

A
COMPREHENSIVE GRAMMAR
OF THE
ENGLISH LANGUAGE;

CONTAINING
MANY ORIGINAL FEATURES; ESPECIALLY IN THE TREATMENT
OF VERBS, AND THE OMISSION OF TECHNICAL TERMS.

IN TWO PARTS:

COMPRISING
A COMPLETE ELEMENTARY COURSE.

BY
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Quidquid præcipies, esto brevis, ut cito dicta
Percipiant animi dociles, teneantque fideles.
HORACE.

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INTRODUCTION.

It seems to be the prevailing opinion of teachers generally, that, among the almost numberless English Grammars now in use, not one is found, which contains the elementary principles of the science so concisely developed as to meet the popular *want*. Some are too brief; others too diffuse, and too much burdened with extraneous matter; and all, so encumbered with technical terms, that the learner is discouraged, bewildered, or embarrassed, in his unavailing efforts to comprehend the subject. In the estimation of some of the ripest scholars and ablest instructors, the following work removes these difficulties more completely than any other extant.

That our present systems of English Grammar are defective, is evident from the universally acknowledged fact, that a large majority of those who study them, even for years, never receive

therefrom any practical benefit; and, at length, leave school unable either to write or speak their own language with propriety. The author has long been convinced that some radical changes, in the text-books, are essentially necessary; and this conviction gradually strengthened, during an extended period of active labor as an instructor of youth. After examining carefully a large number of our most respectable and popular grammars, and contrasting and comparing their rules and definitions, and testing them by the standard of experience, he has remodeled the whole subject, and now offers this improved system to an enlightened public.

In explanation and defence of some of the positions assumed, he submits the following

OBSERVATIONS ON ENGLISH GRAMMAR.

In these observations, we propose to review some of the principal points of English Grammar, as they are now found in our standard text-books; and, in doing so, we shall start a number of important questions, and leave the reader to answer them in his own private reflections.

1. Is it not advisable to lay aside some of the

time-worn technical terms, now in use, that perplex rather than assist the learner, such as *etymology*, *syntax*, *conjugation*, *declension*, &c., which are useless appendages? — and, if the student wishes to know their import, let him consult a dictionary, rather than have the pages of English Grammar encumbered with such definitions.

2. What advantage is gained by dividing nouns into *common* and *proper*, except to determine when to begin them with a capital letter? Would it not be better to defer this until *punctuation* is taken up?

3. Is either *gender* or *person* necessary, except to show the agreement between nouns and pronouns? And would not violations of this kind so outrage common sense as to require no grammatical rules to determine them? As to verbs agreeing in *person* with their nominatives, we shall presently show that this is not the fact.

4. Why apply the term *case*, and tax the memory to retain, and the understanding to comprehend its definition. Say, at once, that a name or pronoun is either the *subject* of a verb, the *object* of a verb, participle, or preposition, or the *possessor* of something; for, after all that has

been written on *case*, it resolves itself into this at last. (*See Section 5.*)

5. Why use the term *tense*, and immediately define it to mean *time*? Why not have six divisions of *time* instead of six *tenses*?

6. Does any special benefit arise from the complicated formality of classing verbs into *active*, *passive*, *neuter*, *transitive*, *intransitive*, and *defective*?

7. There seems to be but little necessity for *moods*, as the infinitive, as we shall hereafter show, furnishes, for all the others, a law of formation from which they never deviate, except in the present of the indicative, and in the past of the subjunctive and indicative of a few verbs. These variations we have given in Sections 28 and 29, and discarded the term *mood*.* These changes, it is true, require some explanations, particularly in regard to certain parts of the subjunctive; but this is now the case, even in grammars where the colossal structure of moods, tenses, numbers, and persons, retains its accustomed place. The conjugation of the verb,

* Those who still wish to retain the moods will find them in the Appendix, together with the usual conjugations of verbs.

through all these intricate mazes, has ever been regarded, by the learner, as a Herculean task. Instead, therefore, of bending the whole language to its occasional irregularities, and compelling the student, by a wearisome and discouraging process, to conjugate, in the usual method, every verb he finds; how much more natural, consistent, and easy, would it be to remove these formidable difficulties, by adapting our course to the general tenor of our phraseology, and marking the exceptions as such. This plan would abridge labor, and render the acquisition of grammar more agreeable and certain.

8. The formation of the tenses has never been reduced to regular system. The definitions and signs, together with copious examples, have been spread over the pages of our grammars, just as an architect covers the adjacent space with a collection of well-prepared materials for a noble building; but the verbal edifice has never been erected so as to display its beautiful proportions before the admiring gaze of every beholder. In Section 28, we have shown that the INFINITIVE is the *key-stone* that unites the tenses in a graceful arch, and gives them the most finished symmetry and order. From this they all receive

their form, except the *past*; and even this, in most verbs, develops traces of the same original law of harmony.

9. In Section 58, we have given a new definition of *regular* and *irregular verbs*, corresponding with our method of forming the tenses from the infinitive; and, in the list of irregular verbs, there set down, we have carried out this idea, so that a glance at the list furnishes all the elements required to form the six divisions of time, and also shows the agreement between the prior-present of the infinitive and the perfect participle.

10. The indicative has hitherto been made the governing mood, and, where the others differed from it, these differences have been stated as variations from a general rule. We think, on the contrary, that the infinitive lies at the foundation of the whole, and furnishes a law of formation for most verbal changes; and, that nowhere else is this law so perfectly developed as in the subjunctive. Some parts of the present and of the past of the indicative, exhibit deviations from this fixed law; while the potential and imperative conform completely to it. To explain this more fully, we would remark, that *to* is the sign of the *present*, and *to*, followed by *have*, is the sign of

the *prior-present* or *perfect*, of infinitive verbs: as, To be, to have been. To love, to have loved. To be loved, to have been loved.

Drop the sign "*to*," in each form, and the *present* and *prior-present* or perfect of the subjunctive are formed: thus,

PRESENT.

If I be,	If I love,	If I be loved,
If you be,	If you love,	If you be loved,
If he be.	If he love.	If he be loved.

PRIOR-PRESENT or PERFECT.

If I have been,	If I have loved,
If you have been,	If you have loved,
If he has been.	If he has loved, &c., &c.

Change the signs to *shall* or *will*, and the *future* and *prior-future* are formed: thus,

FUTURE.

If I shall or will be, &c.
If I shall or will love, &c.
If I shall or will be loved, &c.

PRIOR-FUTURE.

If I shall have been, &c.
If I shall have loved, &c.
If I shall have been loved, &c.

Had, substituted for *to have*, forms the

PRIOR-PAST or PLUPERFECT.

If I had been, &c.
If I had loved, &c.
If I had been loved, &c.

Drop *to have*, and the *past* of most verbs is formed thus,

PAST OR IMPERFECT.

If I loved,
If you loved,
If he loved.

Place *may, can, must, might, could, would, or should*, before the verb in the present and prior-present, and the potential mood is formed. (See 28th Section of Grammar.)

The imperative gives the verb precisely as it stands in the present subjunctive, or present infinitive, without the sign *to*.

11. All grammarians assert that "the verb must *agree* with its nominative in *number* and *person*;" but it will be found, upon careful investigation, that our verbs, unlike those of many other languages, are not varied from the regular forms derived from the infinitive, to agree with their nominatives, except in a few instances. These we have given in Section 29, and rejected the general rule as erroneous.* In this way we have shown the true relation between the form of the verb and its nominative;—something never before attempted, so far as our knowledge extends.

* The usual rule, although not introduced into the body of the work, is given, however, at the close of the Appendix. Those who prefer it, can use it instead of Section 29.

12. For the sake of uniformity, and to assist the memory in retaining them, we call the tenses,

Present and Prior-present (the old Perfect).

Past and Prior-past (the old Pluperfect).

Future and Prior-future (the old Second Future).

For the same reasons, we have given the definitions of *adjectives, definitive adjectives, and adverbs*, as nearly as possible in the same phraseology.

13. "When nouns and pronouns of different persons are connected, in the nominative case, the verb must agree, in person, with the one next to it, and the pronoun must be put in the first person, rather than the second, and in the second, rather than the third."

Grammarians agree that this rule encourages the use of a class of harsh and uncouth expressions; and recommend such changes in the arrangement of the words as excludes them from the range of the rule. Why not, then, discard it as it now stands, and embody, in another form, any useful items it may contain?

14. There is such a diversity of opinion among standard writers, in regard to *unity* and *plurality* of idea, in nouns of multitude, that the distinc-

tion, as now given in grammars, is almost useless.

15. "Adjectives belong to the nouns which they describe."

