THE

LABOR-SAVING

SYSTEM

OF

ENGLISH GRAMMAR.

BY THE AUTHOR OF

"GRAMMAR SIMPLIFIED."
RECOMMENDATIONS OF "GRAMMAR SIMPLIFIED."

From the Rev. W. Allen, President of Bowdoin College.
I have examined Mr. Greenleaf's "Grammar Simplified," and have received from him some explanations of his mode of instruction, and am fully satisfied, that his system is more simple, and is calculated, to impart a knowledge of grammar with more facility, and in a much shorter time, than any now in use.

W. ALLEN.

From the Rev. J. M. Mason, President of Carlisle College.
I have recently looked over, with some curiosity and attention, a little work by Mr. J. Greenleaf, entitled "Grammar Simplified." It is exceedingly brief, and promises to teach the rudiments of that art in an almost incredibly short time. Considering the valuable treatises on this subject, and the time usually spent in acquiring a tolerable knowledge of it, the author must necessarily encounter much public prejudice.

It has unfortunately happened, that almost every man of obscure intellect and strong powers of drudgery, thinks himself qualified to write a grammar; which, of course, he contrives to make as unintelligible as possible; and hence grammar, instead of being an inviting, becomes an intolerably irksome task.

Children have to labor year after year, without much progress, through a literary swamp, and when they grow weary, their steps are often quickened by the birch; while the blame is wholly and solely to be attributed to the stupid method of instruction.

This little treatise proffers a relief. It does not pretend to conduct the pupil through the depths of grammatical science—not to make him a master of its philosophical principles, but to give him a competent knowledge of it for practical purposes—to familiarize the matter of it to his mind—to put him in possession of those elements, without an accurate acquaintance with which, ulterior advances are impracticable.

The whole secret lies in stripping it of every thing but the very essentials—in placing those before the eye of the learner, and in accentuating him to the application of every thing he sees along.

The public may be assured that Mr. Greenleaf is no quack; but that he performs much more than the modesty of his title would lead his reader to expect.

J. M. MASON.

From Rev. W. Harris, President of Columbian College, [N. Y. city.]
Having examined Mr. Greenleaf's new system of English Grammar, I cheerfully concur in recommending it, as a system well calculated to communicate a competent knowledge of the subject, as to all practical purposes, and in a much shorter time than any now in use.

WILLIAM HARRIS.

From the Rev. F. Beasley, President of the University of Pennsylvania, [Philadelphia.]
I have examined the plan of teaching Grammar drawn up by Mr. Greenleaf, and agree with those who have given their testimony in its favor. It is the best system I have ever seen, for the use of elementary schools. It is not intended to supersede the study of Murray, or any other larger Grammar which may be preferred in colleges or higher schools; but only to become preparatory to them with young persons, or those who do not expect to obtain a liberal education. Under this view of the subject, I can decidedly recommend the Grammar of Mr. Greenleaf as the best I have ever seen.

> FREDERICK BEASLEY.

From the Rev. E. D. Griffin, President of Williamsport College.
I have read, with some care, the second edition of Mr. Greenleaf's Grammar Simplified. There is nothing miraculous or mysterious in it, nor in the effects which it is said to produce. The whole is comprehended in the following facts: Mr. G. has attentively studied the principles of English Grammar; and, with the exception, perhaps, of a few minor details, has exhibited them with entire correctness. His manner of expressing them is short, brief, and striking. He has brought together a greater number of principles than is found in almost any other grammar, and those happily selected; and has presented them in a natural form, disencumbered of all unnecessary matter. There is nothing heavy, nothing perplexing. The arrangement is new, and strikes me favorably. How much is gained by this means, and particularly by speaking so much to the eye, I could better judge were I to see the effects exemplified in a school. Much will depend on the skill and adroitness of the teacher; but I am prepared to say, let him have the lively conception and aptness to teach, which are manifested in the compilation of this Grammar; let him, in short, be Mr. Greenleaf himself, and children will be likely to become initiated sooner and more thoroughly upon this plan than upon any other which I have seen.

E. D. GRIFFIN.

From the Rev. W. Stoughton, President of Columbia College.
I have perused the work, entitled "Grammar Simplified," by Mr. Greenleaf. It is precisely what it declares itself, "An Ocular Analysis of the English Language." It is scarcely possible to enter the temple of grammatical knowledge by a more easy, or a more beautiful inlet. In my judgment, the internal merit of the work must ensure its circulation.

WILLIAM STAUGHTON.

From the Rev. C. A. Goodrich, Professor in Yale College.
From a cursory examination of Mr. Greenleaf's method of instructing in English Grammar, I am satisfied that it combines the advantages of greater simplicity, precision and correctness; and that, if successfully applied, it will advance the young student in the technical business of parsing, with more rapidity than any system within my knowledge.

CHAUNCY A. GOODRICH.

"IMPROVED GRAMMAR," 1839.

From Wesleyan University.
Having examined "Greenleaf's Improved Grammar," I think it calculated to impart a knowledge of the subject much quicker and much easier than any other system ever published. As an elementary work, I consider it by far the best Grammar extant; and a great improvement upon "Grammar Simplified."

WILLB. PIERCE, D. D. President.

From Brown's University, [Providence.]
We have given some attention to Mr. Greenleaf's system of teaching English Grammar, and are of the opinion, that it possesses peculiar advantages, and is worthy of public patronage.

H. B. HACKETT, Professor of the Learned Languages.
WM. GAMMEL, Professor of Rhetoric and Oratory.

From Cambridge College.
When connected with Harvard College, President Kirkland and myself examined, and recommended Greenleaf's new system of English Grammar, and thought it the best book of the kind, for beginners, we had ever seen; but having recently read his "Improved Grammar," so far as to understand the author's system and arrangement, I am well satisfied, that it offers considerable advantages over "Grammar Simplified."

