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THE

LABOR-SAVING

SYSTEM

OF

ENGLISH GRAMMAR.

BY THE AUTHOR OF

"GRAMMAR SIMPLIFIED."

Entered according to the Act of Congress, in the year 1841, by JEREMIAH GREENLEAF, Esq. in the Office of the Clerk of the District of Massachusetts.

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 proposes to teach the rudiments of that art in an almost incredibly short time. Considering the voluminous 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 obtuse 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 these before the eye of the learner, and in accustoming him to the application of every thing as he goes 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 Columbia 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

RECOMMENDATIONS OF THE "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."

WILBUR FISK, 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. GAMMELL, Professor of Rhetoric and Oratory.

I have 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 Williamstown 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, lucid, 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 naked form, disencumbered of all unnecessary matter. There is nothing heavy, nothing perplexed. 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. Staughton, President of Columbian 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.

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.

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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 no 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

*When on horseback.

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 as they are, and I am bold to say, that “Greenleaf’s Improved Grammar” will stand all opposition. What man, wishing to go from Boston to Cape Cod, would be foolish as to take the “round about way,” on foot, through mud and mire, for a week in getting there, when he might, just as well, take a pleasant stage, to the same place in two hours, with one tenth the expense? What man, wishing to have his children, in studying grammar, “to labor, year after year, in a swampy, and when they grow weary to have their steps trampled in a mire,” when they might acquire the same knowledge, by an agreeable study of 12 or 15 days, with one fiftieth part of the expense, and a good teacher, perhaps, it *strengthens their memory* to be a long time and they are not so apt to forget it. Sheer nonsense! It strikes more like.

If any one should think this book is not what it professes to be, let him produce *ample* recommendations, from all of our principal Colleges. Should he object to it on account of its *brevity*, let him produce a scholar that shall be able to recite its contents. Let him produce any *correct* sentence which one can apply in analyzing,—or let him produce any *incorrect* sentence which can be corrected by the Key.

Besides the great facilities which this treatise offers in schools, and to the learner, the advantages to be derived from it, in *families*, and in *circles*, are almost *incalculable*,—as specimens of all the *errors*, which occur in common conversation, and letter-writing, are here corrected on a single leaf. Every person, therefore, who can read (*you unlearned*) should be in the possession of a *copy*.

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P R E F A C E .



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 agreeable study, 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*.

In 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 "best of schoolmasters," having suggested several very important alterations and improvements. It is now believeable "to enter the Temple of grammatical knowledge, by a more *easy* or a *beautiful* Inlet."

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

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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 *ar* 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." Hav-

ing the whole field of grammar before his eyes at one view, the of speech designated, being so progressive, and the changes from *tions* being so frequent, he becomes initiated into the subject, 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

How to commence parsing. ^{n v ar n} Charles writes a letter.

Teacher—What part of speech is Charles?

Pupil—Charles is a noun.

Teacher—What is a noun?

Pupil—A noun is a word, &c.

Teacher—A proper noun. Why?

Pupil—Proper nouns are the names, &c.

Teacher—Masculine gender. Why?

Pupil—The masculine gender denotes males, &c.

As soon as the learner becomes a little initiated, the teacher in the following manner—Common, or proper? Why? What gender? He should continue to vary his manner of prompting, according to the progress of his pupils. While proceeding in this manner, every one in the class should be directed to place his left hand finger* under the "word" in the lesson, and his right hand finger, to trace the definitions, rules, &c. The teacher should endeavor to prevent his pupils from "getting puzzled," and should never attempt to *explain* or *illustrate* any faster than the pupils can follow him, and whenever he thinks they are a little *restless* or tired of parsing, he should exercise them, for a short time, in simultaneous recitations—such as the parts of speech, Declensions, Comparison of adjectives, List of adjectives, Prepositions, or Conjunctions, &c. *This*, while it *animates* the mind, has also a tendency to dispel all embarrassment of the mind. Those who teach other branches, in their schools, can have their 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 other studies. Teachers will also find, that this method of instruction saves them from confusion and perplexity, as well as their *pupils*. "A word, to the wise, is

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contains a sufficient part of book 2nd. for etymological and syntactical, 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 the different moods and tenses) the parts of speech are designated by letters. It is designed, exclusively, for those who may have the advantages of

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Organized a class, commence operations by a simultaneous recitation of the parts of speech, (see commencement of book 1st.) thus—What is a noun? says the teacher. Answer, all together—Article. *N*? Noun. *un*, &c. This should be repeated several times. Then commence etymological and syntactical parsing, at Parsing Lesson 1st., and continue to the end of the book—(the teacher prompting, explaining and assisting, at all times, as occasion 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 parse most of the parts of speech without any assistance, and he may then commence book 3rd., and continue to the end of the book, or part way through, according to the time and circumstances.

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By this method of instruction, the rapidity with which the learner "goes ahead," from the beginning to the end of the book, is truly astonishing. It may justly be called "railroad speed." Hav-

ing the whole field of grammar before his eyes at one view, the lessons, with parts of speech designated, being so progressive, and the changes from *parsing* to *recitations* being so frequent, he becomes initiated into the subject, almost before he is aware of it. He soon begins to see the propriety of his researches, with pleasure and delight, and his study becomes a matter of amusement to him, rather than labor. Much, however, depends upon the skill, judgment, and adroitness of the teacher.

n v ar n

How to commence parsing. Charles writes a letter.

Teacher—What part of speech is Charles?

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BOOK FIRST.

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E N G L I S H G R A M M A R .

GREENLEAF'S IMPROVED GRAMMAR.