"Adverbs belong to verbs, adjectives, and other adverbs."

"A noun or pronoun in the possessive case, is governed by the following noun."

"Transitive verbs govern the objective case."

"Participles sometimes govern the objective case."

"Prepositions govern the objective case."

"Participles refer to nouns and pronouns."

These seven rules are only a reiteration of the same language that is found in the definitions; is it not, therefore, a *mere repetition to assign them any place in Syntax?*

16. "The interjections O! Oh! and Ah! require the objective case of a pronoun in the first person after them; but the nominative case in the second person."

The rule for the "nominative case independent" embraces the latter part of the above rule; and, if the first part be correct, it applies to a form of speech seldom used, and its violation is so harsh to the ear, that it needs no prompting

to avoid it: the whole of it might, therefore, be dropped. But it is not always a safe guide; the sentence,

"O! I have roamed through many lands,"

would sound very ridiculous, if the pronoun were put in the objective case; thus,

"O! *me* have roamed through many lands."

17. "Transitive verbs, in the active voice, often take clauses or sentences after them."

"Prepositions often take clauses or sentences after them."

"A verb in the infinitive mood may be governed by any word on which it depends."

"A verb in the infinitive mood may be governed by a clause or sentence."

"The infinitive is sometimes independent."

Well, what of it? Can we speak or write more accurately by having a knowledge of these five rules and notes? Would any grammatical errors arise from ignorance of, all that is contained in this formidable list? If so, what are they?

18. "Two or more nouns, or nouns and pronouns, signifying the same thing, without an in-

tervening verb, are put by apposition in the same case."

So far as nouns, in the nominative or objective case, are concerned, no error can be made from neglecting this rule, as these cases are formed alike; and all instances of possessive nouns are covered by the rule. "When several names are used as expletive of a single individual, as the possessor, the sign of the possessive case should be added to the last name only." (See *Section 42.*) As to examples where both nouns and pronouns occur, *Section 30* includes them, and also embraces the rule, "Pronouns must agree with the nouns for which they stand, in gender, person, and number."

19. "Transitive verbs, participles, prepositions, govern the objective case."

Are there more than *eight* words in the English language in the use of which these rules can be violated? (See *Note under Examples, Section 20.*) If not, would it not prevent much perplexity to state this simple fact, instead of requiring the learner to search promiscuously among all nouns and pronouns for errors against *three separate rules* of Syntax? The distinction between nominative and objective appears to be

entirely useless, except to regulate these *eight* pronouns, and to determine the forms of verbs in the few instances noticed in *Section 29.*

20. "Two or more nouns, or nouns and pronouns, in the singular number, connected by *and*, must have verbs, nouns, and pronouns, agreeing with them in the plural."

The clause, "in the singular number," should be struck out.

"If the singular nouns, connected by *and*, are limited by *each*, *every*, *either*, or *neither*, the verb and pronoun must be in the singular."

The words "*either* or *neither*," here, involve an impossibility; for no sentence can be formed, containing "two or more nouns, or nouns and pronouns, limited by *either* or *neither*, and connected by *and*." (See *Section 34.*)

"Two or more nouns and pronouns singular, connected by *or* or *nor*, must have verbs, nouns, and pronouns, to agree with them in the singular."

An additional clause should follow this, showing the proper agreement when either of the connected words is plural. (See *Section 35.*)

21. Sections 32, 33, 34, 35, 46, by a peculiar

phraseology, exhibit the true principle involved in the agreement of words connected by conjunctions, and their real *relation* to other parts of speech.

Under Section 32, a very important note is given, specifying in what instances only, several prominent rules can be violated. This may save the learner much perplexity, and give him a clearer understanding of the relation between the verb and its subject.

22. "The relative is the nominative case to the verb, when no nominative case comes between it and the verb."

"When a nominative case comes between the relative and the verb, the relative is governed by some word in its own member of the sentence."

These rules are useless, as the cases may all be determined by the other general rules relating to cases.

23. "When the relative is preceded by two nominatives of different persons, the relative and verb may agree in person with either, according to the sense.

If the learner is permitted to use either form

of the verb, why perplex him with any rule on the subject."

"When the relative and verb have been determined to agree with either of the preceding nominatives, that agreement must be preserved throughout the sentence."

Here is another repetition. All this is included in the rule, "In the use of words and phrases which, in point of time, relate to each other, &c." (See *Section 56*.)

24. "*Those* is sometimes incorrectly used instead of *they* at the beginning of a sentence: as, *Those* who live in glass houses, &c.; for, *They* who live, &c."

This rule rests on so slender a foundation, that we omit it.

25. "The perfect tense of the infinitive should not be placed after another verb in past time."

This rule will not always hold good. For example: "From a conversation I once had with him, he *appeared to have studied* Homer with great care and judgment. For the correct rule, see *Section 52*."

26. "Some conjunctions require the indicative, some the subjunctive mood, after them.

It is a general rule, that when something contingent or doubtful is implied, the subjunctive ought to be used. Conjunctions that are of a positive and absolute nature require the indicative mood."

This rule is indefinite, and is contradicted by the remarks which follow it, in Murray (and are copied by Smith). As the learner cannot depend on it for a guide, it ought never to have been inserted. In Sections 53, 54, we think we have brought within a small compass all that necessarily belongs to the *subjunctive* mood; comprehending the prolix and intricate explanations, usually given in grammars, in regard to its peculiarities.

27. Section 22, on the power of conjunctions as connectives, is applied to *participles*, *adjectives*, and *adverbs*; a point of some importance, yet generally unnoticed by grammarians.

This section embraces Murray's Rule XX:—"When the qualities of different things are compared, the latter noun or pronoun is not governed by the conjunction *than* or *as*, but agrees with the verb, or is governed by the verb or the preposition expressed or understood;" and also his

Rule XVIII: "Conjunctions connect the same moods and tenses of verbs, and cases of nouns and pronouns."

Mr. Murray says, "If the 18th Rule should not appear to apply to every example, it will be found, on strict examination, that the supposed exceptions are, in fact, sentences which do not come within the reason and limitation of the rule. Thus, in the sentence, 'I have a greater respect for them than he,' the pronoun *he* is connected by the conjunction *than* with the pronoun *them*: and yet they are not put in the same case; because they have not the same bearing and relation, with regard to the rest of the sentence; which is requisite according to Rule 18, and its explanatory note."

Had Mr. Murray observed that *I* and *he* are, in reality, the pronouns connected by *than*, and are both in the same case, and that his 18th Rule thus covers the whole ground in dispute, all difficulties would have vanished, and his 20th Rule would never have been framed. A slight transposition of the sentence sets the proper connection in a clear light: thus, "I have a greater respect than he, for them." Here the compari-

son is evidently made between *I* and *he*, and not between *them* and *he*.

Other changes and improvements are introduced into various parts of the work, which it is not necessary here to enumerate.

June, 1859.

T. HENDERSON.

ADVERTISEMENT.

THE author claims for this system the following advantages:—

1. Originality, in many points, especially in his method of treating verbs, and in the omission of technical terms.

2. Brevity, comprehensiveness, and clearness.

3. Important changes in definitions and rules: excluding some; altering and amending others; and, occasionally, condensing two or more into one.

4. Dividing the work into *two parts*, and so arranging them that the first alone, if used by those whose time is limited, will enable them to acquire in a very short period a practical knowledge of grammar; whereas, a portion of the other systems now extant is of very little service without a familiarity with the whole. The first part is complete in itself.

5. The first and second parts, together, contain a larger amount of grammatical information than can be found in twice the space elsewhere; and afford facilities for obtaining a rapid and thorough acquaintance with the science.

Orthography and Prosody have been left out, as they are seldom studied, when inserted; and would only swell the size of the book, without conferring on the learner any real benefit.

TO TEACHERS.

THIS work is designed for two classes of persons, and is, consequently, divided into two parts. Those who have but little leisure should use only the first part. This, if thoroughly mastered, will make them better grammarians than a large majority of those who have devoted years to this branch of knowledge: in fact, it is sufficient for all common, practical purposes. If the learner, after advancing thus far, has time and inclination to go more deeply into the subject, he will find the nicer shades of distinction in language unfolded in the brief, but comprehensive sections of the second part. The whole, when well understood, will give the student a clear, concise, and systematic view of the science of English Grammar.

The learner should parse and correct all the examples as they occur, and be careful never to pass a section, without becoming well acquainted with every point which it contains. Models and specimens of parsing will be found at the beginning of the book.