SIDNEY WILLARD, late Professor of the Learned Languages.
Notwithstanding the great advantages which this book offers, both in schools and in families, over all other works of the kind, notwithstanding the labor of months, and even years, is here reduced to a few days, yet it will, undoubtedly, have to encounter much public prejudice—because many people (like the Dutchman who always went to mill, with a great stone in one end of his bag) are exceedingly prone to like the “good old way” the best—let it be ever so stupid, foolish, or absurd. It is to be expected, therefore, that all Teachers, “of obtuse intellects and strong powers of drudgery,” will most heartily oppose this “Labor saving System.” Those, also, whose interest it may be to keep their pupils drilling as long as possible in grammar, will stand a pretty good chance to oppose it. And all the superficial or quack teachers will, most assuredly, oppose it, with all their might—because (although they may find it so very difficult matter to teach from other grammars, and to keep up, perhaps, with their pupils) they cannot even begin to teach, from this system, without immediately exposing their ignorance—as those, who undertake it, should not only understand its “plan,” but they must absolutely understand grammar themselves. It is confidently believed, however, that all teachers, except the above mentioned classes, will immediately introduce it into their schools, as soon as they become acquainted with its merits.—All the host of pretended “simplifiers” of grammar, from the days of Murray to the present time, will also very probably oppose it. For, as many have attempted, and all failed, it will be very natural for them to feel a little envious, and to use their influence and eloquence to prevent its being used in schools. A few, however, of the above mentioned Authors, have succeeded in making some little improvements in grammar, though not the least, in my opinion, has ever before been made, in the “stupid method of instruction.” But most of those who have made the attempt, instead of simplifying the subject, have, absolutely, mistified it. Instead of “removing the impediments and clearing away the stumbling blocks, from nautical knowledge,” they have, seemingly, labored, with all the more obstacles in the way. Let the worth of theories and systems be tested by their practical usefulness, and let them be appreciated done, and I am bold to say, that “Greenleaf’s Improved Gramm all opposition. What man, wishing to go from Boston to Cape foolish as to take the “round about way,” on foot, through mud week in getting there, when he might, just as well, take a pleasant the same place in two hours, with one tenth the expense? Tho to have his children, in studying grammar, “to labor, year after year,” and when they grew weary, to have their teacher, perhaps, it strengthens their memory to be a long time and they are not so apt to forget it. Sheer nonsense! It seems more like.

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To abridge toil and save cost, in acquiring the rudiments of Etymology and Syntax, is the object of this publication. It is constructed upon a plan entirely new, and is calculated to impart a knowledge of the subject with more facility, and in much shorter time, than any other system ever published. However incredible it may seem, the most ample testimonials can be produced, that one day's agreement, from this system, is full equal to one month of irksome drudgery, in the good old way. "This is, certainly, a great saving of labor, and expense—Time, says Dr. Franklin, is Money.

A facilitating and accelerating the study of English grammar, "Grammar Simplified" has hitherto stood unrivalled; but this little treatise offers great advantages even over that popular work. Experience, that "beet of schoolmasters," having suggested several very important alterations and improvements. It is now believed impossible "to enter the Temple of grammatical knowledge, by a more easy or a more beautiful Inlet."

Unlike all other Grammars, this little Compend is also calculated to be very useful, in families and to private learners; being so constructed, that all of the common and critical errors in Syntax can be corrected, and the "therefore" given, with the greatest facility, without the aid of a teacher. Likewise a very important desideratum; as it will go very far (should it be used in families) towards purifying our language from those corrupt provincialisms, to which all living languages are liable. Hence, its vast influence over all other works of the kind.

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GREENLEAF'S IMPROVED GRAMMAR.

EXPLANATIONS, AND MODE OF INSTRUCTION.

Book 1st. contains a sufficient part of book 2nd. for etymological and syntactical parsing, &c., drawn up in accordance with the author's new plan or method of instruction. It also contains the necessary parsing lessons, in the first five of which (adapted to the different moods and tenses) the parts of speech are designated by their initials. It is designed, exclusively, for those who may have the advantages of a teacher.

Book 2nd. contains, methodically arranged, all the essentials of Etymology and Syntax. It is designed to be, occasionally, referred to by those practising from book 1st., especially the Conjugation of Verbs, Rules of Syntax, False Grammar and Key. It is also designed for families and for private learners.

Method. The tediousness of committing a mass of unintelligible matter to memory, preparatory to parsing, as is usually the case, is here entirely dispensed with; as the beginner is enabled to enter upon this important business immediately, and to learn the definitions, rules, &c., "as he goes along."

Having organized a class, commence operations by a simultaneous recitation of the names of the parts of speech, (see commencement of book 1st.) thus—What does or stand for? says the teacher. Answer, all together—Article. N? Noun, Pro? Pronoun, &c. This should be repeated several times. Then commence etymological and syntactical parsing, at Parsing Lesson 1st., and continue to the end of the lesson—the teacher prompting, explaining and assisting, at all times, as occasion may require. Then commence syntactical parsing, at lesson 2nd., and continue to the end of the marked lessons. By this time, the learner will be able to determine most of the parts of speech without any assistance, and he may then commence at lesson 6, and continue to the end of the book, or part way through, according to time and circumstances.

All that is necessary to be committed, can easily be done by "making the application," by occasional recitations from the book, (as a relaxation from parsing) and by taking short lessons to study during intermediate school hours. As it saves much time, and students learn much faster, they should generally recite simultaneously; i.e. all together, instead of separately. It has also been recently ascertained, that, in large classes, beginners will learn much faster to parse, for most of the time, in this manner. Even in small classes, they will make more proficiency, by exercising, part of the time, in this way.

With proper instruction, the rapidity with which the learner "goes ahead," from this system, is truly astonishing. It may justly be called "railroad speed." Having the whole field of grammar before his eyes at one view, the parts of speech, being so progressive, and the changes from one to another, being so frequent, he becomes initiated into the subject, and aware of it. He soon begins to see the propriety of his research and delight, and his study becomes a matter of amusement to him. Much, however, depends upon the skill, judgment, and adroitness of the teacher.


As soon as the learner becomes a little initiated, the teacher proceeds in this manner—Common, or proper? Why? What gend?

He should continue to vary his manner of prompting, according to circumstances. While proceeding in this manner, every one in the class recites to place his left hand finger* under the "word" in the left hand, finger, to trace the definitions, rules, &c. The teacher endeavors to prevent his pupils from "getting puzzled," and should never attempt to explain or illustrate any faster than the text, and whenever he thinks they are a little restless or tired of exercising, for a short time, in simultaneous recitations—such the parts of speech, Declensions, Comparison of adjectives, List of objects, Prepositions, or Conjunctions, &c. This, while it animates a recreation to them, has also a tendency to dispel all embarrassments of the mind. Thob concern other branches, in their schools, pupils parse, &c., ten or fifteen minutes in the forenoon, and the same (or longer) if they think proper, and then let them attend to their work. Teachers will also find, that this method of instruction saves them and perplexity, as well as their pupils. A word, to the wise, is

* Or some kind of a pointer.

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BOOK FIRST.

ENGLISH GRAMMAR.
PARSING LESSON I.

An **ARTICLE** is a word placed before nouns to limit their signification.

The **definite article** limits the noun to one of a kind, but, generally, to no particular one.

The **indefinite article** limits the noun to one or more particular objects. There are two articles, a or the.

**a** or **an** is called the **indefinite article**—the **is** called the **definite article**.

A **NOUN** is a word which is the name of any person, place, or thing.

**Common nouns** are the names of whole sorts or species.

**Proper nouns** are the names of individuals.

**GENDER** is the distinction of sex.

**Masculine** gender denotes males.

**Feminine** gender denotes females.

**Neuter** gender denotes things without sex.

**PERSON** is the quality of the noun which modifies the verb.

**The first person** denotes the person speaking.

**The second person** denotes the person or thing spoken to.

**The third person** denotes the person or thing spoken of.

**NUMBER** is the distinction of one from many.

**The singular number** denotes but one object.

**The plural number** denotes more objects than one.

**CASE** is the different state or situation of nouns with regard to other words.

**The nominative case** is the actor, or subject of the verb—it generally comes before the verb.

**The possessive case** denotes property or possession; it is formed by adding a to a noun with an.

**The objective case** is the object on which the action of a verb or participle terminates, or the object preposition—it generally comes after the verb.

