquids*, on account of the fluency of their sounds.

SYLLABLES AND WORDS.

A *SYLLABLE* (5) is one or more letters pronounced in one sound, and is either a word or a part of a word; as, *a, an, ant*.

A word (6) 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 (7) of one syllable is called a *monosyllable*; a word (8) of two syllables, a *dissyllable*; a word (9) of three syllables, a *trissyllable*; and a word (10) of four or more syllables, a *polysyllable*.

A *diphthong* (11) is two vowels joined in one syllable; as, *ea* in *beat, ou* in *sound*.

A *proper* (12) *diphthong* is a diphthong in which both the vowels are sounded; as, *oi* in *voice*.

Questions. 1. When are *w* and *y* consonants, and when vowels?—2. How are the consonants divided?—3. What is a mute?—repeat them.—4. What is a semi-vowel?—repeat them.—5. What is a syllable?—6. What is a word?—7. What is a word of one syllable called?—8. What is a word of two syllables called?—9. What is a word of three syllables called?—10. What is a word of four or more syllables called?—11. What is a diphthong?—12. What is a proper diphthong?

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

A *triphthong* (2) is three vowels joined in one syllable; as, *eau* in *beau, ieu* in *view*.

A *proper* (3) *triphthong* is a triphthong in which all the vowels are sounded; as, *uoy* in *buoy*.

An *improper* (4) *triphthong* is a triphthong in which only one or two of the vowels are sounded; as, *eau* in *beauty*.

Words (5) are distinguished as *primitive* or *derivative*, and as *simple* or *compound*.

A *primitive* (6) word is one that is not formed from any simpler word in the language; as, *harm, great, connect*.

A *derivative* (7) word is one that is formed from some simpler word in the language; as, *harmless, greatly, connected*.

A *simple* (8) word is one that is not compounded; as, *watch, man*.

A *compound* (9) word is one that is composed of two or more simple words; as, *watchman, nevertheless*.

SPELLING.

Spelling (10) is the art of expressing words by their proper letters.

[The pupil should now be required to commit to memory and recite in small portions the Rules for Spelling.]

RULES FOR SPELLING.

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

Questions. 1. What is an improper diphthong?—2. What is a triphthong?—3. What is a proper triphthong?—4. What is an improper triphthong?—5. How are words distinguished?—6. What is a primitive word?—7. What is a derivative word?—8. What is a simple word?—9. What is a compound word?—10. What is spelling?

RULE 2. Words ending in any other consonant than *f*, *l*, or *s*, do not double the final letter; except, *add, odd, ebb, egg, inn, err, purr, butt, buzz*, 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 before an additional syllable that begins with a vowel; as, *rob, robber; permit, permitting*.

X final, being equivalent to *ks*, 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, *toil, toiling; visit, visited; general, generalize*.

But *l* and *s* final are often doubled (though improperly,) when the last syllable is not accented; as, *travel, traveller, bias, biassed*.

RULE 5. Primitive words ending in *ll*, generally reject one *l*, before *ful, less, ly*, and *ness*; as, *skill, skilful, skillless; full, fully, fulness*.

Words ending in any other double letter preserve it double; as, *blissful, oddly, 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; rave, raving*.

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, *pale, paleness; lodge, lodgement*.

When the *e* is preceded by a vowel, it is sometimes omitted; as, *true, truly; awe, 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, merrily, merriment; pity, pitied, pities, pitiest, pitiless, pitiful, pitiable*.

Before *ing*, *y* is retained, to prevent the doubling of *i*; as, *pity, pitying*. Words ending in *ie*, dropping the *e* by **RULE VI**, change *i* into *y*, for the same reason: as, *die, dying*.

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

RULE 9. Compounds generally retain the orthography of the simple words which compose them; as, *hereof, wherein, horseman, recall, uphill, shellfish*.

In permanent compounds, the words *full* and *all* drop one *l*; as, *handful, careful, always, withal*: 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 *an* or *a*.

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,

Questions. 1. What does Etymology treat of?—2. How many sorts of words, or parts of speech are there in English?—3. What is a noun?—4. What is an adjective?—5. What is an article?—6. What is a verb?—7. What is a participle?—8. What is an adverb?

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.

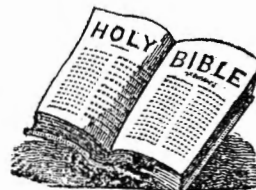
OF NOUNS.