Teachers should labor to fix in the minds of their pupils the following six points; when these are well understood, other difficulties can be easily mastered:—

1. All errors, arising from the improper use of subjects and objects, are confined to *eight pronouns*. See Note under "*Examples for Correction*," Section 20.

2. *All the regular forms* of verbs are contained in Section 28; and

All the variations from these forms are included in the three exceptions of Section 29. See also Note under Section 32.

3. The *true forms and relations* of all pronouns may be determined by substituting (mentally) in their places the words for which they stand. This is a simple and infallible rule. See Section 30.

4. By supplying *omissions* many difficulties in parsing may be removed. See Section 40.

5. The same word is often used for several parts of speech. See Section 41.

6. Names, verbs, participles, pronouns, adjectives, and adverbs, connected by conjunctions, must be in the *same construction*. See Section 22, and also the 27th Section of the introductory "*Observations*."

FORMS OF PARSING.

NAME, OR NOUN.—Why a name? What number? Subject, object, or possessor of what?

VERB.—Why a verb? What is its subject?

NOTE.—When the learner has passed Section 29, he should add to this form of parsing the verb the following: Of what time? Is it of the regular form, or an exception?

INFINITIVE VERB.—Why a verb? Why infinitive? Of what time?

PARTICIPLE.—Why a participle? What kind, and why?

PRONOUN.—Why a pronoun? What number? Subject, object, or possessor of what?

(Repeat the variations, if it belongs to this class. See Section 13.)

ADJECTIVE.—Why an adjective?

DEFINITIVE ADJECTIVE.—Why a definitive adjective? Apply Section 18.

ADVERB.—Why an adverb?

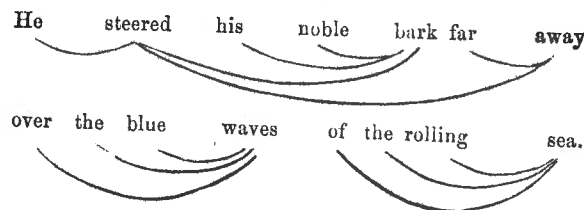
PREPOSITION. — Why a preposition?

CONJUNCTION. — Why a conjunction?

INTERJECTION. — Why an interjection?

In parsing, the learner should write out the sentences on a slate or black-board, and unite together, by lines, all words that have a grammatical connection. This plan will enable him to see at a glance how one word depends upon another. See the following

MODEL.



SPECIMENS OF PARSING.

I. He steered his noble bark far away over the blue waves of the rolling sea.

He is a pronoun, a word used instead of a noun; singular number, it represents only one; it is the subject of the verb *steered*. Singular, *he, his, him*; plural, *they, their, them*.

Steered is a verb, it asserts action; past time, it refers to an indefinite period previous to the present; of the regular form; its subject is *he*.

His is a pronoun, &c.; it is the possessor of *bark*.

Noble is an adjective, it is added to the name *bark* to qualify it.

Bark is a name; singular number, it represents only one; it is the object of the verb *steered*.

Far is an adverb, it is added to the adverb *away* to qualify it.

Away is an adverb, it is added to the verb *steered* to qualify it.

Over is a preposition, a word used to connect other words and show the relation between them.

The is a definitive adjective, it is added to the name *waves* to limit its signification.

Blue is an adjective, &c.

Waves is a name; plural number, it represents more than one; it is the object of the preposition *over*.

Of is a preposition, &c.

The is a definitive adjective, &c.

Rolling is a participle, it is a certain form of the verb *roll*, used to describe the name *sea*; present, it denotes continued action.

Sea is a name, &c.; object of the preposition *of*.

II. James and John came.

James is a name, &c.; subject of the verb *came*.

And is a conjunction, it is used to connect words.

John is a name, &c.; it is the subject of the verb *came*, and connected with *James*, in the same construction, by the conjunction *and*. Section 22.

Came is a verb, &c.; of the regular form; its subjects are *James* and *John*. Section 33.

III. Some live and die in obscurity.

Some is a pronoun; plural; it is the subject of the verb *live*.

Live is a verb, &c.

And is a conjunction, &c.

Die is a verb; of present time, and regular form, because it is connected with *live*, in the same construction, by the conjunction *and*. Section 22.

IV. Bid them come.

Bid is a verb; of present time; regular form, it is used in commanding—Section 29, III.; its subject is *thou* understood. Section 40.

Them is a pronoun; plural; object of verb *bid*.

Come is a verb, it asserts action; infinitive, it is used in a general or unlimited manner; the sign *to* is omitted after *bid*—Section 10; present time, it refers to what is now transpiring.

V. To die is the common lot.

Is is a verb; of present time; its subject is the infinitive verb *to die*—Section 32; it is formed according to Section 29, II.

Lot is a name; singular; it is a subject after the verb *is*. Section 37, 44.

VI. The birds flew south.

South is a name; singular; it stands independent of verbs or prepositions. Section 26.

VII. Samuel, go home.

Samuel is a name; singular; it stands as a subject without a verb, because it is addressed. Section 25.

Go is parsed like *bid*, in Specimen IV.

Home is parsed like *south* in the last specimen.

VIII. The day being ended, we retired.

Day is a name; singular; it is placed with the participle *being ended*, as a subject without a verb. Section 25.

Being ended is a participle, it is a certain form of the verb *be ended*, used to describe the name *day*; present, it denotes a continued state.

IX. At the time of Charles' coming.

Charles' is a name; singular; it is a possessor before the participle *coming*. Section 24.

X. His son is sober, industrious, and obedient.

Sober, industrious, obedient, are adjectives, added to the name *son*, to qualify it; they are in the same construction, connected by *and*. Section 22.

XI. They work rapidly, constantly, and faithfully.

Rapidly, constantly, faithfully, are adverbs, added to the verb *work* to qualify it; they are in the same construction, connected by *and*. Section 22.

XII. Alas! he cannot long survive!

Alas is an interjection, a word used to express some sudden emotion of the speaker.

Can survive is a verb, &c.; its subject is *he*.

Not and *long* may both be parsed as adverbs, qualifying *can survive*.

A COMPREHENSIVE GRAMMAR.

PART FIRST.

1. ENGLISH GRAMMAR explains the correct method of using the English Language.

PARTS OF SPEECH

2. Every word, in the English Language, belongs to some one or more of the following classes, or parts of speech: *Names or Nouns, Verbs, Participles, Pronouns, Adjectives, Adverbs, Prepositions, Conjunctions, Interjections.*

NAMES OR NOUNS.

3. NAMES are, the words by which persons or things are called: as, "*John, Baltimore, girl, stars.*"

NOTE. — Any word that will take *a, an, or the* before it, or that will make sense of itself, is a name: as, "*a day, an hour, the sun; truth, justice, temperance.*"

Point out the names in the following.

EXAMPLES.

Time and tide wait for no man.

Reason governs wise men; punishment fools.

The vessel lost her anchor on a reef of rocks.

NUMBER.

4. When a word represents only *one* object or thing, it is said to be SINGULAR: as, "*Pen, man, sun, he, she, it, this.*" When *more than one*, it is said to be PLURAL: as, "*Pens, men, suns, they, them, these.*"

5. A noun or pronoun must be either

I. The SUBJECT or *nominative* of a verb;

II. The OBJECT of a verb, participle, or preposition; or

III. The POSSESSOR of something.

EXAMPLES.

I. *Subjects.* — John learns. Man dies. The child sleeps. Rains descend. They slumber. He will come. You smile.

II. *Objects.* — Spell the lesson. Improve your mind. Call her. Sarah saw thee. They found a boy catching fish. Having bought a knife he cut his finger. A fly on the wall. He is at home.

III. *Possessors.* — Richard's pen. Hannah's thimble. The sailor's delight. His horse. My sword. The merchant's vessel.

6. When a name denotes a *possessor*, it must always be marked by an *apostrophe*: as, "*Robert's cane, boys' hats.*"

Correct the following EXAMPLES, by adding the apostrophe:

Williams book.

The suns splendor.

Mans labor.

Heroes laurels.

Washingtons farewell.

Deaths triumphs.

VERBS.

7. A verb is a word that asserts action, being, or state: as, "*William walks and breathes.*" "*They exist.*" "*He sleeps in death.*"

NOTE.—Any word that will take *I, thou, he, it, they, or to*, before it, is a verb: as, "*I come, thou hast suffered, he lives, it will rain, they go, to smile, to have written.*"

8. Sometimes a verb is only a single word, and sometimes it consists of two or more words: in the latter case, the last word is called the *principal* verb, and those before it are called *auxiliaries*.

EXAMPLES.

Love, walked, did come, was made, has been seen, might go, may have gone, is writing.

Which of these are auxiliaries, and which principal verbs?