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**PRONOUN.**

A **PRONOUN** is a word used instead of a noun, to avoid the too frequent repetition of the same.

**Personal pronouns** stand immediately for the name of some person or thing.

**Relative pronouns** relate directly to some noun or personal pronoun, called the antecedent. **who, whose, whom, which, what, and that.**

**ADJECTIVE.**

An **ADJECTIVE** is a word which expresses some quality or property of a noun.

**Pronominal adjectives** are those which are sometimes used as adjectives, and sometimes as pronouns.

The **positive degree** expresses the quality of an object without any increase or diminution.

The **comparative degree** increases or lessens the positive in signification.

The **superlative degree** increases or lessens the positive in the highest or lowest degree.

**VERB.**

A **VERB** is a word which expresses action or being.

An **active verb** denotes action, or energy which terminates on some object.

A **passive verb** denotes action received, or endured, by the person or thing which is the nominative.

A **neuter verb** denotes simple being or existence, or the person or thing which is the nominative.

**Regular verbs** are those whose imperfect tense and perfect participle end in ed.

**Irregular verbs** are those whose imperfect tense and perfect participle do not end in ed.

**Defective verbs** are those which are used only in some of their moods and tenses.

**MOOD** is the manner of representing action or being.

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

**The Subjunctive mood** expresses action or being in a doubtful or conditional manner.

**The Potential mood** declares the power, liberty, possibility, or necessity, of action or being.

**The Infinitive mood** expresses a thing in a general and unlimited manner; having no nominative, neither number nor person.

**The Imperative mood** commands, exhorts, or treats.

**TENSE** is the division of time.

**The Present tense** denotes present time.

**The Imperfect tense** denotes past time, however distant.

**The Perfect tense** denotes past time, but also conveys an allusion to the present.

**The Pluperfect tense** denotes past time, but as prior to some other past time specified.

**The First future tense** denotes future time.

**The Second future tense** denotes future time, but as prior to some other future time specified.

**PARTICIPLE.**

A **PARTICIPLE** is a word derived from a verb, and partakes of the nature of the verb, adjective.

The **present participle** denotes present time, and generally ends in ing.

The **perfect participle** denotes past time, and, in regular verbs, corresponds exactly with the imperfect.

**ADVERB.**

An **ADVERB** is a word generally used to qualify or modify the sense of verbs. Some adverb comparison; as, soon, sooner, soonest.

**PREPOSITION.**

A **PREPOSITION** is a word which serves to connect words, and show the relation between the.
### GREENLEAF'S IMPROVED GRAMMAR.

#### DECLENSION OF NOUNS.

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<td>Nom. king</td>
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<td>Poss. king's</td>
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<td>Poss. man's</td>
<td>Poss. men's</td>
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<tr>
<td>Obj. king</td>
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<td>Obj. man</td>
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<th>First Person</th>
<th>Second Person</th>
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<td>Sing.</td>
<td>Nom. thou</td>
<td>Nom. he</td>
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<tr>
<td>Plu.</td>
<td>Nom. ye or you</td>
<td>Nom. they</td>
</tr>
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<td>Obj. thee</td>
<td>Obj. him</td>
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<table>
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<tr>
<th>Nom. who</th>
<th>Poss. thou or thine</th>
<th>Poss. his</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obj. thee</td>
<td>Obj. her</td>
<td>Obj. them</td>
</tr>
</tbody>
</table>

#### DECLENSION OF THE RELATIVE PRONOUNS.

<table>
<thead>
<tr>
<th>Nom. who</th>
<th>Poss. whoever, other, another, or such one, whom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obj. whom</td>
<td>Ob. whomever, or such one, whom</td>
</tr>
</tbody>
</table>

#### COMPARISON OF ADJECTIVES.

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>wise</td>
<td>wiser</td>
<td>wisest</td>
</tr>
<tr>
<td>great</td>
<td>greater</td>
<td>greatest</td>
</tr>
<tr>
<td>virtuous</td>
<td>more virtuous</td>
<td>most virtuous</td>
</tr>
<tr>
<td>amiable</td>
<td>less amiable</td>
<td>least amiable</td>
</tr>
<tr>
<td>good</td>
<td>better</td>
<td>best</td>
</tr>
<tr>
<td>bad</td>
<td>worse</td>
<td>worst</td>
</tr>
<tr>
<td>little</td>
<td>less or lesser</td>
<td>least</td>
</tr>
<tr>
<td>much or many</td>
<td>more</td>
<td>most</td>
</tr>
<tr>
<td>none</td>
<td>nearest or next</td>
<td>nearest or next</td>
</tr>
<tr>
<td>late</td>
<td>farther</td>
<td>farthest</td>
</tr>
</tbody>
</table>

#### A LIST OF THE PRONOMINAL ADJECTIVES.

One, other, another, each, every, either, neither, this, that, these, those, all, any, both, same, such, some, ermer, latter, none. Of these, one and other are declined the same as nouns. Another is declined, but ant the plural.

#### A LIST OF THE PRINCIPAL PREPOSITIONS.

of into above at on or upon

to within below up among

for without between down after

by over beneath before about

with under from behind against

in through beyond

#### A LIST OF THE PRINCIPAL CONJUNCTIONS.

Copulative. And, if, that, both, then since, for because, therefore, wherefore.

Disjunctive. But, or, nor, as, than, lest, though, unless, either, neither, yet, notwithstanding.

#### AUXILIARY VERBS.

Auxiliary, or helping verbs, are those by the help of which the English verbs are principally conjugated.

Those which are always auxiliary are, may, can, must, might, could, would, should, and shall. Those which are sometimes auxiliary, and sometimes principal verbs, are do, be, have, and will.

#### A LIST OF THE PRINCIPAL ADVERBS.

1. Of manner. Once, twice, twice, &c.
2. Of order. First, secondly, thirdly, fourthly, fifthly, lastly, finally, &c.
3. Of place. Here, there, where, elsewhere, anywhere, somewhere, nowhere, herein, whither, hither, thither, upward, downward, forward, backward, whence, whence, thence, whitherose, &c.
4. Of time. Now, to-day, &c.
5. Of time past. Already, before, lately, yesterday, heretofore, hitherto, since, long since, long ago, &c.
6. Of time to come. To-morrow, not yet, hereafter, henceforth, henceforward, by and by, instantly, presently, immediately, straightways, &c.
7. Of manner. Much, little, sufficiently, indeed, so much, so little, how much, how little, how great, how great, abundantly, &c.
8. Of manner or quality. Wisely, foolishly, justly, unjustly, quickly, slowly, &c. Adverbs of quality are the most numerous kind; and they are generally formed by adding the termination ly or an adjective or participle, or changing it into by; as, bad, badly; cheerful, cheerfully; able, ably; admirable, admirably.
10. Of affirmation. Verily, truly, undoubtedly, doubtless, certainly, yes, yea, surely, indeed, really, &c.
11. Of negation. Nay, no, not by no means, not at all, in no wise, &c.
PARSING LESSON V.