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.]

Questions. 1. What is a pronoun?—2. What is a conjunction?—3. What is a preposition?—4. What is an interjection?—5. What does the word *noun* signify?—6. What is a *noun*?

The Word *NOUN* signifies *NAME*.



BIBLE.



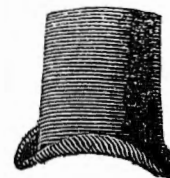
EAGLE.



MAN.



DOG.



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
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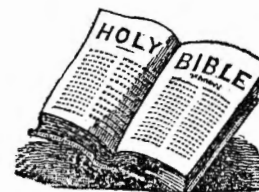
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The Word NOUN signifies NAME.



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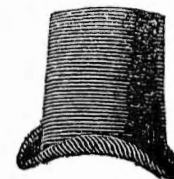
EAGLE.



MAN.



DOG.



HAT.



TREE.

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."

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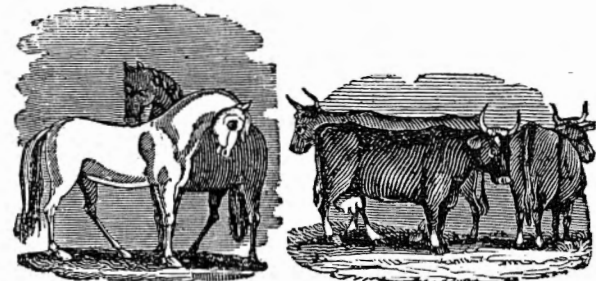
OF NUMBER. Number,⁽¹⁰⁾ in grammar, is the difference of termination or form of a word, to express unity, or plurality.

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.]

Questions. 1. How are nouns divided?—2. What nouns are proper?—3. What nouns are common?—4. How many properties have nouns?—5. What is meant by person?—6. How many persons are there—and what are they called?—7. What does the first person denote?—8. What does the second person denote?—9. What does the third person denote?—10. What is number?—11. How many numbers have nouns—and what are they called?—12. What does the singular number denote?

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?

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

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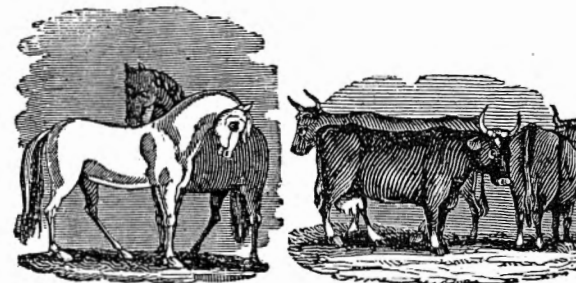
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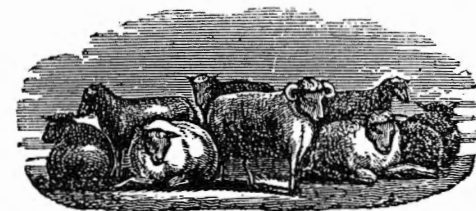
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Questions. 1. What does the plural number denote?—What nouns are used only in the singular form?—3. What nouns are used only in the plural form?

Some words are the same in both numbers: as, (1) deer, 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. But (3) when the substantive singular ends in *x*, *ch* soft, *sh*, *ss*, or *s*, we add *es* in the plural: as box, boxes; church, churches; lash, lashes; kiss, kisses; rebus, rebuses. (4) If the singular ends in *ch* hard, the plural is formed by adding only the *s*: as, monarch, monarchs; distich, distichs.

Nouns (5) which end in *o*, have sometimes *es* added to form the plural: as cargo, echo, hero, negro, manifesto, potato, volcano, wo: and sometimes only *s*: as, folio, nuncio, punctilio, seraglio. When the *o* is immediately preceded by a vowel, we add only *s*.

Nouns (6) ending in *f*, or *fe*, are rendered plural by the change of those terminations into *ves*: as, loaf, loaves; half, halves; wife, wives; except grief, relief, reproof, and several others, which form the plural by the addition of *s*. Those which end in *ff*, have the regular plural: as, ruff, ruffs; except staff, staves.

Nouns (7) which have *y* in the singular, with no other vowel in the same syllable, change it into *ies* in the plural: as, beauty, beauties; fly, flies. But the *y* is not changed, where there is another vowel in the same syllable; as, key, keys; delay, delays; attorney, attorneys.