NOTE.—The auxiliary verbs are *may, can, must, might, could, would, should, and shall*. *Do, be, have, and will*, are sometimes auxiliaries, and sometimes principal verbs.

9. An *infinitive* verb is one that is used in a general or unlimited manner: as, "*To die* is gain." "He is said *to have gone* home."

10. Infinitive verbs are always preceded by the sign *to*, except when following the verbs *bid*, *dare*, *hear*, *feel*, *see*, *let*, *make*, &c.: as, "Who heard him *say* it." "He bids me *come*." "They dare *engage*." (See Section 50.)

Parse, according to the forms on page xxix, all the *names* and *verbs* in the following

EXAMPLES.

Stars twinkle.
The sun shines.
John loves to study grammar.
The bird's nest has fallen.
Life's storms must cease.
Zephyrs cool his brow.
Arnold attempted to betray his country.
Samuel's labor will be rewarded.
Men should assert their rights.
Care clouds the brow.
Old ocean's waves lash the shore.
Sailors delight to reach the port.
Alfred may have seen his father.
Duty's voice bids him hasten.

PARTICIPLES.

11. Participles are certain forms of verbs used to describe nouns and pronouns: as, "The flower *blooming* in the vale." "They saw him, *smitten* and sad."

I. The *present* participle denotes continued action, being, or state, and always ends in *ing*: as, "The leaf, *trembling*, falls." "*Being* destitute, he desired assistance." "I found him *sleeping*."

NOTE. — To distinguish a present participle from other parts of speech that have the same ending, cut off *ing*, and, if what remains is a verb, the word is a participle; otherwise it is not: thus, *Roam-ing*, *walk-ing*, *stand-ing*, make the verbs, *roam*, *walk*, *stand*; therefore they are participles: but *evening*, *morning*, *uninteresting*, make *even*, *morn*, *uninterest*, which are not verbs; and, therefore, these words are not participles.

II. The *perfect* participle denotes finished action, being, or state: as, *Loved*, *been*, *been loved*; "A reed *shaken* with the wind." It always makes sense after *to have*: as, "To have *shaken*."

III. When the perfect participle has the word *having* before it, it is called the *compound perfect* participle: as, "James, after *having waited* an hour, returned home."

Parse, according to the forms on page xxix, all the *names*, *verbs*, and *participles* in the following

EXAMPLES.

Death quenched the wrath burning in the Indian's bosom.

The faded rose still yields its fragrance.

Charles, having read the letter, ceased to mourn.

The tower, erected on the mountain's brow, had cast a lengthening shadow.

Striking their tents, the soldiers onward marched.

PRONOUNS.

12. A pronoun is a word used instead of a noun or name.

All the pronouns are contained in the following

LIST OF PRONOUNS.

As,	few,	less,	much,	same,	thou,
all,	first,	least,	neither,	several,	thine,
any,	former,	last,	none,	some,	theirs,
another,	he,	latter,	one,	such,	who,
both,	his,	mine,	ours,	that,	which
each,	hers,	many,	own,	this,	what,
every,	I,	more,	other,	those,	yours.
either	it,	most,	she,	these,	

NOTES.—*Mine*, *thine*, *his*, when standing before names, are *possessors*: as, "Mine arm, thine eye, his hand." Otherwise they are either *subjects* or *objects*: as, "*Mine* is the labor and *thine* shall be the reward." "*Mary's* desk stands near *his*."

What may be both a subject and object at the same time: as, "I purchased *what* was offered." Here *what* is the object of the verb "purchased," and also the subject of the verb "was offered." "According to *what* was proposed." Here *what* is the object of the preposition "according to," and the subject of "was proposed."

Pronouns are sometimes found with *so*, *self*, *ever*, or *soever*, attached to them: as, *whoso*, *himself*, *itself*, *whoever*, *whatsoever*.

13. Ten of the pronouns are thus varied,—the others never change their form:—

	Subject.	Possessor.	Object.	Subject.	Possessor.	Object.
Sing.	I,	my,	mè,	Thou,	thy,	thee,
Plur.	we,	our,	us.	ye or you,	your,	you.
Sing.	He,	his,	him,	She,	her,	her,
Plur.	they,	their,	them.	they,	their,	them.
Sing.	It,	its,	it,	Who,	whose,	whom,
Plur.	they,	their,	them.	who,	whose,	whom.
Sing.	Which,	whose,	which,	One,	one's,	one,
Plur.	which,	whose,	which.	ones,	ones',	ones.
Sing.	Other,	other's,	other,	Another, another's, another.		
Plur.	others,	others',	others.	(No Plural.)		

14. Pronouns must not be used in the same part of a sentence as the names for which they stand: as, "*John* he went home;" it should read, "*John* went home." "I saw *her* the queen;" corrected, "I saw the queen."

Correct all the violations of the above rule; insert the apostrophes, where omitted (See Section 6); and parse all the names, verbs, participles, and pronouns, in the following

EXAMPLES.

The king he rewarded his sons obedience.
Casting his net into the river, he awaited the result.
Their children they love them.
Some labor while others they play.
All must answer deaths summons.
Anothers gold has purchased what I enjoy.

Pestilence it may destroy many.
 Several saw the bird perched on a willows bough.
 Mary she went to gather berries, and, having found a few, returned.

ADJECTIVES.

15. Adjectives are words added to nouns and pronouns to qualify them, or limit their signification: as, "A *prudent* man gives *wise* counsel." "They are *industrious*." "This boy has *three* pens."

ADDITIONAL EXAMPLES.

Qualifying Adjectives.—Good, bad, wise, strong, temperate, humble, mild, deeper, greatest, &c.

Limiting or Definitive Adjectives.—Many, several, eight, much, few, &c. (See next page.)

NOTE.—Any word that will take *thing*, or any other *name* after it, is an adjective: as, a *good* thing, a *better* thing, a *warm* day, a *sharp* knife, *that* book, *many* stars.

16. Adjectives should, usually, be placed next to the names which they qualify,—always, when there are two names near each other: as, "A cup of *cold water*;" not, "A *cold* cup of water."

EXAMPLES FOR CORRECTION.

A sweet wreath of roses.
 A fragrant garden of flowers.
 They have a most elegant supply of furniture.
 James sold a good load of straw.
 He owns a fine row of houses.

That captain commands an active company of men.
 Susan lost a beautiful pair of gloves.
 Isaac sports a black pair of whiskers.
 Robert wears a splendid suit of clothes and drives a fine span of horses.
 He had strength of mind enough to conquer his superstition.

17. The following are called *limiting*, or

DEFINITIVE ADJECTIVES.

A,	few,	much,	the,
an,	former,	neither,	this,
any,	less,	no,	that,
all,	least,	other,	these,
another,	last,	own,	those,
both,	latter,	some,	which,
each,	many,	same,	what,
every,	more,	such,	yon,
either,	most,	several,	

and all other words used in *numbering* and *counting*: as, three, ten, thousand, fourth, fiftieth, &c.

Also the compounds, whatever, whichever, whatsoever, whichsoever.

NOTE.—In the above list, *a*, *an*, *the*, are always definitive adjectives; the other words are definitives when a name immediately follows,—otherwise they are pronouns. *Both*, *either*, *neither*, *that*, sometimes become conjunctions. (See Section 21, Note, and 41, f.)

18. Definitive adjectives must agree, in number, with their names; and, on the contrary, names must agree with their definitives: as, "Many men." "One child."

EXCEPTIONS.

<i>A few men.</i>	<i>A great many.</i>
<i>A score.</i>	<i>A thousand years.</i>
<i>Many a friend.</i>	<i>Ten head of cattle.</i>
<i>Five sail of the line.</i>	<i>By this means.</i>
<i>By that means.</i>	<i>Every three hours.</i>

EXAMPLES FOR CORRECTION.

I have walked six mile these warm day.
 All kind of produce.
 Each men's share.
 Those sort of apples.
 The cask holds forty gallon
 A rock ten foot high.
 Two ton make a load.
 A few share of bank stock.

Parse all the *names, verbs, participles, pronouns, and adjectives*, in the following

EXAMPLES.

Solomon wrote many proverbs.
 Their good deeds will survive them.
 This man gave all his splendid furniture to a few friends.
 Which child did I see?
 Yon lofty temple, built at much cost, will soon fall.
 Every man should have some employment.
 She is too kind to have treated me thus.
 Many die in early life; others live to reach maturity;
 and a few arrive at old age.
 Who taught the bird to build its nest? who commanded
 gravitation to bind all to its sphere?
 Having seated herself, she watched the moon-beams
 dancing on the billow's crest.