PARSING LESSON I.

n v ar n v ar a n v n
 man loves. The boys study. A good girl learns. Harriet
 n n v ar n n n v ar n
 es Eliza. Charles writes a letter. Charles wrote a letter.
 n v ar n n n v ar n
 arles has written a letter. Charles had written a letter.
 n v ar n n n v ar n
 arles will write a letter. Charles will have written a letter.
 n v pr n ar n pr n v ar n
 e girls play in school. The paths of virtue are the paths
 n ar a n v n pr a n
 peace. A good man worships God with humble confidence.
 n n pa a pr ar n v ad
 sar's troops, being eager for an onset, rushed furiously
 ar n n ad v pa ar n pro
 the foe. Men are often found transgressing the laws. I
 v c v pr pro n c v pr pro
 ll arise, and go to my father, and will say unto him;
 n pro v pr n c pr pro
 ther, I have sinned against Heaven, and before thee.
 n ar n v ar a n n
 wton, the philosopher, was a great astronomer. Esther
 ad pro a n pro v n pr ar n pr
 t on her royal apparel. She obtained favor in the sight of
 n n pa pr n v pro n ar
 e king. Money, taken by fraud, betrays its possessor. The
 n pro v pr n ad v n
 lies, whom we saw at court, were genteelly dressed. Henry
 v ar n ad ar n v n
 d received the news before the messenger arrived. General,
 v ar n pro pro v pro ar n pro pro
 is is the sword which you gave me. A letter, which we
 ad v v pro ar n a v pr n
 ve just received, gives us an answer. Some talk of subjects
 ro ad v a v n pro ad
 ey do not understand; others praise virtue, who do not
 v pro ar n v pr ar n c a pr
 actise it. The men were tried by the court, and each of
 ro v pro ad v i pr
 em was fined. I have often been occupied, alas! with
 n i n ad a v pro
 des. O! virtue, how amiable art thou!

PARSING LESSON II.

If, unless, except, &c., are signs of the subjunctive mood.
 pro n v a pro n v a c ar
 our desires be moderate, our wants will be few. If the
 n v ad a c pro v pro c
 solution were not legal. Unless thou hast loved her. If
 n v pr pro c pro v ar n pr ar
 John had spoken to me. Unless he will do the work in a
 a n c ar n v pro
 steel manner. If the man shall have accomplished his
 n pr n c n v pro n n
 work by midsummer. If James has lost his money, Jack
 v pro n pa pr n
 will recover it. Henry, having graduated at college, will
 v pr ar n pr n c pro n v c
 enter upon the study of divinity, if his health admit. If
 ro n v pr n pro pro v c v
 our friend be in trouble, we, whom he knows and loves,
 v pro c pro v pr n c ad
 will console him. If we contend about trifles, and violently
 v pro n pro v ad a n c
 maintain our opinions, we shall gain but few friends. If
 n v pro n pro v pro n c
 carelessness flatter our vanity, it multiplies our dangers. If
 ro v pr pro v c ar a n
 we look around us, we shall perceive, that the whole universe
 a pr a n c pro v pro c i ad pa
 is full of active powers. If thou art he—but oh! how fallen!
 n pro v a c pro v ar n pr pro pro
 gentlemen, you are mistaken, if I be the person to whom you
 v c pro v ad ar n pr n
 allude. If we possess not the power of self-government,
 ro v ar n pr a a n
 we shall be the prey of every evil propensity. Having
 pa pro n pro v pr a n c n
 resigned his office, he retired to private life, if history
 v n c n v ad n n v
 speak truth. If youth be trifled away, manhood will be
 a c a n a c pr a a
 contemptible, and old age, miserable. If, from any internal
 n ar n n nr n v ad pro v

ARTICLE.

An **ARTICLE** is a word placed before nouns to limit their signification.
 The *indefinite article* limits the noun to one of a kind, but, generally, to no particular one.
 The *definite article* limits the noun to one or more particular objects. There are two articles, *a* or *an*.
A or *an* is called the *indefinite article*—*the* is called the *definite*.

NOUN.

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.

The *masculine gender* denotes males.

The *feminine gender* denotes females.

The *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 *s* to a noun with an *s*;

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

PRONOUN.

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

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 it denotes action which is limited to the subject.

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, number, or person.

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

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, and noun.

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 tense.

ADVERB.

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

PREPOSITION.

A **PREPOSITION** is a word which serves to connect words, and show the relation between them.

CONJUNCTION.

GREENLEAF'S IMPROVED GRAMMAR.

DECLENSION OF NOUNS.

<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;"><i>Sing.</i></td> <td style="width: 50%; text-align: center;"><i>Plu.</i></td> </tr> <tr> <td><i>Nom.</i> king</td> <td><i>Nom.</i> kings</td> </tr> <tr> <td><i>Poss.</i> king's</td> <td><i>Poss.</i> kings'</td> </tr> <tr> <td><i>Obj.</i> king</td> <td><i>Obj.</i> kings.</td> </tr> </table>	<i>Sing.</i>	<i>Plu.</i>	<i>Nom.</i> king	<i>Nom.</i> kings	<i>Poss.</i> king's	<i>Poss.</i> kings'	<i>Obj.</i> king	<i>Obj.</i> kings.	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;"><i>Sing.</i></td> <td style="width: 50%; text-align: center;"><i>Plu.</i></td> </tr> <tr> <td><i>Nom.</i> man</td> <td><i>Nom.</i> men</td> </tr> <tr> <td><i>Poss.</i> man's</td> <td><i>Poss.</i> men's</td> </tr> <tr> <td><i>Obj.</i> man</td> <td><i>Obj.</i> men.</td> </tr> </table>	<i>Sing.</i>	<i>Plu.</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.
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<i>Obj.</i> man	<i>Obj.</i> men.																

DECLENSION OF THE PERSONAL PRONOUNS.

FIRST PERSON.	SECOND PERSON.	THIRD PERSON.	THIRD PERSON.	THIRD PERSON.
<i>Sing.</i>	<i>Sing.</i>	<i>Sing.</i>	<i>Sing.</i>	<i>Sing.</i>
<i>Nom.</i> I,	<i>Nom.</i> thou,	<i>Nom.</i> he,	<i>Nom.</i> she,	<i>Nom.</i> it,
<i>Poss.</i> my or mine,	<i>Poss.</i> thy or thine,	<i>Poss.</i> his,	<i>Poss.</i> her or hers,	<i>Poss.</i> its,
<i>Obj.</i> me.	<i>Obj.</i> thee.	<i>Obj.</i> him.	<i>Obj.</i> her.	<i>Obj.</i> it.
<i>Plu.</i>	<i>Plu.</i>	<i>Plu.</i>	<i>Plu.</i>	<i>Plu.</i>
<i>Nom.</i> we,	<i>Nom.</i> ye or you,	<i>Nom.</i> they,	<i>Nom.</i> they,	<i>Nom.</i> they,
<i>Poss.</i> our or ours,	<i>Poss.</i> your or yours,	<i>Poss.</i> their or theirs.	<i>Poss.</i> their or theirs,	<i>Poss.</i> their or theirs,
<i>Obj.</i> us.	<i>Obj.</i> you.	<i>Obj.</i> them.	<i>Obj.</i> them.	<i>Obj.</i> them.