Some nouns become plural by changing the *a* of the singular into *e*; as, man, men; (8) woman, women; alderman, aldermen. Sometimes the diphthong *oo* is changed into *ee* in the plural; as, foot, feet; (9) goose, geese; tooth, teeth. Brother (10) makes brothers or brethren;

Questions. 1. What words are the same in both numbers?—2. How is the plural number of nouns generally formed?—3. When the noun singular ends in *x*, *ch* soft, *sh*, *ss*, or *s*, how is the plural formed?—4. But if the singular ends in *ch* hard, how is the plural formed?—5. How do nouns ending in *o*, form their plural?—6. How those ending in *f*, or *fe*? what exceptions?—7. How those in *y*? what exceptions?—8. What nouns change *a* into *e*?—9. What change *oo* into *ee*, to form the plural?—10. What is the plural of *brother*?

louse and mouse make lice and mice; penny makes pence, or pennies when the coin is meant; die makes dice [for play]; die, dies [for coining].

It is agreeable to analogy, and the practice of the generality of correct writers, to construe the following words as plural nouns: *pains*, (1) *riches*, *alms*; and also, *mathematics*, *metaphysics*, *politics*, *ethics*, *optics*, *pneumatics*, with other similar names of sciences.

The word (2) *news* is now almost universally considered as belonging to the singular number.

The word (3) *means* is used both in the singular and the plural number.

OF 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

Male.	Female.	Male.	Female.
Bachelor,	Maid.	Buck,	Doe.
Brother,	Sister.	Cock,	Hen.
Boy,	Girl.	Dog,	Bitch.
Bull,	Cow.	Drake,	Duck.

Questions. 1. Of what number are *pains*, *riches*, *alms*, *ethics*, *optics*, &c?—2. Of what number is *news*?—3. How is the noun *means* 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?—What are they?—Give examples.

Male.	Female.	Male.	Female.
Earl,	Countess,	Master,	Mistress,
Father,	Mother,	Nephew,	Niece,
Friar,	Nun,	Ram,	Ewe,
Gander,	Goose,	Singer,	{ Songstress
Hart,	Roe,		{ or Singer,
Horse,	Mare,	Sloven,	Slut,
Husband,	Wife,	Son,	Daughter,
King,	Queen,	Stag,	Hind,
Lad,	Lass,	Uncle,	Aunt,
Lord,	Lady,	Wizard,	Witch.
Man,	Woman,		

2. By difference of termination ; as

Male.	Female.	Male.	Female.
Abbot	Abbess,	Marquis	Marchioness,
Actor	Actress,	Mayor	Mayoress,
Administrator	Administratrix,	Patron	Patroness,
Arbiter	Arbitress,	Peer	Peeress,
Baron	Baroness,	Poet	Poetess,
Bridegroom	Bride,	Priest	Priestess,
Benefactor	Benefactress,	Prince	Princess,
Count	Countess,	Prior	Prioress,
Deacon	Deaconess,	Prophet	Prophetess,
Duke	Duchess,	Protector	Protectress,
Electer	Electress,	Shepherd	Shepherdess,
Emperor	Empress,	Songster	Songstress,
Enchanter	Enchantress,	Sorcerer	Sorceress,
Executor	Executrix,	Sultan	Sultana,
Governor	Governess,	Tiger	Tigress,
Heir	Heiress,	Traitor	Traitress,
Hero	Heroine,	Tutor	Tutress,
Hunter	Huntress,	Viscount	Viscountess,
Host	Hostess,	Votary	Votaress,
Jew	Jewess,	Widower	Widow.
Lion	Lioness,		

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⁽²⁾ 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⁽⁴⁾ *nominative case* denotes the doer of an action or the subject of a verb, as, *the boy reads.*

The⁽⁵⁾ *possessive case* denotes the possession of property ; as, *my father's house.*

The⁽⁶⁾ *objective case* denotes the object of a verb, participle or preposition ; as, *the man sawed the wood, &c.*

The nouns MAN and MOTHER are thus declined :

Sing. Num.	Plu. Num.
<i>Nom.</i> Man,	<i>Nom.</i> Men,
<i>Pos.</i> Man's,	<i>Pos.</i> Men's,
<i>Obj.</i> Man,	<i>Obj.</i> Men.
<i>Nom.</i> Mother,	<i>Nom.</i> Mothers,
<i>Pos.</i> Mother's,	<i>Pos.</i> Mothers',
<i>Obj.</i> Mother,	<i>Obj.</i> Mothers.