ADVERBS.

19. Adverbs are words added to verbs, participles, adjectives, and other adverbs, to qualify them: as, "*A very good pen writes extremely well.*" "I heard a dove cooing *mournfully.*"

Adverbs are occasionally added to names, pronouns, and prepositions: as, "*This man also came.*" "*Even he was there.*" "*She is far from home.*"

NOTE.—Any word that will answer to the question, *how? how much? when? or where?* is an adverb: as, in the sentence, "*Time flies rapidly,*" the answer to the question, "*How does time fly?*" is, *rapidly*; therefore *rapidly* is an adverb.

PARSING EXERCISES.

We have been well rewarded.
 I can not answer you.
 That place is very widely distant.
 He died suddenly, far from a quiet home.
 The star will soon disappear.
 The former came yesterday, and the latter may arrive to-day.

PREPOSITIONS.

20. Prepositions are words used to connect other words and show the relation between them: as, "*Samuel is in the street, near the corner.*"

The principal prepositions are embraced in the following

LIST.

Above,	athwart,	down,	round,
at,	around,	except,	to,
among,	astride,	for,	toward,
amongst,	by,	from,	towards,
after,	below,	instead of,	through,
about,	between,	in,	throughout,
against,	betwixt,	into,	under,
abast,	beneath,	near,	underneath,
according to,	beyond,	notwithstanding,	up,
across,	before,	over,	upon,
along,	behind,	of,	unto,
amid,	beside,	off,	with,
amidst,	besides,	on,	within,
		without.	

NOTE.—Prepositions are often understood: as, "Grant me my request;" that is, "Grant to me." "His house faces the east;" that is, "toward the east." (See Section 40.)

EXAMPLES FOR CORRECTION.

(See Section 5, I. II.)

NOTE.—By referring to Section 13, the learner will perceive that the pronouns *I, thou, he, she, who, we, ye, they*, when used as objects, become, *me, thee, him, her, whom, us, you, them*: a mistake cannot be made in using a *subject* instead of an *object*, and the contrary, except in one of these eight pronouns.

It is not I he is engaged with.
 He invited they and me to see him.
 In assisting thou he injured himself.
 It was not he that they were so angry with.
 She that is idle and mischievous, reprove sharply.
 Who did they entertain so freely.
 From who did he receive the present?

Fearing not only ye, but us also, them acted with caution.

To unhappy we there is not much hope remaining.

Them willingly, and of themselves, endeavored to make a reconciliation.

He and them we know, but whom art thou?

CONJUNCTIONS.

21. Conjunctions are words used to connect words and sentences: as, "Life and death."
 "You are happy *because* you are good."

The principal conjunctions are contained in the following

LIST.

And,	either,	notwithstanding,	therefore
as,	for,	or,	than,
both,	if,	provided,	though,
because,	lest,	since,	unless,
besides,	neither	that,	wherefore,
but,	nor,	then,	yet,
	whereas.	(See Section 17, Note.)	

NOTE.—*That*, when it stands in close connection before a name, and defines or limits its meaning, is a *definitive adjective*: as, "That pen is mine." When not so placed, if it can be turned into *who* or *which*, without destroying the sense, it is a *pronoun*: as, "All that I see charms me;" or, "All *which* I see;" &c. In all other instances, *that* is a *conjunction*: as, "He knows *that* his end is coming."

22. Conjunctions, either expressed or understood, connect words in the same construction: as, "They *live* and *learn*." "He and she reside

there." "I saw *William* or *Richard*." "Some toil *early* and *late*." "I love *spring*, *summer*, *autumn*, and *winter*." "Thou art a wiser man than *I*."

NOTE.—This is a very comprehensive rule, and applies to *names*, *verbs*, *participles*, *pronouns*, *adjectives*, and *adverbs*. See the following

EXAMPLES FOR CORRECTION.

He and them were there.
 Her and Henry came.
 Him and I are well.
 His wealth and him bid adieu to each other.
 Neither Peter nor us saw the stranger.
 Between him and I there was some contention.
 Thou art a much greater loser than me by his death.
 She has improved more than me.
 Jane can sew as rapidly as her.
 A bolder hero than him never lived.
 A stone is heavy, and the sand weighty; but a fool's wrath is heavier than them both. (*Proverbs*, xxvii. 3.)
 I have no friend but he.
 She has a dislike to more than he.
 None were injured but them.
 These are John and Samuel's tools.
 He and their farms lie adjoining.
 It affects both the merchant and mechanic's interest.
 He acted bravely, nobly, and wise.
 That gentleman's servant is sober, industrious, and obediently.
 She saw a man ploughing or having walked.
 The flowers are neither budding nor having bloomed in the garden.
 Professing regard, and to act differently, discover a base mind.

INTERJECTIONS.

23. Interjections are words used to express some sudden emotion of the speaker: as, "*Alas!* I fear for life."

Some of the more usual interjections are given in the following

LIST.

Ah!	foh!	hark!	poh!
alas!	heigh!	hail!	pish!
away!	hem!	halloo!	really!
all hail!	ho!	O!	sobo!
behold!	hist!	oh!	strange!
fie!	hush!	lo!	tush!
	welcome!		

PARSING EXERCISES.

Every heart knows its own sorrows.
 Being reviled, we bless.
 Ridiculed, despised, persecuted, he maintained his principles.
 Thou art industrious.
 Hark! how sweetly the woodlark sings!
 From virtue to vice, the progress is gradual.
 By diligence and frugality, we arrive at competency.
 Reproof either softens, or hardens, its object.
 Though some are often advised, yet they do not reform.
 Welcome! to our peaceful valleys and mountains.
 We could not serve him then, but we will hereafter.
 Having been deserted, all became discouraged.
 Friendship's smile often cheers a desponding heart.
 He came unto his own, and his own received him not.

Alas! no man's life is secure.
 The men who left were slain, whereas the others escaped.
 What did each say?
 They that sow in tears shall reap in joy.
 It is strange that the messenger does not return.
 O! I saw that man whom you seek.
 You may not have been deceived by another's hypocrisy.
 If greatness flatters our vanity, it multiplies our dangers.

SPECIAL RULES.

24. Participles often require the nouns and pronouns preceding them to take the form of possessor: as, "At the time of *Charles' coming*."
 "On *his departing* the foe advanced."

EXAMPLES FOR CORRECTION.

John coming so soon surprised us.
 Much depends on this rule being observed.
 That was the cause of him failing.
 He is aware of his companion suffering.
 What is the result of the patient neglecting the prescription?
 On he entering the room all others retired.
 On me having said we could not do too much, he seemed agitated.

25. The name of a person or thing addressed, or a noun or pronoun placed with a participle and independent of the rest of the sentence, stands as a subject without a verb: as, "*George*,

where are you?" "The *day being past*, we retired." "*He having gone*, they fled."

NOTE.—This rule can only be violated in using the eight pronouns mentioned in the Note under "Examples for Correction," Section 20.

EXAMPLES FOR CORRECTION.

Him being a child, his parents deserted him.
 The ladder trembled, him descending.
 Whom having returned, order was restored.
 O thee! whose name I love.
 Them having called, he laid aside his pen.

26. *Home, way, north, east*, and some other words of similar meaning; and also names signifying *duration, extension, quantity, quality*, and *valuation*, often stand independent of verbs or prepositions: as, "He came *home*." "She went this *way*." "The birds flew *south*." "They travelled that *course*." "The flower bloomed a *month*." "John is five *miles* distant." "Water ten *feet* deep." "The hat is worth two *dollars*." "Ascend the *mountain*." (See Section 40.)

27. Two negatives, in the same simple sentence, destroy each other, and are equivalent to an affirmative: as, "It is *not uncertain*," means, "It is certain." "He will *never be no* taller," means, "He will be taller."

EXAMPLES FOR CORRECTION.

Nor did they not perceive him.
 No imitator never equalled his author.
 I cannot by no means grant his request.
 They cannot do nothing.
 Covet neither life, nor no earthly good.

DIVISIONS OF TIME

28. Strictly speaking, time must be either *present*, *past*, or *future*; but variety of language gives each of these divisions a twofold signification: as,

I. *Present* time, referring to what is now transpiring: as, "They come." "I learn." "You go." "To give."

II. *Prior-present* time, referring both to the past and present: as, "They have come." "I have learned." "You may have gone." "To have given."

III. *Past* time, referring to any indefinite period previous to the present: as, "They came." "I learned." "You went."

IV. *Prior-past* time, referring to a past period, prior to some other past period specified:

as, "They had come." "I had learned." "You had gone."