A verb in the imperative mood generally agrees with thou, ye, or you, understand, for its nominative.

PRO
V
A.

My son, hear the counsel of thy father, and forsake not the law of thy mother. In your whole behaviour, be humble and obliging; and in your youthful amusements, let no unfitness and arrogance be found. Guard! Dung here the Spanish prisoner, Alonso! Quick! bring the traitor here. Engrave on your mind this sacred rule: "Do unto others as you wish that they should do unto you." Henry, let me hear you read. Let no compliance with the immodesty of others, ever betray you into profane salutations. Beware of those rash and dangerous connexions which afterwards may lead you with no pardonable honor. To correct the spirit of discontent, let us consider how little we deserve, and how much we enjoy. When you behold wicked men multiplying in number, and increasing in power, imagine not that Providence favors ad v pr a c you into profane salutations. Beware of those rash and dangerous connexions which afterwards may lead you with no pardonable honor. To correct the spirit of discontent, let us consider how little we deserve, and how much we enjoy.

PARSING LESSON VI.

Exercise promotes health. Alexander conquered the Persians. Prudence saves us from many misfortunes. Crosses in trade damp the spirit of enterprise. Questions of moment require quick answers. David killed Goliath with a stone from his sling. Moses note the rock in the wilderness with his rod. Girls ear large bonnets in winter. Stars give mild light in autumn. A man's manners frequently influence fortune. Idleness will clothe a man with rags. Food looks buy nothing in market. Jobb took Amos the book from the sword and scared it. Great fires may be kindled with nail coals. If once a man falls, all will tread on him. Lizbeth, Queen of England, beheaded Mary, Queen of Scots. Change and alteration form the very essence of life. Emily writes rapidly, with elegance and precision. Death is the doctor that cures all diseases. Crosses are ladders which lead to heaven; a bird in the hand is worth two in the bush. Kings may conquer armies, but not death. There are more ays to the wood than one. Boys, study your les-

PARSING LESSON VII.

Obidah, the son of Abessina, left the caravansera early in the morning, and pursued his journey through the plains of Indostan. He was fresh and vigorous with rest; he was animated with hope; he was incited by desire; he walked swiftly forward over the valleys, and saw the hills gradually rising before him. As he passed along, his ears were delighted with the morning song of the bird of paradise; he was fanned by the last flutters of the sinking breeze, and sprinkled with dew from groves of spices. He sometimes contemplated the towering height of the oak, monarch of the hills; and sometimes caught the gentle fragrance of the primrose, eldest daughter of the spring; all these scents were gratified, and all care was banished from his heart.

Extract.

Omar, the son of Hassan, had passed seventy-five years, in honor and prosperity. The favor of three successive califs had filled his house with gold and silver; and whenever he appeared, the beneficences of the people proclaimed his passage. Terrestrial happiness is of short continuance. The brightness of the flame is wasting its fuel; the fragrant flower is passing away in its own odours. The vigor of Omar began to fail; the curls of beauty fell from his head; strength departed from his bands; and agility from his feet. He gave back to the world the keys of trust, and the seals of secrecy; and sought no other pleasure for the remains of life, than the converse of the wise, and the gratitude of the good.

The powers of his mind were yet unimpaired. His chamber was filled with visitors, eager to catch the dictates of experience, and officious to pay the tribute of admiration. Caled, the son of the viceroy of Egypt, entered every day early, and retired late. He was beautiful and eloquent. Omar admired his wit, and loved his dexterity. "Tell me," said Caled, "thou to whose voice nations have listened, and whose wisdom is known to the extremities of Asia, tell me how I may resemble Omar the prudent."

Extract.

PARSING LESSON VIII.

The midnight moon serenely smiles
O'er Nature's soft repose;
No low'ring cloud obscures the sky,
Nor rufling tempest blows.
Now every passion sinks to rest,
The throbbing heart lies still;
And varying schemes of life no more Disturb the lab'ring will.

Extract.

The trembling grove confess'd its fright,
few examples in which the same word, differently situated or applied, becomes different parts of speech.

...air is injurious to health. 
It sheds a damp upon our sprightliest hours. 
No disappointment damp your enterprise. 
My being loves its like. 
A gospel makes like promises to all. 
To see every human being happy. 
I should acquit yourselves like men. 
See that would excel, must be attentive. 
See that idea might be forcibly impressed. 
See that he would lend me that book that you sold him. 
Ill submit, for submission brings peace. 
For our health to be temperate. 
All hope to be happy hereafter. 
It is the last thing that dies in man. 
A calm, we may expect a storm. 
Easier to prevent passion than to calm it. 
An evening often succeeds a stormy day. 
Waters are commonly the deepest. 
Should endeavor to still the angry passions. 
Are still afraid, though out of all danger. 
You returned before we expected them. 
Rode before her brother on a horse.
Provided money for his journey.
I'll go, provided he will accompany me. 
Much more blessed to give, than to receive. 
A money has been expended to little purpose. 
No much is given, much will be required. 
Fair was numerously attended. 
Character is fair and honorable. 
Hail was very destructive. 
Hail you as friends and brothers. 
Has served them with his utmost ability. 
As we do our utmost, no more is required. 
As things appear great to little minds. 
As do the gay think of the misery around them. 
Scholars are employed in a very useful study. 
Industrious scholars study grammar. 
Sorrow may be better weather than to-day. 
D to-day, but I shall write to-morrow. 
I what is dictated by Infinite Wisdom. 
Ivate your mind, it will render old age happy. 
Beasley. 

GRATITUDE.

Thine arm, unseen, conveyed me safe, 
And led me up to man. 
Through hidden dangers, toils and death, 
It gently cleared my way, 
And through the pleasing sores of vice, 
More to be feared than they. 
When worn with sickness, oft hast thou 
With health renew'd my face; 
And when in sin and sorrow sunk, 
Revi'd my soul with grace. 
Thy bounteous hand with worldly bliss 
Has made my cup run o'er, 
And in a kind and faithful friend 
Has doubled all my store. 
Ten thousand thousand precious gifts 
My daily thanks employ; 
Nor is the least a cheerful heart, 
That tastes those gifts with joy. 
Through ev'ry period of my life 
Thy goodness I'll pursue; 
And after death, in distant worlds, 
The glorious theme renew. 
When nature fails and day and night 
Divide thy works no more, 
My ever grateful heart, O Lord, 
Thy mercy shall adore. 
Through all eternity—to thee 
A joyful song I'll raise, 
For O, eternity's too short, 
To utter all thy praise. 

ON PRIDE.