DECLENSION OF THE RELATIVE PRONOUNS.

<i>Nom.</i> who,	<i>Singular and Plural.</i>	<i>Obj.</i> whom.
<i>Nom.</i> whoever,	<i>Poss.</i> whose,	<i>Obj.</i> whomsoever.
<i>Nom.</i> whosoever,	<i>Poss.</i> whosever,	<i>Obj.</i> whomsoever.
	<i>Poss.</i> whosoever,	

COMPARISON OF ADJECTIVES.

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
wise,	wiser,	wisest.
great,	greater,	greatest.
virtuous,	more virtuous,	most virtuous.
amiable,	less amiable,	least amiable.
good,	better,	best.
bad,	worse,	worst.
little,	less or lesser,	least.
much or many,	more,	most.
near,	nearer,	nearest or next.
late,	later,	latest or last.
far,	farther,	farthest.

A LIST OF THE PRONOMINAL ADJECTIVES.

One, other, another, each, every, either, neither, this, that, these, those, all, any, both, same, such, some, former, latter, none. Of these, *one* and *other* are declined the same as nouns. *Another* is declined, but admits 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, for¹ 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 auxiliaries, are *may, can, must, might, could, would, should, and shall.* Those which are sometimes auxiliaries, and sometimes principal verbs, are *do, be, have, and will.*

A LIST OF THE PRINCIPAL ADVERBS.

1. Of *number.* Once, twice, thrice, &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, hence, thence, whithersoever, &c.
4. Of *time.*
Of time present. Now, to-day, &c.
Of time past. Already, before, lately, yesterday, heretofore, hitherto, long since, long ago, &c.
Of time to come. To-morrow, not yet, hereafter, henceforth, henceforward, by and by, instantly, presently, immediately, straightways, &c.
Of time indefinite. Oft, often, oft times, oftentimes, sometimes, soon, seldom, daily, weekly, monthly, yearly, always, when, then, ever, never, again, &c.
5. Of *quantity.* Much, little, sufficiently, how much, how great, enough, abundantly, &c.
6. 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* to an adjective or participle, or changing *le* into *ly*; as, bad, badly; cheerful, cheerfully; ably, ably; admirable, admirably.
7. Of *doubt.* Perhaps, peradventure, possibly, perchance.
8. Of *affirmation.* Verily, truly, undoubtedly, doubtless, certainly, yea, yes, surely, indeed, really, &c.
9. Of *negation.* Nay, no, not, by no means, not at all, in no wise, &c.
10. Of *interrogation.* How, why, wherefore, whether, &c.
11. Of *comparison.* More, most, better, best, worse, worst, less, least, very, almost, little, alike, &c.

PARSING LESSON III.

May, can, must, might, could, would, should, are signs of potential mood.

n v ad a c ad pro

Charles is not insincere; and therefore, we may
 pro v ad n pro v ad pro
 It must be so; Plato, thou reasonest well. We
 v ar n pr n pro v pro
 accomplish the business in time. It was my dir
 v n v a c pro v
 should submit. Amanda was ill, but I thought
 v pro a pr n v ar
 live. Can we, untouched by gratitude, view the
 pr n pro ar a n v pr
 of good, which the Almighty hand bestows around
 v ar n pr n pro
 can resist the allurements of vice. I may have misu
 pro ar n v ar n a
 him. The man might have finished the work soon.
 ad v pro ad pro v pro a
 could not have done it better. I gave him good a
 pro ad v pr pro pro
 he would not hearken to it. They might have been
 ar n pro ad v pr n
 The man, who is faithfully attached to religion, may
 ad pr a n a n n
 on with humble confidence. This author's sentim
 v pr pro n n pro
 be mistaken by his critic. Thousands, whom inde
 v pr a n v
 sunk into contemptible obscurity, might have com
 pr n c n c n ad
 to usefulness and honor, if idleness had not frus
 n pr a pro n pro v pa
 effects of all their powers. We may rest assure
 ar a n pr n pro v c v
 the steady pursuit of virtue, we shall obtain and enjo
 n v ar n c n
 physician may administer the medicine, but Provide
 v pro pa pro pr a
 can bless it. Having exposed himself in different
 v pro n ar n n
 may have lost his health. The scholar's diligence
 v ar n n pro pa a a
 cure the tutor's approbation. She being absent, th
 v ad pr a
 was attended to by others.

PARSING LESSON IV.

To is the sign of infinitive mood.

pr pro n pro v n v c

In our travels we saw much to approve, and
 v pro v a v ar
 condemn. It is delightful to contemplate the g
 n pro v ar n pro v ar n
 Providence. I am the person who owns a fault
 c pro v v pro pro v
 and who disdains to conceal it. He was know
 v pro ar a n v a v n
 loved her. A good man is unwilling to give pain
 n ar a n a n v v pr
 beast. The good parent's greatest joy is to see hi
 a c a a pro pro ad ad v
 wise and virtuous. Whom can we so justly lov
 pro v v pro a c a
 who have endeavored to make us wise and haj
 v ad v pro n pr n p
 dare not leave our studies without permission. O
 c n v ar n pro pro v pr ar
 and teachers are the persons whom we ought in a
 n v pro v ad v n
 manner to respect. We need not urge Charles to
 pro v v pro v v v
 he loves to do it. To have been admired, availed
 pro pa a v ar n
 They being willing to improve, the study was
 a n v pro v
 agreeable. Compassion prompted us to relieve
 n ar a n ad a c a

PARSING LESSON V.

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

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 unfairness be found. Guard! Drag here the Spanish prisoner, Alonzo! 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 immoderate mirth of others, ever betray you into profane sallies. Beware of those rash and dangerous connexions which afterwards may load you with dishonor. 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 them. Leave me, take off his chains and use him well. No more! unbind that trembling wretch; let him depart; it is well he should report the mercies which we show to insolent defiance. Hark! our troops are moving. Follow me, friends. Art thou a parent? Teach thy children obedience. Art thou a son or a daughter? Obey thy parents, be grateful to them; think of a mother's tenderness, and a father's care. This book is Peter's and that is Eliza's; but his is better than hers. Each of the apples is tart; yours is better than his or hers, but mine is better than either.