V. *Future* time, referring to any indefinite period after the present: as, "They will come." "I shall learn." "You will go."

VI. *Prior-future* time, referring to a future period, prior to some other future period specified: as, "They will have come." "I shall have learned." "You will have gone."

FORMATION OF VERBS.

The INFINITIVE VERB furnishes a complete KEY to the foregoing divisions of time: thus,

To is the sign of the *present* of infinitive verbs: as, "*to go*;" and *to*, followed by *have*, is the sign of the *prior-present*: as, "*to have gone*."

Drop the sign *to*, in each form, or change it to *may*, *can*, *must*, *might*, *could*, *would*, or *should*, and the *present* and *prior-present* are formed.

Change the signs to *shall* or *will*, and the *fu-*

ture and *prior-future* are formed. (See Sections 54, 55.)

Had substituted for *to have*, forms the *prior-past*.

Drop *to have*, and the *past*, of most verbs, is formed. The *past* of any verb is correctly formed when it makes sense with *once* before it, or *yesterday* after it: as, "He once *went*," or "He *went* yesterday."

Participles also are easily formed from infinitive verbs. (See Section 11.)

EXAMPLES,

Showing the REGULAR FORMS of the Verb to express the six divisions of time: —

Infinitive verb,	{	PRESENT TIME.*
		Go.
		May, can, must, might, could, would, or should go.
To go.	{	FUTURE TIME.
		Shall or will go. (See Section 55.)
		PRESENT PARTICIPLE.
		Going.

* Some of the forms of present time are very indefinite and may be applied to past, present, and future.

PRIOR-PRESENT TIME.

Have gone.

May, can, must, might, could, would, or should have gone.

PRIOR-FUTURE TIME.

Infinitive verb, Shall or will have gone. (See Section 54.)

To have gone.

PRIOR-PAST TIME.

Had gone.

PERFECT PARTICIPLE.

Gone.

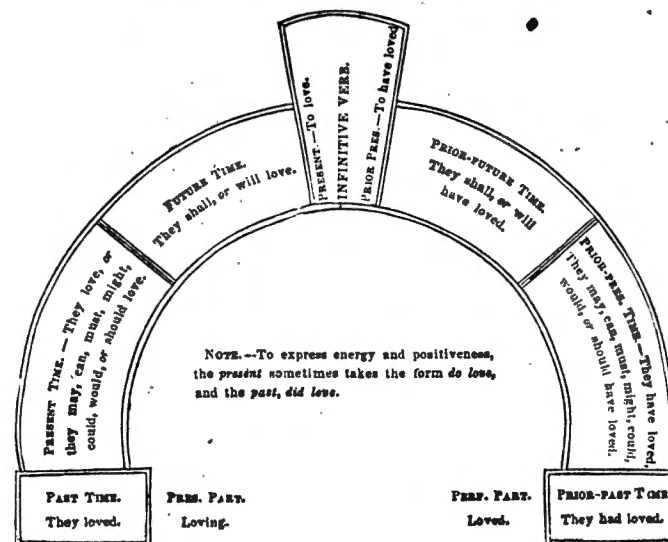
COMPOUND PERFECT PARTICIPLE.

Having gone.

PAST TIME.

(I once) went; or, (I) went (yesterday.)

VERBAL ARCH, OR ARCH OF TIME.



ture and *prior-future* are formed. (See Sections 54, 55.)

Had substituted for *to have*, forms the *prior-past*.

Drop *to have*, and the *past*, of most verbs, is formed. The *past* of any verb is correctly formed when it makes sense with *once* before it, or *yesterday* after it: as, "He once *went*," or "He *went* yesterday."

Participles also are easily formed from infinitive verbs. (See Section 11.)

EXAMPLES,

Showing the REGULAR FORMS of the Verb to express the six divisions of time:—

Infinitive verb, To go.	PRESENT TIME.*
	Go. May, can, must, might, could, would, or should go.
	FUTURE TIME. Shall or will go. (See Section 55.)
	PRESENT PARTICIPLE. Going.

* Some of the forms of present time are very indefinite, and may be applied to past, present, and future.

PRIOR-PRESENT TIME.

Have gone.
May, can, must, might, could, would, or
should have gone.

PRIOR-FUTURE TIME.

Infinitive verb, Shall or will have gone. (See Section 54.)

To have gone.

PRIOR-PAST TIME.

Had gone.

PERFECT PARTICIPLE.

Gone.

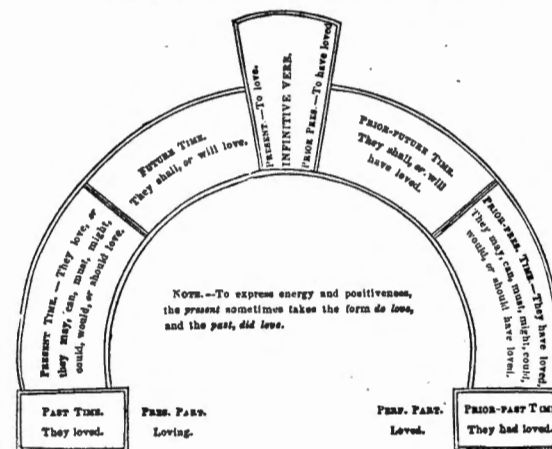
COMPOUND PERFECT PARTICIPLE.

Having gone.

PAST TIME.

(*I once*) went; or, (*I*) went (*yesterday*.)

VERBAL ARCH, OR ARCH OF TIME.



ture and *prior-future* are formed. (See Sections 54, 55.)

Had substituted for *to have*, forms the *prior-past*.

Drop *to have*, and the *past*, of most verbs, is formed. The *past* of any verb is correctly formed when it makes sense with *once* before it, or *yesterday* after it: as, "He once *went*," or "He *went* yesterday."

Participles also are easily formed from infinitive verbs. (See Section 11.)

EXAMPLES,

Showing the REGULAR FORMS of the Verb to express the six divisions of time:—

Infinitive verb, To go.	{	PRESENT TIME.* Go. May, can, must, might, could, would, or should go.
		FUTURE TIME. Shall or will go. (See Section 55.)
		PRESENT PARTICIPLE. Going.

* Some of the forms of present time are very indefinite, and may be applied to past, present, and future.

PRIOR-PRESENT TIME.

Have gone.

May, can, must, might, could, would, or should have gone.

PRIOR-FUTURE TIME.

Infinitive verb, Shall or will have gone. (See Section 54.)

To have gone.

PRIOR-PAST TIME.

Had gone.

PERFECT PARTICIPLE.

Gone.

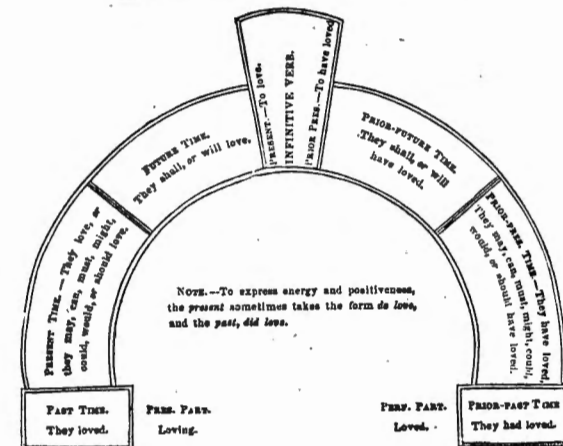
COMPOUND PERFECT PARTICIPLE.

Having gone.

PAST TIME.

(*I once*) went; or, (*I*) went (*yesterday*.)

VERBAL ARCH, OR ARCH. OF TIME.



ADDITIONAL EXAMPLES.

To be carefully examined, but not committed to memory.

TO LOVE.

TO HAVE LOVED.

PRESENT.

PRIOR-PRESENT.

Love.

Have loved.

May, can, &c., love.

May have loved.

FUTURE.

PRIOR-FUTURE.

Shall or will love.

Shall or will have loved

PAST.

Loved.

PRIOR-PAST.

Had loved.

TO BE LOVED.

TO HAVE BEEN LOVED.

PRESENT.

PRIOR-PRESENT.

Be loved.

Have been loved.

May be loved.

May have been loved.

FUTURE.

PRIOR-FUTURE.

Shall or will be loved.

Shall or will have been loved.

PAST.

PRIOR-PAST.

Were loved.

Had been loved.

PARTICIPLES.

PRESENT.

PERFECT.

COMPOUND PERFECT.

Loving.

Loved.

Having loved.

Being loved.

Been loved.

Having been loved.

EXAMPLES FOR CORRECTION.

(See Section 22.)

The moon arose and will shine brightly.
You came and find all things prepared.

