

A
PRACTICAL GRAMMAR

OF THE

ENGLISH LANGUAGE,

IN WHICH THE

PRINCIPLES ESTABLISHED BY LINDLEY MURRAY,

ARE INCULCATED, AND HIS

THEORY OF THE MOODS

CLEARLY ILLUSTRATED BY DIAGRAMS, REPRESENTING THE NUMBER OF TENSES
IN EACH MOOD—THEIR SIGNS—AND THE MANNER IN
WHICH THEY ARE FORMED.

39
SECOND EDITION, IMPROVED.

BY ROSCOE G. GREENE.



PORTLAND:

PUBLISHED BY SHIRLEY AND HYDE, EXCHANGE-STREET.

1830.

PE 1109
G 82
1830

E. W. F. O. J. 12-10.

Recd 2 August 1830.

DISTRICT OF MAINE--TO WIT:
District Clerk's Office.

BE IT REMEMBERED that on the first day of March, A. D. 1830, and in the fifty-sixth year of the Independence of the United States of America, Mr. Thomas Todd, of said District, has deposited in this office the title of a book the title whereof he claims as proprietor in the words following, *to wit:*

"A Practical Grammar of the English Language, in which the Principles established by Lindley Murray, are inculcated, and his theory of the moods clearly illustrated by diagrams representing the number of tenses in each mood—their signs—and the manner in which they are formed.—Second edition, improved. By Roscoe G. Greene."

In conformity to the act of Congress of the United States, entitled "An Act for the encouragement of learning, by securing the copies of Maps, charts and books, to the authors & proprietors of such copies, during the times therein mentioned;" and also, to an act, entitled "An Act supplementary to an act entitled An Act for the encouragement of learning, by securing the copies of maps, charts and books to the authors and proprietors of such copies, during the times therein mentioned: and for extending the benefits thereof to the arts of designing, engraving and etching historical and other prints."

J. MUSSEY, Clerk of the District of Maine.

A true copy as of record.
Attest, J. MUSSEY, Clerk of the District of Maine.

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RECOMMENDATIONS.

Having examined Mr. R. G. Greene's compilation of English Grammar, and tested its utility by actual experiment in my own school, I do not hesitate to say that I consider his arrangement of the subject—matter, and particularly his manner of illustrating the *Moods and Tenses*, far preferable to any other system which I have seen. And I confidently believe that wherever his book is used, and his plan pursued, much labor will be saved, both to the Teacher and the Pupil. I therefore earnestly wish him success in his laudable undertaking, and confidently hope his industry will be liberally rewarded by the patronage of the public.

"HENRY JACKSON," *Teacher of Monitorial School No. 1.*

Portland, Dec. 10, 1828,

The following remarks, from the Christian Mirror of June 6, are from the pen of Rev. Asa Cummings.

"Mr. Greene's plan of teaching the English Grammar has the best of all recommendations to sustain its pretensions—that of "successful experiment." He commences with a familiar explanation of the noun, which is the only part of speech except the interjection, which can be explained unconnected with any other. When the *noun*, with its person, number and gender, is well understood, he explains the *article* and its uses, and then exercises the pupil on examples prepared for the purpose. He next takes up the *adjective*, explaining its variations, office, and connection with the noun, and exercising the pupil on a variety of examples composed of the *article, adjective and noun*. The next in his order is the *active verb*, which also is fully explained, and the office of a *noun* in the nominative case, as an actor, is illustrated by appropriate exercises. Into the next following lesson the *adverb* is introduced, and the examples for exercise contain the adverb and the parts of speech before mentioned, thus combining what is new, at each step, with what has before been rendered familiar to the pupil. In this manner the pupil is carried forward, unembarrassed, and understandingly, from the simplest to the abstruser parts of this complicated science. He is prepared, by previous acquisitions, to comprehend each part, as it is successively presented to the mind. When all the parts of speech have been introduced, and their *character, government, agreement, &c.* are already understood—for which from ten to fifteen lessons are requisite—the pupil enters upon the study of the *moods and tenses*, in which the same regard to order in the arrangement of examples for exercise is observed, as in the introduction of the several parts of speech. In this perhaps the most difficult part of Grammar, the learner is assisted by Diagrams representing the *moods and tenses*, in which their various characteristics are impressed on the mind, by being presented to the eye. Their regular location in these Diagrams aided by the principle of association, is admirably adapted to favor their retention in the student's mind, as well as to facilitate his further progress.

RECOMMENDATIONS.

"Messrs. SHIRLEY & HYDE.
Gentlemen—Having used Mr. GREENE'S GRAMMAR in my School for a number of months past, I do not hesitate to say that for its *simplicity and conciseness*, the two most essential requisites in a Text Book for Schools, I consider it entitled to a high degree of merit.
JOSEPH LIBBY," *Teacher, Classical School.*

Portland, Feb. 26, 1830.

Portland English High School, }
Feb. 25, 1830

TO THE PUBLISHERS.
Gentlemen,—I cannot better express my opinion of R. G. GREENE'S GRAMMAR, than by assuring you that I highly approve the School Committee's selection of it for this School.
J. M. PURINTON, *Teacher.*

1823 July 29

RECOMMENDATIONS.

When the regular verbs are disposed of, different kinds of verbs are introduced and illustrated followed by lessons in analytical parsing,—supplying ellipses—exercises in bad syntax—Punctuation, Rhetoric, Composition, &c. &c.

This imperfect outline of his plan will show, that Mr. Greene's mode, of teaching is philosophical, in the approved sense of the term. As a man, and a teacher, he needs not our recommendation. A five year's residence in this town has secured him the esteem and confidence of those who have had the best opportunity to know him."

"The undersigned, having witnessed the examination of a class in English Grammar under the tuition of Mr. R. G. Greene of this town, and feeling desirous to promote the diffusion of the best principles of education, as well as to do an act of justice to Mr. Greene as an instructor, deem it proper to state the following facts.

"The class examined in our presence, consisted of seven ladies. They had received twenty daily lessons, of one hour each, and stated that they had not devoted more than one additional hour to the study upon an average, each day, making the whole not to exceed forty hours. Most of them, when they commenced this course of lessons, were entirely unacquainted with the principles of Grammar. They now appeared to be familiar with all the parts of speech and their various modifications, could readily parse any simple construction of the English language, and answer the most difficult questions with respect to the formation of the several modes and tenses.

"It appeared to us that the progress of this class for the time they had devoted to the study, had been much greater than is usually made in our schools under the ordinary mode of instruction, and we cheerfully recommend to public patronage both the system and the man."

"ALBION K. PARRIS," Governor of the State of Maine.

Rev. "ASA RAND," Editor Boston Recorder.

"SEBA SMITH, Jr." A. M.

Portland, July 29, 1823.

"Having attended an examination of a class of young Pupils, who had received twenty lessons in English Grammar from their instructor, Mr. R. G. Greene, I am able to express my entire concurrence in the opinion heretofore certified from various quarters, in regard to his qualification and success in this department of instruction. I have never witnessed any other instance of such proficiency in so short a time. Mr. Greene's instruction illustrates, very forcibly, the importance of presenting a complicated subject to young minds in distinct and successive portions, and of constantly calling the attention to the reasons and general principles which appertain to that subject."

Hon. "JOSEPH G. KENDALL, A. M."

Late a Tutor in Harvard College.

Leominster, (Ms.) May 24, 1823.

"At the request of Mr. R. G. Greene, we visited a School, instructed by him in English Grammar. He appears to us well qualified for performing this duty. From the rapid proficiency made by his Pupils, and from the critical and thorough examination, which we attended, we cheerfully recommend his course of instruction, as highly favorable for young men and women, who, in the present arrangement of our schools, have but a short season for literary improvement.

"NATHANIEL THAYER," D. D.

"NATHANIEL WOOD," A. B. Tutor Harvard College, Cam.

Lancaster, (Ms.) Jan. 11, 1823.

RECOMMENDATIONS.

"From a knowledge of the great defects, arising from want of method, in the long established mode of instruction in English Grammar, and also from an acquaintance with the system pursued by Mr. R. G. Greene, which is now before the public, I am fully satisfied that the progress of the student may be facilitated thereby, in a degree far exceeding that of any other; and I do confidently believe, that no one, who has fairly and impartially examined the same, will hesitate to give it his decided approbation,"

"DANIEL CLARKE, A. M."

Portland, Aug. 6, 1823.

Late Preceptor of Warren Academy.

The following, by William B. Sewall, Esq. is taken from the Portland Gazette,

"We were recently indulged with an opportunity of witnessing the progress made by a class of young ladies, having nearly completed a course of instruction in English Grammar, under the tuition of Mr. Greene, who has been engaged in that branch of education in this town, for a few months past. It is but justice to the instructor and his pupils to say that the mode of explaining and illustrating the elements of our language, by the system this gentleman has adopted, is such as to have been attended with uncommon success. It is not merely by a mechanical exercise of memory that the pupils conducted in his course of instruction, but the rationale of every precept is explained at each step of his progress, until the principles of grammar and the construction of language are fully and clearly understood. It has been said of old, and the maxim has truth as well antiquity in its favor, "There is no royal way to learning." It is undoubtedly true that no valuable intellectual superiority can be attained but by assiduous application and unwearied industry; but that there are more direct approaches to the eminences of learning, than are sometimes pursued, cannot be denied by those who have been in any degree conversant with the history of the progress of the human mind. Those, who are able to afford us any such facilities to the acquisition of knowledge, in whatever branch it may be, are entitled to substantial encouragement—and believing, as we do, Mr. Greene to be altogether deserving, we most cordially wish him an abundant harvest of public patronage."

"Dear Sir—So far as I have had opportunity to examine your Grammar of the English Language, I am satisfied that, while it does not, and should not aim at originality of matter, its arrangements, and very appropriate examples for illustration, will be found by the teacher well adapted to lead the learner, step by step, through the elementary forms of the language, till he is able to understand, if not in some cases to anticipate the generalizations, which are given, in that part of the Treatise which follows the elementary instructions.

"Respectfully, your obedient servant,

Rev. "E. ADAMS,"

Principal of the High School for Females.

"Mr. R. G. GREENE.

"Portland, Dec. 18, 1823."

Extract from the journal of the proceedings of the Artisan's Institute.

"Voted, That the Society highly approve of the Grammar published by Mr. R. G. Greene, and that it be used in the School under their direction."

"CHARLES HOLDEN, Chairman."

"L. WHITNEY, Secretary."

Portland, Dec. 1823.

PREFACE.

A competent knowledge of the Grammar of the English Language, is now considered so essential a part of a business education, that no apology for attempting to render the acquisition of it less difficult to beginners, is deemed necessary.

In selecting materials for the following pages, (though the system of Lindley Murray was considered the standard,) the works of other eminent writers on Grammar were consulted, and their opinions in some instances adopted. It was not however, the object of the compiler to make innovations in the science itself, but to present an improved method of teaching it—to give to long established principles, a form more interesting and useful to the learner, than any yet presented to the public.

That oral instruction is calculated to make a more lasting impression upon the mind, than *that* received solely from books, will, he thinks, be admitted by all who are acquainted with the difficulties of teaching this science. He has, therefore, presented nothing, in the *first* lessons, but the Definitions, Rules, and Examples necessary for practice in parsing, &c. leaving it for the instructor to supply whatever may be found necessary, by verbal illustration.

The verb, with beginners in the study, is found the most difficult part of Grammar;—not in itself, but on account of the different forms that it takes, and the great variety of changes which it undergoes in passing through the Moods and Tenses. In order to obviate these perplexities, and give facility and interest to the progress of the student, the compiler has formed Diagrams of the several Moods; presenting, at one view, the number of Tenses in each, their Signs, and the manner in which they are formed.

The utility of these Diagrams has been tested in the instruction of several Classes; and it is confidently believed, that if properly used, they will be found as useful in acquiring a critical knowledge of the most complicated part of Grammar, as maps are in the study of Geography.

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PREFACE.

Experience has abundantly shown to every teacher of Grammar, that learners, especially *young* learners, find much difficulty in committing to memory the variations of the verb in the several moods and tenses, and still more, in understanding and retaining them.

Something more than the mere metaphysical distinction conveyed by words, seems to be necessary in order to render the first efforts in this subject, successful and pleasant.

A striking view of sensible objects, under such modifications as will suggest and illustrate the proper distinctions, and afford, at a glance, the means of comparison, must necessarily possess for untutored minds, great advantages over the subtle, distilling process of words.

Every person, who has at all observed the operations of his own mind, must have felt the power of external objects in calling up a train of ideas, which for years before, may not have recurred to him.

Reflection will always effectually serve those who in disposing of their ideas, employ the principle of local association. When they touch upon a link of the well united chain, whether "tenth or ten thousandth," they are able to follow the successive connection to each extremity.

It is upon this unfailing principle of local association,

"All the signs by which our thoughts are expressed" says Dugald Stuart, "are addressed either to the eye or to the ear; and the impressions made on these organs, at the time when we first receive an idea, contribute to give us a firmer hold of it. Visible objects are remembered more easily than those of any other of our senses; and hence it is, that the bulk of mankind are more aided in their recollection by impressions made on the eye, than by those made on the ear. Every person must have remarked, in studying the elements of geometry, how much his recollection of the theorems was aided by the diagrams which are connected with them. This advantage, which the objects of sight, naturally have over those of hearing, in the distinctness and permanence of the impression which they make on the memory, continues, and even increases through life, in the case of the bulk of mankind."

ENGLISH GRAMMAR.

ENGLISH GRAMMAR is the art of speaking and writing the English language with propriety
It is divided into four parts, viz. ORTHOGRAPHY, ETYMOLOGY, SYNTAX, and PROSODY.

ORTHOGRAPHY.

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

Letters are divided into vowels and consonants.

A vowel is an articulate sound, that can be perfectly uttered by itself: as, *a, e, o*; which are formed without the help of any other sound.

A consonant is an articulate sound, which cannot be perfectly uttered without the help of a vowel: as, *b, d, f, l*; which require vowels to express them fully.

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

W and *y* are consonants when they begin a word or syllable; but in every other situation they are vowels.

Consonants are divided into mutes and semi-vowels.

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

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

Four of the semi-vowels, namely, *l, m, n, r*, are also distinguished by the name of *liquids*, from their readily uniting with other consonants, and flowing as it were into their sounds.

A diphthong is the union of two vowels, pronounced by a single impulse of the voice; as, *ea* in *beat*, *ou* in *sound*.

A triphthong is the union of three vowels, pronounced in like manner; as *eau* in *beau*, *iew* in *view*.

A proper diphthong is that in which both the vowels are sounded; as *oi* in *voice*, *ou* in *ounce*.

An improper diphthong has but one of the vowels sounded; as, *ea* in *eagle*, *oa* in *boat*.

SYLLABLES.

A syllable is a sound either simple or compounded, pronounced by a single impulse of the voice, and constituting a word, or part of a word: as, a, an, ant.

Spelling is the art of rightly dividing words into their syllables; or of expressing a word by its proper letters.

WORDS.

Words are articulate sounds, used by common consent, as signs of our ideas.

A word of one syllable is termed a monosyllable; a word of two syllables, a dissyllable; a word of three syllables, a trisyllable; and a word of four or more syllables, a polysyllable.

All words are either primitive or derivative.

A primitive word is that which cannot be reduced to any simpler word in the language; as, man, good, content.

A derivative word is that which may be reduced to another word in *English* of greater simplicity; as, manful, goodness, contentment, Yorkshire.

RULES FOR SPELLING.

The orthography of the English language is attended with much uncertainty and perplexity. But a considerable part of this inconvenience may be remedied, by attending to the general laws of formation; and, for this end, is presented a view of such general maxims, in spelling primitive and derivative words, as have been almost universally received.

RULE I.

Monosyllables ending with *f*, *l*, or *s*, preceded by a single vowel, double the final consonant: as, staff, mill, pass, &c. The only exceptions are, of, if, as, is, has, was, yes, his, this, us, and thus.

RULE II.

Monosyllables ending with any consonant but *f*, *l*, or *s*, and preceded by a single vowel, never double the final consonant; excepting only, add, ebb, butt, egg, odd, err, inn, bunn, purr, and buzz.

RULE III.

Words ending with *y*, preceded by a consonant form the plurals of nouns, the persons of verbs, verbal nouns, past participles, comparatives, and superlatives, by changing *y* into *i*: as spy, spies; I carry, thou carriest; he carrieth or carries; carrier, carried; happy, happier, happiest.

The present participle, in *ing*, retains the *y*, that *i* may not be doubled; as, carry, carrying; bury, burying, &c.

But *y*, preceded by a vowel, in such instances as the above, is not changed; as, boy, boys; I cloy, he cloy, cloyed, &c.; except in lay, pay, and say; from which are formed, laid, paid, and said; and their compounds, unlaid, unpaid, unsaid, &c.

RULE IV.

Words ending with *y*, preceded by a consonant, upon assuming an additional syllable beginning with a consonant, commonly change *y* into *i*; as, happy, happily, happiness. But when *y* is preceded by a vowel, it is very rarely changed in the additional syllable: as, coy, coyly; boy, boyish, boyhood: annoy, annoyed, annoyance; joy, joyless, joyful, &c.

RULE V.

Monosyllables, and words accented on the last syllable, ending with a single consonant preceded by a single vowel, double that consonant, when

they take another syllable beginning with a vowel: as, wit, witty; thin, thinnish; to abet, an abetter; to begin, a beginner.

But if a diphthong precedes, or the accent is on the preceding syllable, the consonant remains single; as, to toil, toiling; to offer, an offering; maid, maiden, &c.

RULE VI.

Words ending with any double letter but *l*, and taking *ness*, *less*, *ly*, or *ful*, after them, preserve the letter double; as harmlessness, carelessness, carelessly, stiffly, successful, distressful, &c. But those words which end with double *l*, and take *ness*, *less*, *ly*, or *ful*, after them, generally omit one *l*: as, fulness, skillless, fully, skilful, &c.

RULE VII.

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

RULE VIII.

Ment, added to words ending with silent *e*, generally preserves the *e* from elision: as, abatement, chastisement, incitement, &c. The words judgment, abridgment, acknowledgment, are deviations from the rule.

Like other terminations, it changes *y* into *i*, when preceded by a consonant: as, accompany, accompanied; merry, merriment.

RULE IX.

Able and *ible*, when incorporated into words ending with silent *e*, almost always cut it off; as, blame, blamable; cure, curable; sense, sensible, &c.; but if *c* or *g* soft comes before *e* in the original word, the *e* is then preserved in words compounded with *able*, as, change, changeable; peace, peaceable, &c.

RULE X.

When *ing*, or *ish*, is added to words ending with silent *e*, the *e* is almost universally omitted: as, place, placing; lodge, lodging; slave, slavish; rude, prudish.

RULE XI.

Compounded words are generally spelled in the same manner, as the simple words of which they are formed: as, glasshouse; skylight, thereby, hereafter. Many words ending with double *l*, are exceptions to this rule; as, already, welfare, wilful, fulfil: and also the words, wherever, Christmas, lammas, &c.

ETYMOLOGY AND SYNTAX.

The second part of Grammar is ETYMOLOGY; which treats of the different sorts of words, their various modifications and their derivation.

The third part of Grammar is SYNTAX, which treats of the agreement and construction of words in a sentence.

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 spoken of.

OF NUMBER. Number is the consideration of an object, as one or more.

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

The singular number denotes but one object—the plural denotes 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—but the neuter denotes animals neither male nor female.

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	
Odour	} is smelled.
Incense	
Perfume	
Joy	} is felt.
Fear	
Hope	
Time	} is conceived of.
Space	
Vacuity	

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?

LESSON II.

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

Adjectives have, commonly, no modification but comparison.

Comparison is a variation of the adjective, to express quality in different degrees; as *new*, *newer*, *newest*.

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

Rule 1. *Every adjective belongs to some noun 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 Adjective in connexion with the noun, and to apply Rule 1.

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

QUESTIONS.

What is an ADJECTIVE?—Have adjectives any properties?—What modifications have they?—How many degrees of comparison are there?—What are they called?—What rule do you give when you parse an adjective?

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, *a* or *an* 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.

Rule 2. *The article refers to its noun (or pronoun) in limitation.*

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

QUESTIONS.

What is an **ARTICLE**?—How many articles are there?—Which is called the definite?—Which is called the indefinite?—In what cases is *a* used?—When is *an* used?—What rule do you give when you parse an article?

LESSON IV.

OF VERBS. A verb is a part of speech which signifies action, (being or suffering.)

An active verb denotes action, either of matter or mind.

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.

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—
A valiant chieftain conquers—
The worthless coward trembles—
An honest tradesman prospers—
An industrious pupil studies—
A true friend reproves—
The aged veteran totters—
The wisest men err—
The lonely captive mourns—
The imprudent youth suffers—
The furious lion roars—
The awful thunders roll—
The smallest birds sing—
A modest female blushes—
An artful culprit begs—
The wilful sinner dies—
An idle student plays—
A careless reader blunders—
The angry tempest rages—
The foaming billows dash—
The active farmer thrives—

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.

QUESTIONS.

What is a **VERB**?—What is an active **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?

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 a 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 have no properties; but they 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 heavenly bodies revolve <i>steadily</i>		
The small bird sings <i>sweetly</i>		
A prudent person speaks <i>cautiously</i>		
A good servant labours <i>faithfully</i>		
A large stream flows <i>rapidly</i>		
A swift horse trots <i>nimbly</i>	}	<i>time.</i>
An old man walks <i>slowly</i>		
A brave general embarks <i>to-day</i>		
The old ship arrived <i>yesterday</i>		
An able statesman speaks <i>to-night</i>	}	<i>place.</i>
An industrious student improves <i>daily</i>		
A large army encamped <i>here</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.

QUESTIONS.

What is a PARTICIPLE?—How is the Present Participle formed?—What is an ADVERB?—Have Adverbs any properties?—What rule do you give when you parse an adverb?—What rule do you give when you parse a participle?

LESSON VI.

HELPING ADJECTIVES AND HELPING ADVERBS.
The words* *very*, *quite*, *exceedingly*, *excessively*, *extremely*, *too*, and some other words, are called helping adjectives, when they modify adjectives—when they modify adverbs, they are called helping adverbs.—*Blair*.

EXAMPLES.

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 the same word.

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.

A TABLE OF THE PERSONAL PRONOUNS IN THE THREE CASES.

SINGULAR NUMBER.				
<i>First person.</i>	<i>2d person.</i>	<i>3d per. mas.</i>	<i>3d per. fem.</i>	<i>3d per. neu.</i>
<i>Nom.</i> I,	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 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 exceedingly fast.
A beautiful girl dances—she moves quite gracefully.
The largest book falls—it falls very frequently.
The young ladies sung—they sing extremely well.
I write—thou writest—he writes—we read correctly.
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. Decline each person, in the singular and plural number.

*These words are commonly denominated ADVERBS of DEGREE; and are parsed as such under the Rule "*Adverbs qualify verbs, adjectives, participles, and sometimes other adverbs.*"

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 PRONOUNS.

Who is applied only to persons.

<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.

Which is applied to animals and things.

<i>Sin. Nom.</i> Which,	<i>Plu. Nom.</i> Which,
<i>Poss.</i> ———	<i>Poss.</i> ———
<i>Obj.</i> Which;	<i>Obj.</i> Which.

That is applied to persons, animals, and things.

<i>Sin. Nom.</i> That,	<i>Plu. Nom.</i> That,
<i>Poss.</i> —	<i>Poss.</i> —
<i>Obj.</i> That;	<i>Obj.</i> That.

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

Rule 6. *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 6.

_____	(men _____)	_____
The men	(who work well)	labour very diligently.
_____	(horse _____)	_____
A horse	(which trots hard)	travels very rapidly.
_____	(horse _____)	_____
A horse	(that trots hard)	travels very rapidly.
_____	(boy _____)	_____
The boy	(that reads well)	speaks very slowly.
_____	(man _____)	_____
The man	(who speaks to-day)	spoke here, yesterday.

QUESTIONS.

What words are called **RELATIVE** pronouns?—Why so called?—Decline the relative pronoun *who*?—To what is *who* applied?—Decline the Relative *which*. To what is *which* applied?—Decline the Relative *that*. To what is *that* applied?

LESSON VIII.

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

EXAMPLES TO BE PARSED.

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

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.

The 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.)

Rule 7. *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 7.

My pupils improve daily. Thy son studies hard. 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. He (who speaks naturally) speaks eloquently. Those (who attend steadily) improve very fast. Good men live happily—they die cheerfully. Who sins knowingly? Which sings best? That stream flows very rapidly. Our pupils parse exceedingly well. Which company meets to-day? What officer commands here?

When the preceding **ADJECTIVE PRONOUNS** are not prefixed to nouns, they are parsed as *pronouns* merely, viz. “*Demonstrative pronouns*”—“*Indefinite pronouns*,” &c. having person, number, gender, and case.

QUESTIONS.

What words are called **INTERROGATIVE** pronouns?—What are adjective pronouns?—How many kinds of adjective pronouns are there?—What are they called?—Name the possessive—distributive—demonstrative—indefinite—interrogative. What are these words called when they are not prefixed to nouns?

LESSON VIII.

OF ACTIVE-TRANSITIVE AND ACTIVE-INTRANSITIVE VERBS. An active-transitive verb expresses an action that effects an object.

An active-intransitive verb expresses an action, confined to the actor.

* The objective case denotes the object of a verb, (participle, or preposition.)

Government means the influence that one word has over another in directing its case, &c.

Rule 8. *Transitive verbs govern the objective case.*

EXAMPLES TO BE PARSED,

In which it is required of the pupil (in addition to the preceding exercises) to distinguish the active transitive, and the active intransitive verbs—parse the nouns in the objective case, and apply Rule 8.

The base tyrant slew his friend treacherously.
 A generous man bestows his favors seasonably.
 That accomplished lady spends her time properly.
 This wealthy farmer cultivates his land thoroughly.
 Every valiant soldier performs his duty promptly.
 A profligate prince burdens the poor needlessly.
 An indulgent master governs his servants easily.
 Our generous commander pardoned him instantly.
 My noble companion relieved them effectually.
 Each worthy member performs his part cheerfully.

The young girl reads* (") correctly.
 A correct scholar speaks (") slowly.
 That aged veteran hears (") distinctly.
 A careless penman writes (") badly.
 The new vessel sails () rapidly.
 Those little birds fly () swiftly.
 A wide stream flows () smoothly.
 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 is meant by government?—What rule do you give on parsing a noun or pronoun, governed by a transitive verb?

* All active verbs are transitive when there is any person or thing expressed or clearly implied, upon which the action terminates—when they do not govern such an object, they are intransitive.

LESSON IX.

Rule 9. *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 preceding exercises) to parse the words governed by the participles, and apply Rule 9.

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 1. 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.

Note 2. 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*."

Rule 10. *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 exercises in the preceding lessons) to parse the conjunction—point out its office in connecting words and sentences, and apply Rule 10.

He *and* she saw the transaction. My friend knows him *and* her. He *or* she wrote this letter. The officer arrested him *or* his neighbour. He *rides and* walks alternately. They *read or* write continually. The farmer *bought and* cultivated the land.

The snow falls very fast *and* the storm rages violently.

My neighbour resides here *or* he gave false information.

Your son improves fast *because* he studies diligently.

Our pupils write badly *but* they read correctly.

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 constitutes a simple sentence?—What constitutes a compound sentence?—What rule do you give for the Conjunction?—What rule do you give on parsing a noun or pronoun, governed by a participle?

LESSON X.

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—with*i.*, 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.

Rule 11. *Prepositions govern the objective case.*

EXAMPLES TO BE PARSED,

In which it is required of the pupil (in addition to the preceding exercises) to parse the prepositions—nouns, &c. governed by them—and to apply Rule 11.

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. The stranger passed *up* the hill, *near* the fort, and he saw a vast plain *below* him. He walked *before* me for the space *of* an hour. His friends followed *after* him *during* the day, and *on* the next morning, they found him *behind* a cabin *in* the forest.

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 8 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 improved many years.
The gentleman whose house you built lives very genteely.
The person whose name you mention left town yesterday.

QUESTIONS.

What is a PREPOSITION?—What is meant by the government of a word?—What is an INTERJECTION?

LESSON XI.

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.