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 slow answers. David killed Goliath with a stone from his sling. Moses note the rock in the wilderness with his rod. Girls wear large bonnets in winter. Stars give mild light in autumn. A man's manners frequently influence his fortune. Idleness will clothe a man with rags.—Good looks buy nothing in market. Joab took Amasa by the beard, and smote him with his sword under the fifth rib. Great fires may be kindled with small coals. If once a man fall, all will tread on him. Elizabeth, 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 ways to the wood than one. Boys, study your les-

PARSING LESSON VII.

Obidah, the son of Abensina, 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 his senses 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 wherever he appeared, the benedictions of the people proclaimed his passage.

Terrestrial happiness is of short continuance. The brightness of the flame is wasting its fuel; and 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 hands; and agility from his feet. He gave back to the califf 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 visitants, 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 docility.—"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 ruffling tempest blows.
Now every passion sinks to rest,
The throbbing heart lies still;
And varying schemes of life no more
Distract the lab'ring will.

Extract.

The trembling grove confess'd its fright,

Triumphant to the goal return
With nobler thirst his bosom burn
And now along th' indented plain
The self same track he marks again
Pursues with care the nice design
Nor ever deviates from the line.
Amazement seiz'd the circling crowd
The youths with emulation glow
Ev'n bearded sages hail'd the bold
And all but Plato gaz'd with joy

PARSING LESSON IX.

Remote from cities lived a swain,
Unvex'd with all the cares of gain
His head was silver'd o'er with age
And long experience made him sage
In summer's heat and winter's cold
He fed his flock and penn'd the fold
His hours in cheerful labor flew,
Nor envy nor ambition knew;
His wisdom and his honest fame
Through all the country rais'd his name

A deep philosopher (whose rules
Of moral life were drawn from schools
The shepherd's homely cottage saw
And thus explor'd his reach of thought

"Whence is thy learning? Hath
O'er books consum'd the midnight
Hast thou old Greece and Rome seen?
And the vast sense of Plato weigh?
Hath Socrates thy soul refin'd?
And hast thou fathom'd Tully's mind?
Or, like the wise Ulysses, thrown,
By various fates, on realms unknown
Hast thou through many cities strayed
Their customs, laws, and manners viewed

The shepherd modestly reply'd,
"I ne'er the paths of learning try'd
Nor have I roam'd in foreign parts,
To read mankind, their laws and arts
For man is practis'd in disguise,
He cheats the most discerning eyes

PARAPHRASE ON THE TWENTY-THIRD

The Lord my pasture shall prepare
And feed me with a shepherd's care
His presence shall my wants supply
And guard me with a watchful eye
My noon-day walks he shall attend
And all my midnight hours defend
When in the sultry glebe I faint
Or on the thirsty mountains pant
To fertile vales, and dewy meads
My weary wand'ring steps he leads
Where peaceful rivers, soft and slow
Amid the verdant landscape flow
Tho' in the paths of Death I tread
With gloomy horrors overspread
My steadfast heart shall fear no foe
For thou, O, Lord, art with me

GREENLEAF'S IMPROVED GRAMMAR.

few examples in which the same word, differently situated or applied, becomes different parts of speech

mp air is injurious to health.
It sheds a *damp* upon our sprightliest hours.
no disappointment *damp* your enterprise.
ry being loves its *like*.
gospel makes *like* promises to all.
e to see every human being happy.
should acquit yourselves *like* men.
se *that* would excel, must be attentive.
sh *that that* idea might be forcibly impressed.
sh *that* he would lend me *that* book *that* you sold him.
ll submit, *for* submission brings peace.
for our health to be temperate.
all *hope* to be happy hereafter.
e is the last thing that dies in man.
r a *calm*, we may expect a storm.
easier to prevent passion than to *calm* it.
ilm evening often succeeds a stormy day.
waters are commonly the deepest.
should endeavor to *still* the angry passions.
y are *still* afraid, though out of all danger.
y returned *before* we expected them.
rode *before* her brother on a horse.
rovided money for his journey.
ll go, *provided* he will accompany me.
much more blessed to give, than to receive.
h money has been expended to little purpose.
re *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.
as served them with his *utmost* ability.
n we do our *utmost*, no more is required.
le things appear great to *little* minds.
le do the gay think of the misery around them.
scholars are employed in a very useful *study*.
industrious scholars *study* grammar.
orrow may be better weather than *to-day*.
d *to-day*, but I shall write *to-morrow*.
l what is dictated by Infinite Wisdom.
vate your *mind*; it will render old age happy.
Bentley.

GRATITUDE.

hen all thy mercies, O my God,
My rising soul surveys;
ansported with the view, I'm lost
In wonder, love, and praise.
ow shall words with equal warmth,
The gratitude declare;
at glows within my ravish'd heart,
But thou canst read it there.
y providence my life sustain'd,
And all my wants redress'd,
hen I in embryo did lay;

RULE 1. The subject of the verb must always be in the nominative case.

RULE 2. The verb must agree with its nominative in number and person.

RULE 3. Pronouns must agree with their antecedents, or the nouns they represent, in gender and number.

RULE 4. Active verbs, active participles, and prepositions govern the objective case.

RULE 5. Two or more nouns, signifying the same thing, are put, by apposition, in the same case.

RULE 6. When an address is made to a person, the noun or pronoun is put in the nominative case independent.

RULE 7. A noun or pronoun, joined with a participle, and standing independent of the rest of the sentence, is in the nominative case independent.

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 snares 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,
Reviv'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.

Addison

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 surprise
New distant scenes of endless science rise.
So, pleas'd at first, the tow'ring Alps we try,
Mount o'er the vale, and seem to tread the top

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.

There are in English, ten sorts of words, or, as they are commonly called, parts of speech, namely; the *Article*, *Noun*, *Pronoun*, *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*, *London*, *house*, *virtue*. Nouns are of two kinds, common and proper. *Common nouns* are the names of whole sorts or species; as, *man*, *horse*, *tree*. *Proper nouns* are the names of individuals; as, *Thomas*, *Jane*, *Boston*. To nouns belong 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; as, *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. Nouns have two persons, the second and third; but pronouns have three.

NUMBER is the distinction of one from many. Nouns have two numbers, the singular and plural. The *singular number* denotes but 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 case* 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 formed by adding *s* to a noun with an apostrophe; thus, *John's* book. When the noun ends in *s* the apostrophe only is added; as, on *eagles'* wings. The *objective case* is the object on which the action of a verb or participle terminates, or the object of a preposition; as, *Peter* struck *Joseph*; they live in *Paris*. It generally comes after the verb.