Of all the causes which conspire to blind 
Man's erring judgment, and misguide the mind, 
What the weak head with strongest bias rules, 
Is Pride; the never-failing vice of fools. 
Whatever Nature has in worth deny'd, 
She gives in large recruits of needless pride. 
For, as in bodies, thus in souls we find 
What wants in blood and spirits, swell'd with Pride, where wit fails, steps in to our defence, 
And fills up all the mighty void of sense. 
If once right Reason drives that cloud away, 
Truth breaks upon us with resistless day. 
Trust not yourself; but, your defects to know, 
Make use of ev'ry friend—and ev'ry foe. 
A little learning is a dangerous thing; 
Drink deep, or taste not the Pierian spring. 
There shallow draughts intoxicate the brain, 
And drinking largely sobers us again. 
Fir'd at first sight with what the Muse imparts, 
In fearless youth we tempt the heights of arts, 
While, from the bounded level of our mind, 
Short views we take, nor see the lengths behind; 
But more advanc'd, behold, with strange surpriz 
New distant scenes of endless science rise. 
So, pleased at first, the tow'ring Alps we try, 
Mounting the slopes, and soon to tread the sky.
GREENLEAF'S IMPROVED GRAMMAR.

BOOK SECOND.

ENGLISH GRAMMAR.

GRAMMAR is the art of speaking and writing correctly.
It is divided into four parts; Orthography, Etymology, Syntax, and Prosody.
Orthography teaches the nature and powers of letters, and the just method of spelling words.
Etymology treats of the different sorts of words, their various modifications, and their derivation.
Syntax treats of the agreement, government, and proper arrangement of words and sentences.
Prosody treats of the just pronunciation of words, and the laws of versification.

ETYMOLOGY.

Here are in English, ten sorts of words, or, as they are commonly called, parts of speech, namely; the Article, Noun, Pronoun, A Verb, Participle, Adverb, Preposition, Conjunction, and Interjection.

ARTICLE.

An Article is a word placed before nouns to limit their signification; as, a garden, an eagle, the woman.
There are two articles, a or an, and the. A or an is called the indefinite article. The is called the definite article. The indefinite article limits the noun to one of a kind, but, generally, to no particular one; as Give me a book; that is, any book. The definite article limits the noun to one or more particular objects; as, Give me the book; that is, some particular book.

NOUNS.

A Noun is a word which is the name of any person, place, or thing; as, John, house, virtue.
Nouns are of two kinds, common and proper.
Common nouns are the names of whole sorts or species; as, man, horse, tree.
Propriety nouns are the names of individuals; as, Thomas, Jane, Boston. A noun belongs gender, person, number, and case.

Gender is the distinction of sex. There are three genders, the masculine, feminine, and neuter. The masculine gender denotes males; as, man, boy, lion. The feminine gender denotes females; as, woman, girl, lioness. The neuter gender denotes things without sex; as, chair, peach, table.

Person is the quality of the noun which modifies the verb. There are three persons, the first, second, and third. The first person denotes the person speaking; I learn. The second person denotes the person or thing spoken to; as, you learn. The third person denotes the person or thing spoken of; as, he learns.

Number is the distinction of one from many. Nouns have two numbers, the gular and plural. The singular number denotes one object; as, pen, book. The plural number denotes more objects than one; as, pens, books.

Case is the different state or situation of nouns with regard to other words. Nouns have three cases, the nominative, possessive, and objective. The nominative is the actor, or subject of the verb; as, the boy runs. It generally comes before the verb. The possessive case denotes property or possession. It is generally used by adding 's to a noun with an apostrophe; thus, John's book.

Number is the different state or situation of nouns with regard to other words. Nouns have three numbers, singular, plural, and possessive. The singular number denotes one object; as, pen, book. The plural number denotes more objects than one; as, pens, books. The possessive case denotes property or possession. It is generally used by adding 's to a noun with an apostrophe; thus, John's book.

PRONOUN.

A Pronoun is a word used instead of a noun, to avoid the too frequent repetition the same word; as, Dick is idle, and he must be punished. There are two kinds Pronouns, personal and relative. Personal pronouns stand immediately for the name of some person or thing; as, he reads, and she writes; i.e. Jack reads, and she writes. Relative pronouns relate directly to some noun or personal pronoun, led the antecedent; as, the boy who studies. They are who, whose, whom, which, regular, irregular, and defective. An active verb denotes action or event terminates on some object; as, the dog bit Thomas. A passive verb denotes the person or thing which is the nominative; as, was kicked by a horse. It is formed by adding the perfect participle of verb to the verb be through all its various changes of number, person, and tense. A writer verb denotes simple being or existence, or it denotes action is limited to the subject; as, I am, he stands, the fish swims. Regular those whose imperfect tense and perfect participle end in ed; as, loved verbs are those whose imperfect tense and perfect participle do not end in ed, written. All monosyllables are irregulars, unless compounded. Verbs are those which are used only in some of their moods and tenses; as, goeth, &c. To verbs belong mood, tense, number, and person.

MOOD is the manner of representing action or being. There are five moods: the Indicative, Subjunctive, Potential, Infinitive, and Imperative. The

Verb, Participle, Adverb, Preposition, Conjunction, and Interjection.

PARTICIPLE.

A Participle is a word derived from a verb, and partakes of the nature of a verb, adjective, and noun; as, I heard a child crying; I saw a letter written. Participles are of two kinds, present and perfect. The present participle denotes present time, and generally ends in ing, as, loving. The perfect participle denotes past time, and, in regular verbs, corresponds exactly with the imperfect, as, loved. Participles, like verbs, have an active, passive, and neuter signification; as, loving, loved, loving.

ADVERB.

An Adverb is a word generally used to qualify or modify the sense of the man fought bravely; the birds fly swiftly. It sometimes qualifies other verbs, adjectives, and other adverbs; as, studying diligently, he committed his textbooks cold weather; he learned very rapidly. Some adverbs admit of
ACCORDING TO RULE 1.
that is virtuous deserves esteem. 2. They that oppress the poor, to in- cir riches, shall come to want. 3. Peter and I went to church. 4. How do? 5. I can run as fast as he. 6. You read better than she. 7. Thou more attentive to thy studies. 8. Edward is five years older than I.

ACCORDING TO RULE 2.
y pounds of wheat contain forty pounds of flour. 2. Crosses in trade damp of enterprise. 3. A variety of pleasing objects charms the sight. 4. The pond makes the tree more sweet. 5. The number of verbs. 6. Has the re here yesterday? but they were in great haste. 7. Great pains have been little purpose. 8. Have the cattle been taken care of? 9. Thou shouldst be diligent in attending to thy studies. 10. Were you at church yesterday? were Eliza's shoes? 12. How do the children behave? 13. Were the re yesterday? 14. Where were the scholars all gone? 15. Where were I put? 16. Several places in the road winding—were we all very frightened yesterday. 17. The rules of the school were very strict. 18. Shouldst love thy neighbor as thyself. 19. Thou hast the sound of the ut cannot tell whence it cometh, or whither it goeth.