<i>Singular.</i>	<i>Plural.</i>
<i>Nom.</i> * Man,	<i>Nom.</i> Men,
<i>Poss.</i> Man's,	<i>Poss.</i> Men's,
<i>Obj.</i> Man;	<i>Obj.</i> Men.
<i>Nom.</i> Woman,	<i>Nom.</i> Women,
<i>Poss.</i> Woman's,	<i>Poss.</i> Women's,
<i>Obj.</i> Woman;	<i>Obj.</i> Women.
<i>Nom.</i> Eagle,	<i>Nom.</i> Eagles,
<i>Poss.</i> Eagle's,	<i>Poss.</i> †Eagles',
<i>Obj.</i> Eagle;	<i>Obj.</i> Eagles.
<i>Nom.</i> Deer,	<i>Nom.</i> Deer,
<i>Poss.</i> Deer's,	<i>Poss.</i> Deer's, (or s')
<i>Obj.</i> Deer;	<i>Obj.</i> Deer.

Rule 12. *A noun or a 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 preceding exercises) to distinguish the nouns and pronouns in the possessive case—point out their government, and apply Rule 12.

‡ Charles's resignation filled all Europe with astonishment. The officer's conduct destroyed all hopes of success. He doubts the gentleman's integrity. A friend bears a friend's infirmities. 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 “ does.

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, man, woman, 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 almanack, Niles's Register.

LESSON XII.

EXERCISES 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."

Two centuries rolled on—the wilderness blossomed like (") the rose; and our free and happy colonists soon increased to the number of three millions. About that time Great Britain commenced a system of oppressive taxation. This measure aroused their indignation. They considered taxation and representation as inseparable ("). In parliament they had no voice—and, therefore, they resolved on freedom or death. Ah! then came the "tug of war!" But the wisdom, (" ") valor, and (") example of the illustrious Washington, inspired a band of hardy heroes, who (rising in defence of their wives, (") their children, and (") their homes,) led us from bondage to freedom, and (") secured, to the nation, a glorious independence.

We now enjoy the fruits of the labours, (" " ") toils, and (" ") cruelties which our fathers suffered. Cities, (") towns, and villages spring up in the forest. The wilderness becomes a garden. Peace and plenty, hand in hand, wander through our happy vallies and (") sport upon our mountains. The wealth of distant nations pours into our lap; and our enterprise explores every section of the globe.

"The food (that nourishes the body) contains the elements of its decay—the soul (that animates it by a vivifying fire) tends to wear it out by its action. Death lurks in ambush along all our paths."

OF THE MOODS AND TENSES.

Mood 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 Mood simply indicates, or declares a thing.

OF TENSE. Tense is a distinction of Time. The Indicative Mood has six tenses; viz.—the Present, the Imperfect, the Perfect, the Pluperfect, the First, and the 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 Moods 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.

EXAMPLES OF REGULAR VERBS.

<i>Present Tense.</i>	<i>Imperfect Tense.</i>	<i>Perfect Participle.</i>
I walk,	I walked,	walked.
I learn,	I learned,	learned.

EXAMPLES OF IRREGULAR VERBS.

<i>Present Tense.</i>	<i>Imperfect Tense.</i>	<i>Perfect Participle.</i>
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.

QUESTIONS.

What is Mood?—How many Moods are there?—How does the indicative mood represent an action or event?—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?

<i>Present.</i>	<i>Imper.</i>	<i>Perf. Part.</i>	<i>Present.</i>	<i>Imper.</i>	<i>Perf. Part.</i>
I abide,	I abode,	abode.	I fling,	I flung,	flung.
I am,	I was,	been.	I fly,	I flew,	flown.
I bear,	I bore,	borne.	I forsake,	I forsook,	forsaken.
I beat,	I beat,	beaten.	I freeze,	I froze,	frozen.
I begin,	I began,	begun.	I get,	I got,	got.
I bend,	I bent, <i>r</i>	bent, <i>r</i>	I gild,	I gild, <i>r</i>	gilt, <i>r</i>
I beseech,	I besought,	besought,	I gird,	I girt, <i>r</i>	girt, <i>r</i>
I bid,	I bade,	bidden.	I give,	I gave,	given.
I bind,	I bound,	bound.	I go,	I went,	gone.
I bite,	I bit,	bitten.	I grind,	I ground,	ground.
I bleed,	I bled,	bled.	I grow,	I grew,	grown.
I blow,	I blew,	blown.	I hang,	I hung, <i>r</i>	hung, <i>r</i>
I break,	I broke,	broken.	I have,	I had,	had.
I breed,	I bred,	bred.	I hear,	I heard,	heard.
I bring,	I brought,	brought.	I hide,	I hid,	hidden.
I build,	I built, <i>r</i>	built, <i>r</i>	I hit,	I hit,	hit.
I burst,	I burst,	burst.	I hold,	I held,	held.
I buy,	I bought,	bought.	I hurt,	I hurt,	hurt.
I cast,	I cast,	cast.	I kneel,	I knelt, <i>r</i>	knelt, <i>r</i>
I catch,	I caught, <i>r</i>	caught, <i>r</i>	I knit,	I knit, <i>r</i>	knit, <i>r</i>
I chide,	I chid,	chidden.	I know,	I knew,	known.
I choose,	I chose,	chosen.	I lade,	I laded,	laden.
I cling,	I clung,	clung.	I lay,	I laid,	laid.
I come,	I came,	come.	I lead,	I led,	led.
I cost,	I cost,	cost.	I leave,	I left,	left.
I creep,	I crept, <i>r</i>	crept.	I lend,	I lent,	lent.
I cut,	I cut,	cut.	I let,	I let,	let.
I deal,	I dealt, <i>r</i>	dealt, <i>r</i>	I lie,	I lay,	lain.
I dig,	I dug, <i>r</i>	dug, <i>r</i>	I lose,	I lost,	lost.
I do,	I did,	done.	I make,	I made,	made.
I draw,	I drew,	drawn.	I mean,	I meant, <i>r</i>	meant, <i>r</i>
I dream,	I dreant, <i>r</i>	dreamt.	I meet,	I met,	met.
I drive,	I drove,	driven.	I pay,	I paid,	paid.
I drink,	I drank,	drunk.	I put,	I put,	put.
I dwell,	I dwelt, <i>r</i>	dwelt, <i>r</i>	I quit,	I quit, <i>r</i>	quit, <i>r</i>
I eat,	I ate,	eaten.	I read,	I read,	read.
I fall,	I fell,	fallen.	I reave,	I reft, <i>r</i>	reft, <i>r</i>
I feed,	I fed,	fed.	I rend,	I rent,	rent.
I feel,	I felt,	felt.	I rid,	I rid,	rid.
I fight,	I fought,	fought.	I ride,	I rode,	ridden.
I find,	I found,	found.	I ring,	I rang,	rung.
I flee,	I fled,	fled.	I rise,	I rose,	risen.

<i>Present.</i>	<i>Imper.</i>	<i>Perf. Part.</i>	<i>Present.</i>	<i>Imper.</i>	<i>Perf. Part.</i>
I run,	I ran,	run.	I split,	I split,	split,
I say,	I said,	said.	I spread,	I spread,	spread,
I see,	I saw,	seen.	I spring,	I sprang,	sprung.
I seek,	I sought,	sought.	I stand,	I stood,	stood.
I sell,	I sold,	sold.	I steal,	I stole,	stolen.
I send,	I sent,	sent.	I stick,	I stuck,	stuck.
I set,	I set,	set.	I sting,	I stung,	stung.
I shake,	I shook,	shaken.	I stride,	I strode,	stridden.
I shed,	I shed,	shed.	I strike,	I struck,	struck.
I shine,	I shone, <i>r</i>	shone, <i>r</i>	I string,	I strung, <i>r</i>	strung, <i>r</i>
I shoe,	I shod,	shod.	I strive,	I strove, <i>r</i>	striven, <i>r</i>
I show,	I showed,	shown.	I swear,	I swore,	sworn.
I shoot,	I shot,	shot.	I sweep,	I swept,	swept.
I shut,	I shut,	shut.	I swim,	I swam,	swum.
I shred,	I shred,	shred.	I swing,	I swung,	swung.
I shrink,	I shrunk,	shrunk.	I take,	I took,	taken.
I sing,	I sang,	sung.	I teach,	I taught,	taught.
I sink,	I sunk,	sunk.	I tear,	I tore,	torn.
I sit,	I sat,	sat.	I tell,	I told,	told.
I slay,	I slew,	slain.	I think,	I thought,	thought.
I sleep,	I slept,	slept.	I throw,	I threw,	thrown.
I slide,	I slid,	slidden.	I thrust,	I thrust,	thrust.
I sling,	I slung,	slung.	I tread,	I trod,	trodden.
I slink,	I slunk,	slunk.	I wear,	I wore,	worn.
I slit,	I slit, <i>r</i>	slit, <i>r</i>	I weave,	I wove,	woven.
I smite,	I smote,	smitten.	I weep,	I wept, <i>r</i>	wept, <i>r</i>
I speak,	I spoke,	spoken.	I win,	I won,	won.
I speed,	I sped,	sped.	I wind,	I wound, <i>r</i>	wound.
I spend,	I spent,	spent.	I wont,	I wont, <i>r</i>	wont, <i>r</i>
I spill,	I spilt, <i>r</i>	spilt, <i>r</i>	I work,	I wrought, <i>r</i>	wrought, <i>r</i>
I spin,	I spun,	spun.	I wring,	I wrung,	wrung.
I spit,	I spit	spit.	I write,	I wrote,	written.

DEFECTIVE VERBS.

A *defective verb* is a verb which wants some of the principal parts.

All the auxiliaries, except *do*, *be*, and *have*, are defective.

The following is a list of the defective verbs.

<i>Present.</i>	<i>Imperfect.</i>	<i>Perfect Participles.</i>
May,	might,	are wanting,
Can,	could,	_____
Must,	must,	_____
Ought,	ought,	_____
Shall,	should,	_____
Will,	would,	_____
Quoth.	quoth.	_____

VARIATIONS OF THE DEFECTIVE AND AUXILIARY VERBS.

Have varies both in the second and third persons. Must has no variation. Quoth is also a defective verb, and has no variation. The other defective verbs vary only in the second person singular; thus,

Singular.		Plural.	
I,	Thou,	He,	We, Ye or You, They.
Present May,	May-st,	May,	May,
Imperfect Might,	Might-st,	Might,	Might,
Pres. Can,	Can-st,	Can,	Can,
Imper. Could,	Could-st,	Could,	Could,
Pres. Shall,	Shal-t,	Shall,	Shall,
Imper. Should,	Should-st,	Should,	Should,
Pres. Will,	Will-t,	Will,	Will,
Imper. Would,	Would-st,	Would,	Would,
Pres. Have,	Has-t,	Has,	Have,
Imper. Had,	Had-st,	Had,	Had,
Present & Imper. } Ought,	Ought-st,	Ought,	Ought.

EXPLANATION OF THE DIAGRAM ON THE RIGHT HAND PAGE.

This Diagram is divided into six squares, to represent the six tenses of the Indicative Mood. The first square represents the present tense, and the second the imperfect. These being simple tenses, formed without the aid of auxiliaries, the squares representing them, contain nothing but the pronouns with which, in conjugating, the verb, write, and its imperfect tense, wrote, are to be united; thus,

INDICATIVE MOOD.

Present Tense.		Imperfect Tense.	
Sin. Num.	Plu. Num.	Sin. Num.	Plu. Num.
I write,	We write,	I wrote,	We wrote,
Thou writ-est,	Ye or you write,	Thou wrote-st,	Ye or you wrote,
He write-s ;	They write.	He wrote ;	They wrote.
		Perfect participle written.	

The 3d square represents the perfect tense; the signs of which are have and its variations.

The perfect tense is formed by prefixing the sign, have, hast or has, to the perfect participle (written) as is indicated by a line of reference connecting the former with the latter—forming the phrases, I have written—Thou hast written—He has written, &c.

The 4th square represents the pluperfect tense; the signs of which are had and its variation.

The pluperfect tense is formed by prefixing the sign, had or hadst, to the perfect participle (written) as is indicated by a line of reference connecting the former with the latter—forming the phrases, I had written—Thou hadst written—He had written, &c.

The 5th square represents the first future tense; the signs of which are shall and will and their variations.

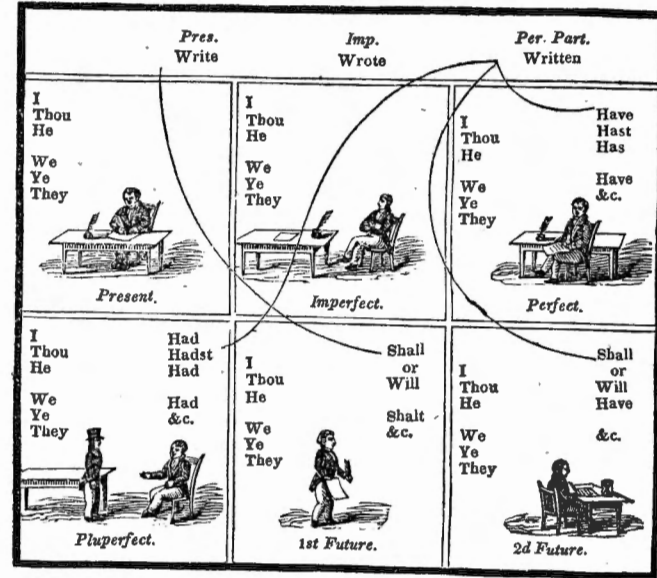
The first future tense is formed by prefixing the sign, shall or will, shalt or wilt, to the present tense of the verb (write) as is indicated by the line of reference connecting the former with the latter—forming the phrases, I shall or will write—Thou shalt or wilt write—He shall or will write, &c.

The 6th square represents the second future tense, the signs of which are shall have and will have and their variations.

The second future tense is formed by prefixing these signs shall have and will have to the perfect participle (written) as is indicated by the line of reference connecting the former with the latter—forming the phrases, I shall have written—Thou wilt have written—He will have written, &c.

INDICATIVE MOOD.

The Indicative Mood simply indicates or declares a thing.



EXAMPLES TO BE PARSED,

In which it is required of the pupil, in parsing the verbs, to tell whether they are regular, or irregular—whether they are transitive, or intransitive—give the mood and tense, number and person of each, and its agreement with its nominative, &c.

I write. Thou writest. We write. Ye write. They write. She writes. The girl writes. Your son writes elegantly. His pupils write daily. I wrote. Thou wrotest. He wrote. We wrote. You wrote. They wrote. The boy wrote yesterday. The clerk wrote the letter. I have written a letter. Thou hast written before. He has written repeatedly. We have written our copies. You have written enough. I had written before you saw him. Thou hadst written in the new book. He had written many letters. We had written our exercises. Ye had written ten pages. I shall write to-morrow. Thou wilt write again. He will write to you. We shall write to them. Ye will write to your friends. They will write immediately. I shall have written ten letters by to-morrow noon. Thou wilt have finished thy work. He will have completed his engagement.

QUESTIONS.

How does the indicative mood express an action or event?—How many tenses has it?—What are they called?—What are the signs of the perfect tense?—How is it formed?—What are the signs of the pluperfect?—How is it formed?—What are the signs of the first future?—How is it formed?—What are the signs of the second future?—How is it formed?—How many of these tenses express past time?—How many future?—Conjugate the verb write, through the tenses.

VARIATIONS OF THE DEFECTIVE AND AUXILIARY VERBS.

Have varies both in the second and third persons. Must has no variation. Quoth is also a defective verb, and has no variation. The other defective verbs vary only in the second person singular; thus,

Singular.	Thou,	He,	Plural. We Ye or You, They.
<i>Present</i> May,	May-st,	May,	May,
<i>Imperfect</i> Might,	Might-st,	Might,	Might,
<i>Pres.</i> Can,	Can-st,	Can,	Can,
<i>Imper.</i> Could,	Could-st,	Should,	Could,
<i>Pres.</i> Shall,	Shal-st,	Should,	Shall,
<i>Imper.</i> Should,	Should-st,	Should,	Should,
<i>Pres.</i> Will,	Will-st,	Will,	Will,
<i>Imper.</i> Would,	Would-st,	Would,	Would,
<i>Pres.</i> Have,	Has-st,	Has,	Have,
<i>Imper.</i> Had,	Had-st,	Had,	Had,
<i>Present</i> & <i>Imper.</i> Ought,	Ought-st,	Ought,	Ought.

EXPLANATION OF THE DIAGRAMS ON THE RIGHT HAND PAGE.

This Diagram is divided into six squares, to represent the six tenses of the subjunctive mood. The names of these tenses are like those of the indicative; viz. the present, the imperfect, the perfect, the pluperfect, the first future, and the second. Each tense has the same sign, or signs, and is formed in the same manner as its correspondent tense in the indicative mood.

The principal difference between the conjugation of a verb in the indicative mood, and in the subjunctive, in the present tense, consists in the latter's being always preceded by a conjunction expressing a doubt, motive, wish or supposition (as is indicated by the list of conjunctions given on the left of the diagram,) and when futurity is denoted, in the verb's not varying its termination in the second and third person singular, as it does in the indicative.

When the verb has no reference to future time, but simply expresses a doubt, motive, wish, &c. though in the subjunctive mood, it varies on account of the person of its nominative as it does in the indicative; and is conjugated thus,

SUBJUNCTIVE MOOD INDICATIVE FORM.

Sin. Num.	Present Tense.	Plu. Num.
If I study,		If we study,
If thou studiest,		If ye or you study,
If he studies;		If they study.

SUBJUNCTIVE MOOD ELLIPTICAL FORM.*

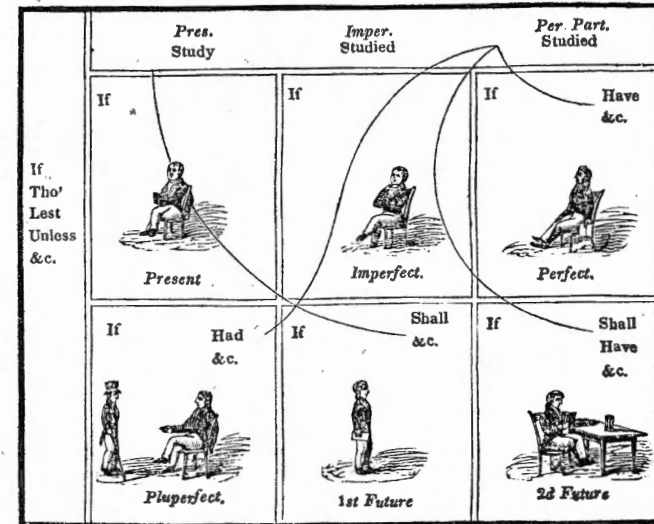
Sin. Num.	Present Tense.	Plu. Num.
If I study,		If we study,
If thou study,		If ye or you study,
If he study,		If they study.

The remaining tenses of the subjunctive mood are conjugated like the corresponding tenses of the indicative mood, except, that a conjunction expressing a doubt, motive, &c. is used before the verb; and, that will and wilt, are not used in forming the second future tense.

* Before this form of the subjunctive mood, some auxiliary is understood; as in the following examples—"If I study," i. e. "If I (should) study;"—"If thou study," i. e. "If thou (shouldst) study."

SUBJUNCTIVE MOOD.

The Subjunctive Mood represents a thing under a condition, motive, wish, or supposition.



EXAMPLES TO BE PARSED,

In which it is required of the pupil (in addition to the preceding exercises) to distinguish the verbs, in the subjunctive mood—conjugate them, and explain the difference between the subjunctive mood and the indicative.

He will study *if I require it*. Thou wilt study *if I give* (") thee a book. We shall go *if the stage arrive* in season. We shall leave town to-morrow *unless it storm*. I shall go without him *unless he come* soon. On condition *that he come* I will consent to his proposal. He will maintain his argument, *though he lose* his reputation. He will gain admission *if he pass* the guard. He will punish his enemies *though they despise* his power.

If he desire it, I will perform the operation. *Though he slay me*, yet will I trust in him. *Though he excels* her in knowledge, she exceeds him in virtue. I will support him *if he conduct* honourably.

QUESTIONS.

How does the subjunctive mood express an action or event?—How many tenses has it?—What are they called?—Does the present tense of the subjunctive mood differ from the present tense of the indicative?—In what particular does it differ?—Does it differ from the indicative in the imperfect tense?—What are the signs of the perfect, pluperfect, first and second future tenses of the subjunctive mood?—How is each tense formed?—In what particular does the formation of the second future tense differ from that of the indicative?—What conjunctions are used in forming the subjunctive mood?—Conjugate the verb study, through all the tenses of the subjunctive mood.

VARIATIONS OF THE DEFECTIVE AND AUXILIARY VERBS.

Have varies both in the second and third persons. Must has no variation. Quoth is also a defective verb, and has no variation. The other defective verbs vary only in the second person singular; thus,

	Singular.		Thou,		He,		Plural.
	I,		Thou,		He,		We, Ye or You, They
Present	May,		Thou,		He,		We, Ye or You, They
Imperfect	Might,		Thou,		He,		We, Ye or You, They
Pres.	Can		Thou,		He,		We, Ye or You, They
Imper.	Could,		Thou,		He,		We, Ye or You, They
Pres.	Shall,		Thou,		He,		We, Ye or You, They
Imper.	Should,		Thou,		He,		We, Ye or You, They
Pres.	Will,		Thou,		He,		We, Ye or You, They
Imper.	Would,		Thou,		He,		We, Ye or You, They
Pres.	Have,		Thou,		He,		We, Ye or You, They
Imper.	Had,		Thou,		He,		We, Ye or You, They
Present and Imper.	Ought,		Thou,		He,		We, Ye or You, They

EXPLANATION OF THE DIAGRAM ON THE RIGHT HAND PAGE.

This *Diagram* is divided into four squares, to represent the four *tenses* of the *Potential Mood*. The 1st represents the present tense; the 2d, the imperfect; the 3d, the perfect; and the 4th, the pluperfect.

The signs of the *present tense*, are *may* and *can*, and their variations.

The *present tense* of the potential mood is formed by prefixing the sign *may* or *can*, to the verb (*strike*) as is indicated by the line of reference connecting the *former* with the *latter*—forming the phrases—*I may or can strike—Thou mayest or canst strike—He may or can strike, &c.*

The signs of the *imperfect tense* are *might*, *could*, *would*, and *should*, and their variations.

The *imperfect tense* of the potential mood is formed by prefixing the sign *might*, *could*, *would*, or *should*, to the verb (*strike*) as is indicated by the line of reference connecting the *former* with the *latter*—forming the phrases—*I might, could, would, or should write—Thou mightst, couldst, wouldst, or shouldst write—He might, could, would, or should write, &c.*

The signs of the *perfect tense*, are *may* or *can have*, and their variations.

The *perfect tense* of the potential mood is formed by prefixing the signs *may* or *can have*, to the perfect participle (*struck*) as is indicated by the line of reference connecting the *former* with the *latter*—forming the phrases—*I may or can have struck—Thou mayest or canst have struck—He may or can have struck, &c.*

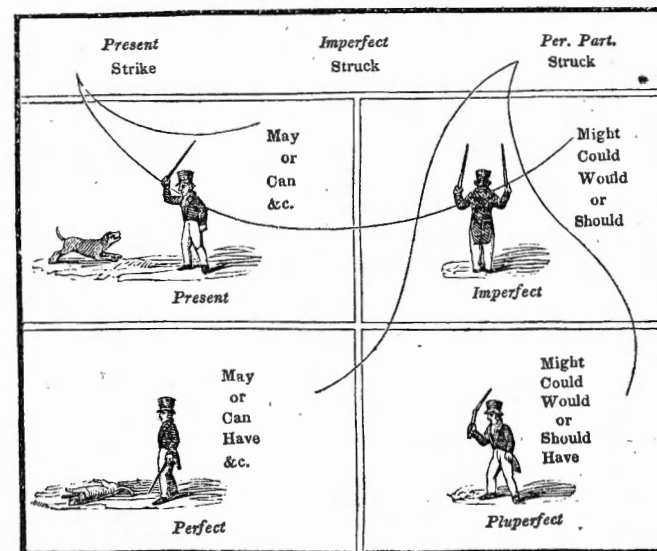
The signs of the *pluperfect tense*, are *might*, *could*, *would*, or *should have*, and their variations.

The *pluperfect tense* of the potential mood is formed by prefixing the signs, *might*, *could*, *would*, or *should have*, to the perfect participle (*struck*) as is indicated by the line of reference connecting the *former* with the *latter*—forming the phrases—*I might, could, would, or should have struck—Thou mightst, couldst, wouldst, or shouldst have struck—He might, could, would, or should have struck, &c.*

Shall and *will*, when they denote inclination, resolution, or promise, may be considered, as well as their variations *should* and *would*, as belonging to the potential mood. But as they generally signify futurity, they have been appropriated, as helping verbs, to the formation of the future tenses of the indicative and subjunctive moods.

POTENTIAL MOOD.

The Potential Mood implies possibility, or liberty, power, will, or obligation. It has four tenses.



EXAMPLES TO BE PARSED,

In which it is required of the pupil (in addition to the preceding exercises) to distinguish, parse, and conjugate the several verbs, in the potential mood.

I may strike thee. Thou canst strike the man. He may strike the soldier. We can strike them again. You may strike him. They may strike the boys. I might strike them together. Thou couldst strike the man's dog. He would strike him—We would strike thee—Ye might strike them—They might strike us—I may have struck the wrong person—Thou mayest have struck—He may have struck his antagonist. I might have struck my enemy. Thou mightst have struck the master. He might have struck the soldier. My friend writes letters very often. He wrote many letters to his friends. I will attend if he require it. Thou wilt hurt thyself, if thou injure him. He acts uprightly unless he deceives me. We shall arrive by noon unless it rain. I will trust in him, though he slay me.

QUESTIONS.

How does the Potential Mood express an action or event?—How many tenses has the potential mood?—What are they called?—What are the signs of the present tense?—How is the present tense of the potential mood formed?—What are the signs of the imperfect tense?—How is it formed?—What are the signs of the perfect tense?—How is it formed?—What are the signs of the pluperfect tense?—How is it formed?—Conjugate the verb strike through all the tenses of the potential mood.

VARIATIONS OF THE DEFECTIVE AND AUXILIARY VERBS.

Have varies both in the second and third persons. Must has no variation. Quoth is also a defective verb, and has no variation. The other defective verbs vary only in the second person singular; thus,

Singular.		Plural.	
I,	Thou,	He,	We, Ye or You, They.
Present May,	May-st,	May,	May,
Imperfect Might,	Might-st,	Might,	Might,
Present Can,	Can-st,	Can,	Can,
Imperfect Could,	Could-st,	Could,	Could,
Present Shall,	Shal-t,	Shall,	Shall,
Imperfect Should,	Should-st,	Should,	Should,
Present Will,	Wil-t,	Will,	Will,
Imperfect Would,	Would-st,	Would,	Would,
Present Have,	Has-t,	Has,	Have,
Imperfect Had,	Had-st,	Had,	Had,
Present & Imperfect } Ought,	Ought-st,	Ought,	Ought.

EXPLANATION OF THE DIAGRAM ON THE RIGHT HAND PAGE.

This *Diagram* is divided into two squares, to represent the tenses of the *Infinitive Mood*. The first square represents the *present tense*, which is formed by prefixing *to*, the sign of the infinitive mood, to the verb (*go*) as is indicated by the line of reference connecting the former with the latter—forming the phrase, *to go*.

The second square represents the perfect tense, which is formed by prefixing *to have* to the perfect participle (*gone*) as is indicated by the line of reference connecting the former with the latter—forming the phrase, *to have gone*.

When a verb in the infinitive mood follows *make, need, see, bid, dare, feel, hear, let, say, know, have, observe, behold, perceive*, or their participles, the sign *to* is omitted; as, *I make him study*.—*I bade him do it*.

Exceptions. The sign *To* is sometimes employed after *needs, know, have, &c.* as in the following examples, and some others.

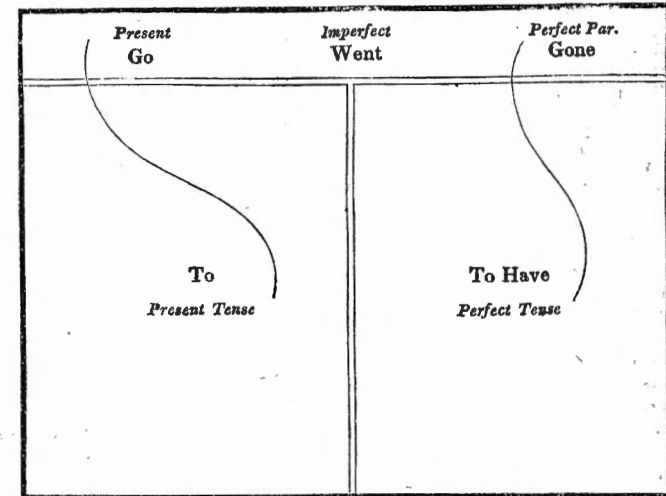
“Vice is a monster of so frightful mien,
As to be bated *needs* but *to be seen*.”—*Pope*.