PRONOUN.

A **PRONOUN** is a word used instead of a noun, to avoid the too frequent repetition of the same word; as, *Dick* is idle, and *he* must be punished. There are two kinds of 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, and led the antecedent; as, the boy *who* studies. They are *who*, *whose*, *whom*, *which*,

regular, irregular, and defective. An *active verb* denotes action or energy terminates on some object; as, the dog *bit* Thomas. A *passive verb* denotes received, or endured, by the person or thing which is the nominative; as, *was kicked* by a horse. It is formed by adding the perfect participle of the verb to the verb *be* through all its various changes of number, person, and tense. A *neuter verb* denotes simple being or existence, or it denotes action limited to the subject; as, *I am*, *he stands*, the fish *swims*. *Regular verbs* are those whose imperfect tense and perfect participle end in *ed*; as, *loved*, *wrote*, *written*. All monosyllables are irregulars, unless compounded. *Verbs* are those which are used only in some of their moods and tenses; as, *quoth*, &c. To verbs belong mood, tense, number, and person.

MOOD is the manner of representing action or being. There are five, viz: the Indicative, Subjunctive, Potential, Infinitive, and Imperative. The *indicative mood* simply indicates or declares a thing, or asks a question; as, *I learn*. The *subjunctive mood* expresses action or being in a doubtful or conditional manner; as, *if I learn*. The *potential mood* declares the power, liberty, possibility, or action of being; as, *I may, can, or must learn*. The *infinitive mood* expresses action in a general and unlimited manner, having no nominative, consequent number nor person; as, *I should like to learn*. The *imperative mood* commands, exhorts, or entreats; as, *learn, learn thou, or do thou learn*.

TENSE is the division of time. There are six tenses, viz: the Present, Perfect, Pluperfect, First Future, and Second Future. The *present tense* denotes present time; as, *I write*. The *imperfect tense* denotes past time, distant; as, *I wrote* yesterday. The *perfect tense* denotes past time, but veils an allusion to the present; as, *I have written* to-day. The *pluperfect tense* denotes past time, but as prior to some other past time specified; as, *I had written* before the messenger arrived. The *first future tense* denotes future time; as, *write* to-morrow. The *second future tense* denotes future time, but as prior to other future time specified; as, *I shall have written* before the post arrives.

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*. Participle is 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 tense; as, *loved*. Participles, like verbs, have an active, passive, and neuter signification.

ADVERB.

An **ADVERB** is a word generally used to qualify or modify the sense of a verb, adjective, and noun; as, the man fought *bravely*; the birds fly *swiftly*. It sometimes qualifies prepositions, and other adverbs; as, *studying diligently*, she committed her errors; *extremely* cold weather; he learns *very* rapidly. Some adverbs admit of

GREENLEAF'S IMPROVED GRAMMAR.

THE KEY, OR FALSE GRAMMAR CORRECTED.

ACCORDING TO RULE 1.

that is virtuous deserves esteem. 2. *They* that oppress the poor, to in-
eir 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.

ty 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
the pond *make* a great noise. 5. The number of oysters *increases*. 6. 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*
diligent in attending to thy studies. 10. *Were* you at church yesterday?
ere are Eliza's shoes? 12. How *do* the children behave. 13. *Were* the
re yesterday? 14. Where *have* the scholars all gone? 15. Where *were*
t week? 16. Several places in the road *want* repairing—we *were* all very
rightened yesterday. 17. The rules of the school *were* very strict. 18.
houldst love thy neighbor as thyself. 19. *Thou* hearest the sound of the
ut canst not 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
ay, live in Boston. 3. O! thou, who *rulest* on high, and who *hatest* iniquity.
book of poems, which *was* sent me yesterday, is very elegant. 5. He that
his passions is better than he that *taketh* a city. 6. Let every person mind
business. 7. Every tree is known by *its* fruit. 8. Rebecca took goodly
t which was with her in the house, and put it on Jacob. 9. No one speaks
himself. 10. 'Take handfuls of ashes of the furnace, and let Moses sprinkle
wards the heaven,' &c. 11. An orator's tongue should be agreeable to the
his auditors. 12. Every girl shall be rewarded according to *her* merits. 13.
d a person say, that *he* or *she* thought you handsome. 14. Every person,
ver be *his* station, should attend to the duties of morality and religion. 15.
a wise man *who* speaks little. 16. They *who* seek wisdom will certainly find
17. "Our Father *who* art in heaven." 18. These are beasts of prey, *which* we
imes hunt, and by *which* we are sometimes hunted.

ACCORDING TO RULE 4.

Him and *them* we know, but who art thou? 2. He invited my brother and *me*
his garden. 3. The master loves *thee*, because thou art diligent. 4. *Whom*
u see? 5. *Whom* do you love? 6. *Whom* did he strike? 7. *Whom* is he
ing? 8. *Whom* did she marry? 9. *Whom* did you tell? 10. I thank *you*, sir.
esteem him and her and *them*. 12. *Whom* did they entertain so freely? 13.
who committed the offence, thou shouldst correct, not *me* who am innocent.—
Whom shall we send to the legislature? 15. Suspecting not only *us*, but *them*
he was studious to avoid all intercourse. 16. You are displeased with me for
mishing *you*. 17. From *him* that is needy and afflicted, turn not away. 18.
ent for you and *me*. 19. *Whom* does he study with? 20. *Whom* did you walk
? 21. *Whom* did you ride with? 22. *Whom* did you sit with? 23. *Whom* did
give it to? 24. *Whom* shall we send for? 25. *Whom* does she live with? 26.
m are you talking about? 27. *Whom* shall you vote for? 28. *Whom* are you
ng to? 29. *Whom* did you receive the news from? 30. Does that boy know
n he is speaking to? 31. What concord can subsist between those who com-
rimes, and those who abhor them? 32. From the character of those persons
n you associate with, your own will be established.

ACCORDING TO RULE 5.

I gave the book to James my cousin, *him* who was here yesterday. 2. Augus-
the Roman Emperor, *he* who succeeded Julius Cesar, is variously described. 3.
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
uainted with Clarissa the milliner, *her* whom we met in our walks this morning?
It was not *I* that made the noise. 7. *Thou* art *he* who sold the books. 8. *I* be-
ve it to be *them*. 9. *I* took it to be *him*. 10. It could not have been *she*. 11. It
ght have been *he*, but there is no proof of it. 12. *Whom* do you think me to be?
Who do men say that *I* am? 14. Let *him* be *whom* he may, *I* am not afraid of
n.