The senate passed the bill and had adjourned the same day.

We ought to live and to have learned.

He might have improved rapidly, and might write a fine hand.

They had purchased the goods and have removed them.

Philip loved and has obeyed his mother.

The stage neither stopped nor delays for passengers.

His arm may be dislocated, or has been broken by the fall.

To love vice and to have hated virtue gratify a debased heart. (See Section 74.)

AGREEMENT OF VERBS WITH THEIR SUBJECTS.

NOTE.—Teachers can either adopt the following, or use the usual rule found at the close of the Appendix.

29. Neither principal nor auxiliary verbs ever vary from the preceding regular forms to agree with their subjects, except in the following instances. (See Section 53, I. II.)

I. When a verb of *present time* has no auxiliary, and has a singular subject (*I* and *thou* excepted), it takes an additional *s* or *es*: as, "John runs." "Time flies." "Man lives." "It rains."

Do and *have*, without other auxiliaries, with singular subjects (*I* and *thou* excepted), always become *does* and *has*: as, "Jane does." "He does go." "She has been."

NOTE.—In grave or solemn style, *th* is used instead of *s* or *es*: as, "John runneth," "It raineth," "She doth," "He hath come."

II. In the *present*, the verb *be*, without another auxiliary, becomes *am* with *I*, *art* with *thou*, *is* with any other *singular* subject, and *are* with any *plural* subject: as, "I *am*." "I *am* loving." "Thou *art*." "Thou *art* taught." "He *is*." "The man *is* gone." "They *are* loved."

In the *past*, *were* becomes *wast* with *thou*, and *was* with any other *singular* subject: as, "Thou *wast*." "Thou *wast* seen." "It *was*." "The boy *was*." "I *was*."

NOTE.—*You*, when it stands for a singular name, takes *was*.

III. When a verb has the pronoun *thou* for its subject, it takes an additional *st* or *est*: as, "Thou *departest*." "Thou *diedst*."

If there be an auxiliary, it takes the *st* or *est*, while the principal verb retains its regular form: as, "Thou *mayst* work." "Thou *shalt* know." "Thou *canst* have." "Thou *didst* come."

But when a verb is used in *commanding*, *entreating*, *exhorting*, or *permitting*, it takes the regular form of present time with either *thou*, *ye*, or *you*: as, "Depart *thou*." "Be *thou*." "Be *ye* loved." "Do *you be*."

NOTE.—*Thou must*, *shalt*, *will*, *art*, are peculiar in form.

RECAPITULATION OF EXAMPLES UNDER THE EXCEPTIONS.

(To be carefully examined, but not committed to memory.)

SINGULAR SUBJECTS.

John loves — does — does love — has — has loved — has been — has been loved — has been loving.

John is — is loved — is loving — was — was loved — was loving.

I am — am loved — am loving — was — was loved — was loving.

PLURAL SUBJECTS.

Men are — are loved — are loving.

SINGULAR OR PLURAL SUBJECTS.

You was or were — was or were loved — was or were loving.

NOTE.—As the termination *th* and the pronoun *thou* are now seldom used, except in grave discourse or in poetry, it is unnecessary to repeat here the examples in which they occur.

Correct and parse the following

EXAMPLES.

They commends her.

Joseph were respected.

You shouldst go.

All has a talent to improve.

Virtue are the universal charm.

Compassion prompt us to relieve the wants of others.

Thou shall improve.

No man canst be active in disquieting others, who do not, at the same time, disquiets himself.

Tempers thou the vivacity of youth with a proper mixture of serious thought.

The spirit of true religion are social, kind, and cheerful.
 Fifty pounds of wheat contains forty pounds of flour.
 So much both of ability and merit are seldom found.
 Great pains has been taken to reconcile the parties.
 He need not proceed in such haste.
 They wilt have written when the mail arrive.
 That man hadst broken a solemn pledge.
 And the fame of this person, and of his wonderful actions, were diffused throughout the country.
 Has thou no better rule of conduct?
 Alas! I are undone!
 Coming through the meadow, John find some pretty flowers and pluck them for a nosegay.
 These dwells in valleys, those roams the lofty mountains.
 By some imprudence, he were deeply involved in debt.
 What madness move the wretch?
 How old are thou?
 The lady said to her daughter, "Hastenest thou, or we shalt be lost!"
 I sings of noble deeds.
 Having waited long, they finally departeth.
 I were anxious to hear the famous orator.

SPECIAL RULES.

RELATION OF PRONOUNS.

30. Pronouns have the same relation that the nouns or pronouns they represent would have in the same place: as, "*Julius* performed *his* task." "*Boys* love *their* sports." "*I* who am writing was there." "*Thou* that leadest Joseph like a flock."

EXAMPLES FOR CORRECTION AND PARSING.

Thou who loves wisdom.
 I who speaks from experience.
 What is the reason that our language is less refined than those of Spain, Italy, or France?
 I saw Robert, he who we met in the city yesterday.
 Every man must judge of their own feelings.
 The crown had it in their power to give such rewards as they thought proper.
 Thou that dwells in the mountains, art old and careworn.
 Rebecca took goodly raiment, which were with her in the house, and put them upon Jacob.
 Let each esteem others better than themselves.

SENTENCES.

31. A SENTENCE is a series of words making complete sense.

Sentences are either simple or compound.

A *simple sentence* has only one subject and one finite verb: as, "*The earth revolves.*" "*The silver moon rides majestically.*"

A *compound sentence* is two or more simple sentences united together: as, "*The silver moon appears, and rides majestically above the clouds.*"

Each division of a compound sentence is a *clause*, or *member* of the sentence.

A *phrase* is two or more words rightly put together.

32. An infinitive verb, a sentence, or a clause, when it is the subject of a verb, has the same relation to the verb, or to nouns and pronouns, as a singular noun: as, "To see *is* pleasant." "That my friend should suffer, *gives* me pain."

NOTE.—Sections 32, 33, 34, 35, cannot be violated, in the use of verbs, except in the few instances mentioned in Section 29, I. II.

EXAMPLES FOR CORRECTION AND PARSING.

To read with propriety are pleasing and important attainments.

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

To do unto others as we would that they, under similar circumstances, should do unto us, constitute the great principles of virtue.

Promising without due consideration, often produce a breach of promise.

A desire to excel others in learning and virtue are commendable.

CONNECTED WORDS.

33. Two or more infinite verbs or clauses, or nouns and pronouns, connected by *and*, have the same relation to verbs, nouns, and pronouns, as a single plural noun: as, "To agonize and to suffer are severe." "Philip and his son come with their well filled baskets." (See Section 46.)

NOTE.—*And* is frequently implied or understood. (See Section 40.)

EXAMPLES FOR CORRECTION AND PARSING.

To fear God, and to keep his commandments, bespeaks a great and noble mind.

Both life and health is uncertain.

To advise the ignorant, relieve the needy, and comfort the afflicted, constitutes an important part of the duties of the pious.

Sincerity and truth forms the basis of every virtue.

To be prosperous and to be happy, requires attention to our affairs.

Why is redness and heat in fire?

Patience and diligence, like faith, removes mountains.

34. If the nouns or pronouns, connected by *and*, are all singular, and limited by *each* or *every*, they have the same relation to verbs, nouns, and pronouns, that one of them would have if standing alone: as, "Every day and every hour *brings* its trials."

EXAMPLES FOR CORRECTION AND PARSING.

Every thought, every word, and every action, are to be remembered in judgment, whether they be good or evil.

Each leaf, each spire of grass, each object in nature, proclaim the power of their Creator.

Every one of the children, and even every man, were alarmed in view of their danger.

35. Infinitive verbs or clauses, or singular nouns and pronouns, connected by *or* or *nor*, have a

singular relation to verbs, nouns, and pronouns; but if either of the connected nouns or pronouns be plural, they have a *plural* relation: as, "To write gracefully, or to read with propriety, *is his* highest attainment." "Neither she nor Thomas *was* there." "William, Mary, or the cousins, *intend* to return."

NOTE.—*Or* and *nor* are often understood.

EXAMPLES FOR CORRECTION AND PARSING.

Isaac or Solomon stand alone.

Neither place nor time were afforded.

He, they, or we, is guilty.

To despise the poor, or to insult the unfortunate, give evidence of depraved hearts.

Speaking impatiently to servants; or anything that betrays inattention, or ill humor, are certainly criminal offences.

Man's happiness or misery depend very much on his own exertion.

Neither fame nor honors is sufficient to satisfy the immortal mind.

VERBS AND PARTICIPLES.