ACCORDING TO RULE 3.
ys that behave well in school will gain praise. 2. The men that were here yesterday, live in Boston. 3. The master loves thee, because thou art diligent. 4. The business. 5. Every tree is known by its fruit. 6. He that is needy and those that are high, and who had least inquiry. 7. Book of poems, which was sent me yesterday, is very elegant. 8. He that was with her in the house, and put it to be his garden. 9. The master loves his business. 10. Every tree is known by its fruit. 11. I gave the book to James my cousin, who was here yesterday. 12. A little purpose. 13. I gave the book to James my cousin, who was here yesterday. 14. I gave the book to James my cousin, who was here yesterday.

ACCORDING TO RULE 4.
Him and them we know, but who art thou? 2. He invited my brother and me to his garden. 3. The master loves thee, because thou art diligent. 4. Whom see you? 5. Whom do you love? 6. Whom did he strike? 7. Whom is he among? 8. Whom did she marry? 9. Whom did you tell? 10. I thank you, sir, esteem him and her them. 12. Whom did they entertain so freely? 13. A person says, that he or she thought you handsome. 14. Every person, be his station, should attend to the duties of morality and religion. 15. He that was with her in the house, and put it to be his garden. 16. They who seek wisdom will certainly find 17. "Our Father who art in heaven." 18. These are beasts of prey, which we use hunt, and by which we are sometimes hunted.

ACCORDING TO RULE 5.
I gave the book to James my cousin, who was here yesterday. 2. Augustin the Roman Emperor, he who succeeded Julius Caesar, is variously described. 3. The estate was left to Simon and John, the two eldest sons, them that had been to ope. 4. These books are my friend's, his who keeps the library. 5. Art thou painted with Clarissa the milliner, her whom we met in these walks this morning? It was not that made the noise. 7. Thou art he who sold the books. 8. I believe it to be them. 9. I take it to be the place. 10. It could not have been he, but there is no proof of it. 12. Whom do you think me to be? 13. Who do men say that I am? 14. Let him be whom he may, I am not afraid of a.

ACCORDING TO RULE 6.
1. "Romans, countrymen, and lovers, hear me for my cause." 2. O! thou, who so unmindful of thy duty. 3. Hail! thou, that art highly favored. 4. Of whom, who habitest eternity.
GREENLEAF'S IMPROVED GRAMMAR.

ACCORDING TO RULE 20.

I. Found my friend in much better circumstances than I expected to find him. 

II. Tended to write by the last mail. 

III. George expected to receive an answer very soon. 

IV. The prisoner was acquitted, although he was supposed to have been in the plot for which he was indicted.

ACCORDING TO RULE 21.

I. By the exercise of our judgment, it is improved. 

II. By the observing of thou wilt command estern. 

III. This was a betraying of the trust reposed in. 

IV. A person cannot be wise or good without the taking of pains for it. 

V. Learning of languages is very difficult.

ACCORDING TO RULE 22.

I. Envy nobody, or do not envy any one. 

II. I think I cannot do him any. 

III. Death sparest none. 

IV. I cannot by any means allow him that privilege.

ACCORDING TO RULE 23.

This writing is not so good as that. 

II. The place is not so pleasant as we ex­pected. 

III. Ben is not so tall as Cyp. 

IV. She is not so old as her husband. 

V. So does not behave as well as Mary. 

VI. Pompey was not so great a general as nor so great a man. 

VII. He is more beloved than Cynthia, but not so much. 

VIII. Sincerity is as valuable as knowledge, and even more so.

ACCORDING TO RULE 24.

I. I never saw so tall a man. 

II. Did you ever see so beautiful trees? 

III. He is so extravagant a young man, that he spent his whole patrimony in a few years. 

IV. I never knew so quarrelsome a fellow.

ACCORDING TO RULE 25.

I. I stretched me, how ungrateful. 

II. Oh! happy they, surrounded with so many goods. 

III. How swiftly our time passes away, and ah! see, how little concerned to prove it. 

IV. Alas! how, where is he now? 

V. Welcome thou, joyous spring!

ACCORDING TO RULE 26.

I. The inquisitive are generally talkative. 

II. The generous never recant, my actions they have done.

ACCORDING TO RULE 27.

I. Let him that wishes to be great, pay diligent attention to his study. 

II. Whoesentiments such an opinion, judges erroneously.

ACCORDING TO RULE 28.

I. To live soberly, righteously, and piously, is required of all men. 

II. To con­trive to die was his desperate resolution.

ACCORDING TO RULE 29.

On this occasion, the pronoun is governed by the preceding word, and conse­quently agrees with it.

ACCORDING TO RULE 30.

I. Each day and hour of our lives brings new expressions of the divine munifi­cence. 

II. Every star and planet that adorns the firmament, declares the glory of God.

III. You may take any one of the three books.

ACCORDING TO RULE 31.

I. I do not doubt but that he did it for the best. 

II. I do not care whether he did or not. 

III. Whether I shall come or not, is altogether uncertain.

ACCORDING TO RULE 32.

I. He or I am going to college. 

II. I or thou hast been greatly in fault.

ACCORDING TO RULE 33.

I. Many words darken speech. 

II. Ignatius who was Bishop of Antioch, came to the apostles. 


ACCORDING TO RULE 34.

I. His engagements were such as would not admit of his absence. 

II. We should not such persons as oppose the truth. 

III. The Amazon, which is the largest river in the world, is in South America. 

IV. As was said that Mary had injured her own sister; or, Martha said that her friend had been injured by Mary. 

V. The love of wealth, which is the root of all evil, is a prevailing sin.

ACCORDING TO RULE 35.

I. The moon shines bright. 

II. How sweet the hay smells. 

III. The fields look pleasant.

ACCORDING TO RULE 36.

I. Amanda lost a shoe and a pair of new gloves. 

II. This is a piece of fine bread. 

III. Here is a barrel of superfine flour, a firkin of sweet butter, and a hamper of fresh eggs. 

IV. The last two are a present. 

V. Sheep is a pul­led old man. 

VII. Sing the first four verses. 

VIII. I never had a worse pen. 

IX. Virtue is the best of goods. 

X. He is the most prudent man in town. 

XI. This is the most foolish book I ever read. 

XII. He is the chief among ten thousand.

ACCORDING TO RULE 37.

I. Joseph is six feet and four inches high. 

II. I sold my horse for one hundred pounds in cash.

ACCORDING TO RULE 38.

I. We left that place, at five, and arrived at New York about six in the ev­ning. 

II. We set out from that place in the morning, and are to go from this place to New York in the evening. 

III. Edward showed me a letter in which the account was given at five. 

IV. He said that he had injured him, and that he was determined to have satisfaction.

ACCORDING TO RULE 39.

I. They all went to church but him. 

II. They all behaved well but him.

III. He gave all a present but us. 

IV. Divide the money equally among the brothers.

ACCORDING TO RULE 40.