“One *needs* no more than to observe how strongly we are touched by mere pictures.” The use of *to* after *need* is frequent among the best writers, especially, when there are any intervening words. *Have*, denoting possession or obligation, is generally followed by *to*; as, “*I have to write daily*”—“*I had to do this*.” When *have* implies volition, *to* is generally omitted; as, “*Would they have us reject so good an offer?*”

The infinitive mood is often made absolute, or used independently on the rest of the sentence, supplying the place of the conjunction *that*, with the potential mood; as, “*To confess the truth, I was in fault*,” “*To begin with the first*,” “*To proceed*,” “*To conclude*,” that is, “*That I may confess*,” &c.

INFINITIVE MOOD.

The Infinitive Mood expresses an action or event, in a general and unlimited manner, without regard to number, or person. It has but two tenses; viz. the present and the perfect.



Rule 13. *The infinitive mood may be governed by a verb, noun, adjective, or participle.*

EXAMPLES TO BE PARSED,

In which it is required of the pupil, (in addition to the preceding exercises,) to distinguish, conjugate, and parse, the several verbs, in the infinitive mood, and to apply Rule 13.

He promised to go immediately. They intended to destroy their enemies. He ought to embrace the first opportunity. The boy ought to have studied grammar earlier. She expects to see her friends from the country. No person can expect to improve without application. We see many persons conduct themselves very foolishly. He will not let the people go. He made each man perform his duty. He saw the fleet enter the harbour. He began to figure to himself the miseries of confinement. She resolved to do good and to avoid evil, without regard to the opinions of men. I dare say he will arrive in season.

QUESTIONS.

How does the *infinitive* mood express an action or event?—How many tenses has it?—What are they called?—What is called the sign of the infinitive mood?—What are the signs of the perfect tense?—How is the present tense of the infinitive mood formed?—How is the perfect tense formed?—Is the sign *to* always prefixed to a verb in the infinitive mood?—When should it be omitted?

VARIATIONS OF THE DEFECTIVE AND AUXILIARY VERBS.

Have varies both in the second and third persons. Must has no variation. Quoth is also a defective verb, and has no variation. The other defective verbs vary only in the second person singular; thus,

Singular.		Plural.	
I,	Thou,	He	We, Ye or You, They.
<i>Present</i> May,	May- <i>st</i> ,	May,	May,
<i>Imperfect</i> Might,	Might- <i>st</i> ,	Might,	Might,
<i>Present</i> Can,	Can- <i>st</i> ,	Can,	Can,
<i>Imperfect</i> Could,	Could- <i>st</i> ,	Could,	Could,
<i>Present</i> Shall,	Shal- <i>t</i> ,	Shall,	Shall,
<i>Imperfect</i> Should,	Should- <i>st</i> ,	Should,	Should,
<i>Present</i> Will,	Wil- <i>t</i> ,	Will,	Will,
<i>Imperfect</i> Would,	Would- <i>st</i> ,	Would,	Would,
<i>Present</i> Have,	Has- <i>t</i> ,	Has,	Have,
<i>Imperfect</i> Had,	Had- <i>st</i> ,	Had,	Had,
<i>Present</i> & <i>Imperfect</i> Ought,	Ought- <i>est</i> ,	Ought,	Ought.

EXPLANATION OF THE DIAGRAM ON THE RIGHT HAND PAGE.

The *Diagrams* representing the Indicative, the Subjunctive, the Potential, and the Infinitive Moods, are subdivided to indicate the number of tenses in each mood; viz. that for the Indicative Mood, into six squares, to show that, that mood has six tenses; that for the Subjunctive, into the same number; that for the Potential into four; that for the Infinitive into two; but the *Imperative*, having but one tense, the *Diagram* representing it, remains entire.

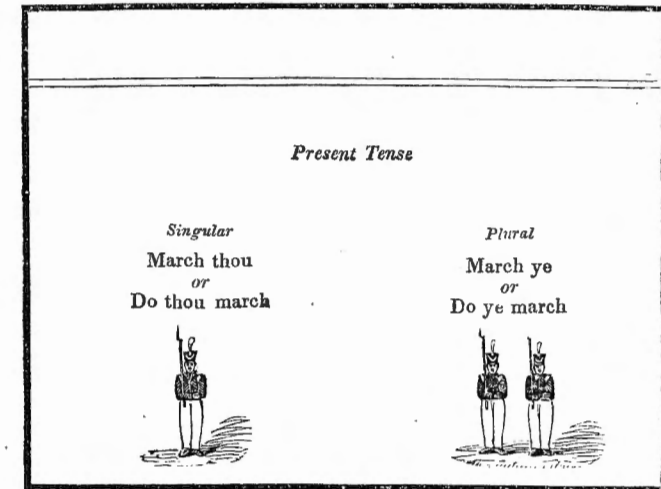
As verbs vary for person and number, as well as for mood and tense, it has been thought more convenient and useful, (on the page opposite each *Diagram*) to present the verb with reference only to its variations for person and number, and afterwards to inculcate by means of the *Diagrams*, the distinctions of mood and tense.

By these remarks it is believed that any intelligent pupil will be enabled to conjugate readily and understandingly the following verbs—viz. *Write*, in the *Indicative* mood; *Study*, in the *Subjunctive*; *Strike*, in the *Potential*; *Go*, in the *Infinitive*; and *March*, in the *Imperative*. After which, he will be able to conjugate any other verb in the same manner, with fluency and correctness.

In philosophical strictness, both number and person might be entirely excluded from every verb. They are in fact, the properties of nouns, not a part of the essence of a verb. Even the name of the *Imperative Mood*, does not always correspond to its nature; for it sometimes *petitions* as well as commands. But, with respect to these points, the practice of our grammarians is so uniformly fixed, and so analogous to the languages, ancient and modern, which our youth have to study, that it would be an unwarrantable degree of innovation, to deviate from the established terms and arrangements.

IMPERATIVE MOOD.

The Imperative Mood is used for commanding, exhorting, entreating, or permitting. It has but one tense and one person; viz. the present tense, and the second person.



EXAMPLES TO BE PARSED,

In which it is required of the pupil (in addition to the preceding exercises) to distinguish, conjugate, and parse the several verbs in the imperative mood.

Study (") thy lesson. Study (") your lessons. Go (") to school in season. Depart (") from me immediately. Behave (") well if thou lovest virtue. Imitate (") thy superiors in wisdom. Love (") thy neighbour as thou lovest thyself. Waste (") not thy time. Omit (") no opportunity for improvement. Avoid (") sin, if you desire to escape temptation. He can write elegantly or I have mistaken his exercises. Let (") no man pretend to superior attainments unless he can fairly support his claims. He can excell me if he chooses. The man might have seen his friend if he had asked permission. Betray (") not thy friends. Render (") good things for evil ("). Live (") properly that you may die cheerfully.

QUESTIONS.

How is the Imperative Mood used?—How many Tenses has it?—Is the nominative to a verb in this mood generally expressed?—How many Moods are there?—How does each express an action or event?—How many Tenses has each mood?—Conjugate the verb study in the indicative, subjunctive, potential, infinitive and imperative moods; and tell how the tenses are formed in each.

REMARKS ON CONJUGATION.

Instead of the form of conjugation already given, which by way of distinction may be denominated the common, or simple form, we often prefix the neuter verb BE, or AM, (as an auxiliary) through all its moods and tenses, to the present participle; thus, *I am writing—Thou art writing—He is writing, &c.* This may be called the participial form of conjugation.

When we mean to express ourselves with energy and positiveness, we prefix the verb DO and its variations as auxiliaries, in forming the present and imperfect tenses to the verb; thus, *I do write—Thou dost write—He does write, &c.* This may with propriety be called the emphatic form.

EXAMPLES OF THE THREE FORMS OF CONJUGATION.

<i>Simple Form.</i>	<i>Participial Form.</i>	<i>Emphatic Form.</i>
PRESENT TENSE.		
<i>Singular Number.</i>		
I write,	I am writing,	I do write.
Thou writest,	Thou art writing,	Thou dost write.
He writes,	He is writing,	He does write.
<i>Plural Number.</i>		
We write,	We are writing,	We do write.
Ye write,	Ye are writing,	Ye do write.
They write,	They are writing,	They do write.
IMPERFECT TENSE.		
<i>Singular Number.</i>		
I wrote,	I was writing,	I did write.
Thou wrotest,	Thou wast writing,	Thou didst write.
He wrote,	He was writing,	He did write.
<i>Plural Number.</i>		
We wrote,	We were writing,	We did write.
Ye wrote,	Ye were writing,	Ye did write.
They wrote,	They were writing,	They did write.

Rule 14. *Verbs connected by conjunctions must be in the same mood and tense, and of the same form of conjugation.*

EXAMPLES TO BE PARSED,

In which it is required of the pupil, (in addition to the preceding exercises) in parsing the verb, to distinguish the form of conjugation, point out the office of the conjunctions, and apply Rule 14.

He did tell (") his fault, and entreat me to forgive him. If thou sincerely desire, and really seek virtue, thou wilt find her. My friend is writing letters, and sending them abroad. He will succeed, and obtain his end. He rides or walks daily. They are pursuing their enemies, and destroying them with the sword.

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

CONJUGATION OF THE NEUTER VERB, BE (OR AM.)

INDICATIVE MOOD.

PRESENT TENSE.

<i>Singular.</i>	<i>Plural.</i>
I am, Thou art, He, she or it is.	We are, Ye or you are, They are.

IMPERFECT TENSE.

<i>Singular.</i>	<i>Plural.</i>
I was, Thou wast, He was.	We were, Ye or you were, They were.

PERFECT TENSE.

<i>Singular.</i>	<i>Plural.</i>
I have been, Thou hast been, He has been.	We have been, Ye or you have been, They have been.

PLUPERFECT TENSE.

<i>Singular.</i>	<i>Plural.</i>
I had been, Thou hadst been, He had been.	We had been, Ye or you had been, They had been.

FIRST FUTURE TENSE.

<i>Singular.</i>	<i>Plural.</i>
I shall or will be, Thou shalt or wilt be, He shall or will be.	We shall or will be, Ye or you shall or will be, They shall or will be.

SECOND FUTURE TENSE.

<i>Singular.</i>	<i>Plural.</i>
I shall have been, Thou wilt have been, He will have been.	We shall have been, Ye or you will have been, They will have been.

PARTICIPLES.

Present Being,—Perfect Been,—Compound Perfect Having been.

SUBJUNCTIVE MOOD.

Indicative Form.

PRESENT TENSE.

Singular.

If I am,
If thou art,
If he is ;

Plural.

If we are,
If ye are,
If they are.

IMPERFECT TENSE.

Singular.

If I was,
If thou wast,
If he was ;

Plural.

If we were,
If ye were,
If they were.

The remaining tenses of this mood are conjugated like the correspondent tenses of the indicative mood, excepting, that will and wilt are not used in forming the second future tense.

POTENTIAL MOOD.

PRESENT TENSE.

Singular.

I may or can be,
Thou mayst or canst be,
He may or can be ;

Plural.

We may or can be,
Ye or you may or can be,
They may or can be.

IMPERFECT TENSE.

Singular.

I might, could, would, or should be,
Thou mightst, couldst wouldst or
shouldst be,
He might, could, would, or should
be ;

Plural.

We might, could, would, or should be,
Ye or you might, could, would or
should be,
They might, could, would or should,
be.

PERFECT TENSE.

Singular.

I may or can have been,
Thou mayst or canst have been,
He may or can have been ;

Plural.

We may or can have been,
Ye or you may or can have been,
They may or can have been.

*Elliptical Form.**Singular.*

If I be,
If thou be,
If he be ;

Plural.

If we be,
If ye be,
If they be.

Singular.

If I were,
If thou wert,
If he were ;

Plural.

If we were,
If ye were,
If they were.

PLUPERFECT TENSE.

Singular.

I might, could, would, or should have
been,
Thou mightst, couldst, wouldst, or
shouldst have been,
He might, could, would or should have
been.

Plural.

We might, could, would or should
have been,
Ye or you might, could, would, or
should have been,
They might, could, would, or should
have been.

INFINITIVE MOOD.

Present tense, To be,

Perfect tense, To have been.

IMPERATIVE MOOD.

Singular.

Be thou, or do thou be,

Plural.

Be ye or you, or do ye be.

OF PASSIVE VERBS. A Passive Verb expresses an action, done to its own nominative.

To form a passive verb, prefix *be, am, art, is, are, was, were, wast, (wert,) or been,* to the Perfect Participle of a transitive verb.

THE PASSIVE FORM OF THE VERB LOVE.

INDICATIVE MOOD.

PRESENT TENSE.

Singular.

I am loved,
Thou art loved,
He is loved ;

Plural.

We are loved,
Ye or you are loved,
They are loved.

IMPERFECT TENSE.

Singular.

I was loved,
Thou wast loved,
He was loved ;

Plural.

We were loved,
Ye or you were loved,
They were loved.

QUESTIONS.

How many forms of conjugation are there?—What are they called?—How is each formed?—(See page 38.) What is a neuter verb?—Conjugate the neuter verb *Be* or *Am*, through the several tenses of the Indicative, Subjunctive, Potential, Infinitive and Imperative Moods, and give its present, perfect, and compound perfect participles.

PERFECT TENSE.

Singular.

I have been loved,
Thou hast been loved,
He hath, or has been loved;

Plural.

We have been loved,
Ye or you have been loved,
They have been loved.

PLUPERFECT TENSE.

Singular.

I had been loved,
Thou hadst been loved,
He had been loved;

Plural.

We had been loved,
Ye or you had been loved,
They had been loved.

FIRST FUTURE TENSE.

Singular.

I shall or will be loved,
Thou shalt or wilt be loved,
He shall or will be loved;

Plural.

We shall or will be loved.
Ye or you shall or will be loved,
They shall or will be loved.

SECOND FUTURE TENSE.

Singular.

I shall have been loved,
Thou wilt have been loved,
He will have been loved;

Plural.

We shall have been loved,
Ye or you will have been loved,
They will have been loved.

The Nominative to an ACTIVE verb denotes the doer of the action.

The Nominative to a NEUTER verb denotes merely the subject of the verb.

The Nominative to a PASSIVE verb denotes the sufferer, or receiver of the action.

EXAMPLES TO BE PARSED,

In which it is required of the pupil (in addition to the preceding exercises) to distinguish, and parse the passive and neuter verbs.

The Lottery is drawn by the Manager. The manager draws the lottery. The goods were purchased by the merchant. The merchant purchased the goods. Health is promoted by exercise. Exercise promotes health. The thief was taken by the officer. The officer took the thief. The goods were sold by the Auctioneer. The Auctioneer sold the goods. The house was furnished. The rogue was detected. I am in good health. Thou art in business. He is in Europe. We are in good company. You are with your friends. They are in constant employment.

QUESTIONS.

What is a passive verb?—How is a passive verb formed?—What does the nominative to an active verb denote?—What does the nominative case to a passive verb denote?—What does the nominative case to a neuter verb denote?—Conjugate the verb Love in the passive form, through the different tenses of the several moods.

Rule 15. *A Perfect Participle, unconnected with an auxiliary, relates to the noun or pronoun which it qualifies or describes.*

EXAMPLES TO BE PARSED,

In which it is required of the pupil, (in addition to the preceding exercises) to distinguish, and parse the perfect participles, and to apply Rule 15.

The Captain found the ship considerably injured. He discovered a soldier badly wounded. They left the prison strongly guarded. He met a gentleman neatly dressed. We saw a man sorely afflicted. My neighbor purchased a house well furnished.

Rule 16. *Intransitive, Passive, and Neuter Verbs take the same case after as before them, when both words signify the same person, or thing.*

EXAMPLES TO BE PARSED,

In which it is required of the pupil (in addition to the preceding exercises) to distinguish, and parse the nouns and pronouns in the nominative case after the several verbs, and to apply Rule 16.

Washington was a brave general, and an able statesman. This gentleman is my protector, and friend. Addison is a teacher of wisdom, and a faithful copier of life and manners. Death is the king of terrors. I know him to be my friend. *Who does he think that we are? She fell a victim to despair. She walks a goddess, and she moves a queen. Her name was called Penelope. Bonaparte was made emperor of France.

Rule 17. *Two or more nouns, or nouns and pronouns, meaning the same thing, and having the same grammatical relation, are put by apposition in the same case.*

EXAMPLES TO BE PARSED,

In which it is required of the pupil (in addition to the preceding exercises) to distinguish the nouns and pronouns, in apposition, and to apply Rule 17.

Artaxerxes the king, decreed that Ezra, the priest and scribe of the law, should be obeyed in all things. Paul the apostle, was a preacher of righteousness. I paid the money to the merchant, him who bought your house.

*The indicative mood simply indicates or declares a thing, or asks a question.

Rule 18. *A verb, having two or more nominative words connected by the copulative and, must be of the plural form.*

EXAMPLES TO BE PARSED,

In which it is required of the pupil (in addition to the preceding exercises) to distinguish the words connected by and, and, on parsing the verb agreeing with them, to apply Rule 18.

Diligence and industry are material duties of the young. Wealth and titles are the gifts of fortune. Peace and contentment are the peculiar endowments of a well-disposed mind. Time and tide wait for no man. Quin the comedian was a great wit.

Rule 19. *A verb, having two or more nominatives connected by the disjunctive or, or nor, must be of the singular form.*

EXAMPLES TO BE PARSED,

In which it is required of the pupil (in addition to the preceding exercises) to distinguish the words connected by or and nor, and to apply Rule 19.

The master or his servant is greatly in fault. Indolence or intemperance is the cause of his misfortune. He or she has done this mischief.

Rule 20. *When a noun or pronoun has no verb to agree with it, but is placed before a participle, it is in the nominative case absolute.*

EXAMPLES TO BE PARSED,

In which it is required of the pupil (in addition to the preceding exercises) to distinguish, and parse the words, in the case absolute, and to apply Rule 20.

The business being finished, the court adjourned. The sun being risen, the day became fine. The orator having finished his discourse, the people retired. The winter being severe, the inhabitants suffered. Barlow, the book-seller, has published the Garland, a valuable work.

Rule 21. *When a direct address is made to a person or thing, the noun or pronoun is in the nominative case independent.**

EXAMPLES TO BE PARSED,

In which it is required of the pupil, (in addition to the preceding exercises) to distinguish, and parse the words in the nominative case independent, and to apply Rule 21.

Plato, thou reasonest well! It must be so. Hail! wedded love, perpetual fountain of domestic sweets. Oh, stretch thy reign, fair Peace, from shore to shore. My son, go to thy repose. O Grave, where is thy victory! O Death, where is thy sting!

* All nouns in the second person are in the nominative case independent.

Rule 22. *The Infinitive Mood, or part of a sentence, is sometimes the subject of a verb, and therefore its nominative.*

EXAMPLES TO BE PARSED,

In which it is required of the pupil (in addition to the preceding exercises) to distinguish, and parse the phrases that form the nominatives to the several verbs, and to apply Rule 22.

To err is human nature—to forgive, divine. To eat is pleasant, but to fast is wholesome. To be well acquainted with one's native language, is nothing to boast of; but not to be well acquainted with it, is a disgrace.

When the participle of the neuter verb BE, preceded by a transitive verb, or a preposition, is accompanied by a noun, adjective, or adverb, it frequently makes part of a substantive phrase, and the whole phrase is in the objective case, and governed by the preceding transitive verb, or the preposition.

EXAMPLES. An Indian will resent his being denied the use of his musket. The atrocious crime of being a young man, I shall neither attempt to palliate or deny.

OF ELLIPSIS.

The omission of any words necessary to the grammatical construction of a sentence, is called ELLIPSIS; as, I beg you will come; for, I beg that you will come: I rose at seven; for, I rose at seven of the clock.

The principal design of ellipsis is to avoid repetitions, and to express our ideas in few words.

Almost all compound sentences are more or less elliptical; it is, therefore, very necessary to attend to this figure, or mode of expression.

EXAMPLES,

Wherein the method of supplying the words that are implied, and of analyzing sentences, is pointed out.

ELLIPSIS OF THE NOUN.

She is a good-natured, diligent, well-behaved girl; instead of, *She is a good-natured (girl, and a) diligent (girl, and a) well-behaved girl.*

ELLIPSIS OF THE ADJECTIVE.

Much rain and snow; i. e. *Much rain and (much) snow. A delightful garden and orchard;* i. e. *A delightful garden and (a delightful) orchard.*

ELLIPSIS OF THE ARTICLE.

A man, woman and child; i. e. *A man, (a) woman, and (a) child.*

ELLIPSIS OF THE VERB.

I desire to hear and to learn; i. e. *I desire to hear, and (I desire) to learn. She was young, and beautiful, and good;* i. e. *She was young, and (she was) beautiful, and (she was) good.*

ELLIPSIS OF THE ADVERB.

They sing and play most delightfully; i. e. They sing (*most delightfully*), and (they) play most delightfully. *She reads and writes well*; i. e. She reads (*well*), and (she) writes well.

ELLIPSIS OF THE PERSONAL AND RELATIVE PRONOUNS.

I love and fear him; i. e. I love (*him*), and (*I*) fear him. *I have read the book you lent me*; i. e. I have read the book (*which*) you lent me. *This is the man they love*; i. e. This is the man (*whom*) they love.

ELLIPSIS OF THE CONJUNCTION.

I desire you will be good; i. e. I desire (*that*) you will be good.

ELLIPSIS OF THE PREPOSITION.

I gave them to your brother and sister; i. e. I gave them to your brother, and (*to your*) sister.

ELLIPSIS OF THE INTERJECTION.

Oh! pity and shame; i. e. Oh, pity! Oh, shame!

ELLIPSIS OF A PART OF A SENTENCE.

Nature has given to animals one time to act, another to rest: i. e. Nature has given to animals one time to act (*and nature has given to animals*) another (*time*) to rest.

"There is nothing men are more deficient in, than knowing their own characters."

There is nothing (*in which*) men are more deficient, than (*in*) knowing their own characters.

The following instances, though short, contain much of the ellipsis:—
 'Wo is me;' i. e. 'Woe is to me.' 'To let blood;' i. e. 'To let out blood.'
 'To let down;' i. e. 'To let it fall or slide down.' 'To walk a mile;' i. e.
 'To walk through the space of a mile.' 'To sleep all night;' i. e. 'To
 sleep through all the night.' 'To go a fishing,' 'To go a hunting;' i. e.
 'To go on a fishing voyage or business,'—'To go on a hunting party.' 'I
 dine at two o'clock,' i. e. 'at two of the clock.' 'By sea, by land, on shore;' i. e. 'By the sea, by the land, on the shore.'

The examples that follow are produced to show the impropriety of ellipsis, in some particular cases. 'The land was always possessed, during pleasure, by those entrusted with the command; it should be, 'those persons intrusted;' or 'those who were entrusted.' 'If he had read further, he would have found several of his objections might have been spared;' that is, 'he would have found that several of his objections,' &c. 'I scarcely know any part of natural philosophy would yield more variety and use;' it should be, 'which would yield,' &c. 'In the temper of mind

'he was then,' i. e. 'in which he then was.' 'The little satisfaction and consistency, to be found in most of the systems of divinity I have met with made me betake myself to the sole reading of the scriptures;' it ought to be, 'which are to be found,' and 'which I have met with.' 'He desired they might go to the altar together, and jointly return their thanks to whom only they were due;' i. e. 'to him to whom,' &c.

OF TRANSPOSITION, OR INVERSION.

There are two kinds of style—the natural, and the inverted, or transposed.

A natural style is that in which the order of the words corresponds with the natural order of the ideas that compose the thoughts, or to speak more clearly, that in which the words succeed each other in their natural order.

An inverted or transposed style is that in which the words are thrown out of their natural order, for the sake of some superior beauty; but it is, seldom of advantage to invert the style, except in poetry.

EXAMPLES.

"Achilles' wrath, to Greece the direful spring
 Of woes unnumbered, heavenly goddess sing."

Natural Order. Heavenly goddess! sing the wrath of Achilles, the direful spring of unnumbered woes to Greece.

"No bounds the Almighty's glory can restrain,
 Nor time's dimensions terminate his reign;
 At his reproof convulsive nature shakes,
 And shivering earth from its foundation quakes."

Natural Order. No bounds can restrain the glory of the Almighty, nor can the dimensions of time terminate his reign; convulsive nature shakes at his reproof, and shivering earth quakes from its foundation.

"Men in adversity most plain appear,
 It shows us really what, and who they are;
 Then from their lips truth undissembled flows,
 The mask falls off, and the just features shows."

Natural Order. Men appear most plain in adversity, it shows us really what (they are) and who they are; then, undissembled truth flows from their lips, the mask falls off, and shows the just features.

Although a verb in the Infinitive Mood, is generally connected with a finite verb, yet, it may follow a Noun, Adjective, Participle, or almost any other part of speech.

EXAMPLES.

"I am about to give you a few examples, by way of illustration."
 "He is old enough to know better, than to spend his time in this manner."
 "He is anxious to secure the election of that candidate, because he knows him to be well qualified to fulfil the duties of the office."
 "Endeavouring to persuade us, he became quite warm in his argument."

The definite article is frequently applied to *adverbs* of the comparative and superlative degrees, to mark the degrees more strongly.

EXAMPLES.

The more you study the faster you will learn. The sooner you go, the sooner you will return.

The Indefinite article refers to a plural noun, when *few*, or the words *great* and *many* immediately precede the noun: as, *a few trees—a great many houses*.

A FEW INSTANCES OF THE SAME WORD'S CONSTITUTING SEVERAL OF THE PARTS OF SPEECH.

<p>CALM. Calm was the day, and the scene delightful. We may expect a calm after a storm. <i>To prevent passion</i>, is easier than <i>to calm it</i>.</p>	<p>Guilt often casts a damp over our sprightly hours. Soft bodies damp the sound much more than hard ones.</p>
<p>LITTLE. Better is a little with content, than a great deal with anxiety. A little attention will rectify some errors. The gay* and dissolute think little of the miseries which are stealing softly after them.</p>	<p>YET. They are yet young and must suspend their judgment for a while. Though she is rich and fair, yet she is not amiable.</p>
<p>STILL. Though he is out of danger, he is still afraid. He labored to still the tumult. Still waters are commonly deepest.</p>	<p>FEW AND MANY. Many persons are better than we suppose them to be. The few* and the many have their prepossessions. Few days pass without some clouds.</p>
<p>DAMP. Damp air is unwholesome.</p>	<p>MUCH. He has seen much of the world, and been much caressed. Think much and speak little. Much learning hath made thee mad!</p>

*An adjective with the definite article before it, becomes a noun, (of the third person, plural number,) and must be parsed as such.

<p>MORE. His years are more than hers; but he has not more knowledge. The more we are blessed, the more grateful we should be. The desire of getting more, is rarely satisfied.</p>	<p>I shall write to-morrow. HAIL. We hail you as friends. Hail virtue! source of every good. The hail was very destructive.</p>
<p>INFERIOR AND EQUAL. He has equal knowledge, but inferior judgment. She is his inferior in sense, but his equal in prudence.</p>	<p>THAT. An eclipse of the sun took place on that day. Why is our language less refined than that of France? I hope that we shall arrive in season. He is the most generous person that ever lived.</p>
<p>LIKE. Every being loves its like. We must make a like space between the lines. Behave like men. We are too apt to like pernicious company. He may go or stay, as he likes.</p>	<p>SINCE. I have not seen him since that time. I have seen your friend since I saw you. Let us return since the affair cannot be settled.</p>
<p>TO. They strive to learn. He goes to and fro.* To his wisdom we owe our privilege. The proportion is <i>ten to one</i>.</p>	<p>AS. As he passed along his ears were delighted with the morning song of the birds of Paradise. As many as arrived in season, embarked free of expense. Such† as believe shall be saved, &c. We left them as we found them. We will take the oath as soon as he arrives.</p>
<p>UTMOST. He has served them with his utmost ability. When we do our utmost, no more is required.</p>	<p>BUT. The path of glory leads but to the grave. She is handsome, but she is not amiable. They asked nothing but their liberty.</p>
<p>FOR. I will submit, for I know that submission brings peace. It is for our health to be temperate. Oh! for better times. I have a regard for him.</p>	<p>THAN. Man wants no more than may suffice. He is no more respected than his predecessor.</p>
<p>BOTH. He is esteemed both on his own account, and on account of his parents. Both of them deserve praise.</p>	<p>WHAT. What was his conduct in his pratorship here at home? What man is so hardened as to deny these facts.</p>
<p>YESTERDAY. Yesterday was a fine day. I rode out yesterday.</p>	<p>TO-MORROW. To-morrow may be brighter than to-day.</p>

*Two, or more words, used to show the manner, time, or place, in which an action is performed, are called an *Adverbial* phrase.