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. O! *thou*, who
habitest eternity.

ACCORDING TO RULE 10.

1. The committee *were* divided in *their* sentiments, and *they have* referred the
siness to the general meeting. 2. The family *were* all well yesterday. 3. *W*
the nation *complains*, the people should listen to *its* voice. 4. The flock, and
the fleece, *is*, or ought to be, the *object* of the shepherd's care.

ACCORDING TO RULE 11.

1. Sobriety and humility *lead* to honor. 2. Time and tide *wait* for no man. 3.
fool and his money *are* soon parted. 4. Coffee and sugar *are* imported from
West-Indies, and great quantities of *them* are used every year. 5. Peter and *J*
were here yesterday. 6. *Have* Mary and Charles returned? 7. Where *have* *B*
and his wife been? 8. *Are* Mr. Shaw and his wife at home? 9. *Were* Sam
Ben at church yesterday? 10. Where *are* Harriet and Eliza? 11. Idleness
ignorance are the *parents* of many vices. 12. Pride and revéngé *are* hateful to
and man. 13. Humility and love *constitute* the essence of true religion. 14.
tience and diligence, like faith, *remove* mountains.

ACCORDING TO RULE 12.

1. Man's happiness or misery *is*, in a great measure, put into his own hands
Neither he nor she *was* at home. 3. Ignorance or negligence *has been*
cause of this mistake. 4. Neither Helen nor Julia *is* the *lady* whom we saw
devotion. 5. Knowledge or virtue *is* preferable to riches; strive, therefore, in
life to attain *it*. 6. Neither wisdom nor wealth *is* to be obtained by idle wish
7. Neither he nor they *were* present. 8. *Have* the maps or the globe been in
by the accident? 9. Neither the captain nor the sailors *were* saved.

ACCORDING TO RULE 13.

1. Jane speaks very *correctly*. 2. Ann sings *delightfully*. 3. We have
agreeably to promise. 4. The weather *is remarkably* fine. 5. He speaks *ven-*
ently, but does not reason coherently. 6. He conducted himself very *unsuit-*
ably his profession. 7. Drink *heartily*, sir. 8. Alas! they are *miserably* poor. 9
was exceedingly careful not to give offence. 10. You read that very *well*. 11
rose smells sweet. 12. The heavenly bodies are *perpetually* in motion. 13
have been kindly treated. 14. I hope you will conclude not to *go*. 15. We
faithfully to *improve* our precious time.

ACCORDING TO RULE 14.

1. Instead of improving yourselves, you have been playing *these two* hou
We do not approve of *this* kind of practices. 3. Please to give me *those* sc
4. *That* sort of favors did real injury under the appearance of friendship. 5.
to hand me *those* tongs. 6. Give me one of *those* apples. 7. *If those* book
mine, I would have them re-bound. 8. See *those* birds on the tree. 9. *I*
those paintings yonder exceedingly, especially, *that* to the right.

ACCORDING TO RULE 15.

1. Of two evils, let us choose the *lesser*. 2. He is the *stronger* of the t
James is the *taller* of the two brothers, although Henry is the *older*. 4. *G*
silver are both precious metals, but the former is by far the *more valuable*. 5
is the *better* girl of the two. 6. Which of those three kites is the *highest*? 7.
uel and Thomas are both studying grammar; but as the latter is the *more*
he will probably obtain a knowledge of it the *sooner*. 8. His parents fre
visited him, but his mother much the *oftener*.

ACCORDING TO RULE 16.

1. *I* shall walk out to-day, unless it *rain*. 2. If Jane *study* well, she will
her lesson. 3. If the child *cry* you must rock the cradle. 4. If the dog *bite*
whip him. 5. If the bird *fly*. 6. If the horse *kick*. 7. If the cat *scratch*
George go to Boston. 9. If my friend *be* in town. 10. If he *be* a good b
If *I be* in fault. 12. Unless thou *be* honest. 13. If Sam *have* a watch. 14.
he come. 15. Except he *repent*. 16. If she *were* in fault. 17. If Peter *w*
we would play ball. 18. *Were* I to enumerate all her virtues, it would b
flattery. 19. Though the fact is extraordinary, it certainly did happen.

ACCORDING TO RULE 17.

1. Thomas has *fallen* from the tree and *broken* his arm. 2. *I* have *writ-*
ter to send to the post office. 3. Jack has *driven* his horse fifty miles to-d
have *eaten* quite heartily. 5. *I* have *drunk* a glass of water. 6. *I* have *s*
truth. 7. *I began* my school yesterday. 8. He would not have *gone*, i
known it. 9. Dick has *frozen* his ears. 10. The house was *shaken* by the
of the storm. 11. Harriet has *woven* twenty yards of cloth to-day. 12.
has flown from the tree. 13. He has *drunk* no spirits these two years. 14.
written and read much on the subject. 15. The following toasts were *dr*
late celebration.

GREENLEAF'S IMPROVED GRAMMAR.

ACCORDING TO RULE 20.

found my friend in much better circumstances than I expected to find him. tended to write by the last mail. 3. George expected to receive an answer. 4. The prisoner was acquitted, although he was supposed to have been indicted in the plot for which he was indicted.

ACCORDING TO RULE 21.

By the exercising of our judgment, it is improved. 2. By the observing of the world with command esteem. 3. This was a betraying of the trust reposed in me. 4. A person cannot be wise or good without the taking of pains for it. 5. Learning of languages is very difficult.

ACCORDING TO RULE 22.

envy nobody, or I do not envy any one. 2. I think I cannot help him any. 3. Death spareth none. 4. I cannot by any means allow him that privilege.

ACCORDING TO RULE 23.

This writing is not so good as that. 2. The place is not so pleasant as we expected. 3. Ben is not so tall as Cyp. 4. She is not so old as her husband. 5. So-and-so does not behave so well as Mary. 6. Pompey was not so great a general as Caesar, nor so great a man. 7. He is more beloved than Cynthia, but not so much as she. 8. Sincerity is as valuable as knowledge, and even more so.

ACCORDING TO RULE 24.

I never saw so tall a man. 2. Did you ever see so beautiful trees? 3. He is so extravagant a young man, that he spent his whole patrimony in a few years. 4. I never saw so large potatoes. 5. I never knew so quarrelsome a fellow.