Questions. 1. What nouns are applicable to both sexes?—2. What is case?—3. How many cases are there? and what are they called?—4. What does the nominative case denote?—5. What does the possessive case denote?—6. What does the objective case denote?

Nouns or Names.

PROPER NOUNS. America — Augusta — Boston — Portland — Charles — Henrietta — Mary — Washington — Jefferson — Franklin — Kennebec — Mississippi — Amazon — Ganges.

COMMON NOUNS. Cake, cakes — book, books — place, places — boy, boys — box, boxes — vice, vices — virtue, virtues — wine, wines — man, men — woman, women — house, houses — tree, trees — flower, flowers — bird, birds.

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 and Nouns.

LARGE



BIBLE.

AMERICAN



EAGLE.

YOUNG



MAN.

OLD



MAN.

BEAUTIFUL



ROSE.

LITTLE



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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⁽¹⁾ are commonly reckoned three degrees of comparison ; the *positive*, *comparative* and *superlative*.

The⁽²⁾ 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⁽³⁾ comparative degree increases or lessens the positive in signification ; as *larger*, *wiser*, *greater*, *less wise*.

The⁽⁴⁾ superlative degree increases or lessens the positive to the highest or lowest degree ; as, *largest*, *wisest*, *greatest*, *least wise*.

The⁽⁵⁾ simple word or positive, becomes the comparative, by adding *r* or *er* to the end of it ; and⁽⁶⁾ the superlative by adding *st* or *est* ; as,

Positive.	Comparative.	Superlative.
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.	Comparative.	Superlative.
Beautiful,	<i>more</i> beautiful,	<i>most</i> beautiful.
Wise,	<i>more</i> wise,	<i>most</i> 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* ?

Comparison of Adjectives.

Positive. Comparative. Superlative.



A *large* PLUM, A *larger* PLUM, The *largest* PLUM.



A *tall* MAN, A *taller* MAN, The *tallest* MAN.



A *beautiful* BIRD, A *more beautiful* BIRD, The *most beautiful* BIRD.

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A large PLUM, A larger PLUM, The largest PLUM.



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A beautiful BIRD, A more beautiful BIRD, The most beautiful BIRD.

Monosyllables⁽¹⁾ for the most part are compared by adding *er* or *est*; and⁽²⁾ dissyllables 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,

Positive.	Comparative.	Superlative.
Good,	better,	best,
Bad,	worse,	worst,
Little,	less,	least,

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.

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.

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.

Questions. 1. How are monosyllables compared?—2. How dissyllables?—3. In what words are the degrees of comparison irregularly formed?—4. What is an article?—5. How many articles are there?—6. What is *the* called? and what does it denote?—7. What is *an* or *a* called? and what does it denote?

Articles and Nouns.



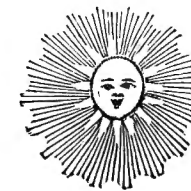
THE BIBLE.



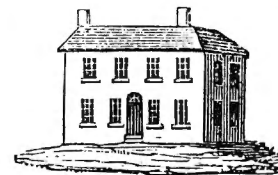
A PEN.



A PEAR.



THE SUN.



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A TREE.

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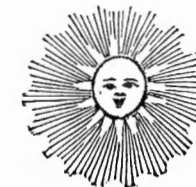
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OF VERBS.

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?—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?—Why?—Are the verbs, "*blows*," "*flies*" and "*runs*" transitive or intransitive? Why?

Verbs.

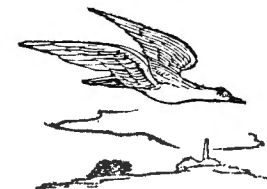
TO SAW.



TO READ.



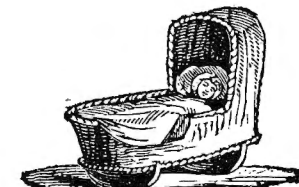
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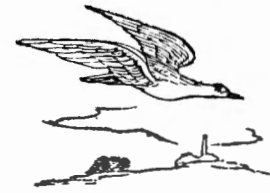
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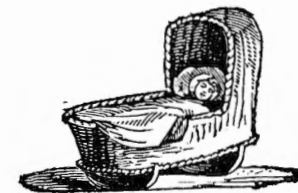
TO DANCE.