†When "*that*" is used for a noun, it is a *demonstrative pronoun*.

‡*As*, when it follows *such*, and frequently when it follows *same* and *many*, becomes a relative pronoun.

What wise men are our councilors!	Whatever purifies, fortifies the heart.
What! are you here, already!	Whatever useful or engaging endowments we possess, virtue is requisite, in order to their shining with proper lustre.
He extols what* he sees.	Whatever they may say of me, I shall heed them not.
What though in silence all move round this dark terrestrial ball, &c.	WHOSOEVER.
I will try what virtue there is in stones.	Whosoever shall receive this child in my name receiveth me; and whosoever receiveth me receiveth him that sent me.
Come, I'll tell thee what —.	Whomsoever I shall kiss the same is he —.
She knows not what colors are in fashion.	
What with hunger and what with fatigue, he was overcome.	

PROMISCUOUS EXERCISES TO BE PARSED.

I would rather be myself † the slave and wear the chains, than fasten them on him.	The plank is one inch too thick. I wish to have the servant come hither.
Rex and Tyranus are of very different characters. One † rules his people by laws to which they consent; the other, † by his absolute will and power, that † is called freedom, † this, tyranny.	Give us this day our daily bread. What do people say it is? They were spoken to respecting that subject.
He was laughed at by his companions, and talked of by all who knew him.	They cried away with him! Mine is by yours —.
He rose and rebuked the winds, and said unto the sea, peace, be still.	Desire, not reason, will be the ruling principle of our conduct.
I will give you a solution of the <i>comma, and, and it:</i>	He has gone a hunting, and he will walk many miles.
Why make ye this ado? the damsel is not dead but sleepeth.	The man being dismissed from office, his family suffered.
Who do men say that I am?	The boy's being confined, was a grief to his parents.
To live long, ought not to be your favorite wish, so much us to live well.	Ye are one another's joy. Be ye helpers one of another.
The weather is much too warm for comfort.	They love each other. Whom do you imagine it to have been?

*What is a compound pronoun, including both the *antecedent* and the *relative*, and is equivalent to *that* and *which*—He extols that which he sees. *That* is a *demonstrative* pronoun, of the third person, singular number, in the objective case, and is governed by *extols*. Which is a *relative* pronoun, of the third person, singular number, in the *objective* case, and is governed by *sees* (agreeing with *that* for its antecedent.)

†The words *myself, himself, ourselves, themselves, &c.* are called *compound personal pronouns*.

‡When the words *some, one, any, other, all, such,* are not prefixed to nouns, expressed or understood, they are called *indefinite pronouns*.

||When the words *this, that, these, those, former* and *latter,* stand for nouns, they are *demonstrative pronouns*.

What sculpture is to a block of marble, education is to the human soul.	will be discharged immediately. Properly speaking, there are but two genders.
If thine enemy be hungry, give him bread to eat; if he be thirsty, give him water to drink.	There being much obscurity in the case, he refuses to decide upon it.
One danced, another ran <i>to and fro</i> .	Junius Brutus, the son of Marcus Brutus, and Collatinus, the husband of Lucretia, were chosen first consuls in Rome.
Sitting is the best posture for deliberation; standing for persuasion.	To learn is our duty.
A judge, therefore, should speak sitting; a pleader, standing.	In order to become a grammarian, I must study with diligence.
What is the bigot's torch, the tyrant's chain!	I have some recollection of my father's being a judge.
Fathers! Senators of Rome! the Arbiters of nations! to you I fly for refuge.	They rode for two days together. He called the company man by man.
I do not care a sixpence whether he is wet or dry.	He began to speak unto them in parables.
On the same night he dreamed a dream.	And he said unto them, exact no more than that which is appointed you.
The ship is arrived and her cargo	

AGE.

The minds of the aged are like the tombs to which they are approaching; where though the brass and the marble remain, yet the inscriptions are effaced by time, and the imagery has mouldered away.

TRUE HONOR.

Would you not think it an honor to be employed by God in creating a world? Would you not think it an honor to be employed by him in preserving and governing a world? But greater, far greater is the honor of being employed as a co-worker with God in saving a world. This honor have all his saints. This honor we are invited to share. PAYSON.

SCRIPTURE.

From the antiquity of our translation of the Bible, there is often a quaintness in its expressions, and their introduction may give a point to some satirical remark, or furnish a striking form for some sally of wit. But we should beware. Scripture is a pure stream, flowing forth from the throne of God, and it should never be made to reflect the fantastic images of human folly. NEWMAN.

THOUGHT.

What is thought? It is an emanation from Deity. It is at once, the fear and joy of youth,—the solace of retirement—the companion of age,—and the telegraph of worlds. Though its first dawning in the infant mind, is faint and uncertain, yet like the rays that gild the early morn, or the first flashes of the young borealis, it gives promise of coming brightness. Subtle in its essence, mysterious and uncontrollable in its flight,—it rises from the minutest object and encircles empires. Again it rises,—expands—and wings its silent, rapid way, from star to star—from sun to sun;—still rising—still expanding, it reaches the court of Heaven—the throne of God—and embraces the Universe. J. Dow.

INTEMPERANCE.

As to the vice of intemperance—its disgusting effects upon the body—its ruinous consequences to the health—its degrading and brutifying influence upon the mind and character—its danger to society as the fruitful parent of every crime—its nuisance to the public as the chief and almost only source of mendicity and pauperism—its pest to domestic life—the individual and secret wretchedness it inflicts—and the still greater, which are threatened against it in the scriptures of God—there can be—and there is—but one conviction.

NICHOLS'S *Add.*

LANGUAGE.

And what is language? Language is the power
Whereby, as with the arrowy light of Him,
The broad brave sun that flashes through the sky
Uninterrupted glory, Thought goes forth,
From mind to mind, flash after flash, forever:
At first a little fountain bubbled up,
Within the desert or the wilderness,
The outlet to a mine of wealth—of power,
Ten thousand times more precious than the earth,
Glittering with diamonds or charged with ore
That man, short-sighted man, would perish for—
A treasury of thought and speech: anon,
It filtered forth and rolled away a brook—
A streamlet then—a river—then a sea—
Behold it now! It overspreads the earth.

Still, what is language? Wouldst thou know in truth?
Forsake thy native land; go forth alone,
"All, all alone," where thy dear mother-tongue
Would not avail thee, though thy lips were parched
With mortal fever, though thy heart were wrung
With mortal anguish; put forth all thy power,
By signs and looks, drop tears and utter cries,
And see how very helpless man may be,
The mightiest man that sways it o'er the earth,
For want of language. Art thou answered now?

Still, what is language? Language is the power,
The everlasting, omnipresent power,
Whereby man holds communion with his God,—
Wherewith he does imperishable things:
By it mankind perpetuate their strength,
Their wisdom and their virtue, yea, and all
Their mighty fathers ever thought or did,
Or ever knew; by pouring forth for aye,
Into the stream of knowledge, flowing on
Forever and forever, all that they
Have had bequeathed them here, and all that they
Would leave to others—all that they have known
By language only, that mysterious power,
Which cannot be described but by itself,
So like it is to Deity.

NEAL.

OF THE USE OF PREPOSITIONS.

The same preposition, generally speaking, should follow a noun, or an adjective, as would properly follow the verb from which the noun, or adjective is derived.

Acquit,	} require of.	Discouragement requires <i>to</i> .
Accuse,		Disappointment requires <i>in</i> or <i>of</i> .
Abhorrence,		Enter requires <i>in</i> or <i>into</i> .
Agreeable,	} require to.	Engaged,
Averse,		Eager,
Adapted,		} require <i>in</i> .
Brag,	} require of.	Exception requires <i>from</i> .
Boast,		Expert requires <i>in</i> or <i>at</i> .
Bestow requires <i>upon</i> .		Founded requires <i>on</i> .
Contend requires <i>for</i> or <i>with</i> .		Glad requires <i>of</i> or <i>at</i> .
Confide,	} require <i>in</i> .	Insist requires <i>upon</i> .
Conversant,		Martyr requires <i>for</i> .
Call requires <i>on</i> .		Need requires <i>of</i> .
Consonant,	} require to.	Observance requires <i>of</i> .
Conformable,		Profit requires <i>by</i> .
Correspondent,		Prejudice requires <i>against</i> .
Caution requires <i>against</i> .		Provide requires <i>with</i> .
Compliance requires <i>with</i> .		Prevail requires <i>over</i> .
Divide requires <i>into</i> .		Reduce requires <i>under</i> or <i>to</i> .
Diminution,	} require of.	Replete requires <i>with</i> .
Disapprove,		Resemblance requires <i>to</i> .
Differ,		Swerve requires <i>from</i> .
Derogation,	} require from.	Think requires <i>of</i> or <i>on</i> .
Dissent,		Taste requires <i>of</i> or <i>for</i> .
Dependant requires <i>upon</i> .		True requires <i>to</i> .
		Wait requires <i>on</i> .

OF THE IMPROPER USE OF WORDS AND PHRASES.

The phrases *more perfect* and *most perfect*, are improper; because perfection admits of no degrees of comparison. We may say *nearer* or *nearer* to perfection, or more or less imperfect.

When the comparative degree of an adjective is used, the latter term of comparison should not include the former. It is therefore improper to say "the scriptures are more valuable than any writings;" we should say, "than any other writings."

When the superlative degree of an adjective is used, the latter term of comparison should never exclude the former. Therefore, instead of saying "profane swearing is, of all other vices the most inexcusable; we should say, "of all vices," &c.

Farther applies to *place* and *distance*; and *further* to *quantity* or *addition*.

Later and *latter* cannot be used indifferently with propriety; *latter* refers to *place*; *later* respects *time* only.

The phrase "seldom or *ever*," is improper; we should either say, "seldom if *ever*"—or "seldom or never."

"I had rather," is often improperly used, instead of "I would rather."

To lay (to place something) in the present tense, is properly written *lay*, in the imperfect *laid*; the perfect participle is also *laid*. To lie (down) is *lie* in the present tense, *lay* in the imperfect, and *lain* in the perfect participle. *Lie* is conjugated regularly when it means to tell a falsehood; as "he lied"—"he has lied."

Set is an intransitive verb in some senses, which makes it proper to say, "To set out on a journey; to set up in business; the sun sets, and fair weather has set in."

The following are examples of mistakes in the use of the transitive verbs *lay* and *set*; and of the intransitive verbs *lie* and *sit*, with the correction after each.

"He *lays* in bed too long"—(*lies*.)—"I have a work *laying* by me"—(*lieing*.)—"Go and *lay down*"—(*lie*.)—"I *laid* and slept an hour"—(*lay*.)—"I was *laying* on the grass"—(*lieing*.)—"He has *laid* there a long time"—(*lain*.)—"He has *lain* himself down to rest"—(*laid*.)—"Let me *set down*"—(*sit*.)—"I afterwards went and *set down*"—(*sat*.)—"He *sat* himself down"—(*set*.)—"The hen is *setting* on her eggs"—(*sitting*.)—"The wind *sits* in the east"—(*sets*.)

The verb *to learn*, is never used transitively, except when it has for its subject the person who obtains the knowledge, or information, and for its only object the knowledge, or information obtained. It is proper to say, "I am learning grammar;" but improper to say, "the master *learns me* grammar," instead of *teaches me*; or "*learn me* to do that," instead of *teach me*.

Tautology, which means the repeating of a word, or an idea that has been fully expressed before, is a frequent error in composition.

The verb *to return*, signifies to go, or come back; go, or come again; yet, we sometimes hear, and read the phrases, *return back*—and *return again*—and even *return back again*.

To converse means to *talk together*, therefore it is wrong to say "they are *conversing together*."

To fall includes the idea of *down*, as *to rise* does that of *up*; for we cannot say *to fall up*, or *to rise down*. It is therefore improper, because it is unnecessary, to say *fall down*, or *rise up*.

The adjective *mutual*, includes the meaning of the words, *each other*, or *one another*; therefore it is wrong to say, "They bear a mutual likeness *to each other*."

"*To enter*" means to *go* (or *come*) *in*; therefore we should not say, "*enter in*."

Restore means to *give back*; therefore it is wrong to say of a thing, "I restore it *back*, or *again*," &c.

The phrases, *first of all*, *last of all*, are improper; one of the things mentioned, or attended to, cannot be *first*, if any of the others are *before* it; and certainly, if a thing is not *last of all*, it cannot be the *last*.

It is wrong to use *both*, when the two things under consideration, have been expressly named; as, "I took some wine, and some water, and mixed them *both together*." "I saw two chairs fastened *both together*." "My brother called on me, and we *both* took a walk."

Throughout expresses the idea of *through all*, or *through every part*; we should not say, therefore, "I searched all the country *throughout*," or, "We found these sentiments *throughout* the whole book."

"In the expression I have just *now* written," the adverb *now* is redundant, and ought to be expunged.

UNGRAMMATICAL WORDS AND PHRASES CORRECTED.

UNGRAMMATICAL.	CORRECTED.
He only spoke three words.	He spoke only three words.
He is seldom or ever right.	He is seldom if ever right.
He said how that he would go.	He said that he would go.
They never will believe but what I am to blame.	They never will believe but that I am to blame.
Be it never so true.	Be it ever so true.
Where are you going?	Whither are you going?
Are you travelling there?	Are you travelling thither?
I have not heard the story.	I have not heard the story.
I caught cold last evening.	I caught cold last evening.
They rode in a horse and chay.	They rode in a one-horse chaise.
Who did you speak to?	To whom did you speak?
Was I an officer, &c.	Were I an officer, &c.
He has got it.	He has it.
Who find him in money?	Who finds him money?
He put money in his pocket.	He put money into his pocket.
The report was founded in truth.	The report was founded on truth.
This house is to let.	This house is to be let.
I shall call upon him.	I shall call on him.
Is the gentleman in?	Is the gentleman within?
He covered it over.	He covered it.
If I had have known it earlier.	If I had known it earlier.
Frequent opportunity.	Frequent opportunities.
He hadn't ought to do it.	He ought not to do it.
He killed them dead.	He killed them.
Give me them books.	Give me those books.
The villain was hung.	The villain was hanged.
He mentioned it over again.	He mentioned it again.
I done it myself.	I did it myself.

I have eat heartily.	I have eaten heartily.
It lays on the table.	It lies on the table.
He is laying down.	He is lying down.
He is quite the gentleman.	He is a gentleman.
He seed him afore.	He saw him before.
The fields are overflown.	The fields are overflowed.
Overseer over his house.	Overseer of his house.
Opposite the church.	Opposite to the church.
This here.	This.
That there.	That.
I an't cold.	I am not cold.
We wer'nt there.	We were not there.
He came in town this morning.	He came into town this morning.
Whether he will or no.	Whether he will or not.
We go to church for to worship.	We go to church to worship.
I cannot by no means allow it.	I can by no means allow it.
All over the country.	Over all the country.
Be that as it will.	Be that as it may.
He answered and said.	He answered.
He knows nothing on it.	He knows nothing of it.
They both met together.	They met.
I had rather not.	I would rather not.
Says I.	Said I.
I propose to visit them.	I purpose to visit them.
He is one of my acquaintance.	He is one of my acquaintances.
I intended to have rewarded him.	I intended to reward him.

ETYMOLOGY.

[In case any teacher who may use this work, should not have sufficient leisure verbally to illustrate to his pupils, the rules and definitions given in the preceding exercises in Etymology and Syntax; or, in case his pupils should be too young fully to understand such illustration when given, the compiler would recommend, that they be required to commence the subject by getting, in distinct and successive portions, the answers to the questions on Etymology, at the bottom of the following pages. This will enable them understandingly to enter upon the exercises in Etymology and Syntax, and with a little aid from their teacher, to make rapid improvement in the business of parsing, &c.]

The number prefixed to each question corresponds to the number given in the portion of matter designed for the answer.]

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

Etymology is compounded of two Greek words, which signify *origin* and *word*. It means literally the derivation of a word from its original.

There (2) are, in English, ten sorts of words, or, as they are commonly called, *parts of speech*; namely, the Noun, the Adjective, the Article, the Verb, the Participle, the Adverb, the Pronoun, the Conjunction, the Preposition, and the Interjection.

OF NOUNS.

A Noun (3) is the name of any thing that we can see, taste, hear, smell, feel, or conceive of; as, *man, wine, virtue*.

The word *Noun*, is derived from the Latin word *nomen*, which signifies a name.

Nouns are (4) divided into proper and common.

Proper (5) nouns are the names appropriated to individuals; as, *George, London, Thames*.

Common (6) nouns stand for a whole species, class or kind, whether the class consists of one, or more individuals; as, *animal, man, tree, &c*. The *General* is the *Washington* of the age.

When (7) proper nouns or names, have an article prefixed to them, they are used as common names; as, "He is the *Cicero* of his age;" "He is reading the lives of the Twelve *Cæsars*."

QUESTIONS.

(1) What does Etymology treat of?—(2) How many sorts of words are there?—(3) What is a noun?—(4) How are nouns divided?—(5) What is a proper noun?—(6) What do common nouns stand for?—(7) When proper nouns have an article prefixed, how are they used?

Common (1) names may also be used to signify individuals, by the addition of articles or pronouns; as, "The boy is studious; that girl is discreet."*

Nouns (2) have four properties; namely, Person, Number, Gender, and Case.

OF PERSON.

Person (3) is that quality of the noun, (or pronoun) which modifies the verb.

There are (4) three persons; namely, the First, Second, and Third.

The (5) first person denotes the speaker—the second, the person spoken to—and the third, the person, or the thing spoken of.

OF NUMBER.

Number (6) is the consideration of an object, as one or more

Nouns (7) are of two numbers, the singular and the plural.

The (8) singular number expresses but one object; as, a chair, a table.

The (9) plural number signifies more objects than one; as, chairs, tables.

Some (10) nouns, from the nature of the things which they express, are used only in the singular form; as, wheat, pitch, gold, sloth, pride, &c.; others, only in the plural form; as, (11) bellows, scissors, lungs, riches, &c.

Some (12) words are the same in both numbers; as, deer, sheep, swine, &c.

The (13) plural number of nouns is generally formed by adding *s* to the singular; as, dove, doves; face, faces; thought, thoughts. But (14) when the noun 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, rebusses. If the singular (15) ends in *ch* hard, the plural is formed by adding *s*; as, monarch, monarchs; distich, distichs.

Nouns (16) which end in *o*, have sometimes, *es*, added to the plural; as, cargo, echo, hero, negro, manifesto, potato, volcano, wo; and sometimes only *s*; as, folio, nuncio, punctilio, seraglio.

QUESTIONS.

(1) Can common names be used to signify individuals?—(2) How many properties have nouns?—(3) What is person?—(4) How many persons are there?—(5) What does each person denote?—(6) What is number?—(7) How many numbers are there?—(8) What does the singular number express?—(9) What does the plural number signify?—(10) Give examples of nouns used only in the singular form?—(11) Give examples of nouns, used only in the plural form?—(12) Give examples of words having the same form in both numbers?—(13) How is the plural number of nouns generally formed?—(14) How is the plural number formed of such nouns as end in *x*, *ch* soft, *ss*, or *s*, in the singular?—(15) If the singular ends in *ch* hard, how is the plural formed?—(16) How do nouns ending in *o*, form their plurals?

* Nouns may also be divided into the following classes; *Collective* nouns, or nouns of multitude; as, the people, the parliament, the army; *Abstract* nouns, or the names of qualities abstracted from their substances; as, knowledge, goodness, whiteness; *Verbal* or *participial* nouns; as, beginning, reading, writing.

The English language contains in all about forty thousand words.

Nouns (1) 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 (2) 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, when there is another vowel in the syllable; as, key, keys; delay, delays; attorney, attorneys.

Some (3) nouns become plural by changing the *a* of the singular into *e*; as, man, men; woman, women; alderman, aldermen. The words, ox and (4) child, form oxen and children; brother, makes either brothers, or brethren. Sometimes (5) the diphthong *oo* is changed into *ee* in the plural; as, foot, feet; goose, geese; tooth, teeth. Louse and mouse make lice and mice. Penny makes pence, or pennies when the coin is meant; die, dice (for play;) die, dies (for coining.)

It is agreeable (6) to analogy, and the practice of the generality of correct writers, to construe the following words as plural nouns; *pains*, *riches*, *alms*;* and also, *mathematics*, *metaphysics*, *politics*, *ethics*, *optics*, *pneumatics*, with other similar names of sciences.

The word (7) *news* is now almost universally considered as belonging to the singular number.

The (8) noun *means* is used both in the singular and the plural number.

The following words, which have been adopted from the Hebrew, Greek, and Latin languages, are thus distinguished, with respect to number.

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
Cherub,	(9) Cherubim,	Datum,	Data,
Seraph,	Seraphim,	Effluvium,	Effluvia,
Antithetis,	Antitheses,	Encomium,	{ Encomia, or
Automaton,	Automata,		{ Encomiums,
Basis,	Bases,	Erratum,	Errata,
Crisis,	Crises,	Genius,*	Genii,*
Criterion,	Criteria,	Genus,	Genera,
Diæresis,	Diæreses,		{ Indices, or
Ellipsis,	Ellipses,	Index,†	{ Indexes,‡
Emphasis,	Emphases,	Lamina,	Laminae,
Hypothesis,	Hypotheses,	Medium,	Media,
Metamorphosis,	Metamorphoses,	Magus,	Magi,
Phenomenon,	Phænomena,	Memoran-	{ Memoranda, or
	{ Appendices, or	dum	{ Memorandums,
Appendix,	{ Appendices,	Radius,	Radii,

QUESTIONS.

(1) How are nouns ending in *f*, or *fe*, rendered plural?—(2) How do nouns ending in *y* in the singular, form their plurals?—(3) What nouns form their plurals by changing *a* into *e*?—(4) How is the plural of the words child, ox, and brother, formed?—(5) What nouns form their plurals by changing the diphthong *oo* into *u*?—(6) How are the nouns, pains, riches, alms, mathematics, &c. construed?—(7) Of what number is *news*?—(8) Of what number is *means* considered?—(9) What is the plural of Cherub?—Repeat the plural of each word in the table of Greek and Latin words.

* *Genii*, when denoting ærial spirits; *Geniuses*, when signifying persons of genius.

† *Indexes*, when it signifies pointers, or tables of contents. *Indices* when referring to algebraic quantities.

Arcanum,	Arcana,	Stamen,	Stamina,
Axis,	Axes,	Stratum,	Strata,
Calx,	Calces,	Vortex,	Vortices.

Some words, derived from learned languages, are confined to the plural number; as, (1) *antipodes, credenda, literati, minutiae*.

The following (2) nouns being in Latin, both singular and plural are used in the same manner when adopted into our tongue; hiatus, apparatus, series, species.

OF GENDER.

GENDER (3) is the distinction of nouns with regard to sex. (4) There are three genders, the MASCULINE, the FEMININE, and the NEUTER.

The (5) Masculine Gender denotes animals of the male kind: as, a man, a horse, a bull.

The Feminine Gender signifies animals of the female kind: as, a woman, a duck, a hen.

The Neuter Gender denotes objects which are neither males nor females: as, a field, a house, a garden.

Some (6) nouns naturally neuter, are, by a figure of speech, converted into the masculine or feminine gender: as, when we say of the sun, *he* is setting; and of a ship, *she* sails well.

The (7) English language has three methods of distinguishing the sex, viz:

1. By different words; as,

Male.	Female.	Male.	Female.
Bachelor,	Maid,	Husband,	Wife,
Boar,	Sow,	King,	Queen,
Boy,	Girl,	Lad,	Lass,
Brother,	Sister,	Lord,	Lady,
Buck,	Doe,	Man,	Woman.

2. By a difference of termination: as,

Male.	Female.	Male.	Female.
Abbot,	Abbess,	Landgrave,	Landgravine,
Actor,	Actress,	Lion,	Lioness,
Administrator,	Administratrix,	Marquis,	Marchioness,
Adulterer,	Adultress,	Master,	Mistress,
Ambassador,	Ambadressess,	Mayor,	Mayoress,
Arbiter,	Arbitress,	Patron,	Patroness,
Baron,	Baroness,	Peer,	Peeress,
Bridegroom,	Bride,	Poet,	Poetess,
Benefactor,	Benefactress,	Priest,	Priestess.

QUESTIONS.

(1) Of what number are *antipodes, credenda, literati*, and *minute* considered?—(2) How are *hiatus, apparatus, series, species* used?—(3) What is Gender?—(4) How many genders are there?—(5) Give the definition of each?—(6) Are nouns naturally neuter made of the masculine, or feminine gender?—(7) How many methods are there, in English, to distinguish the sex?—(8) Give examples of each.

3. By a noun, pronoun, or adjective, being *prefixed* to the noun; as,

A cock-sparrow,	A hen-sparrow,
A man-servant,	A maid-servant,
A he-goat,	A she-goat,
A he-bear,	A she-bear,
A male child,	A female child,
Male descendants,	Female descendants.

It sometimes happens that the same noun is either masculine or feminine. (1) The words *parent, child, cousin, friend, neighbor, servant*, and several others, are used indifferently for males or females.

OF CASE.

CASE (2) is the condition or situation of the noun, in relation to other words in a sentence.

In English, (3) nouns have three cases, the nominative, the possessive, and the objective.*

The nominative (4) case simply expresses the name of a thing, or the subject of a verb; as, "The boy plays;" "The girls learn."

The possessive case expresses the relation of property or possession; and has an apostrophe with the letter *s* coming after it; as, "The scholar's duty;" "My father's house."

When (5) the plural ends in *s*, the other *s* is omitted, but the apostrophe is retained; as, "On eagles' wings;" "The drapers' company."

Sometimes, (6) also, when the singular terminates in *ss*, the apostrophic *s* is not added; as, "For goodness' sake;" "For righteousness' sake."

The (7) objective case expresses the object of an action, or of a relation; and generally follows a verb active, or a preposition; as, "John assists Charles;" "They live in London."

Nouns (8) are declined in the following manner:

	<i>Singular.</i>	<i>Plural.</i>
<i>Nominative Case.</i>	A mother,	Mothers,
<i>Possessive Case,</i>	A mother's,	Mothers',
<i>Objective Case,</i>	A mother,	Mothers.
<i>Nominative Case,</i>	The man,	The men,
<i>Possessive Case,</i>	The man's,	The men's,
<i>Objective Case,</i>	The man,	The men.

QUESTIONS.

(1) How are the nouns *parent, child, cousin, friend, neighbour*, and *servant* used?—(2) What is case?—(3) How many cases are there?—(4) Give a definition of the nominative and possessive. (5) How is the possessive case formed, when the nominative ends in *s*?—(6) How is it formed when the noun ends in *ss*?—(7) What does the objective case express?—(8) How are nouns declined?

*The possessive is sometimes called the genitive case; and the objective, the accusative.

OF ADJECTIVES.

An Adjective (1) is a word added to a noun, or a pronoun, to express some quality, or circumstance of the thing for which the noun or pronoun stands; as, "An *industrious* man;" "A *virtuous* woman;" "He is *good*."

In English, (2) the adjective is not varied on account of gender, number, or case. Thus we say, "A *careless* boy; *careless* girls."

The only variation (3) which it admits, is that of the degrees of comparison.

There are (4) commonly reckoned three degrees of comparison; the *Positive*, the *Comparative*, and the *Superlative*.

The Positive State (5) expresses the quality of an object, without any increase or diminution; as, *good*, *wise*, *great*.

The Comparative Degree (6) increases or lessens the positive in signification; as, *wiser*, *greater*, *less wise*.

The Superlative Degree (7) increases or lessens the positive to the highest or lowest degree; as, *wisest*, *greatest*, *least wise*.

The simple word, (8) or positive, becomes the comparative, by adding *r*, or *er*; and the superlative, by adding *st*, or *est*, to the end of it; as, *wise*, *wiser*, *wisest*; *great*, *greater*, *greatest*. And the adverbs *more* and *most*, placed before the adjective, have the same effect; as, *wise*, *more wise*, *most wise*.

The termination (9) *ish*, may be accounted in some sort a degree of comparison, by which the signification is diminished below the positive; as, *black*, *blackish*, or tending to blackness; *salt*, *saltish*, or having a little taste of salt.

The word *rather* (10) is very properly used to express a small degree or excess of a quality; as, "She is *rather* profuse in her expenses."