ACCORDING TO RULE 25.

How wretched me, how ungrateful. 2. Oh! happy they, surrounded with so many friends. 3. How swiftly our time passes away, and ah! us, how little concerned we are to prove it. 4. Alas! he, where is he now? 5. Welcome thou, joyous spring!

ACCORDING TO RULE 26.

The inquisitive are generally talkative. 2. The generous never recount, mention, or relate the actions they have done.

ACCORDING TO RULE 27.

Let him that wishes to be great, pay diligent attention to his study. 2. Who entertains such an opinion, judges erroneously.

ACCORDING TO RULE 28.

To live soberly, righteously, and piously, is required of all men. 2. To consent 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.

Each day and hour of our lives brings new expressions of the divine munificence. 2. Every star and planet that adorns the firmament, declares the glory of God. 3. You may take any one of the three books.

ACCORDING TO RULE 31.

I do not doubt but that he did it for the best. 2. I do not care whether he succeeds or not. 3. Whether I shall come or not, is altogether uncertain.

ACCORDING TO RULE 32.

He or I am going to college. 2. I or thou hast been greatly in fault.

ACCORDING TO RULE 33.

Many words darken speech. 2. Ignatius who was Bishop of Antioch, came to the apostles. 3. John Baxter's book.

ACCORDING TO RULE 34.

His engagements were such as would not admit of his absence. 2. We should not hold such persons as oppose the truth. 3. The Amazon, which is the largest river in the world, is in South America. 4. Martha said that Mary had injured her own ear; or, Martha said that her friend had been injured by Mary. 5. The love of sin, which is the root of all evil, is a prevailing sin.

ACCORDING TO RULE 35.

The moon shines bright. 2. How sweet the hay smells. 3. The fields look very pleasant.

ACCORDING TO RULE 36.

Amanda lost a shawl and a pair of new gloves. 2. This is a piece of fine cloth. 3. Here is a barrel of superfine flour, a firkin of sweet butter, and a hamper of fresh eggs. 4. The last two are a present. 5. Seneca is a mangled old man.

8. Sing the first four verses. 9. I never had a worse pen. 10. Virtue is the good of man. 11. He is the most prudent man in town. 12. This is the most useful book I ever read. 13. He is the chief among ten thousand.

ACCORDING TO RULE 37.

1. Joseph is six feet and four inches high. 2. I sold my horse for one hundred pounds in cash.

ACCORDING TO RULE 38.

1. We left that place, at five, and arrived at New York about six in the evening. 2. We set out from that place in the morning, and are to go from this place in the evening. 3. Edward showed me a letter in which the account was given at length. 4. He said that I had injured him, and that he was determined to have satisfaction.

ACCORDING TO RULE 39.

1. They all went to church but him. 2. They all behaved well but him at home. 3. He gave all a present but us. 4. Divide the money equally among the brothers.

ACCORDING TO RULE 40.

1. We have within us an intelligent principle, distinct from the body and the passions. 2. An humble Christian. 3. Reason was given to man for the control of his passions.

ACCORDING TO RULE 41.

1. My father, mother and uncle's advice. 2. The silk was purchased at the mercer and haberdasher. 3. This measure gained the king's as well as the people's approbation. 4. The government of the world is not left to chance. 5. The house belongs to the partner of my wife's brother. 6. The extent of the king's prerogative is sufficiently ascertained. 7. This picture of the king does not much resemble him. 8. These pictures of Napoleon's were sent from Italy. 9. This is the eldest son of the king of England, or the king of France's eldest son. 10. They implicitly obeyed the imperious mandates of the king, as they called him.

ACCORDING TO RULE 42.

1. Between you and me there is some disparity of years. 2. If he possess common capacity to learn, and be a good reader, he will soon acquire a considerable knowledge of grammar.

ACCORDING TO RULE 43.

1. I saw my old friend Warren yesterday. 2. There was no water, and I was thirsty. 3. We can fully confide in none but the truly good. 4. Many have been fitted by good advice. 5. I have no occasion for his services. 6. Her sobriety is a derogation from her understanding. 7. The error was occasioned by confusion with earnest entreaty. 8. This is a principle in unison with our nature. 9. I should entertain no prejudice against simple and rustick persons. 10. I met my friend last week, but have yet received no answer. 11. He is a person who has been remembered these many years. 12. I have been in London a year, and the king last summer. 13. After we had visited the city, we returned, contented, to our peaceful habitation. 14. To-morrow will be Friday. 15. I will be the time for holding the annual meeting. 16. "Dismiss us from your service, after we shall have again sung to thy praise." 17. John will have enough wages, when his service is completed. 18. I purpose to go to New York next week, and after I shall have finished there, to proceed to the southern states. And he that had been dead sat up, and began to speak. 20. His sea-sickness so great, that I often feared he would die, before our arrival. 21. I very much desire, that I may be more watchful in future. 22. The work has received several alterations and additions. 23. The first proposal was essentially different from the second, and inferior to it. 24. Neither has he, nor have any other persons, been so much dissimulation. 25. The intentions of some of these philosophers of many, might have been, and probably were good. 26. "The Lord gave, and the Lord hath taken away." 27. If there is an honest man in the world, Charles is not. 28. Sweet apples are said to be as good for swine as potatoes, and even better for man. If thou sincerely desire, and earnestly pursue virtue, she will assuredly befriend thee. 30. Be that as it may, he cannot justify his conduct. 31. I know whose hair was gray before he was eighteen. 32. A flight or set of stairs is to be blamed or is blameable. 34. He was born and bred in Troy. 35. Come down stairs. 36. He must or shall learn. 37. He meant to go. 38. He teaches him. 39. He took more than half. 40. He thinks just as she does. 41. I have done. 42. You may as well go. 43. I will not go unless you do. 44. The reason is that. 45. They went on an evening. 46. We shall have fair weather. 47. The vessel has arrived. 48. I believe it was. 49. This is a very healthy country. 50. Apples are very plentiful this year. 51. I mistake. 52. I saw the foundation of which is a solid rock. 53. The broad and narrow way are before us; that leads to misery, and this to happiness. 54. Are you sick? You ought to go. 56. These are very cheap goods. 57. Those houses, in square, are my brother's. 58. You need not do it. 59. Let's or let us go home. In religious concerns, or what are considered to be such, every man must fall according to the decision of the great Judge.