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TO RUN.



TO SLEEP.

OF PARTICIPLES.

A(1) participle is a word derived from a verb, partaking of the nature of a verb and of an adjective.

There(2) are three participles; the *present*, the *perfect*, and the *compound*.

The(3) *present participle* is formed by adding *ing* or *ning* to the *verb*; as, love — *loving*, saw — *sawing*, dance — *dancing*, run — *running*.

The(4) *perfect participle* is regularly formed by adding *d* or *ed* to the verb; as, love — *loved*, saw — *sawed*.

The(5) *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(6) 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(7) are of different kinds; namely, *manner*, *time*, *place* and *degree*, &c.

Of Manner;(8) as wisely, well, easily, correctly, &c. *Of Time*;(9) as, soon, now, instantly, yet, since, to-morrow, &c. *Of Place*;(10) as, here, there, where, whither, thither, &c. *Of Degree*;(11) as, very, quite, exceedingly, extremely, too, &c.

Questions. 1. What is a participle?—2. How many participles have verbs? and what are they called?—3. How is the present formed?—4. How is the perfect formed?—5. How is the compound formed?—6. What is an adverb?—7. How are they divided?—8. Repeat some of the adverbs of Manner.—9. Time.—10. Place.—11. Degree.

Verbs and Adverbs.

TO WORK



DILIGENTLY.

TO WORK



IDLY.

TO RUN



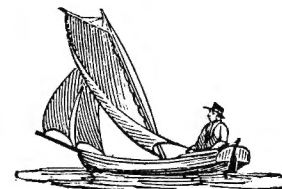
SWIFTLY.

TO BEG



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TO RIDE



SLOWLY.

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Of Manner; (8) as wisely, well, easily, correctly, &c. *Of Time*; (9) as, soon, now, instantly, yet, since, to-morrow, &c. *Of Place*; (10) as, here, there, where, whither, thither, &c. *Of Degree*; (11) as, very, quite, exceedingly, extremely, too, &c.

Questions. 1. What is a participle? — 2. How many participles have verbs? and what are they called? — 3. How is the present formed? — 4. How is the perfect formed? — 5. How is the compound formed? — 6. What is an adverb? — 7. How are they divided? — 8. Repeat some of the adverbs of Manner. — 9. Time. — 10. Place. — 11. Degree.

Verbs and Adverbs.

TO WORK



DILIGENTLY.

TO WORK



IDLY.

TO RUN



SWIFTLY.

TO BEG



HUMBLY.

TO SAIL



SMOOTHLY.

TO RIDE



SLOWLY.

Some (1) adverbs admit of comparison; as, soon, sooner, soonest; often, oftener, oftenest. 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 speak *deliberately*—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*—*thymself*, *yourselves*—*himself*, *herself*, *itself*, *themselves*.

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.

SINGULAR NUMBER.				
1st person.	2d per.	3d per. mas.	3d per. fem.	3d per. neu.
<i>Nom.</i> I, (6)	Thou,	He,	She,	It,
<i>Poss.</i> Mine,	Thine,	His,	Hers,	Its,
<i>Obj.</i> Me;	Thee;	Him;	Her;	It;
PLURAL NUMBER.				
<i>Nom.</i> We,	Ye or You,	They,	They,	They,
<i>Poss.</i> Ours,	Yours,	Theirs,	Theirs,	Theirs,
<i>Obj.</i> Us.	You.	Them.	Them.	Them.

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*.

Some (1) adverbs admit of comparison; as, soon, sooner, soonest; often, oftener, oftenest. 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*.

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<i>Obj.</i> Me;	Thee;	Him;	Her;	It;	
PLURAL NUMBER.					
<i>Nom.</i> We,	Ye or You,	They,	They,	They,	
<i>Poss.</i> Ours,	Yours,	Theirs,	Theirs,	Theirs,	
<i>Obj.</i> Us.	You.	Them.	Them.	Them.	

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OF RELATIVE PRONOUNS. The words (1) *Who*, *Which*, and *That*, (when *That* can be changed into *who* or *which*) are relative pronouns.

These (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.