Monosyllables, (11) for the most part, are compared by *er* and *est*; and dissyllables by *more* and *most*; as, *mild*, *milder*, *mildest*; *frugal*, *more frugal*, *most frugal*. Dissyllables ending in *y*; as, *happy*, *lovely*; and in *le* after a mute, as, *able*, *ample*; or accented on the last syllable, as, *discreet*, *polite*; easily admit of *er* and *est*; as, *happier*, *happiest*; *abler*, *ablest*; *politer*, *politest*. Words of more than two syllables hardly ever admit of those terminations.

In some words, (12) the superlative is formed by adding the adverb *most* to the end of them; as, *nethermost*, *uttermost*, or *utmost*, *undermost*, *uppermost*, *foremost*.

In English, as in most languages, there are some words of very common use, (in which the caprice of custom is apt to get the better of analogy,) that are irregular in this respect; as, (13) "*good*, *better*, *best*; *bad*,

QUESTIONS.

(1) What is an Adjective?—(2) Are adjectives varied on account of person, number, &c.?—(3) What variations have they?—(4) How many degrees of comparison are there?—(5) What does the positive state express?—(6) What does the comparative degree express?—(7) What does the superlative degree express?—(8) How does the simple word, or positive, become the comparative?—(9) What effect does the termination *ish* have?—(10) How is the word *rather* used?—(11) How are monosyllables compared?—(12) What words are compared by adding the adverb *most* to the end of them?—(13) Compare the adjective *good*, *bad*, *little*, *much*, *near*, *late*, and *old*.

worse, *worst*; *little*, *less*, *least*; *much* or *many*, *more*, *most*; *near*, *nearer*, *nearest* or *next*; *late*, *later*, *latest* or *last*; *old*, *older* or *elder*, *oldest* or *eldest*;" and a few others.

An adjective (1) put without a noun, with the definite article before it, becomes a noun in sense and meaning, and is written as a noun; as, "Providence rewards *the good*, and punishes *the bad*."

Various nouns (2) placed before other nouns assume the nature of adjectives; as, *sea fish*, *wine vessel*, *corn field*, *meadow ground*, &c.

Numeral adjectives (3) are either cardinal, or ordinal; cardinal, as, *one*, *two*, *three*, &c.; ordinal, as, *first*, *second*, *third*, &c.

OF ARTICLES.

An Article (4) is a word prefixed to nouns, and pronouns, to limit their signification.

Articles are so called from the Latin word *articulus*, signifying a *joint*, or a very small part.

In English (5) there are but two articles, *a* and *the*; *a* becomes *an* when the following word begins with a vowel sound; as, an *acorn*, an *hour*. But when the following word begins with a consonant sound, *a* is used; as, a *hand*, a *heart*, a *highway*.

A or *an* (6) is styled the indefinite article; it is used in a vague sense, to point out one single thing of the kind, in other respects indeterminate; as, "Give me *a* book;" "Bring me *an* apple."

The (7) is called the definite article; because it ascertains what particular thing or things are meant; as, "Give me *the* book;" "Bring me *the* apples;" meaning some book, or apples, referred to.

A noun without any article to limit it, is generally taken in its widest sense; as, "A *candid* temper is proper for man;" that is, for all mankind.

The peculiar use and importance of the articles will be seen in the following examples; "The son of a king—the son of the king—a son of the king." Each of these three phrases has an entirely different meaning, through the different application of the articles *a* and *the*.

The article (8) is omitted before nouns that imply the different virtues, vices, passions, qualities, sciences, arts, metals, herbs, &c.; as, "*prudence* is commendable; *falsehood* is odious; *anger* ought to be avoided;" &c. It is not prefixed to a proper name; as, "*Alexander*," (because that of itself denotes a determinate individual or particular thing,) except for the sake of distinguishing a particular family; as, "He is *a* Howard, or of the family of the Howards;" or by way of eminence; as, "Every man is not *a* Newton;" "He has the courage of *an* Achilles;" or when some noun is understood; "He sailed down *the* (river) Thames, in *the* (ship) Britannia."

The indefinite (9) article can be joined to nouns in the singular number only; (10) the definite article may be joined to plurals as well as singulars.

QUESTIONS.

(1) How is an adjective without the definite before it, used?—(2) Do nouns become adjectives?—(3) How are numeral adjectives divided?—(4) What is an article?—(5) How many articles are there?—(6) Which is styled the indefinite article?—(7) Which is called the definite article?—(8) Before what class of nouns are the articles omitted?—(9) How is the indefinite article used?—(10) How is the definite used?

But there (1) appears to be a remarkable exception to this rule, in the use of the adjectives *few* and *many*, (the latter chiefly with the word *great* before it,) which, though joined with plural nouns, yet admit of the singular article *a*; as, *a few* men; *a great many* men.

The reason of it is manifest, from the effect which the article has in these phrases; it means a small or great number collectively taken, and therefore gives the idea of a whole, that is, of unity. Thus likewise, a dozen, a score, a hundred, or a thousand, is one whole number, an aggregate of many collectively taken; and therefore still retains the article *a*, though joined as an adjective to a plural substantive; as, a hundred years, &c.

The indefinite article is sometimes placed between the adjective *many*, and a singular noun; as,

“Full *many a gem* of purest ray serene,
The dark unfathom'd caves of ocean bear;
Full *many a flow'r* is born to blush unseen,
And waste its sweetness on the desert air.”

In these lines, the phrases, *many a gem* and *many a flow'r*, refer to *many gems* and *many flowers*, separately, not collectively considered.

The definite (2) article *the* is frequently applied to adverbs in the comparative and superlative degree; and its (3) effect is, to mark the degree the more strongly, and to define it the more precisely; as, “*The more* I examine it, *the better* I like it. I like this *the least* of any.”

OF VERBS.

A **VERB** (4) is a word which signifies action, being, or suffering.

Verb is derived from the Latin *verbum*, which signifies a *word*.

Verbs (5) are divided into three sorts, namely, Active, Neuter, and Passive.

Active verbs are also divided into Transitive, and Intransitive.

A transitive verb (6) expresses an action which affects an object; as, “The teacher instructs his pupils.”

An intransitive verb (7) expresses an action confined to the actor; as, “The bird *flies* swiftly.”

A neuter verb (8) expresses neither action nor passion, but being, or a state of being.

A passive verb (9) expresses a passion or a suffering, or the receiving of an action.—(See page 41.)

QUESTIONS.

(1) What exceptions are there?—(2) Is the definite article ever applied to adverbs?—(3) What is its effect?—(4) What is a Verb?—(5) Into how many sorts are verbs divided?—(6) What does a *transitive verb* express?—(7) What does an *intransitive verb* express?—(8) What does a *neuter verb* express?—(9) What does a passive verb express?

Many verbs (1) are used both in a transitive, and in an intransitive signification; the construction determining of what kind they are; as, to flatten, signifying to make even or level, is a transitive verb; but, when it signifies to grow dull or insipid, it is an intransitive verb.

An *intransitive* verb, (2) by the addition of a *preposition*, may become a *compound transitive* verb. *To smile* is an intransitive verb, but *to smile on* is a compound transitive verb; therefore we properly say “He *was smiled on* by fortune”—“She *smiled on* him.”

Auxiliary (3) or helping verbs, are those by the help of which the principal verbs are conjugated. They are, *do, be, have, shall, will, may, can*, with their variations; and *must*, which has no variations.

OF MOOD.

Mood or Mode, (4) is a particular form of the verb, showing the manner in which the being, action, or passion, is represented.

Mood consists in the change which the verb undergoes, to signify various intentions of the mind, and various modifications and circumstances of action.

There (5) are five moods of verbs, namely, the *Indicative*, the *Subjunctive*, the *Potential*, the *Infinitive*, and the *Imperative*.

The Indicative Mood (6) simply indicates or declares a thing; as, “He loves, he is loved;” or it asks a question; as, “Does he love?” “Is he loved?”

The Subjunctive Mood (7) represents a thing under a condition, motive, wish, supposition, &c.; and is preceded by a conjunction, expressed or understood, and attended by another verb; as, “I will respect him, *though* he chide me.”

The Potential Mood (8) implies possibility or liberty, power, will, or obligation; as, “It may rain; he may go or stay, I can ride; he would walk; they should learn.”

The Infinitive Mood (9) expresses a thing in a general and unlimited manner, without any distinction of number or person; as, “To act, to speak, to be feared.”

The Imperative Mood is (10) used for commanding, exhorting, entreating, or permitting; as, “Depart thou; mind ye; let us stay; go in peace.”

OF THE TENSES OR TIMES.

TENSE, (11) being the means or method of dividing time, might seem to admit only of the present, past, and future; but to mark it more accu-

QUESTIONS.

(1) Is the same verb ever used both in a *transitive* and an *intransitive* sense?—(2) Does an *intransitive* verb ever become *transitive*?—(3) What are *auxiliary* verbs?—(4) What is *mood* or *mode*?—(5) How many moods are there?—(6) What does the *indicative mood* indicate?—(7) What does the *subjunctive mood* represent?—(8) What does the *potential mood* imply?—(9) What does the *infinitive mood* express?—(10) What is the *imperative mood* used for?—(11) What is *Tense*?

rately, it is made to consist (1) of six variations, viz. the *Present*, the *Imperfect*, the *Perfect*, the *Pluperfect*, and the *First and Second Future Tenses*.

The Present Tense (2) represents an action or event as passing at the time in which it is mentioned; as, "I rule; I am ruled; I think; I fear."

The Present Tense likewise expresses a character, quality, &c. at present existing; as, "He is an able man;" "She is an amiable woman." It is also used in speaking of actions continued, with occasional intermissions, to the present time; as, "He frequently rides;" "He walks out every morning;" "He goes into the country every summer." We sometimes apply this tense even to persons long since dead; as, "Seneca reasons and moralizes well;" "Job speaks feelingly of his afflictions."

The Present Tense, preceded by the words, *when*, *before*, *after*, *as soon as*, &c. is sometimes used to point out the relative time of a future action; as, "When he arrives he will hear the news;" "He will hear the news before he arrives, or as soon as he arrives, or, at farthest, soon after he arrives;" "The more she improves, the more amiable she will be."

In animated historical narrations, this tense is sometimes substituted for the imperfect tense; as, "He enters the territory of the peaceable inhabitants; he fights and conquers, takes an immense booty, which he divides amongst his soldiers, and returns home to enjoy an empty triumph."

The Imperfect Tense (3) represents the action or event, either as past and finished, or as remaining unfinished at a certain time past; as, "I loved her for her modesty and virtue;" "They were travelling post when he met them."

The Perfect Tense (4) not only refers to what is past, but also conveys an allusion to the present time; as, "I have finished my letter;" "I have seen the person that was recommended to me."

The perfect tense, and the imperfect tense, both denote a thing that is past; but the former denotes it in such a manner that there is actually remaining some part of the time to slide away, wherein we declare the thing has been done; whereas the imperfect denotes the thing or action past, in such a manner, that nothing remains of the time in which it was done. If we speak of the present century, we say, "Philosophers have made great discoveries in the present century;" but if we speak of the last century, we say, "Philosophers made great discoveries in the last century."

The Pluperfect (5) Tense represents a thing, not only as past, but also as prior to some other point of time specified in the sentence; as, "I had finished my letter before he arrived."

The First Future Tense (6) represents the action as yet to come, either with or without respect to the precise time; as, "The sun will rise to-morrow;" "I shall see them again."

The Second Future (7) intimates that the action will be fully accomplished, at, or before, the time of another future action or event; as, "I shall have dined at one o'clock." "The two houses will have finished their business when they adjourn."

It is to be observed, that in the subjunctive mood, the event being spo-

QUESTIONS.

(1) How many variations of tense are there?—(2) What does the *present tense* represent?—(3) What does the *imperfect tense* represent?—(4) What does the *perfect tense* represent?—(5) What does the *pluperfect tense* represent?—(6) What does the *first future tense* represent?—(7) What does the *second future tense* represent?

ken of under a condition or supposition, or in the form of a wish, and therefore as doubtful and contingent, the verb itself in the present, and the auxiliary both of the present and past imperfect times, often carry with them somewhat of a future sense; as, "If he come to-morrow, I may speak to him;" "If he should, or would come to-morrow, I might, would, could, or should speak to him." Observe also, that the auxiliary *should* and *would*, in the imperfect times, are used to express the present and future, as well as the past; as, "It is my desire that he should, or would come now, or to-morrow;" as well as, "It was my desire, that he should or would come yesterday." So that in this mood the precise time of the verb is very much determined by the nature and drift of the sentence.

The present, past, and future tenses may be used either *definitely* or *indefinitely*, both with respect to *time and action*. When they denote customs or habits, and not individual acts, they are applied indefinitely; as, "Virtue promotes happiness;" "The old Romans governed by benefits more than by fear;" "I shall hereafter employ my time more usefully." In these examples, the words *promotes*, *governed* and *shall employ* are used indefinitely, both in regard to action and time; for they are not confined to individual actions nor to any precise points of present, past, or future time. When they are applied to signify particular actions, and to ascertain the precise points of time to which they are confined, they are used definitely, as in the following instances. "My brother is writing;" "He built the house last summer, but did not inhabit it till yesterday." "He will write another letter to-morrow."

The different tenses also represent an action as *complete* or *perfect*, or as, *incomplete* or *imperfect*. In the phrases, "I am writing," "I was writing," "I shall be writing," imperfect, unfinished actions are signified. But the following examples, "I wrote," "I have written," "I had written," "I shall have written," all denote complete perfect action.

OF CONJUGATION.

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

The Indicative (2) Mood has six tenses; namely, the present, the imperfect, the perfect, the pluperfect, the first future, and the second.

CONJUGATION OF THE VERB HAVE.

INDICATIVE MOOD.

PRESENT TENSE.

Singular Number.	Plural Number.
I have,	We have,
Thou hast,	Ye or you have,
He, she or it, has or hath;	They have.

QUESTIONS.

(1) What is Conjugation?—(2) How many tenses has the Indicative Mood?

IMPERFECT TENSE.

Singular.
I had,
Thou hadst,
He, &c. had,

Plural.
We had,
Ye or you had,
They had.

The Perfect Tense (1) is formed by prefixing the sign *have*, and its variations to the perfect participles; thus,

PERFECT TENSE.

Singular.
I have had,
Thou hast had,
He has had,

Plural.
We have had,
Ye or you have had,
They have had.

The Pluperfect Tense (2) is formed by prefixing the sign *had*, and its variation, to the perfect participle; thus,

PLUPERFECT TENSE.

Singular.
I had had,
Thou hadst had,
He had had,

Plural.
We had had,¹
Ye or you had had,
They had had.

The First Future Tense (3) is formed by prefixing the sign *shall* or *will*, and its variation, to the present tense; thus,

FIRST FUTURE TENSE.

Singular.
I shall or will have,
Thou shalt or wilt have,
He shall or will have,

Plural.
We shall or will have,
Ye or you shall or will have,
They shall or will have.

The Second Future Tense (4) is formed by prefixing the signs *shall* or *will have*, and their variations, to the perfect participle; thus,

SECOND FUTURE TENSE.

Singular.
I shall have had,
Thou wilt have had,
He will have had,

Plural.
We shall have had,
Ye or you will have had,
They will have had.

QUESTIONS.

(1) How is the perfect tense formed?—(2) How is the pluperfect tense formed?—(3) How is the first future tense formed?—(4) How is the second future tense formed? Conjugate the verb *Have* in the *indicative mood*.

The present and the imperfect tenses are called simple tenses, because they are formed without auxiliaries—the perfect, the pluperfect, the first future, and the second, are called compound tenses, because they are formed by the help of signs, or auxiliaries.

SUBJUNCTIVE MOOD.

The Subjunctive Mood (1) has six tenses; namely, the present, the imperfect, the perfect, the pluperfect, the first future, and the second.

CONJUGATION OF THE VERB *HAVE*.

SUBJUNCTIVE MOOD.

PRESENT TENSE (2) INDICATIVE FORM.

Singular Number.

If I have,
If thou hast,
If he, she, or it has, or hath,

Plural Number.

If we have,
If ye or you have,
If they have.

PRESENT TENSE (3) ELLIPTICAL FORM.

Singular.

If I () have,*
If thou () have,
If he () have,

Plural.

If we () have,
If ye or you () have,
If they () have.

The remaining tenses (4) of the subjunctive mood (*in all verbs except the neuter verb Be, which has two forms in the imperfect tense, as well as in the imperfect, see page 40,*) are, in general, similar to the correspondent tenses of the indicative mood; with the addition to the verb, of a conjunction, expressed or implied, denoting a condition, motive, wish, supposition, &c.

[It will be proper for the teacher to require his pupils to repeat all the tenses of this mood with a conjunction prefixed to each of them. See pages 30 and 31.]

POTENTIAL MOOD.

The Potential Mood (5) has four tenses; namely, the present, the imperfect, the perfect, and the pluperfect.

CONJUGATION OF THE VERB *HAVE*.

POTENTIAL MOOD.

The Present Tense (6) is formed by prefixing the sign, *may* or *can*, and its variation, to the verb; as,

PRESENT TENSE.

Singular.
I may or can have,
Thou mayst or canst have,
He may or can have,

Plural.

We may or can have,
Ye or you may or can have,
They may or can have.

QUESTIONS.

(1) How many Tenses has the Subjunctive Mood?—(2) Give the conjugation of the present tense, indicative form.—(3) Give the elliptical form.—(4) How are the remaining tenses conjugated?—(5) How many tenses has the potential mood?—(6) How is the present tense formed?

*This form of the subjunctive mood has *should*, or some other auxiliary understood.

The Imperfect Tense (1) is formed by prefixing the sign, *might, could, would, or should*, and its variation, to the Verb; as,

IMPERFECT TENSE.

Singular.	Plural.
I might, could, would, or should have,	We might, could, would or should have,
Thou mightst, couldst, wouldst, or shouldst have,	Ye or you might, could, would, or should have,
He might, could, would, or should have,	They might, could, would, or should have.

The Perfect Tense (2) is formed by prefixing the signs, *may, or can have*, and their variations to the perfect participle; as,

PERFECT TENSE.

Singular.	Plural.
I may or can have had,	We may or can have had,
Thou mayst or canst have had,	Ye or you may or can have had,
He may or can have had,	They may or can have had.

The Pluperfect Tense (3) is formed by prefixing the signs, *might, could, would, or should have*, and their variations, to the perfect participle; as,

PLUPERFECT TENSE.

Singular.	Plural.
I might, could, would, or should have had,	We might, could, would, or should have had,
Thou mightst, couldst, wouldst, or shouldst have had,	Ye or you might, could would or should have had,
He might, could, would, or should have had,	They might, could, would, or should have had.

INFINITIVE MOOD.

The Infinitive Mood (4) has but two tenses; namely, the present, and the perfect. The present tense (5) is formed by prefixing *to*, which is called the sign of the infinitive mood, to the verb; as, to go, to run, to strike, &c.

The perfect tense (6) is formed by prefixing *to have*, to the perfect participle; as, to have gone, to have run, to have beaten.

CONJUGATION OF THE VERB HAVE.

INFINITIVE MOOD

PRESENT TENSE. (7)

To have.

PERFECT TENSE.

To have had.

QUESTIONS.

(1) How is the imperfect tense formed?—(2) How is the perfect formed?—(3) How is the pluperfect formed?—Conjugate the verb *Have*, through all the tenses.—(4) How many tenses has the infinitive mood?—(5) How is the present formed?—(6) How is the perfect formed?—Give the conjugation of the verb *Have* in the infinitive mood.

A verb (1) in the Infinitive Mood has no nominative case, and therefore, it is *unlimited* in respect to number and person. Hence it is called the *infinitive* or *unlimited* mood. In all the other moods, the verb is attended by a nominative case, by which it is limited as to person and number.

IMPERATIVE MOOD.

The Imperative Mood (2) has but one tense, and one person; namely, the present tense, and the second person.

This form (3) of the verb is generally used for *commanding*; as, *depart thou*; and is therefore called the imperative mood; but it is also used for *exhorting, entreating, and permitting*; as, *mind ye; let us stay; go in peace.*

CONJUGATION OF THE VERB HAVE.

PRESENT TENSE.

Singular Number.	Plural Number.
Have thou, or do thou have;	Have ye or you, or do ye or you have.

OF AUXILIARY AND DEFECTIVE VERBS.

Defective Verbs (4) are so called, because they can be used only in some of the moods and tenses.

The principal of them are these, (5) *may, can, shall, will, must, ought, quoth*, and their variations.

[For the variation of these words on account of tense, &c. see page 28.]

That the verbs *must* and *ought* have both a present and past significance, appears from the following sentences; "I must own that I am to blame;" "He must have been mistaken;" "Speaking things which they ought not;" "These ought ye to have done."

The verbs (6) *have, be, will, and do*, when they are unconnected with a principal verb, expressed or understood, are not auxiliaries, but principal verbs; as, "We have enough;" "I am grateful;" "He wills it to be so;"

QUESTIONS.

(1) Why is this Mood called the infinitive mood?—(2) How many tenses has the imperative mood?—(3) What is the imperative mood used for?—Give the conjugation of the imperative mood.—(4) Why are defective verbs so called?—(5) Repeat the principal of them.—(6) Are the verbs *have, be, will, and do*, always used as auxiliaries?

It appears to be proper, for the information of the learners, to make a few observations in this place, on some of the tenses, &c. The first is, that, in the potential mood, some grammarians confound the present with the imperfect tense; and the perfect with the pluperfect. But that they are really distinct, and have an appropriate reference to time, correspondent to the definitions of those tenses, will appear from a few examples; "I wished him to stay, but he would not;" "I could not accomplish the business in time;" "It was my direction that he should submit;" "He was ill, but I thought he might live;" "I may have misunderstood him;" "He cannot have deceived me;" "He might have finished the work sooner, but he could not have done it better." It must, however, be admitted, that, on some occasions, the auxiliaries, *might, could, would, and should*, refer also to present and to future time.

"They do as they please." In this view, they also have their auxiliaries; as, "I shall have enough;" "I will be grateful."

The Auxiliary and Defected Verbs seem not to be included in the common definition of the verb.

The peculiar force of the several auxiliaries will appear from the following account of them.

Ought (1) denotes duty; as, he *ought* to be here.

Have (2) denotes possession; as, Children, *have* ye any meat?—*Have* also denotes time; as, we *have* performed our duty.

May (3) implies liberty; as, he *may* return if he desires it. *May* also implies doubt; as, he *may* not be here, although I expect him.

Can (4) implies power or ability; as, he *can* pass the guards.

Must (5) denotes necessity or compulsion; as, he *must* pay the debt.

Might (6) implies liberty; as he *might* have passed the guards, had he been so disposed. *Might* also implies power; as, he *might* have returned in spite of his keepers.

Could (7) signifies power or ability; as, he *could* have paid the demand.

Would (8) implies determination; as, he *would* go in. Also, inclination; as, I *would* that all *would* come to the knowledge of the truth.

Should (9) denotes duty; as, you *should* treat your superiors with deference.

Shall, (10) in the first person, only foretells; as, I *shall* go to-morrow. In the second and third persons, *shall* promises, commands, or threatens; as, you or they *shall* be rewarded. Thou *shalt* not steal.

Will, (11) in the first person, denotes promise; as, I *will* not let thee go. In the second and third persons it foretells; as, he will reward the righteous.

OF REGULAR AND IRREGULAR VERBS.

Verbs (12) which form their *imperfect tense*, and *perfect participle*, by adding to the verb *ed*, (or *d* only, when the verb ends in *e*,) are called *regular*; as,

PRESENT TENSE. (13)	IMPERFECT TENSE.	PERFECT PARTICIPLE.
I destroy,	I destroyed,	Destroyed.
I love,	I loved,	Loved.

Verbs (14) which do not form their imperfect tense, and perfect participle, by adding *d*, or *ed*, to the present, are irregular.

Irregular Verbs are of various sorts.

1. Such (15) as have the present and imperfect tenses, and perfect participle, the same; as,

PRESENT.	IMPERFECT.	PERFECT PART.
Cost,	Cost,	Cost.

QUESTIONS.

(1) What does *ought* denote?—(2) What does *have* denote?—(3) What does *may* imply?—(4) What does *can* imply?—(5) What does *must* denote?—(6) What does *might* imply?—(7) What does *could* signify?—(8) What does *would* imply?—(9) What does *should* denote?—(10) What does *shall* imply?—(11) What does *will* denote?—(12) What verbs are called regular?—(13) Give an example of the regular verb in the present, imperfect, &c.—(14) What verbs are called irregular?—(15) Give an example of the several sorts of irregular verbs?

2. Such as have the imperfect tense, and perfect participle, the same; as,

PRESENT.	IMPERFECT.	PERFECT PART.
Sell,	Sold,	Sold.

3. Such as have the imperfect tense, and the perfect participle, different; as,

PRESENT.	IMPERFECT.	PERFECT PART.
Blow,	Blew,	Blown.

Many verbs become irregular by contraction; as, "Feed, fed; leave, left;" others by the termination, *en*; as, "Fall, fell, fallen;" others by the termination, *ght*; as, "Buy, bought; teach, taught," &c.

[For a list of the irregular verbs see page 26.]

The compiler has not inserted, in the list of irregular verbs referred to, such verbs as are irregular only in familiar writing or discourse, and which are improperly terminated by *t*, instead of *ed*; as, learnt, spelt, spilt, &c. These should be avoided in every sort of composition. It is, however, proper to observe, that some contractions of *ed* into *t*, are unexceptionable; and others, the only established forms of expression; as, crept, gilt, &c.; and lost, felt, slept, &c. These allowable and necessary contractions must therefore be carefully distinguished by the learner, from those that are exceptionable. The words which are obsolete have also been omitted, that the learner might not be induced to mistake them for words in present use. Such are, wreathen, drunken, holpen, molten, gotten, holden, bounden, &c.; and swang, wrang, slauk, strawed, gat, brake, tare, ware, &c.

OF NEUTER AND PASSIVE VERBS.

A Neuter Verb (1) implies being or existence, or a state of existence without action; as, "I *am* in health;" "He *is* weary of his life;" "They *rest* from their labors."

Some verbs (2) may be used either in an active or a neuter sense. In the sentence, "Here *I rest*"—(repose,) the verb *rest* is used in a *neuter* sense; but in the sentence, "Here *I rest* my hopes," it is used in an *active* sense."

A Passive Verb (3) is a verb that represents its subject or nominative as being (or having been) acted upon; as, "I *am persecuted* by my enemies." "He has been injured by slanderers." In its original application, *passion* signifies a suffering—(enduring.) The Crucifixion of our Saviour is for this reason called his Passion, that is, his suffering on the cross. From passion is derived passive. Hence the name of the class of verbs so denominated; the meaning and use of the word, has, however, been greatly extended.

QUESTIONS.

(1) What is a Neuter Verb?—(2) Is the same verb used both in an active and a neuter sense?—(3) What does a passive verb express?

The Passive Verb (1) is formed by prefixing the neuter verb *Be* (or *Am*) or some of its variations (*art, is, was, wast, were, wert, or, been,*) to the perfect participle of a transitive verb; as, *I am loved—He is beaten—The coach is drawn.*

In the following sentences, a part of the neuter verb *Be* is prefixed to the perfect participle of an intransitive verb. The ship *is arrived*, the bird *is flown*; such verbs (2) are *intransitive verbs*, in the passive form. Some writers on grammar reject this form of expression as incorrect, and write in its stead, "The bird *has flown*," &c.—(See conjugation of the neuter and passive verbs, pages 39, 40, and 41.)

OF PARTICIPLES.

A Participle (3) is a word derived from a verb, partaking of the nature of a verb and of an adjective.

Participles (4) 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." The words mark simply the qualities referred to, without any regard to time; and may properly be called participial adjectives.

When (5) preceded by an article, and adjective, or a noun, or pronoun, in the possessive case, participles become nouns; as, "The *beginning*;" "A good *understanding*;" "The chancellor's *being attached* to the king, secured his crown."

There are (6) three Participles; namely, the Present or Active, the Perfect or Passive, and the Compound Perfect; as, *loving—loved*—having loved.*

Participles not only convey the notion of time; but they also signify actions, and govern the cases of nouns and pronouns, in the same manner as verbs do.

OF ADVERBS.

An ADVERB (7) is a word joined to a verb, or to a participle, to show the manner, time, or place in which the action is done; as, "He reads *correctly*;" "He mentioned it *before*;" "They labor *here*."

[Adverbs are more frequently added to verbs, than to any other parts of speech, and therefore they are called adverbs.]

Some (8) adverbs are compared, thus; soon, sooner, soonest; often, oftener, oftenest. Those ending in *ly*, are compared by *more* and *most*; as, *wisely, more wisely, most wisely.*"

QUESTIONS.