GREENLEAF'S IMPROVED GRAMMAR.

A P P E N D I X .

NOTES TO SYNTAX.

NOTE 1. 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 dative, and governed by the next active verb or participle that follows it; (unless preceded by a preposition) as, The trees *which* I planted. N. B. When there are antecedents 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 first, though usage may sometimes offer a preference; as, I am a man who *mind* my own business; or, I am a man who *minds* his own business. But when one of the antecedents 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 *advises* you well.

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

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

NOTE 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 participles, in the phrases *a* coming, *a* going, *a* walking, *a* hunting, &c. and before *s*, as *a* bed, *a* board, *a* shore, &c. is generally supposed to be a contraction of *at*.

NOTE 5. Nouns of number, weight, and measure, stand without a governing verb; as, An army, twenty *thousand* strong, invaded the country; they built a wall *eight* 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, *there needs* none.

NOTE 6. *A verb in the infinitive mood may be governed by a verb, noun, adjective, or participle; as, He *loves* to study—has an *opportunity* to study; is *apt* to study, and is *endeavoring* to learn. N. B. *Than* and *as*, and other indeclinable particles, sometimes appear to govern the infinitive mood; as, Nothing makes a man *act* much, *more than* to know little; an object so high *as* to be invisible.

NOTE 7. A verb in the infinitive mood absolute, stands independent of the governing part of the sentence; as, *To confess* the truth, I was in fault.

NOTE 8. Participles, like verbs, relate to nouns or pronouns; as, I saw a man *ringing* in the field. They sometimes agree with a sentence, or part of a sentence; *According* to history, Alexander conquered the Persians. But, frequently, they do not 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.

NOTE 9. Adverbs qualify verbs, participles, adjectives, and other adverbs; as, He spoke *eloquently*; Having lived *prudently*, he became rich; She is *unaffectedly* kind; She writes *very* correctly. No exact rule can be given for the placing of adverbs, 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 chiefly regarded. When two auxiliaries are used the adverb is usually placed after the second; as, We have been *kindly* treated. The adverb *there* is sometimes used as an *expletive* or as a word that adds nothing to the sense; as, *There* is a door on the door.

NOTE 10. Articles and adjectives belong to nouns, which they qualify or define; as, *Wise* men; *a* King; *this* book. Adjectives sometimes belong to verbs in the infinitive mood, a sentence, or part of a sentence; as, To see is *pleasant*; To be *unfortunate*. When nouns are taken in their most extensive signification, they do not admit articles before them; as, *Dogs* are faithful; *Horses* are useful; *God* is the Lord of creation. Proper nouns seldom admit articles before them; as, *John* is 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 in the case of a personal pronoun) 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, 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 first is used adverbially; as, He came *down* from the mountain. In English many prepositions are sometimes used in an active, and sometimes in a neuter, signification—transitive, or intransitive; determining of which kind they are; as, I *wrote* a letter; *He* writes very fast. A passive verb will always admit *by* or *with* after it, and make the agent of the action; as, The letter was written *by* me. The natural division of *time* or *tense* is into three parts—the *present*, *past* and *future*. The *present* is divided into the *present*, *past* and *future*. 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GREENLEAF'S IMPROVED GRAMMAR.

PUNCTUATION.

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

na, denotes a pause of one syllable—a *Semicolon*; two—a *Colon*: three—
four.* An *Interrogation* point ? shows where a question is asked; as,
you see? An *Exclamation* point ! is a mark of wonder, or surprise; as,
ly of sinners.

ash — marks a break in the sentence, or an abrupt turn; as, If thou art
oh! how fallen.

Antithesis () includes words, not necessary to make sense, and should be
ker, and in a weaker tone of voice; as, "Know then this truth, (enough
o know) Virtue alone, is happiness below."

ts or *Hooks* [] include words that serve to explain a foregoing word or
; as, This event [the burning of Rome] occurred during the reign of Nero.
aret ^ shows where to bring in what was omitted, in the line, through

my
&c.; as, This is my book.

typhen - is chiefly used to join the parts of a word together, that are writ-
ten partly in one line, and partly in another, as, We are com-
o love our enemies. It is also used to connect compound words; as,
; tea-pot, &c.

ostrophe ' is the sign of the possessive case; as, *Peter's* cane. It also
words; as, *lov'd* for *loved*.

Quotation or *Double Comma*, " " includes a passage, taken from some
hor, in his own words; as, Remember this proverb, "Pride goes before
on."

lipsis — is used when some letters in a word, or some words in a
are omitted; as, *K—g* for *King*, &c.

lsterisk or *Star*, * *Dagger*, † *Double-Dagger*, ‡ letters, figures, &c. direct
erto some note in the margin, or bottom of the page. Two or more stars
hat something is wanting, defective, or immodest in the passage.

ndex or *Hand* ☞ points out some remarkable passage, or something that
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, genera-
separated by a comma. A compound sentence must be resolved into simple or
and generally, separated by commas; as, "Deal justly, love mercy, and w-
humbly." The Nominative case independent, the infinitive mood absolute, &
nouns in apposition, should generally be separated by a comma; as, Dear Sir, Y-
letter was rec'd; His father dying, he succeeded to the estate: *To be candid*
think she was blameable; *John*, the *Baptist*, was beheaded. When the verb o
simple sentence is understood, a comma should generally be inserted; as, From l
arises security; from security, curiosity; from curiosity, knowledge. Parenth-
cal 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 wh-
he gains his own approbation; the fool, when he gains the approbation of th-
around him. N. B. The colon is now almost obsolete.

3. A sentence making in itself complete sense, requires a period after it;
Fear God. Honor the King. The period should also be used after initials &
abbreviations; 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 <
itals, should go hand in hand. But as the *Rules* of orthography are extren-
vague, they are not here inserted. Those, however, who may study this book,
most earnestly entreated not to neglect their *spelling*; and although the rules i
be of considerable use, yet the only way, to become a good speller, is by obse-
tion, and a good dictionary. The following example, [a note from a woman, wh
husband had just gone to sea, to her clergyman] will show how great a perva-
of sense may be occasioned by the mis-spelling of a single word, and the mis-p-
ing of a single point. "Captian 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 perce
that a person, ever so well acquainted with Etymology and Syntax, will freque
appear to great disadvantage, by being a bad speller. It is evident, therefore,
Orthography is a very important part of Grammar.