<i>Sin. Nom.</i> (4) <i>Who</i> ,	<i>Plu. Nom.</i> <i>Who</i> ,
<i>Poss.</i> <i>Whose</i> ,	<i>Poss.</i> <i>Whose</i> ,
<i>Obj.</i> <i>Whom</i> ;	<i>Obj.</i> <i>Whom</i> .

WHICH (5) is applied to animals and things.

<i>Sin. Nom.</i> (6) <i>Which</i> ,	<i>Plu. Nom.</i> <i>Which</i> ,
<i>Poss.</i> <i>Which</i> ,	<i>Poss.</i> <i>Which</i> ,
<i>Obj.</i> <i>Which</i> ;	<i>Obj.</i> <i>Which</i> .

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

<i>Sin. Nom.</i> (8) <i>That</i> ,	<i>Plu. Nom.</i> <i>That</i> ,
<i>Poss.</i> <i>That</i> ,	<i>Poss.</i> <i>That</i> ,
<i>Obj.</i> <i>That</i> ;	<i>Obj.</i> <i>That</i> .

OF INTERROGATIVE PRONOUNS. The (9) words *Who*, *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.

Questions. 1. What words are called Relative pronouns?—2. Why so called?—3. To what is *who* applied?—4. Decline the relative pronoun *who*.—5. To what is *which* applied?—6. Decline the Relative *which*.—7. To what is *that* applied?—8. Decline the Relative *that*.—9. What are called Interrogative pronouns?—10. What are adjective pronouns?

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 nouns.)

When the preceding ADJECTIVE PRONOUNS are not prefixed to nouns, they are parsed 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.

Questions. 1. How many kinds of adjective pronouns are there?—2. What are they called?—Name the possessive—distributive—demonstrative—indefinite—interrogative.—3. What are these words called when they are not prefixed to nouns?—4. What is a Conjunction?—5. What is a sentence?—6. How many kinds are there?—7. What constitutes a simple sentence?—8. What constitutes a compound sentence?—9. How many kinds of Conjunctions are there? and what are they called?

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* — *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.

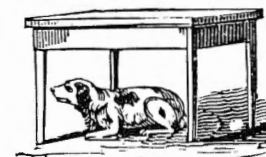
Questions. 1. Repeat the Copulative.—2. Repeat the Disjunctive?—3. Name the Conjunctions that are used for connecting words.—4. What is a Preposition? Repeat the principal prepositions.

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.

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

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

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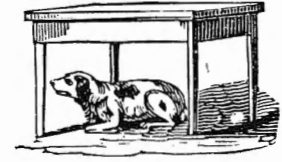
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Question. 1. What is an Interjection?—Repeat some of the principal interjections.

Interjections.

Oh! my poor brother.



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



Hush! you will wake the baby.

OF DERIVATION.

Words are derived from one another in various way 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 "to 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."

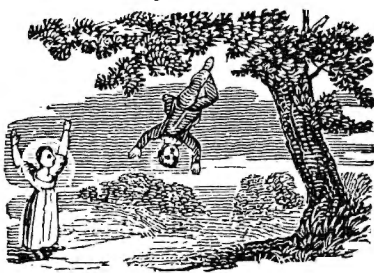
A compound sentence contains two or more simple sentences; as, "*Time flies swiftly*" and "*death approaches*."

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?

Interjections.

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3. Adjectives are derived from Nouns; as, from "health" comes "healthy."

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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	}	<i>are seen.</i>
Women		
Trees		
Wines	}	<i>are tasted.</i>
Apples		
Plums		
Music	}	<i>is heard.</i>
Thunder		
Echo		
Odor	}	<i>is smelled.</i>
Incense		
Perfume		
Joy	}	<i>is felt.</i>
Fear		
Hope		
Time	}	<i>is conceived.</i>
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 Verb is introduced.

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, *new, newer, newest*.

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 *er*; and the superlative by the addition of *st*, or *est* to the end of it: as *wise, wise-r, wise-st*—*great, great-er, great-est*. 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 modification?—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 parse an adjective?

Rule 1. *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 connexion with the noun, and to apply Rule 1.

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

Phraseology to be used in parsing the adjective. **Large ships, &c.* "*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, neuter gender"—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 *a* used?—What rule do you give when you parse an article?