(1) How is a passive verb formed?—(2) What kind of verbs are *is flown—is arrived, &c.*?—(3) What is a Participle?—(4) Do participles become adjectives?—(5) Do participles ever become nouns?—(6) How many participles are there?—(7) What is an Adverb?—(8) How are adverbs compared?

* When this participle is joined to the verb *to have*, it is called *perfect*; when it is joined to the verb *to be*, or understood with it, it is denominated *passive*.

Adverbs seem (1) originally to have been contrived to express compendiously in one word, what must otherwise have required two or more; as, "He acted *wisely*," for, he acted with wisdom; "Prudently," for, with prudence; "He did it *here*," for, he did it in this place.

Adverbs, though very numerous, may be reduced to the following classes, namely,

Of Manner, Prudently, honestly, wisely, well, ill, &c.
Time present, Now, to-day, &c.
Time past, Before, already, lately, long ago, &c.
Time future, Presently, immediately, to-morrow, &c.
Time indefinite, Sometimes, seldom, always, &c.
In a place, Here, there, where, &c.
To a place, Hither, thither, whither, &c.
Towards a place, Hitherward, thitherward.
From a place, Hence, thence, whence.
Repetition of times definitely, Once, twice, thrice, again, &c.
Repetition of times indefinitely, Often, seldom, frequently.
Order, First, secondly, thirdly, &c.
Quantity, Sufficiently, enough, &c.
Negation, Nay, no, not, &c.
Separation, Apart, separately, asunder, &c.
Conjunction, Together, generally, universally, &c.
Interrogation, Why, when, how, &c.
Defect, Almost, nearly, &c.
Preference, Rather, chiefly, especially, &c.
Abatement, Scarcely, hardly, &c.
Contingence, Perhaps, peradventure, possibly, &c.
Certainty, or affirmation, Verily, truly, yea, yes, certainly.
Comparison, More, most, less, worse, &c.

Besides the adverbs already mentioned, there are many which are formed by a combination of several of the prepositions, with the adverbs of place, *here, there, and where*; as, (2) *hereof, thereof, whereof; hereto, thereto, whereto; hereby, thereby, whereby; herewith, therewith, wherewith; herein, therein, wherein; therefore, (i. e. there-for,) wherefore, (i. e. where-for,) hereupon or hereon, thereupon or thereon, whereupon or whereon, &c.* Except *therefore*, these are seldom used.

In (3) some instances the preposition suffers no change, but becomes an adverb merely by its application; as when we say, "He rides *about*;" "He was *near* falling;" "But do not *after* lay the blame on me."

There are (4) also some adverbs, which are composed of nouns, and the letter *a* used instead of *at, on, &c.*; as, *aside, athirst, afoot, ahead, asleep, aboard, ashore, abed, aground, afloat, &c.*

The words (5) *when* and *where*, and all others of the same nature, such as, *whence, whither, whenever, wherever, &c.* may be properly called *adverbial conjunctions*, because they participate the nature both of adverbs and conjunctions; of conjunctions, as they conjoin sentences; of adverbs, as they denote the attributes either of *time* or of *place*.

QUESTIONS.

(1) For what purpose were adverbs contrived?—Give an example of each kind of adverbs?—(2) Give examples of adverbs formed by a combination of adverbs of place and prepositions?—(3) Do prepositions become adverbs?—(4) Are adverbs composed of nouns?—(5) What words are called adverbial conjunctions?

It may be particularly observed with respect to the word *therefore*, that it is an adverb, when, without joining sentences, it only gives the sense of *for that reason*. When it gives that sense, and also connects, it is a conjunction; as, "He is good, *therefore* he is happy."

There are several combinations of short words which are used adverbially, and which some grammarians do not analyze in parsing; as, *Not at all, a little while ago, to and fro, in vain, &c.*

OF HELPING ADVERBS.

A Helping-Adverb (1) is a word employed to aid an adverb, or another helping-adverb; as, "He rides *too* fast;" "He rides *much too* fast."

Helping-adverbs, (2) very, quite, exceedingly, excessively, extremely, too much, &c.

The same words are called helping-adjectives when they are employed to aid adjectives; as, "The house is *too* large;" or another helping-adjective; as, "The house is *much too* large."

These words are, by some writers on grammar, called adverbs of degree. (See page 17.)

OF PRONOUNS.

A PRONOUN (3) is a word used instead of a noun, to avoid the too frequent repetition of the same word; as, "The man is happy; *he* is benevolent; *he* is useful."

[*Pronoun* comes from the Latin word, *pro-nomen*, compounded of *pro*, for, and *nomen*, a noun or name.]

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*.

Personal Pronouns admit of person, number, gender, and case.

The numbers of pronouns, like those of nouns, are two, the singular and the plural; as, *I, thou, he*; *we, ye or you, they*.

Gender has respect only to the third person singular of the pronouns, *he, she, it*. *He* is masculine; *she* is feminine; *it* is neuter.

The persons speaking and spoken to, being at the same time the subjects of the discourse, are supposed to be present; from which, and other circumstances, their sex is commonly known, and needs not to be marked by a distinction of gender in the pronouns; but the third person or thing spoken of, being absent, and in many respects unknown, it is necessary that it should be marked by a distinction of gender; at least, when some

QUESTIONS.

(1) What is a Helping-Adverb?—(2) Give a list of them.—(3) What is a Pronoun?—(4) How many kinds of pronouns are there?

particular person or thing is spoken of, that ought to be more distinctly marked; accordingly the pronoun singular of the third person has the three genders, *he, she, it*.

Pronouns (1) have three cases; the Nominative, the Possessive, and the Objective.

The objective case of a pronoun has, in general, a form different from that of the nominative, or the possessive case.

A Table of the Personal Pronouns in the Three Cases.

		Singular Number.				
First person.	2d person,	3d per. mas.	3d per. fem.	3d per. neu.		
<i>Nom.</i> I, (2)	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.		

OF THE RELATIVE PRONOUNS.

Relative Pronouns (3) are such as relate, in general, to some word or phrase going before, which is thence called the antecedent; they are, *who, which, and that*; as, "The man is happy *who* lives virtuously."

What (4) is a kind of compound pronoun, including both the antecedent and the relative, and is equivalent to *that* and *which*; as, "He praises what you dispraise;" that is, he praises *that which* you dispraise.

Who (5) is applied to persons, *which* to animals and inanimate things; as, "He is a *friend, who* is faithful in adversity;" "The *bird, which* sung so sweetly, is flown;" "This is the *tree, which* produces no fruit."

That, (6) as a relative, is often used to prevent the too frequent repetition of *who* and *which*. It is applied to both persons and things; as, "*He that* acts wisely deserves praise;" "Modesty is a *quality that* highly adorns a woman."

Who is of both numbers, and is thus declined;

Singular and Plural.	
<i>Nominative</i> , (6)	Who,
<i>Possessive</i> ,	Whose,
<i>Objective</i> ,	Whom.

QUESTIONS.

(1) How many cases have Pronouns?—(2) Repeat the table of personal pronouns?—(3) What are relative pronouns?—(4) What is what equivalent to?—(5) How is *who* applied?—(6) For what is that used?—(7) Decline the relative *who*.

* The relative pronoun, when used interrogatively, relates to a word or phrase which is not *antecedent*, but *subsequent*, to the relative.

Which, that, and what, are likewise of both numbers, but they do not vary their termination; except that *whose* is sometimes used as the possessive case of *which*; as, "Is there any other doctrine *whose* followers are punished?"

Who, which, and what, have sometimes the words *soever* and *ever* annexed to them; as, *whosoever* or *whoever*, *whichsoever* or *whichever*, *whatsoever* or *whatever*; but they are seldom used in modern style.

The word (1) *that* is sometimes a relative, sometimes a demonstrative pronoun, and sometimes a conjunction. (2) It is a relative, when it may be turned into *who* or *which* without destroying the sense; as, "*They* that (who) reprove us, may be our best friends;" "From every thing *that* (which) you see, derive instruction." (3) It is a demonstrative pronoun when it is followed immediately by a noun, to which it is either joined, or refers, and which it limits or qualifies; as, "*That* boy is industrious;" "*That* belongs to me;" meaning, that book, that desk, &c. (4) It is a conjunction, when it joins sentences together, and cannot be turned into *who* or *which*, without destroying the sense; as, "Take care *that* every day be well employed;" "I hope he will believe *that* I have not acted improperly."

Who, which, and what, (5) are called *Interrogatives*, when they are used in asking questions; as, "*Who* is he?" "*Which* is the book?" "*What* art thou doing?"

OF THE ADJECTIVE PRONOUNS.

Adjective Pronouns (6) are of a mixed nature, participating the properties both of pronouns and adjectives.

The Adjective Pronouns (7) may be subdivided into five sorts, namely, the *Possessive*, the *Distributive*, the *Demonstrative*, the *Indefinite*, and the *Interrogative*.

The *possessive* (8) are those which relate to possession or property. There are seven of them; viz. *my, thy, his, her, our, your, their*.

The following sentences exemplify the possessive pronouns.—"*My* lesson is finished; *Thy* books are defaced; He loves *his* studies; She performs *her* duty; We own *our* faults; *Your* situation is distressing; I admire *their* virtues."

The following are examples of the possessive cases of the personal pronouns.—"This desk is *mine*; the other is *thine*; These trinkets are *his*; those are *hers*; This house is *ours*, and that is *yours*; *Theirs* is very com- modious."

Self is added to possessives; as, *myself, yourselves*; and sometimes to personal pronouns; as, *himself, itself, themselves*. It then, like *own*, expresses emphasis and opposition; as, "I did this *myself*;" that is, "not another;" or it forms a reciprocal pronoun; as, "We hurt *ourselves* by vain rage."

QUESTIONS.

(1) How is the word *that* construed?—(2) When is it a relative?—(3) When a demonstrative?—(4) When a conjunction?—(5) What words are called interrogative pronouns?—(6) What are adjective pronouns?—(7) How are adjective pronouns subdivided?—(8) Which are the possessive?

Himself, themselves, are now used in the nominative case, instead of *hissself, theirselves*; as, "He came *himself*;" "He *himself* shall do this;" "They performed it *themselves*."

2. The *distributive* (1) are those which denote the persons or things that make up a number, as taken separately and singly. They are, *each, every, either*; as, "*Each* of his brothers is in a favorable situation;" "*Every* man must account for *himself*;" "I have not seen *either* of them."

Each relates to two or more persons or things, and signifies either of the two, or every one of any number taken separately.

Every relates to several persons or things, and signifies each one of them all taken separately. This pronoun was formerly used apart from its noun, but it is now constantly annexed to it, except in legal proceedings; as in the phrase, "All and *every* of them."

Either relates to two persons or things taken separately, and signifies the one or the other. To say, "either of the three," is therefore improper.

Neither imports "not *either*;" that is, not one nor the other; as, "Neither of my friends was there."

The *demonstrative* (2) are those which precisely point out the subjects to which they relate; *this* and *that, these* and *those, former* and *latter*, are of this class; as, "*This* is true charity; *that* is only its image."

The *indefinite* (3) are those which express their subjects in an indefinite or general manner. The following are of this kind; *some, other, any, one, all, such, &c.*

Of these pronouns, only the words *one* and *other* are varied. *One* has a possessive case, which it forms in the same manner as nouns; as, *one, one's*. This word has a general signification, meaning people at large; and sometimes also a peculiar reference to the person who is speaking; as, "*One* ought to pity the distresses of mankind." "*One* is apt to love *one's* self." This word is often used, by good writers, in the plural number; as, "The great *ones* of the world;" "The boy wounded the old bird, and stole the young *ones*;" "My wife and the little *ones* are in good health."

Other is declined in the following manner:

	Singular.	Plural.
<i>Nom.</i>	Other, (4)	Others,
<i>Poss.</i>	Other's,	Others',
<i>Obj.</i>	Other,	Others.

The plural *others* is only used when apart from the noun to which it refers, whether expressed or understood; as, "When you have perused these papers, I will send you the *others*." "He pleases some, but he disgusts *others*." When this pronoun is joined to nouns, either singular or plural, it has no variation; as, "the other man;" "the other men."

The word *another* (7) is composed of the indefinite article prefixed to the word *other*.

QUESTION.

(1) Which are the distributive?—(2) Which are the demonstrative?—(3) Which are the indefinite?—(4) Decline the pronoun *other*.

None is used in both numbers; as, "*None* is so deaf as he that will not hear;" "*None* of those are equal to these." It seems originally to have signified, according to its derivation, *not one*, and therefore to have had no plural; but there is good authority for the use of it in the plural number; as, "*None* that go unto her return again."—*Prov.* ii. 19.

The (1) *Interrogative* are *which* and *what*, when prefixed to nouns; as, "*What* time did he arrive?" "*Which* house did he occupy?"

OF CONJUNCTIONS.

A **CONJUNCTION** (2) is a part of speech 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 (3) are principally divided into two sorts, the *Copulative* and the *Disjunctive*.

The **Conjunction Copulative** (4) serves to connect or to continue a sentence, by expressing an addition, a supposition, a cause, &c.; as, "*He and* his brother reside in London;" "*I will go if* he will accompany me;" "*You are happy, because* you are good."

The **Conjunction Disjunctive** (5) serves, not only to connect and continue the sentence, but also to express opposition of meaning in different degrees; as, "*Though* he was frequently reprov'd, *yet* he did not reform;" "*They came with her, but* they went away without her."

The following is a list of the principal Conjunctions.

The *Copulative*. (6) And, if, that, both, then, since, for, because, therefore, wherefore.

The *Disjunctive*. (7) But, or, nor, as, than, lest, though, unless, either, neither, yet, notwithstanding.

The same word is occasionally used both as a conjunction and as an adverb; and sometimes, as a preposition. "*I rest then* upon this argument;" *then* is here a conjunction; in the following phrase, it is an adverb; "*He arrived then*, and not before." "*I submitted; for* it was vain to resist;" in this sentence, *for* is a conjunction; in the next, it is a preposition; "*He contended for* victory only." In the first of the following sentences, *since* is a conjunction; in the second, it is a preposition; and in the third, an adverb; "*Since* we must part, let us do it peaceably;" "*I have not seen him since* that time;" "*Our friendship commenced long since*."

Relative Pronouns, as well as conjunctions, serve to connect sentences; as, "*Blessed is the man who* feareth the Lord, *and* keepeth his commandments."

Conjunctions very often unite sentences, when they appear to unite only words; as, in the following instances; "*Duty and* interest forbid vicious indulgences;" "*Wisdom or* folly governs us." Each of these forms of expression contains two sentences, namely; "*Duty forbids vi-*

QUESTIONS.

(1) Which are the interrogative adjective pronouns?—(2) What is a Conjunction?—(3) How are conjunctions divided?—(4) What is the office of a copulative conjunction?—(5) What of a disjunctive?—(6) Repeat the copulative conjunctions.—(7) Repeat the disjunctive.

icious indulgences; interest forbids vicious indulgences;" "*Wisdom governs us, or* folly governs us."

As there are many conjunctions and connective phrases appropriated to the coupling of sentences, that are never employed in joining the members of a sentence; so there are several conjunctions appropriated to the latter use, which are never employed in the former; and some that are equally adapted to both those purposes; as, *again, further, beside, &c.* of the first kind; *than, lest, unless, that, so that, &c.* of the second; and *but, and, for, therefore, &c.* of the last.

OF PREPOSITIONS.

PREPOSITIONS (1) serve to connect words with one another, and to show the relation between them. They are, for the most part, put before nouns and pronouns, as, "*He went from* London *to* York;" "*She is above* disguise;" "*They are instructed by* him."

Preposition comes from the Latin *Pre-pono*, which signifies *to put before*, and prepositions are so called because they are put before nouns and pronouns.

A list of the principal prepositions. (2) *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.

Verbs are often compounded of a verb and a preposition; as, *to uphold*, *to invest*, *to overlook*; and this composition sometimes gives a new sense to the verb; as, *to understand*, *to withdraw*, *to forgive*. But in English, the preposition is more frequently placed after the verb, and separately from it, like an adverb, in which situation it is not less apt to affect the sense of it, and to give it a new meaning; and may still be considered as belonging to the verb, and as a part of it. *As, to cast*, is to throw; but *to cast up*, or to compute *an account*, is quite a different thing; thus, *to fall on*, *to bear out*, *to give over, &c.* So that the meaning of the verb, and the propriety of the phrase, depend on the preposition subjoined.

In the composition of many words, there are certain syllables employed, which grammarians have called inseparable prepositions; as, *be, con, mis, &c.* in *bedeck, conjoin, mistake*.

One great use of prepositions, in English, is, to express those relations, which, in some languages, are chiefly marked by cases, or the different endings of nouns. (See page 53.) The necessity and use of them will appear from the following examples. If we say, "*He writes a pen*;" "*They ran the river*;" "*The tower fell the Greeks*;" "*Lambeth is Westminster-abbey*;" there is observable, in each of these expressions, either a total want of connexion; or such a connexion as produces falsehood or nonsense; and it is evident, that, before they can be turned into sense, the vacancy must be filled up by some connecting word; as thus, "*He*

QUESTIONS.

(1) What is a Preposition?—(2) Give a list of the principal prepositions.

writes *with a pen*;" "They ran *towards* the river;" "The tower fell *upon* the Greeks;" "Lambeth is *over against* Westminster-abbey." We see by these instances, how prepositions may be necessary to connect those words, which in their signification are not naturally connected.

Prepositions, in their original and literal acceptation, seem to have denoted relations of place; but they are now used *figuratively* to express other relations. For example, as they who are *above* have in several respects the advantage of such as are *below*. Prepositions expressing high and low places, are used for superiority and inferiority in general, as, "He is *above* disguise;" "We serve *under* a good master;" "He rules *over* a willing people;" "We should do nothing *beneath* our character."

OF INTERJECTIONS.

Interjections (1) are words thrown in between the parts of a sentence, to express the passions or emotions of the speaker; as, "Oh! I have alienated my friend;" "Alas! I fear for life;" "O virtue! how amiable thou art!"

The English Interjections, as well as those of other languages, are comprised within a small compass. They are of different sorts, according to the different passions which they serve to express. Those which intimate earnestness or grief, are, *O! oh! ah! alas!* Such as are expressive of contempt, are, *pish! tush!* of wonder, *heigh! really! strange!* of calling, *hem! ho! soho!* of aversion or disgust, *föh! fie! away!* of a call of the attention, *lo! behold! hark!* of requesting silence, *hush! hist!* of salutation, *welcome! hail! all hail!* Besides these, several others, frequent in the mouths of the multitude, might be enumerated; but, in a grammar of a cultivated tongue, it is unnecessary to expatiate on such expressions of passion, as are scarcely worthy of being ranked among the branches of artificial language.

INSEPARABLE PREPOSITIONS.

These are words chiefly derived from other languages. They have, like all other words, though seldom employed singly, a separate and distinct meaning of their own. As the most difficult, but most necessary part of study (to use the words of a great philosopher) is to find out and fix the meaning of words, the following explanation of what are called inseparable prepositions or particles, is particularly worthy of the attention of the learner.—A few of these words are still used separately.

A signifies *on* or *in*; as *a-foot, a-shore, a-bed*; that is, *on foot, on shore, in bed*.

After denotes *posteriority* of time; as, *afternoon, after-times*.

Be is said to signify *about*; as, *besprinkle, bestir*, that is, *stir about*; also, *for* and *before*, as, *bespeak*, that is, *speak for* or *before*.

"The true character of *be*," says Mr. Grant, "seems to be, to communicate or deeply involve in, an action, a thing, or quality; as, *bedaub, bewilder, bewail, belove*." *Be* has the same general effect as all the other prefixes

QUESTION.

(1) What is an Interjection?

or affixes, it fits the word to which it is added, to be joined to other words.

For implies *negation* or *privation*; as, *forbid, forsake*, that is, *not bid, not seek*.

Fore signifies *before*; as, *see, foresee*, that is, *see before-hand, fore-foot, fore-father*. The opposite is *hind*, as *hind-foot*.

Gain is a contraction of *against*; as, *gain-say*, or *contradict*.

Miss denotes *defect*, or *error*; as, *take, mistake, take wrongly*. This word is said to be derived from the Saxon *mis* and Gothic *missa*, a fault or defect; hence probably the English *to miss*, or to fail, and *amiss*, and hence also the French *mes*, as in *meconnoitre*, to forget.

In has its usual signification, in *instil, imprison, inlay, imprint*.

Over denotes *eminence, superiority, inversion, or transition*; as, *come, overcome, overthrew, oversee, overlook*, also *excess*, as *overhasty, or too hasty*. Figuratively, *overhear, overtake*.

Out signifies *excess* or *superiority*, as *out-do, out-run*.

Un, before an adjective, denotes *negation* or *privation*; as, *unworthy*, that is, *not worthy*. But, before verbs it denotes the *undoing* or the *destroying* energy or act; as, *unsay*, that is, *retract* what you have said.

Up denotes *motion upwards*, as *start, upstart*; *rest* in a higher place, as, *hold, uphold*; sometimes *subversion*, as, *set, upset*.

With signifies *against*; as, *withstand*, that is, *stand against*; *from* or *back*, as, *withhold*, that is, *hold from* or *back*; *withdraw*, or *draw back*.

Under implies *inferiority* or *defect*, as, *under-do, under-sell*. Figuratively, *undergo, understand, undertake*.

The following are borrowed from the French *counter, en, enter, sur*.

Counter denotes *against*; as, *counterbalance*, that is, *balance against*.

En or *em*, the same as *in*; *enrich, encourage, embroider*; *enrage*, that is, *put in a rage*.

Enter denotes *between*; *enterline (interline)* that is, *put a line between*; *enterlace*, that is, *intermix*; *enterprise, something taken in hand, or between hands*.

Sur denotes *over* or *addition*; as, *surpass*, that is, *exceed*; *surname, surloin*.

The Latin prepositions used in the composition of English words are, *a, ab, or abs, ad, ante, con, circum, contra, de, di, dis, e, or ex, extra, in, inter, intro, ob, per, post, pre, pro, preter, re, retro, se, sub, subter, super, trans, ultra*.

A, ab, abs, denote *from* or *away*; as, *abstain*, that is, *keep from*; *abuse* that is, *from the use, wrong use*.

Ad signifies *to* or *at*; as, *adhere*, that is, *stick to*.

Ante signifies *before*; as, *antecedent* or *going before*.

Circum signifies *about*; as, *circumspect*, that is, *looking about*.

Com, con, co, col, from *cum*, signify *together*; as, *condole*, that is, *lament together*; *co-operate*, that is, *work together*.

Contra denotes *against*; as, *contradict*, that is, *speak against*.

De signifies *down* or *from*; as, *deject* or *cast down*; *depart*, or *part from*.

Di, dis, signify *asunder*; as, *distract* or *draw asunder*. In many words *dis* seems to denote *negation* or *privation*; as, *disinter*, that is, *unbury*; *displease*, that is, *not please*.

The French say, *de-courager*, to *dis-courage*. Their preposition is *des*.

E, ex, out of, as, *eject* or *cast out*; *exclude*, or *shut out*.

Extra, without, beyond, out of; as, *extravagant*, or *wandering beyond*.

In, before an adjective, like *un*, denotes *privation*; as, *indecent*, *not decent*. Before a verb it has its simple meaning.

Inter signifies *among* or *between*; as, *intervene*, or *come between*. In *interdict*, or *forbid*, it has a negative effect.

Intro denotes to *within*; as, *introduce*, or *lead in*.

Ob denotes *opposition*; as, *object*, or *cast against*; *obstacle*; that is, *something in opposition*.

Per signifies *through* or *thoroughly*; as, *pervade*; that is, *pass through*, *perfect*; that is, *thoroughly done*.

Pre, before; as, *prepare*, or *procure before-hand*.

Post, after; as, *post-script*, or *written after*.

Pro denotes *forth*, *forward*; as, *promote*, or *move forward*, *produce*, or *bring forth*.

Præter signifies *past* or *beyond*; as, *preternatural*, or *beyond the course of nature*.

Re signifies *again*, or *back*; as, *reprint*, or *print again*, *repay* or *pay back*.

Retro signifies *backwards*; as, *retrograde*, or *going backwards*.

Se, apart, or *without*; as, *to secrete*, or *put aside*, *secure*, or *without care*.

Sub signifies *under*; as, *subscribe*, or *write under*.

Subter signifies *under*; as, *subterfugous*, or *flowing under*; *subterfuge*, or *escape under*.

Super, above, or *over*; as, *superadd*, *add*, *over*, or *above*.

Trans or *tra* signifies *over* or *beyond*; as, *transgress*, *go over* or *beyond*; it denotes *from one place to another*; as, *transplant*, *transpose*, &c.

Ultra signifies *beyond*; as, *ultra marine*, or *beyond the sea*.

The Greek prepositions and participles compounded with English words are *a*, *amphi*, *anti*, *apo*, *hyper*, *dia*, *hypo*, *epi*, *meto*, *para*, *peri*, *syn*, *hemi*.

A signifies *privation*; as, *anarchy*, or *the state of being without government*.

Amphi, both, or *the two*; as, *amphibious*, or *the state of living in two ways*.

Anti, against; as, *antidote*, or something given against *poison*.

Apo, from; as, *apogee*, or *from the earth*.

Hyper, over, and above; as, *hypercritical*, that is, *over*, or *too critical*.

Dia, through; as, *diaphoresis*, or *a wearing through*, *perspiring*.

Hypo, under, *implying*; as, *hypocrite*, or a person concealing his real character.

Epi, upon; as, *epidemic*, or *upon the people*.

Meta, denotes *change*, or *transmutation*; as, *metamorphose*, or *change the shape*.

Para, beyond, on one side; thus, *paragraph*; that is, a writing by the side, (originally used to mean a marginal note) *paradox*; that is, *an opinion beyond*, or *on one side*, an extraordinary opinion; *paraphrase*; that is, a phrase that may be placed by the side, an equivalent phrase.

Peri, about, as, *periphrases*, or a speech in a round about way, a *circumlocution*.

Syn, *sym*, *syl*, with or together; as, *synod*, or *meeting together*, *sympathy*, or *feeling together*.

Hemi, as well as *semi* and *demi*, denotes *half*, *hemisphere*, or *half of a sphere*; *semi-circle*, or *half a circle*; *demi-god*, *half a god*.

OF DERIVATION.

Words are derived from one another in various ways; viz.

1. Nouns are derived from verbs; as, from "to love," comes "lover;" from "to visit, visiter;" from "to survive, survivor;" &c.

2. Verbs are derived from nouns, adjectives, and sometimes from adverbs; as, from the noun *salt*, comes "to salt;" from the adjective *warm*, "to warm;" and from the adverb *forward*, "to forward." Sometimes they are formed by lengthening the vowel, or softening the consonant; as, from "grass, to graze;" sometimes by adding *EN*; as, from "length, to lengthen;" especially to adjectives; as, from "short to shorten; bright to brighten."

3. Adjectives are derived from nouns, in the following manner; Adjectives denoting plenty are derived from nouns by adding *y*; as, from "health, healthy; wealth, wealthy; might, mighty," &c.

Adjectives denoting abundance are derived from nouns, by adding *FUL*; as, from "joy, joyful; sin, sinful; fruit, fruitful," &c.

Adjectives denoting want are derived from nouns by adding *LESS*; as, from "worth, worthless; care, careless; joy, joyless," &c.

Adjectives denoting likeness are derived from nouns, by adding *ly*; as, from "man, manly; earth, earthly; court, courtly," &c.

4. Nouns are derived from adjectives, sometimes by adding the termination *NESS*; as, "white, whiteness; swift, swiftness;" sometimes by adding *th* or *t*, and making a small change in some of the letters; as, "long, length; high, height."

5. Adverbs of quality are derived from adjectives, by adding *ly*, or changing *le* into *ly*; and denote the same quality as the adjectives from which they are derived; as, from "base," comes "basely;" from "slow, slowly;" from "able, ably."

There are so many other ways of deriving words from one another, that it would be extremely difficult, and nearly impossible, to enumerate them.

SYNTAX.

THE third part of grammar is SYNTAX, which treats of the agreement and construction of words in a sentence.

A sentence is an assemblage of words, forming a complete sense.

Sentences are of two kinds, simple and compound.

A simple sentence has in it but one subject, and one finite* verb; as, "Life is short."

A compound sentence consists of two or more simple sentences connected together; as, "Life is short, and art is long." "Idleness produces want, vice, and misery."