I. We have within us an intelligent principle, distinct from the body an­other. 

II. An humble Christian. 

III. Reason was given to men for the cor­recting of their passions.

ACCORDING TO RULE 41.

I. My father, mother and uncle's advice. 

II. The silk was purchased at the corner and haberdasher. 

III. This measure gained the sage's as well as people's approbation. 

IV. The government of the world is not left to chance. 

V. House belongs to the partner of my wife's brother. 

VI. The extent of the England's prerogative is sufficiently ascertained. 

VII. This picture of the does not much resemble him. 

VIII. These pictures of Napoleon's were sent from Italy. 

IX. This is the eldest son of the king of England, or the king's eldest son. 

X. They implicitly obeyed the imperious mandates of his tactor, as they called him.

ACCORDING TO RULE 42.

I. Between you and me there is some disparity of years. 

II. If he possessed capacity to learn, and be a good reader, he will soon acquire a con­temporary knowledge of grammar.

ACCORDING TO RULE 43.

I. I saw my old friend Warren yesterday. 

II. There was no water, and of thirst. 

III. We can fully confide in none but the truly good. 

IV. Many have been bought; good advice. 

V. I have no occasion for his services. 

VI. Her sobri­ety was occasioned by her understanding. 

VII. The error was occasioned by her misunderstanding. 

VIII. This is a principle in union with our nature. 

IX. Should entertain no prejudice against simple and rustic persons.

X. I my friend last week, but have yet received no answer. 

XI. He is a person who has been remembered these many years. 

XII. I have been in London a year, as the king last summer. 

XIII. After we had visited the city, we returned, con­fidant, to our peaceful habitation. 

XIV. To-morrow will be Friday. 

XV. The vessel shall have finished there, to proceed to the southern sea. And he that had been dead was, and began to speak. 

XVI. His sea-sick; so great, that I often feared he would die, before our arrival. 

XVII. I very sincere, that I may be more watchful in future. 

XVIII. The work has received several reductions and additions. 

XIX. The first proposal was essentially different, second, and inferior to it. 

XX. Neither has he, nor have any other persons, ed so much dilution. 

XXI. The intentions of some of these philosophers of many, might have been, and probably were good. 

XXII. The Lord gave, Lord hath made. 

XXIII. This is a very pleasant apple. 

XXIV. We shall have a very pleasant day. 

XXV. Apples are said to be as good for swine as potatoes, and even better. 

XXVI. If you sincerely desire, a and earnestly pray for it.

XXVII. Be that as it may, he cannot justify his conduct. 

XXVIII. I know whose hair was gray before he was eighteen. 

XXIX. A flight or set of stairs.

XXX. To be brought to, or to be inoculated with, smallpox. 

XXXI. 30. The vessel has arrived. 

XXXII. I believe it was. 

XXXIII. This is a very healthful try. 

XXXIV. Apples are very plentiful this year. 

XXXV. I mistake. 

XXXVI. We shall have a very pleasant day. 

XXXVII. These are very cheap goods. 

XXXVIII. There are very cheap goods. 

XXXIX. These houses, it square, are my broth­ers'. 

XL. You need not do it. 

XLI. Let us on go. 

XLII. In religious, concerns, or what are considered to be such, every man must fall according to the decision of the great Judge.
The relative is generally the nominative case, when no nominative is between it and the verb; as, The trees which are planted: otherwise, in the descriptive, and governed by the next active verb or participle that follows it; (unless modified by a preposition) as, The trees which I planted. N. B. When there areIntecedents of different persons to which a relative pronoun refers, the relative verb following, as well as the possessive pronoun, may agree in person with the antecedent, though usage may sometimes offer a preference; as, I am a man who mind my business; or, I am a man who minds his own business. But when one of the Intecedents has been preferred, that agreement must be observed throughout the sentence; as, I am he who counsels and advises you well; not, who counsels and advise you well.

2. Nouns that signify the time when or how long, or that signify space, are generally governed by prepositions understood; as, He went home last week; that last week. He lived four years at college; that is, during four years. Walk at; that is, through the space of a mile. All the days of my appointed time; that is, through all the days, or during all the days.

3. After worth and like there is an ellipse of of and to; as, The book is a dollar; that is, worthy of a dollar. She is like the lovely Thais; that is, the lovely Thais. Prepositions are frequently understood; as, We are going to; that is, to home—He taught them philosophy; that is, to them.

4. The letter o before nouns in the phrases one o'clock, ten o'clock, &c. is a contraction of on; the same as to say, one on the clock. The article a before ciples, in the phrases a coming, a going, a walking, a hunting, &c. and before at, as a bed, a board, a shore, &c. is generally supposed to be a contraction of at.

5. Nouns of number, weight, and measure, stand without a governing word; as, An army, twenty thousand strong, invaded the country; they built a wall ten feet high, and thirty inches thick. N. B. The verb needs is sometimes used without any nominative expressed or understood; as, There is no evidence of the fact.

6. A verb in the infinitive mood may be governed by a verb, noun, adjective or participle; as, He loves to study—he has an opportunity to study; is apt to, and is endeavoring to learn. N. B. Then and as, and other intransitive verbs, are sometimes used with the infinitive mood. For instance, I planted. N. B. The infinitive mood is sometimes used with an infinitive expressed or understood; as, The natural division of time or tense is into three parts—the present, past and future.

7. A verb in the infinitive mood absolute, stands independent of the rest of the sentence; as, To confess what he had done.

8. Participles, like verbs, relate to nouns or pronouns; as, I saw a man ring in the field. They sometimes agree with a sentence, or part of a sentence; according to history, Alexander conquered the Persians. But, frequently, they depend upon any particular word or sentence; being referable to either of persons indefinitely; as, Granting this to be true, it would help us but little.

9. Adverbs qualify verbs, participles, adjectives, and other adverbs; as, spoke adequately; having lived prudently, he became rich; she is unfortunately. No exact rule can be given for the placing of verbs, on all occasions—though the general rule may be of considerable use; the easy flow and perspicuity of the phrase are the things which ought to be regarded. When two auxiliary verbs are used the adverb is usually placed after second; as, We have been kindly treated. The adverb there is sometimes I as an explicative or as a word that adds nothing to the sense; as, There is a on at the door.

10. Articles and adjectives belong to nouns, which they qualify or define; Wise men; a King; this book. Adjectives sometimes belong to verbs in the active mood, a sentence, or part of a sentence; as, To see is pleasant; To be is unfortunate. When nouns are taken in their most extensive signification, do not admit articles before them; as, Dogs are faithful; Horses are useful; a is the Lord of creation. Proper nouns seldom admit articles before them; they are sufficiently definite of themselves.