Rule 2. *The article refers to its noun (or pronoun) to limit its signification.*

Examples to be Parsed,

In which it is required of the pupil (in addition to parsing the noun and adjective as in the preceding lesson) to parse the Articles, and to give Rule 2.

* The largest vessels The tallest forests The brilliant stars	} are seen.
The choicest fruits The ripest melons The finest wines	} are tasted.
A true report A distant sound A loud voice	} is heard.
A sweet perfume A refreshing odor A delightful incense	} is smelled.
An acute pain An eager joy An ardent wish	} is felt.
The celestial spheres The highest heavens The acutest pains	} are conceived of

Phraseology to be used in parsing the *article*, &c. *The largest vessels*—*“*The* is the *definite article* and refers to *vessels*. (Repeat Rule 8.) The article refers to its noun (or pronoun) to limit its signification—*largest* is an adjective and belongs to *vessels*. (Repeat Rule 1.) *Vessels* is a noun of the third person plural number, neuter gender.”

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, either expressed or understood, 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.

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—

Phraseology to be used in parsing the *verb* in connexion with the *noun*. A brave *soldier fights*. *"*Soldier* is a *noun*, of the third person, singular number, masculine gender, in the *nominative case* to *fights*: *fights* is an active verb, of the third person, singular number, to *agree* with *soldier*. (Repeat Rule 3.) A verb must agree with its nominative case, in *number* and *person*."

LESSON V.

OF PARTICIPLES. 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 *ning* 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 <i>violently</i> *	}	<i>manner.</i>
The small bird sings <i>sweetly</i>		
A prudent person speaks <i>cautiously</i>		
A good servant labors <i>faithfully</i>		
A large stream flows <i>rapidly</i>		
A swift horse trots <i>nimbly</i>		
An old man walks <i>slowly</i>		

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."

Examples to be Parsed.

A brave general embarks <i>to-day</i>	}	<i>time.</i>
The old ship arrived <i>yesterday</i>		
An able statesman speaks <i>to-night</i>		
An industrious student improves <i>daily</i>		

A large army encamped <i>here</i>	}	<i>place.</i>
The stoutest yeomen march <i>hither</i>		
A wealthy farmer lives <i>there</i>		
The gallant stranger travels <i>thither</i>		

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 (adwords) 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 adverbs 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."

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—*we* run—*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.

LESSON VII.

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.

<i>Sin. Nom.</i> Who,	<i>Plu. Nom.</i> Who,
<i>Poss.</i> Whose,	<i>Poss.</i> Whose,
<i>Obj.</i> Whom;	<i>Obj.</i> 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.

_____ { men _____ }	_____
The men { who work well }	labor diligently.

_____ { horse _____ }	_____
A horse { which trots hard }	travels rapidly.

_____ { horse _____ }	_____
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?

Examples to be Parsed.

Who labors here? Which performs best? What floats hither? Who speaks to-day? Which came hither yesterday? Who believes sincerely?

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.

My pupils improve daily. His horse trots nimbly. Every child walks well. This young lady dances gracefully. That man speaks wisely. Some people live carelessly. Every pupil (that studies diligently) parses fluently. Good men live happily — they die cheerfully. Who sins knowingly? Which sings best? Which company meets to-day? What officer commands here?

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.

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.
My noble companion relieved them effectually.
The young girl reads (") correctly.
A correct scholar speaks (") slowly.
The new vessel sails () rapidly.
The mail coach arrives () daily.

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?

LESSON X.

Rule 10. *Participles have the same government as the verbs have from which they are derived.*

Examples to be Parsed,

In which it is required of the pupil (in addition to the distinctions made in the preceding exercise) 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.

OF CONJUNCTIONS. 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 be Parsed,

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 be Parsed,

In which it is required of the pupil (in addition to the distinctions made in the preceding exercises) to parse the prepositions, nouns, &c, governed by them — and apply Rule 12.

They confided *in* him. He spoke *unto* them *in* parables. They called *upon* her *in* person. The mast fell *athwart* the ship. He walked *with* me *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! Alas! 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 be Parsed.

8 6 9 7 3 2 1 4 5
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*.

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.

	Singular.	Plural.
Nom.	Eagle,	Eagles,
Poss.	Eagle's,*	Eagles',†
Obj.	Eagle;	Eagles.
Nom.	Deer,	Deer,
Poss.	Deer's,	Deer's, (or s')
Obj.	Deer;	Deer.