As sentences themselves are divided into simple and compound, so the members of sentences may be divided likewise into simple and compound members; for whole sentences, whether simple or compounded, may become members of other sentences, by means of some additional connexion; as in the following example; "The ox knoweth his owner, and the ass his master's crib; but Israel doth not know, my people do not consider." This sentence consists of two compounded members, each of which is subdivided into two simple members, which are properly called clauses.

There are three sorts of simple sentences; the EXPLICATIVE, or explaining; the INTERROGATIVE, or asking; the IMPERATIVE, or commanding.

An explicative sentence is, when a thing is said to be or not to be, to do or not to do, to suffer or not to suffer, in a direct manner; as, "I am; thou writest; Thomas is loved." If the sentence be negative, the adverb *not* is placed after the auxiliary, or after the verb itself when it has no auxiliary; as, "I did not touch him;" or, "I touched him not."

In an interrogative sentence, or when a question is asked, the nominative case follows the principal verb or the auxiliary; as, "Was it he?" "Did Alexander conquer the Persians?"

In an imperative sentence, when a thing is commanded to be, to do, to suffer, or not, the nominative case likewise follows the verb or the auxiliary; as, "Go, thou traitor!" "Do thou go;" "Haste ye away;" unless the verb *let* be used; as, "Let us be gone."

A phrase is two or more words rightly put together, making sometimes part of a sentence, and sometimes a whole sentence.

The principal parts of a simple sentence are, the subject, the attribute, and the object.

The subject is the thing chiefly spoken of; the attribute is the thing or action affirmed or denied of it; and the object is the thing affected by such action.

The nominative denotes the subject, and usually goes before the verb or attribute; and the word or phrase, denoting the object, follows the

* *Finite* verbs are those to which number and person appertain. Verbs in the *infinitive* mood have no respect to number or person.

verb; as, "A wise man governs his passions." Here, a wise man is the subject; governs, the attribute, or thing affirmed; and his passions, the object.

Syntax principally consists of two parts, CONCORD and GOVERNMENT.

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

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

To produce the agreement and right disposition of words in a sentence, the following rules and observations should be carefully studied.

ADJECTIVES.

RULE I.

Every Adjective belongs to some noun, expressed or understood.

Note I. Adjectives (in prose) should not be used for adverbs; as, "Indifferent honest; excellent well; miserably poor;" instead of "Indifferently honest; excellently well; miserably poor." "He behaved himself conformable to that great example;" "*conformably.*" "Endeavor to live hereafter suitable to a person in thy station;" "*suitably.*" "I can never think so very mean of him;" "*meanly.*" "He describes this river agreeable to the common reading;" "*agreeably.*" "Agreeable to my promise, I now write;" "*agreeably.*"

FALSE SYNTAX.

Examples to be corrected under Note I, RULE I.

She writes very neat.

[Not proper, because the adjective *neat* is improperly used to express the manner in which the action *write* is performed. But according to Note 1, under Rule I. *adjectives should not be used for adverbs.* Therefore neat should be neatly; thus, "She writes very neatly."]

His property is near exhausted. They lived conformable to the rules of prudence. He reasons very clear. He was extreme beloved. He speaks very fluent, he reads excellent, but does not think very coherent. He behaved himself submissive. I cannot think so mean of him. He was scarce gone when you arrived.

Note II. When united to an adjective or helping adverb not ending in *ly*, the word *exceeding* has *ly* added to it; as, "exceedingly great; exceedingly well;" but when it is joined to a helping adverb or an adjective having that termination, the *ly* is omitted; as, "Some men think exceeding clearly, and reason exceeding forcibly." "She appeared, on this occasion, exceeding lovely." "He acted in this business *bolder* than was expected." "They behaved the *noblest*, because they were disinterested." They should have been "*more boldly*," "*most nobly*."—The adjective pronoun *such* is often misapplied; as, "He was such an extravagant young man, that he spent his whole patrimony in a few years;" it should be, "*so extravagant a young man.*" "I never before saw such large trees;" "*saw trees so large.*" When we refer to the species or nature of a thing, the word *such* is properly applied; as, "Such a temper is seldom found;" but when degree is signified, we use the word *so*; as, "So bad a temper is seldom found."

Examples to be corrected under Note 2, RULE I.

They rejected his advice and conducted themselves exceedingly indiscreetly. He is a person of great abilities and exceeding upright. The conspiracy was easier discovered from its being known to many.—Not being fully acquainted with the subject, he could affirm no stronger

than he did. Such an amiable disposition will secure universal regard. Such distinguished virtues seldom occur.

Note III. Adverbs should not be used as adjectives; thus, "They were seen wandering about solitarily and distressed;" "*solitary*." "The study of Syntax should be previously to that of punctuation;" "*previous*."

Examples to be corrected under Note 3, RULE I.

Conformably to their vehemence of thought was their vehemence of gesture. We should implant in the minds of youth, such seeds and principles of piety and virtue, as are likely to take soonest and deepest root. Use a little wine for thy stomach's sake and thine often infirmities. He addressed several exhortations to them suitably to their circumstances.

Note IV. Comparative terminations and helping adjectives, should not be applied to adjectives that are not susceptible of comparison; and double comparatives and superlatives should be avoided; such as "A worsed conduct;" "On lesser hopes;" "A more serene temper." They should be, "Worse conduct;" "Less hopes;" "A more serene temper."

Examples to be corrected under Note 4, RULE I.

'Tis more easier to build two chimneys than to maintain one. The tongue is like a race-horse, which runs the faster the lesser weight it carries. The nightingale sings; hers is the most sweetest voice in the grove. The Most Highest hath created us for his glory, and our own happiness. The Supreme Being is the most wisest, the most powerfullest, and the most best of beings. Virtue confers the supremest dignity on man, and should be his chief desire. His assertion was more true than that of his opponent; nay, the words of the latter were most untrue. His work is perfect; his brother's more perfect; and his father's the most perfect of all.

* Young persons who study grammar, find it difficult to decide, in particular constructions, whether an adjective or an adverb ought to be used. A few observations on this point, may serve to inform their judgment, and direct their determination.—They should carefully attend to the definitions of the adjective and the adverb; and consider whether, in the case in question, *quality* or *manner* is indicated. In the former case an adjective is proper; in the latter, an adverb. A number of examples will illustrate this direction, and prove useful on other occasions.

She looks cold—She looks coldly on him.

He feels warm—He feels warmly the insult offered to him.

He became sincere and virtuous—He became sincerely virtuous.

She lives free from care—He lives freely at another's expense.

Harriet always appears neat—She dresses neatly.

Charles has grown great by his wisdom—He has grown greatly in reputation.

They now appear happy—They now appear happily in earnest.

The statement seems exact—The statement seems exactly in point.

The verb *to be*, in all its moods and tenses, generally requires the word immediately connected with it to be an adjective, not an adverb; and consequently when this word can be substituted for any other, without varying the sense or the construction, that other verb must also be connected with an adjective. The following sentences elucidate these observations. "This is agreeable to our interest; That behaviour was not suitable to his station; Rules should be conformable to

is sense." "The rose smells sweet; How sweet the hay smells; How delightful the country appears!

are are was How pleasant the fields look! The clouds look dark; How black the sky looked! The apple

is were is tastes sour! How bitter the plums tasted! He feels happy." In all these sentences, we can, with

perfect propriety, substitute some tenses of the verb *to be*, for the other verbs. But in the following sentences we cannot do this: "The dog smells disagreeably; George feels exquisitely; How pleasantly she looks at us!"

The directions contained in this note are offered as useful, not as complete and unexceptionable. Anomalies in language every where encounter us; but we must not reject rules because they are attended with exceptions.

Note V. When the comparative degree of an adjective is used, the latter term of comparison should not include the former; and when the superlative is used, the latter term should never exclude the former.

Examples to be corrected under Note 5, RULE I.

Eve was the fairest of all her daughters. Profane swearing is, of all other vices, the most inexcusable. A talent of this kind would, perhaps, prove the likeliest of any other to succeed. He spoke with so much propriety, that I understood him the best of all the others, who spoke on the subject.

Note VI. The personal pronoun *them* should never be used in the place of the adjective pronoun *those*; as, "Give me *them* books;" instead of "Give me *those* books."

Examples to be corrected under Note 6, RULE I.

Go and ask for them articles. How many of them apples did you purchase? Which of them three men came to his assistance? I will give them two quills.

Note VII. The demonstrative *this* and *these* relate to the things last mentioned, or nearest; *that* and *those* to things first mentioned, or farthest off.

Examples to be corrected under Note 7, RULE I.

Religion raises men above themselves; irreligion sinks them beneath the brutes; that, binds them down to a poor, pitiable speck of perishable earth; this, opens for them a prospect to the skies.

"Farewell my friends! farewell my foes!
My peace with these, my love with those!"

Note VIII. The adjective pronouns *this* and *that*, *these* and *those*, should agree in number, with the nouns to which they are added; as, "*These* three years," not, "*This* three years."

Examples to be corrected under Note 8, RULE I.

These kind of indulgencies soften and injure the mind. Instead of improving yourselves, you have been playing this two hours. Those sort of favors did real injury, under the appearance of kindness.

Note IX. The adjective pronouns *each*, *every*, *either*, (and *neither*), agree with pronouns and verbs in the singular number only; as, "*Each* of you has his friends."

Examples to be corrected under Note 9, RULE I.

Each of them in their turn receive the benefits to which they are entitled. By discussing what relates to each particular, in their order, we shall better understand the subject. Every person, whatever be their station, are bound by the duties of morality and religion. Every leaf, every twig, every drop of water, teem with life. Every man's heart and temper is productive of much inward joy or bitterness. Whatever he undertakes, either his pride or his folly disgust us. Every man and every woman were numbered. Neither of those men seem to have any idea that their opinions may be ill founded.

Note X. The adjective pronouns *either* and *neither*, must be used in reference to two things only; when more are referred to, *any* and *none* should be used; as, "*Any* of the three," not "*Either* of the three;" "*None* of the four," not "*Neither* of the four."

Examples to be corrected under Note 10, RULE I.

Have you recited either of the ten commandments this morning? He presented five copies, but neither of them were received.

Note XI. When the adjective is necessarily plural, the noun to which it belongs must be plural also; as, "Twenty pound," not "Twenty pound." There are, however, some exceptions to this; as, "A hundred head of cattle," &c.

Examples to be corrected under Note 11, RULE I.

The chasm made by the earthquake was twenty foot broad, and one hundred fathom in depth.

Note XII. The noun *means*, has the same form in both numbers; it should therefore be used with an adjective pronoun of the singular or plural number, as the sense requires.

Examples to be corrected under Note 12, RULE I.

Charles was extravagant, and by this mean became poor and despicable. It was by that ungenerous mean that he obtained his end. Though a promising measure, it is a mean which I cannot adopt. This person embraced every opportunity to display his talents; and by these means rendered himself ridiculous. Joseph was industrious, frugal and discreet; and by this means obtained property and reputation.

Note XIII. The comparative degree of an adjective can be used only in reference to two objects; as, "He is the taller of the two." The superlative degree has reference to three or more; as, "He is the youngest of the twelve."

Examples to be corrected under Note 13, RULE I.

He is the strongest of the two, but not the wisest. Trisyllables are often accented on the former syllable.

Note XIV. When a noun is attended by two or more adjectives, that which expresses the most distinguishing quality should be placed next to the noun; as "A poor old man," not "An old poor man."

Examples to be corrected under Note 14, RULE I.

He spoke in a distinct enough manner to be heard by the whole assembly. Thomas is equipped with a new pair of shoes, and a new pair of gloves; he is the son of an old rich man. The two first in the row are cherry trees; the two others are pear trees.

ARTICLES.

RULE II.

The Article refers to its noun or pronoun in limitation.

The article *a* or *an* agrees with nouns in the singular number only, individually or collectively; as, "A christian, an infidel, a score, a thousand. The definite article, *the*, may agree with nouns in the singular and plural number; as, "The garden, the houses, the stars."

The articles are often properly omitted; when used, they should be justly applied, according to their distinct nature; as, "Gold is corrupting; the sea is green; a lion is bold." If I say, "He behaved with a little reverence," my meaning is positive. If I say, "He behaved with little reve-

rence," my meaning is negative. And these two are by no means the same, or to be used in the same cases. By the former, I rather praise a person; by the latter, I dispraise him. For the sake of this distinction, which is a very useful one, we may better bear the seeming impropriety of the article before nouns of number. When I say, "There were few men with him," I speak dimly, and mean to represent them as inconsiderable; whereas, when I say, "There were a few men with him, I evidently intend to make the most of them. It is correct to say, with the article, "He is in a great hurry," but not "in great hurry." And yet, in this expression, "He is in a great haste," the article should be omitted; as, it would be improper to say, "He is in a great haste." A nice discernment, and accurate attention to the best usage are necessary to direct us, on these occasions.

Note I. When a noun or pronoun is used in an unlimited sense the article should be omitted; as, "Man is the noblest work of creation," not "A man," &c. The articles are omitted before nouns that imply the different virtues, vices, passions, qualities, sciences, arts, metals, herbs, &c. They are not prefixed to proper names; as, "Washington," "Jefferson," (because those of themselves denote determinate individuals, or particular things,) except for the sake of distinguishing a particular family; as, "He is a Howard, or of the family of the Howards;" or by way of eminence; as, "Every man is not a Newton;" or when some noun is understood; as, "He sailed down the (river) Thames, in the (ship) Britannia."

FALSE SYNTAX.

Examples to be corrected under Note 1, RULE II.

Reason was given to a man to control his passions.
[Not proper, because the article *an* is used before *man*, which should be used in its widest sense. But, according to Note 1st, Rule 2d, "When a noun or pronoun is used in an unlimited sense, the article should be omitted." Therefore it should stand thus, Reason was given to man to control his passions.]

The fire, the air, the earth, and the water, are the four elements of the philosophers. Arithmetic is a branch of the mathematics. My friend is another sort of a man. He is strong in the faith. I am persecuted this way unto the death. Such qualities honor the nature of a man.

Note II. When a noun is not used in an unlimited sense, an article (or some other definitive,) should be prefixed to it; as, "The wisest and the best men sometimes commit errors."

Examples to be corrected under Note 2, RULE II.

We have within us an intelligent principle, distinct from body and from matter. Beware of drunkenness; it impairs understanding. There are some evils of life which equally affect both prince and people.

Note III. In expressing a comparison, if both nouns relate to the same thing, the article should not be prefixed to the latter; if to different things, it should not be omitted.

Examples to be corrected under Note 3, RULE II.

He is a much better writer than a reader. I should rather wrong a friend than foe.

Note IV. When titles are mentioned merely as titles, the article should not be used.

Examples to be corrected under Note 4, RULE II.

The king has conferred on him the title of a duke. Our commander presented him the commission of a captain. The highest title in the State is the Governor.

Note V. When the indefinite article is required, *a* should always be used before the sound of a consonant, and *an* before that of a vowel.

Examples to be corrected under Note 5, RULE II.

This is an historical allusion. This is an hard-saying. I have not seen such an one.

Note VI. Inconsistent qualities should not be joined to the same noun; as, "The old and new method."

Examples to be corrected under Note 6, RULE II.

The book was read by the old and young. I have both a large and small grammar. I saw both the large and small vessel.

VERBS.

RULE III.

A Verb must agree with its nominative case in number and person; as, "I learn; thou art improved; the birds sing."

The following are a few instances of the violation of this rule:—What signifies good opinions when our practice is bad? What signify. We may suppose there was more imposters than one; There were more. If thou would be healthy, live temperately; If thou wouldst. Thou sees how little has been done; Thou seest. Though thou cannot do much for the cause, thou may and should do something; *Canst not, mayst, and shouldst.* Full many a flower are born to blush unseen; *Is* horn. A variety of blessings have been conferred upon us; *Has* been. In piety and virtue consist the happiness of man; *Consists.* To these precepts are subjoined a copious selection of rules and maxims; *Is* subjoined.

FALSE SYNTAX.

Examples to be corrected under RULE III.

A variety of pleasing objects charm the eye.

[Not proper, because the verb *charm*, is of the plural number, and does not agree with its nominative *variety*, which is singular. But, according to Rule 3d, "*A verb must agree with its nominative case in number and person.*" Therefore *charm* should be *charms*; thus, "A variety of pleasing objects *charms* the eye.]

Disappointments sinks the heart of man; but the renewal of hope give consolation. The smiles that encourages severity of judgment, hides malice and insincerity. He dare not act contrary to his instructions. Fifty pounds of wheat contains forty pounds of flour. The mechanism of clocks and watches were totally unknown a few centuries ago. The number of inhabitants in Great Britain and Ireland do not exceed sixteen millions. Nothing but vain and foolish pursuits delight some persons. In the conduct of Parmenio, a mixture of wisdom and folly were very conspicuous. The inquisitive and curious is generally talkative. Great pains has been taken to reconcile the parties. I am sorry to say it, but there was more equivocators than one. The sincere is always esteemed. There is many occasions in life, in which silence and simplicity is true wisdom. Thou, who art the Author and Bestower of life, can doubtless restore it also; but whether thou will please to restore it, or not, thou only knows.

O thou my voice inspire,
Who touched Isaiah's hallowed lips with fire.

Accept these grateful tears; for thee they flow,
For thee that ever felt another's wo.

Note I. Every verb (excepting the infinitive mood,) must have a nominative case, either expressed or implied; as, "Awake; arise;" that is, "Awake ye; arise ye."

Examples to be corrected under Note 1, RULE III.

If the privileges, to which he has an undoubted right, and he has long enjoyed, should now be wrested from him, would be flagrant injustice. These curiosities we have imported from China, and are similar to those which were, sometime ago, brought from Africa.

Will martial flames forever fire thy mind,
And never, never be to Heav'n resign'd?

Note II. Every nominative case, except the case absolute, and when an address is made to a person, should belong to some verb, either expressed or implied; as, "Who wrote this book?" "James;" that is, "James wrote it." "To whom thus Adam," that is, "spoke."

Examples to be corrected under Note 2, RULE III.

Two substantives, when they come together, and do not signify the same thing, the former must be in the genitive case. Virtue, however it may be neglected for a time, men are so constituted as ultimately to acknowledge and respect genuine merit.

Note III. Though a noun of multitude, (or signifying many,) may have a verb, or a pronoun agreeing with it, either of the singular or plural number, yet, regard must be had to the import of the word, as conveying unity or plurality of idea; as, "The meeting was large;" "The nation is powerful;" "The multitude eagerly pursue pleasure as their chief good."

Examples to be corrected under Note 3, RULE III.

The people rejoices in that which should give it sorrow. The crowd were so great that the judges with difficulty made their way through them. When the nation complain, the rulers should listen to their voice. In the days of youth, the multitude eagerly pursues pleasure as its chief good. The church has no power to inflict corporal punishment. The fleet were seen sailing up the channel. The regiment consist of a thousand men. The meeting have established several salutary regulations. The fleet is all arrived and moored in safety.

ADVERBS.

RULE IV.

Adverbs qualify verbs and participles.

Note I. Adverbs though they have no properties, should have that position which will render the sentence most perspicuous and elegant.

FALSE SYNTAX.

Examples to be corrected under Note 1, RULE IV.

The heavenly bodies are in motion perpetually.

[Not proper, because the adverb *perpetually* is not in its proper place. But, according to Note 1st, Rule 4th, "*Adverbs, though they have no properties, should have that position which will render the sentence most perspicuous and elegant.*" Therefore, *perpetually* should be placed before *in*; thus, "The heavenly bodies are perpetually in motion."]]

He was pleasing not often, because he was vain. William nobly acted, though he was unsuccessful. We may happily live, though our posses-

sions are small. He offered an apology, which being not admitted, he became submissive. So well educated a boy gives great hopes to his friends. We always should prefer our duty to our pleasure. It is impossible continually to be at work. One argument should happily appear to rise from another. These things should be never separated.

Note II. The adverbs *here, there, and where*, ought not to be applied to verbs signifying motion; as, "He came here hastily;" "They rode there with speed;" instead of "He came *hither*," "They rode *thither*," &c.

Examples to be corrected under Note 2, RULE IV.

It is reported that the prince will come here to-morrow. George is active; he walked there in less than an hour. Where are you all going in such haste? Whither have they been since they left the city?

Note III. Two negatives, in English, destroy one another, or are equivalent to an affirmative; as, "Nor did they *not* perceive him;" that is, "they did perceive him." "His language, though inelegant, is *not ungrammatical*;" that is, "it is grammatical."

Examples to be corrected under Note 3, RULE IV.

Neither riches, nor honors, nor no such perishing goods can satisfy the desires of an immortal spirit. Be honest, nor take no shape nor semblance of disguise. We need not nor do not confine his operations to narrow limits. There cannot be nothing more insignificant than vanity. Nothing never affected her so much as this misconduct of her child. Do not interrupt me yourselves, nor let no one disturb my retirement. The measure is so unexceptionable, that we cannot by no means permit it. I have received no information on the subject, neither from him nor from his friend.

PARTICIPLES.

RULE V.

Participles relate to nouns or pronouns, or are governed by prepositions.

PRONOUNS.

RULE VI.

Relative pronouns agree with their antecedents in person, number, and gender.

[The relative being of the same person that the antecedent is, requires the verb which agrees with it, to be of the same person that it would be to agree with the antecedent; as, "Thou *who lovest* wisdom walkest uprightly; He *who loves* wisdom, walks uprightly."]

Note I. All pronouns must agree with the nouns for which they stand, in person, number and gender.

FALSE SYNTAX.

Examples to be corrected under Note 1, RULE VI.

Rebecca took goodly raiment which was with her in the house, and put them on Jacob.

[Not proper, because the pronoun *them*, is of the plural number, and therefore does not properly represent the noun *raiment*, which is singular. But, according to Note 1st, Rule 6th, "All pronouns must agree with the nouns for which they stand, in person, number, and gender." Therefore, *them* should be it; thus, "Rebecca took goodly raiment, which was with her in the house, and put it upon Jacob."

The male among birds seems to discover no beauty, but in the color of its species. The wheel killed another man, which is the sixth which have lost their lives by this means. The fair sex whose task is not to mingle in the labours of public life, has its own part assigned it to act. The mind of man cannot be long without some food to nourish the activity of his thoughts. I do not think any one should incur censure for being tender of their reputation. Thou, who has been a witness of the fact, canst give an account of it. In religious concerns, or what is conceived to be such, every man must stand, or fall, by the decision of the Great Judge.

Note II. The relative pronoun, *who*, should be applied only to persons (and to other animals personified,) *which* to other animals, and inanimate things.

Examples to be corrected under Note 2, RULE VI.

I am happy in the friend which I have long proved. The exercise of reason appears as little in these sportsmen, as in the beasts whom they sometimes hunt, and by whom they are sometimes hunted. They which seek wisdom, will certainly find her. The wheel killed another man, which is the sixth that has lost his life by this means.

Note III. The relative *that* (applied to persons) is preferable to *who* in the following cases;—First, after the interrogative *who*; as, "Who *that* has any sense of religion, would have argued thus?" Secondly, when persons make but part of the antecedent; as, "The woman and the estate, *that* became his portion, were rewards far beyond his desert. Thirdly, after an adjective in the superlative degree,—and after the adjective *same*, *that* is generally used in preference to *who* or *which*;—as, "Charles XII. king of Sweden, was one of the greatest madmen *that* the world ever saw."

Examples to be corrected under Note 3, RULE VI.

Moses was the meekest man whom we read of in the Old Testament. Humility is one of the most amiable virtues which we can possess. The men and things which he has studied have not improved his morals.

Note IV. When the name of a person is used merely as a name, the relative *which* should be used, and not *who*.

Examples to be corrected under Note 4, RULE VI.

Having once disgusted him, he could never regain the favor of Nero, who was indeed another name for cruelty. Flattery, whose nature is to deceive and betray, should be avoided as the poisonous adder.

Note V. The relative pronoun should be placed as near its antecedent as possible, to prevent ambiguity in the sense.

Examples to be corrected under Note 5, RULE VI.

The king dismissed his minister without any inquiry; who had never before committed so unjust an action. There are millions of people in the empire of China whose support is derived almost entirely from rice.

Note VI. When the antecedent only implies the idea of persons, and expresses them by some circumstance or epithet, *which* should be used, and not *who*; as, "The faction which," &c.

Examples to be corrected under Note 6, RULE VI.

He instructed and fed the crowds who surrounded him. The court, who gives currency to manners, ought to be exemplary.

Note VII. Personal pronouns being used to supply the place of the noun, should not be employed in the same part of the sentence; as, "The king *he* is just."

Examples to be corrected under Note 7, RULE VI.

Whoever entertains such an opinion, he judges erroneously. The cares of this world, they often choke the growth of virtue.

RULE VII.

Every Adjective Pronoun belongs to some noun or pronoun expressed or understood. [See examples under RULE I.]

VERBS.

RULE VIII.

Transitive Verbs govern the objective case.

FALSE SYNTAX.

Who did they entertain so freely?

[Not proper, because the relative *who*, which is the object of the transitive verb *did entertain*, is in the nominative case. But, according to Rule 8th, "*Transitive verbs govern the objective case.*" Therefore, *who* should be *whom*; thus, "Whom did they entertain so freely?"

They, who opulence has made proud, and who luxury has corrupted, cannot relish the simple pleasures of nature. Who have I reason to love so much as this friend of my youth? Ye, who were dead, hath he quickened. The man who he raised from obscurity is dead. He and they we know, but who are you? She that is idle and mischievous, reprove sharply. Who did they send to him on so important an errand? That is the friend who you must receive cordially, and whom you cannot esteem too highly. He invited my brother and I to see and examine his library. He who committed the offence, you should correct; not I who am innocent.

PARTICIPLES.

RULE IX.

Participles have the same government as the verbs have from which they are derived; as, "I am weary with hearing him;" "She is instructing us;" "The tutor is admonishing Charles."

FALSE SYNTAX.

Examples to be corrected under RULE IX.

Suspecting ye of unfairness, I was studious to avoid all intercourse.
[Not proper, because the pronoun *ye*, which is the object of the participle *suspecting*, is in the nominative case. But, according to Rule 9th, "*Participles have the same government as the verbs have from which they are derived.*" Therefore, *ye* should be *you*; thus, Suspecting you of unfairness, I was studious to avoid all intercourse.]

Esteeming themselves wise, they became fools. Suspecting not only ye, but they also, I was studious to avoid all intercourse. I could not avoid considering, in some degree, they as enemies to me; and he as a suspicious friend. From having exposed his self too freely in different climates, he entirely lost his health.

Note I. When an Article, Possessive Adjective Pronoun, or Noun in the possessive case, is prefixed to a Participle, it becomes a Noun, and should be followed by the Preposition *of*; if there be any following word which needs government. Both must be used, or both omitted.

Examples to be corrected under Note 1, RULE IX.

By observing of truth, you will command esteem as well as secure peace. He prepared them for this event, by the sending to them proper information. A person may be great or rich by chance; but cannot be wise or good, without the taking pains for it. Nothing could have made her so unhappy as the marrying a man who possessed such principles.

CONJUNCTIONS.

RULE X.

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

FALSE SYNTAX.

Examples to be corrected under RULE X.

You and us enjoy many privileges.

[Not proper, because the pronoun *us*, which is in the objective case, is connected to *you*, which is in the nominative. But, according to Rule 10th, "*Nouns and pronouns connected by conjunctions must be in the same case.*" Therefore *us* should be *we*; thus, You and we enjoy many privileges.]

My brother and him are tolerable grammarians. She and him are very unhappily connected. Between him and I there is some disparity of years; but none between him and she.

PREPOSITIONS.

RULE XI.

Prepositions govern the objective case.

FALSE SYNTAX.

Examples to be corrected under RULE XI.

He laid the suspicion upon some body, I know not who in the company.

[Not proper, because the pronoun *who*, which is the object of the preposition *upon*, is in the nominative case. But, according to Rule 11th, "*Prepositions govern the objective case.*" Therefore *who* should be *whom*; thus, I know not *whom* in the company.]

I hope it is not I who he is displeased with. To poor we, there is not much hope remaining. Does that boy know who he speaks to? Who does he offer such language to? It was not he they were so angry with. What concord can subsist between those who commit crimes, and they who abhor them? The person who I travelled with, has sold his horse which he rode on during our journey. Who did he receive that intelligence from?

Note I. The preposition *to* is used before Nouns of place, when they follow Verbs, and participles of motion; but *at* is generally used after the Verb *to be*. The Preposition *in* is set before countries, cities and large towns; but before villages, single houses, and cities, which are in distant countries, preceded by a Neuter Verb, *at* is used.

Examples to be corrected under Note 1, RULE XI.

I have been to London, after having resided a year at France; and I now live in Islington. They have just landed in Hull, and are going for Liverpool. They intend to reside some time at Ireland.