**GENERAL REMARKS.**

The Relative Pronoun what, frequently, has no antecedent, but stands, immediately, for some noun, or for some indefinite idea; and should be parsed (except same) the same as a personal pronoun. *What* is sometimes used as an interjection; as, What ! are you there ? The pronoun it sometimes stands for a sentence, with one, and the, with this or that. A often includes the meaning of every as; as, He clears Six Dollars a day. Prepositions, in their original and literal denoted relation of place; as, A bird in the cage; a squirrel on the house under the tree. But they are now used, figuratively, to express other relations. We serve under a good master. When two prepositions come together, the used adverbially; as, He came down from the mountain. In English language are sometimes used in an active, and sometimes in a neuter, signification—not struction, only determining of which kind they are; as, I wrote a letter; if very fast. A passive verb will always admit by or with after it, and make: The natural division of time or tense is into three parts—the present, past and future. Present, I am writing; Past, I wrote, have written, or had written; Future or shall write, or and shall written. But, to mark time with more precision, maritans generally make use of six. The Potential mood becomes Subjunctive means of the conjunctions if, unless, except, &c. prefixed; as, If I could do I should alter it. The distinguished use of the Conjunction is to save the tation of words; as, Tom, Dick, and Harry, live in York. The above contain simple sentences—the same as to say, Tom lives in York, Dick lives in York. Hence it appears, that conjunctions often connect sentences, when they are connect only words. The adjective many, when followed by the article a, is to a singular noun; as, Many a boy has been ruined, by keeping bad company.

Poets, and some prose writers, occasionally take the license of using them form of the verb be when it has a singular nominative; as, "Seek not to pass, which to avoid more better." i. e. would be better.

**VULGARISMS.** The following vulgarioms, with many others of the same sort, should be carefully avoided. I said, I saw him, this is, his, he knew, I see him, I know him, many chintzies, the little apple, heaint acc. with her, a quarter of vote, she is going a writing, good port wine, &c.

**AGREEMENT is when one word is like another in number, person, &c.** It is when one word causes another to be in some particular case, &c. 1. It is the resolving of a sentence into the elements or parts of speech, and of their connexion, government and agreement. A SIMPLE SENTENCE consists nominative case and one finite verb, expressed or understood; as, Exercice notes health. A COMPOUND SENTENCE contains more than one nominative and one finite verb expressed of understood; as, Virtue refines the affections, vice debases them.

**A PHRASE, in grammar, is two or more words put together, so as to form a sentence; as, by and by, not at all, &c.**

**ELISION, when applied to grammar, is the elegant omission of some part of speech in a sentence; as, "To err is human; to forgive, divine."—Is Who tore my book? answer; John, that is, John tore it. Peter is taller than that, I am.

**TRANPOSITION is when words are placed out of their natural order; as, with extended arms, his aid implores" [implores his aid].

**CAPITAL LETTERS.**

1. A capital letter should be used at the beginning of every book, letter, chapter, or any other piece of writing.

2. It should begin the first word after a period, and when the sense is to be continued, or after an interrogation, or Exclamation point.

3. It should also begin every line of poetry.

4. The pronoun I and the conjunction O should always be written in capital letters.

5. All proper nouns, of whatever description, should always begin with a capital letter, and some of the names, epithets, &c. of our Creator are not unfrequently written in capitals; as, GOD, JEHOVAH, &c.

6. The names of months and days of the week, as well as all public days; as Fast, Thanksgiving, &c. should begin with capitals; also all sums of money, bonds, &c. as, Ten Dollars and Seven hundred Cents.
GR EEN LEAF'S IMPROVED GRAMMAR.

PUNCTUATION.

Punctuation is the art of dividing written composition into sentences, or parts of sentences, by points or stops.

A comma, [ ] denotes a pause of one syllable—a Semicolon; two—a Colon; three—a Double Colon; four—a Quotation point or a Double Quotation point; as, "You see? An Exclamation point! is a mark of wonder, or surprise; as, if thou art oh! how fallen.

A question mark, [?] includes words, not necessary to make sense, and should be left out, and in a weaker tone of voice; as, "Know then this truth, (enough to know) Virtue alone, is happiness below."

For Hooks [ ] include words that serve to explain a foregoing word or words; as, This event [the burning of Rome] occurred during the reign of Nero.

A period, [.] shows where to bring in what was omitted, in the line, through my book.

&c.; as, This is a book.

A hyphen - is chiefly used to join the parts of a word together, that are written partly in one line, and partly in another; as, We are commonly to love our enemies. It is also used to connect compound words; as, tea-jot, &c.

A apostrophe ' is the sign of the possessive case; as, Peter's cane. It also includes words, not necessary to make sense, and should be omitted; as, K —- g for King, &c.

A asterisk or Star, * is used when some letters in a word, or some words in a sentence, are omitted; as, K for King, &c.

A Dagger, † includes a passage, taken from some book, in his own words; as, Remember this proverb,"Pride goes before a fall.""A Daguerreotype, &c. direct to some note in the margin, or bottom of the page. Two or more stars mark something is wanting, defective, or immodest in the passage.

A Index or Hand (§) points out some remarkable passage, or something that requires particular attention.

while you can count four, &c.

OBSERVE THE FOLLOWING, GENERAL RULES.

1. The members of a simple sentence, unless it be very long, are not generally separated by a comma. A compound sentence must be resolved into simple or compound sentences; as, "Deal justly, love mercy, and walk humbly." The Nominative case independent, the infinitive mood, an adjective, or a noun in apposition, should generally be separated by a comma; as, Dear Sir, Your letter was read. If his father dying, he succeeded to the estate: To be sand think she was blameable; John, the Baptist, was beheaded. When the verb of a simple sentence is understood, a comma should generally be inserted; as, From love our virtues arise security; from security, curiosity; from curiosity, knowledge. Parenthetical sentences should be separated by commas; as, The city of New York, with the last fifteen years, has increased, rapidly, in population.

2. When a longer pause than a comma is required, and yet the sentence is complete, a semicolon or colon should be used; as, The wise man is happy who gains his own approbation; the fool, when he gains the approbation of those around him. N. B. The colon is now almost obsolete.

3. A sentence making in itself complete sense, requires a period after it; as, Fear God. Honor the King. The period should also be used after initials; as, A. D. for Anno Domini; Q. for question; Col. for Colonel; for Mister; &c. for and so forth.

SPELLING.

Good spelling, good punctuation, and good syntax, with a proper use of the italics, should go hand in hand. But as the Rules of orthography are extremely vague, they are not here inserted. Those, however, who may study this book, must earnestly entreat not to neglect their spelling; and although the rules be of considerable use, yet the only way, to become a good speller, is by observation, and a good dictionary. The following example, [a note from a woman, who had just gone to sea, to her clergyman] will show how great a perverseness of sense may be occasioned by the mis-spelling of a single word, and the missing of a single point. "Capatin Toby, having gone to see his wife, desires prayers of this church and congregation," &c. It should have been, Capt. T. having gone to sea, his wife desires the prayers, &c. From the above we perceive that a person, ever so well acquainted with Etymology and Syntax, will frequently appear to great disadvantage, by being a bad speller. It is evident, therefore, Orthography is a very important part of Grammar.