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

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 nouns and pronouns in the possessive case — point out their government, and apply Rule 13.

† 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 the singular of proper names ending in *s*, formed? — How is a noun in the possessive case governed? — Decline the nouns eagle and deer.

† Proper names ending in *s* in the *singular number*, form the possessive, by the addition of the apostrophic *s* ('s) to the nominative; as, Thomas's Almanac, Nilus's Register.

The deepest sorrow preyed upon that amiable lady's mind. She rang for her child, and in its infantine caresses, she forgot her misery. His opinion coincides with mine " . His performance deserves no commendation, but hers " pleases me.

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 gaudy 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.

LESSON XIV.

Examples to be Parsed,

[In which only the simple forms of the ACTIVE VERB (transitive and intransitive) are used.]

But yesterday these few and heavy sheaves
 Waved in the golden harvest; from the plain
 The delicate blade shot upwards, and the grain
 Put forth the unripe ear and tender leaves.
 Then the glad upland smiled upon the view,
 And to the air the broad green leaves unrolled,
 An emerald glimmered in each silken fold,
 And on each palm a pearl of morning dew,
 And thus sprung up and ripened in brief space
 All that seemed beautiful in the summer-tide, —
 All that beneath the reaper's sickle died.
 And thus springs up and dies the human race.
 Thus grows the harvest of our longer year!
 And Oh! how many fall before the yellow ear!

H. W. LONGFELLOW.

OF THE MODES AND TENSES.

MODE is a particular form of the verb, showing the manner in which the being, action, or passion, is represented. There are five; viz. the Indicative, Subjunctive, Potential, Infinitive, and Imperative.

The Indicative mode simply indicates, or declares a thing.

Questions. What is Mode?—How many modes are there?—How does the indicative mode represent an action or event.

OF TENSE. Tense is a distinction of Time. 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 *d* 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?

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.

Present.	Imper.	Perf. Part.	Present.	Imper.	Perf. Part.
I abide,	I abode,	abode.	I choose,	I chose,	chosen.
I am,	I was,	been.	I cling,	I clung,	clung.
I bear,	I bore,	bore.	I come,	I came,	come.
I beat,	I beat,	beaten.	I cost,	I cost,	cost.
I begin,	I began,	begun.	I creep,	I crept, <i>r</i>	crept.
I bend,	I bent, <i>r</i>	bent, <i>r</i>	I cut,	I cut,	cut.
I bid,	I bade,	bidden.	I deal,	I dealt, <i>r</i>	dealt, <i>r</i>
I bind,	I bound,	bound.	I dig,	I dug, <i>r</i>	dug, <i>r</i>
I bite,	I bit,	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, <i>r</i>	dwelt, <i>r</i>
I bring,	I brought,	brought.	I eat,	I ate,	eaten.
I build,	I built, <i>r</i>	built, <i>r</i>	I fall,	I fell,	fallen.
I burst,	I burst,	burst.	I feed,	I fed,	fed.
I buy,	I bought,	bought.	I feel,	I felt,	felt.
I cast,	I cast,	cast.	I fight,	I fought,	fought.
I catch,	I caught, <i>r</i>	caught, <i>r</i>	I find,	I found,	found.

<i>Present.</i>	<i>Imper.</i>	<i>Perf. Part.</i>
I write,	I wrote,	written.

CONJUGATION of the verb WRITE, in the INDICATIVE MODE.

INDICATIVE MODE.

PRESENT TENSE.

<i>Sing. Number.</i>	<i>Plural Number.</i>
I write,	We write,
Thou write-st,*	Ye or You write,
He write-s;†	They write.

IMPERFECT TENSE.

<i>Sing. Number.</i>	<i>Plural Number.</i>
I wrote,	We wrote,
Thou wrote-st,‡	Ye or You wrote,
He wrote;	They wrote.

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*, *Beat*, *Begin*, *Bend*, *Beseech*, *Bid*, &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 ROSCOE G. GREENE, *Teacher*—Price cts; or to a large work entitled, a PRACTICAL Grammar of the English Language, &c, by the same Author. Price cts.]

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 understandingly from the more simple to the more abstruse parts of the subject.

A series of progressive Exercises for practice in *parsing* is presented, combining, at each step of the pupils' 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.

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Eastern Argus.

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