[For further remarks on the use of Prepositions see page 81.]

RULE XII.

A noun or a pronoun in the possessive case is governed by the noun it possesses; as, "My father's house;" "Man's happiness;" "Virtue's reward."

Note I. In writing the possessive case, its proper form should be observed.

FALSE SYNTAX.

Examples to be corrected under Note 1, RULE XII.

His brothers offence will not condemn him.

[Not proper, because the noun *brothers*, which is intended for the singular number possessive case, is in the plural number, and has not the proper form of that case. But, according to Note 1st. Rule 12th, "*In writing the possessive case, its proper form should be observed.*" Therefore, *brothers* should be *brother's*; thus, His *brother's* offence will not condemn him.]

I will not destroy the city for ten sake. Nevertheless, Asa his heart was perfect with the Lord. A mothers tenderness and a fathers care, are natures gifts' for mans advantage. A mans manner's frequently influence his fortune. Wisdoms precepts' form the good mans interest and happiness.

Note II. When several Nouns in the possessive case come together, the apostrophe with *s*, is annexed to the last, and understood after the others.

Examples to be corrected under Note 2, RULE XII.

It was the men's, women's, and children's lot, to suffer great calamities. Peter's, John's, and Andrew's occupation, was that of fishermen.

Note III. To avoid a recurrence of hissing sounds, the *s*, is sometimes omitted, and the apostrophe only retained; as, "Achillis' wrath."

Examples to be corrected under Note 3, RULE XII.

And he cast himself down at Jesus feet. Moses rod was turned into a serpent. For Herodias sake, his brother Philips wife. If ye suffer for righteousness's sake, happy are ye. Ye should be subject for conscience's sake.

RULE XIII.

The infinitive mood may be governed by a verb, noun, adjective, or participle.

Note I. When a verb in the infinitive mood follows *make, need, see, bid, dare, feel, hear, let,* and some other words, the sign *to* should be omitted; as, I make him study.

FALSE SYNTAX.

Examples to be corrected under Note 1, RULE XIII.

I need not to solicit him to do a kind action.

[Not proper, because the sign *to* is inserted before the verb *solicit*, which follows need. But, according to Note 1st. Rule 13th, "*When a verb in the infinitive mood follows, make, need, see, &c. the sign to should be omitted.*" Therefore, *to* should be omitted; thus, I need not solicit him to do a kind action.]

It is better to live on a little, than outlive a great deal. You ought not walk too hastily. I wish him not wrestle with his happiness. I dare not to proceed so hastily, lest I should give offence. I have seen some young persons to conduct themselves very discreetly. It is a great support to virtue, when we see a good mind to maintain its patience and tranquility under injuries and affliction, and to cordially forgive its oppressors.

RULE XIV.

Verbs connected by conjunctions must be in the same mood and tense, and of the same form of conjugation.

FALSE SYNTAX.

Examples to be corrected RULE XIV.

Did he not tell me his fault and entreated me to forgive him.

[Not proper, because the word *entreated*, which is of the common form of conjugation, is connected to *Did tell*, which is of the emphatic form. But, according to Rule 13th, "*Verbs connected by conjunctions must be in the same mood and tense, and of the same form of conjugation.*" Therefore, *entreated* should be *entreat*; thus, Did he not tell me his fault, and *entreat* me to forgive him.]

Professing regard, and to act differently, discovers a base mind. If he

understand the subject, and attends to it industriously, he can scarcely fail of success. If a man have a hundred sheep, and one of them is gone astray, doth he not leave the ninety and nine and goeth into the mountains and seeketh that which is gone astray? To be moderate in our views and proceeding temperately in pursuit of them, is the best way to ensure success.

Note I. When the sense requires the Verbs to be of different moods or tenses, the nominative must be repeated;—then the Conjunction will connect two members of the sentence, not two words.

Examples to be corrected under Note 1, RULE XIV.

Rank may confer influence, but will not necessarily produce virtue. He does not want courage, but is defective in sensibility. These people have indeed acquired great riches, but do not command esteem. Our season of improvement is short; and whether used or not, will soon pass away. He might have been happy, and is now fully convinced of it.

Note II. When a Disjunctive occurs between a singular Noun or Pronoun, and a plural one, the Verb is made to agree with the plural Noun or Pronoun, which should be placed next to the Verb.

Examples to be corrected under Note 2, RULE XIV.

Both of the scholars, or one of them at least, was present at the transaction. Some parts of the ship and cargo were recovered; but neither the sailors nor the captain was saved. The cares of this life, or the deceitfulness of riches, has choked the seeds of virtue in many a promising mind.

Note III. When two pronouns, or a noun and a pronoun of different persons, are disjunctively connected, the verb must agree in number and person with the word nearest to it.

Examples to be corrected under Note 3, RULE XIV.

Either thou, or I art greatly mistaken, in our judgment on this subject. I or thou am the person who must undertake the business proposed.

RULE XV.

A Perfect Participle, unconnected with an auxiliary, relates to the noun or pronoun which it qualifies or describes.

RULE XVI.

Intransitive, Passive, and Neuter Verbs take the same case after as before them, when both words signify the same person, or thing.

FALSE SYNTAX.

Examples to be corrected under RULE XVI.

I would act the same part if I were him, or in his situation.

noun him, which follows the neuter verb were, is in the objective case with the pronoun I. But, according to Rule 16th, "Intransitive

Passive, and Neuter verbs take the same case after as before them, when both words signify the same person or thing." Therefore, him should be he; thus, If I were he or in his situation.]

Be composed: it is me—you have no cause for fear. I know not whether it were them who conducted the business; but I am certain it was not him. He so much resembled my brother, that at first sight, I took it to be he. After all their professions, is it possible to be them? If it was not him, who do you imagine it to have been? Who do you think him to be? Whom do the people say that we are?

RULE XVII.

Two or more nouns, or nouns and pronouns, meaning the same thing, and having the same grammatical relation, are put by apposition in the same case.

FALSE SYNTAX.

Examples to be corrected under RULE XVII.

I paid the money to the merchant, he that bought your house.
[Not proper, because the pronoun he, which is in apposition with merchant, is in the nominative case. But, according to Rule 17th, "Two or more nouns or nouns and pronouns, meaning the same thing, and having the same grammatical relation, are put by apposition in the same case." Therefore, he should be him; thus, I paid the money to the merchant, him that bought your house.]

We should fear and obey the Author of our being, even He who has the power to reward or punish us forever. They shew Varus, he that was mentioned before.

RULE XVIII.

A verb, having two or more nominative words, connected by the copulative and, must be of the plural form.

FALSE SYNTAX.

Examples to be corrected under RULE XVIII.

Patience and diligence, like faith, removes mountains.
[Not proper, because the verb removes, which is of the singular form, has two nominatives connected by the copulative and. But, according to Rule 18th, "A verb, having two or more nominative words, connected by the copulative and, must be of the plural form." Therefore, remove should be remove; thus, Patience and diligence, like faith, remove mountains.]

Idleness and ignorance is the parent of many vices. Wisdom, virtue, happiness, dwells with the golden mediocrity. In unity consists the welfare and security of every society. Time and tide waits for no man. His politeness and good disposition, was, on failure of their effect, entirely changed. Humility and knowledge, with poor apparel, excels pride and ignorance under costly attire.

RULE XIX.

A verb, having two or more nominatives connected by the disjunctive or, or nor, must be of the singular form.

FALSE SYNTAX.

Examples to be corrected under RULE XIX.

Neither custom nor analogy support this opinion.

[Not proper, because the verb *support* is of the plural form, and therefore does not agree with its two nominatives, custom and analogy taken separately. But, according to Rule 19th, "A verb having two or more nominatives connected by the disjunctive *or*, or *nor*, must be of the singular form." Therefore, *support* should be *supports*; thus, Neither custom nor analogy *supports* this opinion.]

Man's happiness or misery, are, in a great measure, put into his own hands. Man is not such a machine as a clock or a watch, which move merely as they are moved. Speaking impatiently to servants, or any thing that betrays inattention or ill-humor, are certainly criminal. There are many faults in spelling, which neither analogy nor pronunciation justify. When sickness, infirmity, or reverse of fortune affect us, the sincerity of friendship is proved.

RULE XX.

When a noun or pronoun has no verb to agree with it, but is placed before a participle, it is in the nominative case absolute.

RULE XXI.

When a direct address is made to a person or thing, the noun or pronoun is in the nominative case independent.

RULE XXII.

The Infinitive Mood, or part of a sentence, is sometimes the subject of a verb, and therefore its nominative.

Note I. When the sentence conveys, a unity of idea, the Verb must be of the singular number; but when it conveys a plurality of meaning, it must be plural. The Verb must always be singular, when the nominative sentences, or parts of sentences, are preceded by the Conjunction *that*.

FALSE SYNTAX.

Examples to be corrected under Note I, RULE XXII.

To live soberly, righteously, and piously, are required of all men.

[Not proper, because the verb *are*, is of the plural number, and does not properly agree with the preceding words which convey a unity of idea, and form its nominative. But, according to Note 1st. Rule 22d., "When the sentence conveys a unity of idea the verb must be of the singular number." &c. Therefore, *are* ought to be *is*; thus, To live soberly, righteously, and piously, *is* required of all men.]

To do unto all men, as we would that they, in similar circumstances, should do unto us, constitute the great principle of virtue. From a fear of the world's censure, to be ashamed of the practice of precepts, which the heart approves and embraces, mark a feeble and imperfect character. The erroneous opinions which we form concerning happiness and misery, gives rise to all the mistaken and dangerous passions that embroils our life. That it is our duty to promote the purity of our minds and bodies,

to be just and kind to our fellow creatures, and to be pious and faithful to Him that made us, admit not of any doubt in a rational and well informed mind. To be of a pure and humble mind, to exercise benevolence towards others, to cultivate piety towards God, is the sure means of becoming peaceful and happy. The possession of our senses entire, of a sound understanding, of friends and companions, are often overlooked; though it would be the ultimate wish of many, who, as far as we can judge, deserves it as much as ourselves.

ON THE USE OF THE MOODS AND TENSES.

Note I. In the use of words and phrases which in point of time relate to each other, a due regard to that relation should be observed. Instead of saying, "the Lord hath given and the Lord hath taken away," we should say, "the Lord gave and the Lord hath taken away." Instead of, "I remember the family more than twenty years," it should be, "I have remembered the family more than twenty years."

FALSE SYNTAX.

Examples to be corrected under Note I.

The next new-year's day I shall be at school three years. And he that was dead, sat up and began to speak. I should be obliged to him if he will gratify me in that particular. And the multitude wondered, when they saw the dumb to speak, the maimed to be whole, the lame to walk, and the blind seeing. In the treasury belonging to the Cathedral, in this city, is preserved with the greatest veneration, for upwards of six hundred years, a dish which they pretend to be made of emerald.

Note II. All Verbs expressive of hope, desire, intention or command, must invariably, be followed by the Present tense, and not the Perfect, of the Infinitive.

Examples to be corrected under Note II.

I always intended to have rewarded my son according to his merit. It would on reflection, have given me great satisfaction to relieve him from that distressed situation. It required so much care, that I thought I should have lost it before I reached home. We have done no more than it was our duty to have done. He would have assisted one of his friends, if he could do it without injuring the other; but as that could not have been done, he avoided all interference. These enemies of Christianity were confounded, whilst they were expecting to have found an opportunity to have betrayed its author. His sea-sickness was so great that I feared he would have died before our arrival. If these persons had intended to deceive, they would have taken care to have avoided what would expose them to the objections of their opponents.

Note III. Some conjunctions require the indicative form of the subjunctive mood, and some the elliptical, after them. It is a good general rule, that when something doubtful is expressed, with an allusion to future time, the elliptical form ought to be used: as, "he will not be pardoned, unless he repent."

Examples to be corrected under Note III.

If he acquires riches, they will corrupt his mind, and be useless to others. Though he urges me yet more earnestly, I shall not comply, unless

he advances more forcible reasons. I shall walk in the fields to-day unless it rains. As the governess were present, the children behaved properly. She disapproved the measure, because it were very improper. Though he be high, he hath respect to the lowly.

Note IV. *Lest* and *that*, annexed to a command preceding, necessarily require the elliptical form of the Subjunctive Mood; and *it*, with *but* following it, when futurity is denoted, also require the elliptical form.

Examples to be corrected under Note IV.

Despise not any condition lest it happens to be your own. Let him that is sanguine, take heed lest he miscarries. Take care that thou breakest not any of the established rules. If he does but intimate his desire, it will be sufficient to produce obedience. At the time of his return, if he is but expert in the business, he will find employment. If he do but speak to display his abilities, he is unworthy of attention. If he be but in health, I am content. Though he do praise her, it is only for her beauty. If thou dost not forgive, perhaps thou wilt not be forgiven. If thou do sincerely believe the truths of religion, act accordingly. Unless he learns faster he will be no scholar. Though he falls he shall not be utterly cast down. On condition that he comes, I will consent to stay.

Note V. The Imperfect Tense, and all the compound Tenses of the Subjunctive, retain the same termination with the Conjunction, that they would, in any other mood, without it.

This Note applies to all Verbs except the Neuter Verb *Be*, this verb when in the subjunctive Mood, varies its form from the Indicative, in the Imperfect as well as the Present Tense.

Examples to be corrected under Note V.

If thou have promised, be faithful to thy engagement. Though he have proved his right to submission, he is too generous to exact it. Unless he have improved, he is unfit for the office. If thou had succeeded, perhaps thou would not be the happier for it. Though thou did injure him, he harbors no resentment. Was he ever so great and opulent, this conduct would debase him. Was I to enumerate all her virtues, it would look like flattery. Though I was perfect, yet I would not presume. Unless thou can fairly support the cause, give it up honorably. Though thou might have foreseen the danger, thou could not have avoided it.

Note VI. When the qualities of different things are compared, the latter Noun or Pronoun, is not governed by the Conjunction *than* or *as*, but agrees with a Verb, or is governed by a Verb or a Preposition expressed or understood; as, "thou art wiser than I;" that is, "than I am." "They loved him more than me;" that is, "more than they loved me." "The sentiment is well expressed by Plato; but much better by Solomon than him; that is, "than by him."

Examples to be corrected under Note VI.

In some respects, we have had as many advantages as them; but in the article of a good library, they have had a greater privilege than us. The undertaking was much better executed by his brother than he. They are much greater gainers than me by this unexpected event. They know how to write as well as him; but he is a much better grammarian than them. Though she is not so learned as him, she is as much beloved and respected. These people, though they possess more shining qualities, are not so proud as him, or so vain as her.

PROMISCUOUS EXERCISES IN FALSE SYNTAX.

To be corrected by the preceding Rules and Notes.

Several additions have been made to the work. The first proposal was essentially different and inferior to the second. He is more bold and active, but not so wise and studious as his companion. Thou hearest the sound of the wind, but thou canst not tell whence it cometh, and whither it goeth. Neither has he, nor any other persons, suspected so much dissimulation. The court of France, or England was to be the umpire. In the reign of Henry II. all foreign commodities were plenty in England. There is no talent so useful towards success in business, or which puts men more out of the reach of accidents, than that quality generally possessed by persons of cool temper, and is, in common language, called discretion. The first project was to shorten discourse, by cutting polysyllables into one. I shall do all I can to persuade others to take the same measures for their cure which I have. The greatest masters of critical learning differ among one another. Micaiah said, if thou certainly return in peace, then hath not the Lord spoken by me. I do not suppose, that we Britons want a genius more than the rest of our neighbors. The deaf man whose ears were opened, and his tongue loosened, doubtless glorified the great Physician. Groves, fields and meadows, are at any season of the year, pleasant to look upon; but never so much as in the opening of the spring. The multitude rebuked them, because they should hold their peace. The intentions of some of these Philosophers, nay, of many, might and probably were good. It is an unanswerable argument of a refined age, the wonderful civilities that have passed between the nation of authors, and that of readers. It was an unsuccessful undertaking; which, although it has failed, is no objection at all to an enterprize so well concerted. The reward is his due, and it has already, or will hereafter, be given to him. By intercourse with wise and experienced persons, who know the world, we may improve and rub off the rust of a private and retired education. Sincerity is as valuable, and even more valuable, than knowledge. No person was ever so perplexed, or sustained the mortification, as he has done to day. The Romans gave, not only the freedom of the city, but capacity for employments, to several towns in Gaul, Spain, and Germany. Such writers have no other standard on which to form themselves, except what chances to be fashionable and popular. Whatever we do secretly, shall be displayed and heard in the clearest light. To the happiness of possessing a person of such uncommon merit, Boethius soon had the satisfaction of obtaining the highest honor his country could bestow.

PROSODY.

PROSODY consists of two parts; the former teaches the true pronunciation of words, comprising *Accent, Quantity, Emphasis, Pause, and Tone*; and the latter, the laws of *Versification*.

ACCENT.—Accent is the laying of a peculiar stress of the voice on a certain letter or syllable in a word, that it may be better heard than the rest, or distinguished from them; as in the word *presume*, the stress of the voice must be on the letter *u*, and second syllable *sume*, which takes the accent.

QUANTITY.—The quantity of a syllable is that time which is occupied in pronouncing it. It is considered as long or short.

A vowel or syllable is long, when the accent is on the vowel, which occasions it to be slowly joined, in pronunciation, to the following letter; as, “*Fall, bale, mood, house, feature.*”

A syllable is short, when the accent is on the consonant; which occasions the vowel to be quickly joined to the succeeding letter; as, “*ant, bonnet, hunger.*”

A long syllable requires double the time of a short one in pronouncing it: Thus, “*Mate*” and “*Note*” should be pronounced as slowly again, as “*Mat*” and “*Not.*”

EMPHASIS.—By emphasis is meant a stronger and fuller sound of voice, by which we distinguish some word or words on which we design to lay particular stress, and to show how they affect the rest of the sentence. Sometimes the emphatic words must be distinguished by a particular tone of voice, as well as by a greater stress.

PAUSES.—Pauses or rests, in speaking and reading, are a total cessation of the voice, during a perceptible, and, in many cases, a measurable space of time.

VERSIFICATION.

VERSIFICATION, or Poetry, is a species of composition, made according to certain harmonious measures, or proportions of sound.

Rhyme is that kind of poetry in which the terminating sound of one line, agrees with that of another; as,

Go tell my son said *he*,
All thou hast heard of *me*.

Blank verse, like other poetry, is measured, but does not rhyme; as,
All on earth is shadow; all beyond
Is substance: the reverse is folly's creed.

PROSODY.

107.

OF POETICAL FEET.

A certain number of syllables, connected, form a foot. They are called *feet*, because it is by their aid that the voice, as it were, steps along through the verse in a measured pace: and it is necessary that the syllables, which mark this regular movement of the voice, should, in some way, be distinguished from the others.

Feet are all reducible to eight kinds; four of two syllables, and four of three syllables; viz.

A Trochee	- ˘	A Dactyl	- ˘ ˘
An Iambus	˘ -	An Amphibrach	˘ - ˘
A Spondee	- -	An Anapæst	˘ ˘ -
A Pyrrhick	˘ ˘	A Tribach	˘ ˘ ˘

A *Trochee* has the first syllable accented and the last unaccented; as, *hâtefûl, pêtîsh.*

Rêstlêss môtâls tôił fôr nôught;
Bliss ïn vâin frôm eârth ïs sôught.

An *Iambus* has the first syllable unaccented, and the last accented; as, *dêlây, bêhöld.*

And mây ât lâst my wêarÿ âge,
Find out the peaceful hermitage.

A *Spondee* has both the words or syllables accented; as, a high trêe, the pâle mōon.

Sêe thê bôld yôuth strâin ûp thê thrêatning stêep,
Old tîme brîngs mân tô hîs lōng hōme.

A *Pyrrhick* has both the words or syllables unaccented; as, òn thê tall trêe.

In â smâll strêam, bÿ thê sîde ôf â mōuntain,
We bath'd with delight.

A *Dactyl* has the first syllable accented, and the last two unaccented; as, cōnquêrôr, hōrriblê.

Frôm thê lōw plêasures ôf thîs fâllên nâture,
Rise we to higher, &c.

An *Amphibrach* has the first and last syllable unaccented, and the middle one accented; as, dêlightfûl, âmâzîng.

The piece you say is incorrect, whÿ tâke ït,
I'm all submission, what you'd have it make it.

An *Anapæst* has the two first syllables unaccented, and the last accented; as ïncōmmōde, cōntrâvêne.

Mây I govêrn mÿ pâssions with âbsôlute swây,
And grow wiser and better, as life fades away.

A *Tribach* has all its syllables unaccented; as, uupardônâblê ïnumêrâblê

And rolls impetûous tô the plain.

Some of these feet may be denominated *principal* feet; as pieces of poetry may be wholly, or chiefly formed of any of them. Such are the Trochee, Iambus, Dactyl, and Anapæst. They are capable also of numerous variations by mixing them with each other, and by the admission of the secondary feet. The Spondee, Pyrrhick, Amphibrach, and Tribrach, are secondary feet.

Measure, in poetry, is the number of syllables or feet contained in a line. The measures that are most in use, are those of ten, eight, and seven syllables: but the *Iambick*, *Trochaick*, and *Anapæstick* verse, is sometimes very short, and sometimes long measure.

DIRECTIONS RESPECTING THE USE OF CAPITAL LETTERS.

CAPITALS are used in the following situations.

1. At the beginning of every principal word in the titles of books, chapters, &c. as, "Johnson's Dictionary of the English Language; Rollin's Ancient History."

2. The first word of every book, chapter, letter, note, or any other piece of writing.

3. The beginning of the first word after a period; and if the two sentences are totally independent, after a note of interrogation or exclamation. But, if a number of interrogative or exclamatory sentences are thrown into one general group; or, if the construction of the latter sentence depends on the former, all of them except the first, may begin with small letters; as, "How long, ye simple ones, will ye love simplicity? and the scorners delight in their scorning? and fools hate knowledge? "Alas! how different! yet how like the same!"

4. The first word of a quotation, introduced after a semicolon, or when it is in a direct form; as, "Always remember this maxim; 'Know thyself.'"

5. The pronoun *I*, and the interjection *O*, must always be capitals; as "I write; Hear, O earth."

6. At the beginning of every line in poetry.

7. All names, epithets, or qualities of our Creator, are always begun, if not wholly written, with capitals; as, God, Lord, Supreme Being, Almighty, Most High, Divine Providence. The word *heaven* must always begin with a capital, when used as the name of the King of heaven; as, "May Heaven prosper you." But when it is used as the name of the abode of the blessed, it may begin with a small letter, except at the beginning of a sentence; as, "The angels of heaven." "The Lord of heaven and earth."

8. All proper names, of whatever description, must begin with capitals; of persons, heathen, gods and goddesses, brutes, the planets,* the fixed stars and constellations, countries, kingdoms, states, cities, towns, streets, islands, mountains, rivers, ships, seas, oceans, &c. as, Benjamin Franklin; Sir Isaac Newton; the Allegany Mountains; the Ohio River; Lake Superior; the Red Sea; the Frigate Guerriere. Also all adjectives derived from proper names; as, the Newtonian System; Grecian, Roman, American, French, Italian, &c.

* Earth excepted.

9. All titles of honour, professions, and callings of men, particularly when an address is made, ought to begin with capitals; as, President Governor, General, Judge, Esquire, Mr. &c. Also all qualities used as titles of men; as, Honorable, Reverend, &c.

10. Capitals are always used to begin the names of all courts, societies and public bodies of men; as, Congress, the General Assembly, the Supreme Judicial Court, the Court of Common Pleas, the Humane Society, the Corporation, &c.

11. The names of all religious sects and denominations, are begun with capitals; as, Episcopalians, Baptists, Friends, &c.

12. Capitals are always used to begin the names of months, and the days of the week; as, January, February, &c. Monday, Tuesday, &c. Also all public days; as, a Public Thanksgiving, a Solemn Fast, &c.

13. The names of all articles of commerce, when entered in merchants' books, advertisements, &c. should begin with capitals; as, Linen, Cotton, Silk, Rum, Sugar, Tea, &c. Also all sums of money specified in notes, bonds, &c. as, Ten Dollars, and Seventy-five Cents.

14. Very emphatical words are frequently begun, and sometimes wholly written in capitals.

RULES FOR PUNCTUATION.

COMMA

The Comma usually separates those parts of a sentence which, though very closely connected in sense and construction, require a pause between them.

RULE 1. The several words which compose a simple sentence, have in general so near a relation to each other, that no points are requisite, except a full stop at the end of it. But when the simple sentence is a long one, and the nominative case is accompanied with inseparable adjuncts, a comma should be inserted immediately before the Verb.

RULE 2. When the connexion of the different parts of a simple sentence is interrupted by an imperfect phrase, a comma is usually placed before the beginning, and at the end of such phrase.

RULE 3. When two or more Nouns, two or more Adjectives, two or more Verbs, or Participles, or Adverbs occur in the same grammatical construction, they are separated from each other by a comma; but when they are closely connected by a Conjunction, the comma should not be inserted.

RULE 4. Expressions in a direct address, the nominative case absolute, and the Infinitive Mood absolute, are separated from the body of the sentence by a comma.

RULE 5. Simple members of sentences, connected by *comparatives*, are, for the most part, separated by commas. If the members are short, the comma is better omitted.

RULE 6. When words are placed in opposition to each other, or with some marked variety, they should be distinguished by a comma. Such sentences are called antithetical.

RULE 7. Relative Pronouns are connective words, and generally admit a comma before them; but when two members or phrases are closely connected by a Relative, restraining the *general* notion of the antecedent to a particular sense, the comma should be omitted. The whole of this rule applies, when the Relative is understood, as well as when expressed.

RULE 8. A simple member of a sentence, contained within another or following another, must be distinguished, by a comma. If, however, the members succeeding each other are very closely connected, the comma is unnecessary. When a Verb in the Infinitive Mood follows its governing Verb, with several words between them, those words should generally have a comma at the end of them. Several Verbs in the Infinitive Mood, having a common dependence, and, succeeding one another, are also divided by commas.

RULE 9. When the Verb *to be* is followed by a Verb in the Infinitive Mood, which, by transposition, may be made the nominative, the Verb *to be* is separated from the following Verb by a comma.

RULE 10. Where a verb is understood, a comma may often be properly introduced.

RULE 11. The words *say, so, hence, again, first, secondly, formerly, now lastly, once more, above all, on the contrary, in the next place, in short,* and all other words and phrases of the same kind, must generally be separated from the context by a comma.

SEMICOLON.

The Semicolon is used for dividing a compound sentence into two or more parts, not so closely connected as those which are separated by a comma, nor yet so little dependent on each other, as those which are distinguished by a colon.

COLON.

[This point is not so much used as formerly.]

The Colon is used to divide a sentence into two or more parts, less connected than those which are separated by a semicolon; but not so independent as separate, distinct sentences.

The colon may be applied in the three following cases:—

1. When a member of a sentence is complete in itself, but followed by some explanatory remark.
2. When a semicolon, or more than one, have preceded, and a still greater pause is necessary, in order to mark the concluding sentiment, and show its relation to the first.
3. The colon is generally used when an example, a quotation, or speech is introduced; as, The Scriptures give us an amiable representation of the Deity, in these words: "God is love."

PERIOD.

When a sentence is complete and independent, and not connected in construction with the following sentence, it is marked with a period.

The period should be used, also, after every abbreviated word; as, M. S.—P. S.—N. B.—A. D.—O. S.—N. S., &c.

The Point of Interrogation [?] is used when a question is asked. The Exclamation [!] is used when some sudden emotion of surprise, joy, grief, &c. is expressed. The Parentheses [()] are used when some necessary information or useful remark is introduced into the body of the sentence obliquely, and which may be admitted without injuring the grammatical construction; as,

"Know, then, this truth, (enough for man to know,) Virtue alone is happiness below."

There are other characters, which are frequently made use of in composition, which may be explained in this place, viz:

An Apostrophe, marked thus ' is used to abbreviate or shorten a word; as 'tis for *it is*; tho' for *though*; e'en for *even*; judg'd for *judged*. Its chief use is to show the possessive case of nouns; as, "A man's property; A woman's ornament."

A Caret, marked thus ^ is placed where some word happens to be left out in writing, and which is inserted over the line.

A Hyphen, marked thus -, is employed in connecting compounded words; as, Lap-dog, tea-pot, pre-existence, self-love, to-morrow, mother-in-law.

A Quotation " ". Two inverted commas are generally placed at the beginning of a phrase or a passage, which is quoted or transcribed from the speaker or author in his own words; and two commas in their direct position, are placed at the conclusion: as,

"The proper study of mankind is man."