36. As the perfect participle and the verb of past time are sometimes unlike in their forms, care must be taken that the one be not used for the other: as, *done* for *did*, *become* for *be-*

came, *chose* for *chosen*. "The letter *wrote* yesterday, is mailed," for "*written* yesterday."

The same error must also be avoided in forming the compound perfect participle, and the verb of prior-present, or prior-past time: as, "John has *went*," for "*has gone*;" "*had arose*," for "*had arisen*;" "*having threw*," for "*having thrown*;" "*having took*," for "*having taken*;" "*was knew*," for "*was known*;" "*has been did*," for "*has been done*."

In forming verbs, in such cases, the perfect participle is never used, except after the auxiliaries, *have* or *has*, *had* or *hadst*, and the variations of *be*; as seen in the examples above.

NOTE.—The distinction between a perfect participle and a verb of past time, when they differ, is clearly made, by the method of forming them, in Section 28. (See also Section 58.)

EXAMPLES FOR CORRECTION.

You have came too late.

The cars run off the track yesterday and given much trouble.

She has forsook her child.

The bird having flew away, the hunter pursued it.

John has went with his companion.

Thou hadst drew the picture.

It has fell.

They will have swore falsely.

Her letter is wrote.

My flowers are took.

I seen her book, torn and soiled.
 Having began, she seemed pleased.
 We done the work.
 That girl had grew rapidly.
 Samson had slew many men, he had smote them with a jawbone.
 Your coat is much wore.
 When the moon shall have rose.

POSITION OF SUBJECT.

37. The subject is, usually, placed before the verb; but sometimes comes after it, or between the auxiliary and the principal verb: as, "Remember *thou*!" "Where am *I*?" "Can *he* remain there?" "Were *you* safe?" "Has *Moses* come?" "Whom shall *I* send?" "There stand the *monuments* of his power."

POSITION OF OBJECT.

38. The object commonly follows the verb; but sometimes precedes it: as, "*Whom* do you seek?" "*Me* glory summons to the martial scene?" "The *rolls* of fame I will not now explore." "*Him* they released." "His *son* they slew." "*What* does he desire?"

THEM AND THOSE.

39. The pronoun *them* should never be used for the definitive adjective *those*: as, "He saw *them* men," for "He saw *those* men." "Neither of *them* two speakers is eloquent," for "of *those* two."

EXAMPLES FOR CORRECTION.

Give me *them* apples.
 Did you see *them* samples of beautiful silk?
Them playful children are in the garden.
 In *them* days came John the Baptist.
 Charles returned *them* marbles to his brother.

OMISSIONS.

40. In composition, to avoid repetitions and to express ideas briefly, words are frequently omitted that properly belong to the grammatical construction. By supplying these omissions, in parsing, many apparent difficulties will be removed.

EXAMPLES.

Charles, let us go home; that is, Charles, let *thou* us to go to home.
 I saw all but him — but *saw not* him.
 There is none good but one — but one *is good*.
 Who did this? I — I *did it*.
 He can read better than I — than I *can read*.
 I have seen and heard him frequently — and *have heard*.

This day I bought a horse — *on* this day.

Last year he went to Europe — *in* the last year.

The Lord do that which seemeth him good — seemeth *to* him.

Days, weeks, months, and years have fled — days *and* weeks *and* months.

Wo! is me — wo! is *to* me. Ah me! — Ah! *to* me.

He works all day — all *through* the day, or, *through* all the day.

Whose book is that? It is John's — John's *book*

Some place the bliss in action, some in ease;

Those call it pleasure, and contentment these.

— some *place* it in ease — and contentment these *call* it.

Roll on, thou deep and dark blue ocean! — roll on *thy* way.

CHANGES OF PARTS OF SPEECH.

41. (a) NAMES sometimes perform the office of *adjectives*: as, "A *cloth* coat;" "a *silver* thimble;" "a *gold* pen;" "a *brick* wall."

(b) VERBS are often used as *names*: as, "A dead *calm*;" "your *interest*;" "a broad *sweep*;" "a deep *cut*;" "do not disturb his *quiet*."

(c) VERBS also become *adjectives*: as, "A *calm* day;" "a *quiet* haven;" "*still* waters;" "in *like* manner;" "a *long* distance."

(d) PARTICIPLES are sometimes used for *names*: as, "A lovely *being*;" "a good *under-*

standing;" "beautiful *writing*;" "in the *beginning*;" "from the *rising* of the tide."

(e) ADJECTIVES often assume the form of *names*: as, "The chief *good*;" "a *million* of men;" "the author of *evil*;" "the *bad* are unhappy."

(f) DEFINITIVE ADJECTIVES sometimes partake of the nature of *adverbs*: as, "*More* wisely;" "*much* less;" "not *any* greater danger."

(g) ADVERBS, under some circumstances, become *names*: as, "Yesterday's paper;" "*to-day's* news;" "the business of *to-morrow*."

(h) CONJUNCTIONS occasionally become *adverbs*: as, "He came *then*, and not before;" "she died not long *since*." (See also Sec. 17, Note.)

(i) CONJUNCTIONS and PREPOSITIONS are often used interchangeably, the one for the other: as, "Man toils *for* wealth;" "He paused, *for* he could speak no longer." "You have labored *since* noon;" "*Since* life is short, let us improve it."

From these examples, it is evident, that the sense and particular connection are the only certain guides in determining the part of speech to which a word belongs.

GENERAL EXAMPLES.

(To be corrected and parsed.)

See Sections 5, 6, 14, 16, 18, 20, 22, 24, 25, 27, 29, 30, 32, 33, 34, 35, 36, 39, 41. *(The figures below refer to Sections.)*

^{6, 41, g.} To-morrows ²⁹wisdom mayest prove thee simple to-day.
 Consider every end, that they are but the end of a ^{30 29 41, b}beginning. ^{41, d}

I live, move, are conscious: what shall bar my being? ^{29 41, d}

In what manner he succeeded are unknown to me. ²⁹

The man who I found, had perished in them snowy mountains. ^{20 39}

Not a breath disturb the deep serene. ^{29 41, e}

Time and chance happeneth to all man; but every person ^{33 18}do not consider whom govern these powerful causes. ^{29 20}

To do good to they that hates us, and, not on no occasion, to seek revenge, is the duty of a christian. ^{20 29, 30 27 33 33}

The hand that culled them flower's are gone. ^{39 6 29}

Ignorance or negligence have caused this mistake. ^{35 41, b}

Every person, whatever be their station, are bound by the duties of morality and religion. ^{30 29}

I could not avoid considering they, in some degree, as an enemy to me; and he as a suspicious friend. ^{22 22, 40}

The nations they shalt learn war no more, and have established a universal peace. ^{14 29 22}

Each day and each hour bring with them responsibilities. ^{34 34}

Happy are thou, O Israel! Who art like unto thee, O people! ^{29 29 41, c}

What can be the reason of the committee having delayed this business? ^{41, b 24}

There is in that fragrant pot of roses several opening buds. ^{29 16 37}

I have often saw those kind of fruit. ^{36 18 41, e}

Planets govern not the soul, nor guided not the destinies of man. ^{22 27}

Man, thou hast a social spirit, and are deeply indebted to thy kind. ^{22 41, e}

I refer to no other than he. ^{22, 40}

O! thou who dries the mourners tear! ^{30, 29 6}

Whose gray top shall tremble, him descending. ²⁵

Him being slain, the whole army retreated. ²⁵

Mans happiness, or misery, are, in a great measure, put into their own hands. ^{6 35, 29 41, b 30}

Never was any men so ignorant as them. ^{29 22, 40}

The sun has threw his rays, beautifully and bright, across the plains. ^{36 22}

Thou who has^{30, 29} been a witness of the fact, can give an account of it.

Full fathom five thy father lies;¹⁸

Of his bones²⁹ are coral made;

Those are pearls, that was his eyes;^{30, 29}

Nothing of him that doth fade.—*Shakspeare.*¹⁴

The masons desiring to have a level wall, they level it^{41, c} with a spirit level.¹⁴
^{41, a} ^{41, b}

He is averse to the nation involving themselves in another war.²⁴ ³⁰

He saw his plight, nor fears the thunders roar,^{41, b} ²²

He threw the rope and draws him safe on shore.²²

The lovers plight their vows.

In proportion as either of these two qualities are wanting, the language is imperfect.²⁹

To live soberly, righteously, and pious, are important²² ³² duties.³²

PART SECOND.

SPECIAL RULES AND OBSERVATIONS.

NAMES OR NOUNS.

42. When two or more names, referring to the same individual, as the possessor, follow each other in close succession, the apostrophe must, generally, be added to the last name only; especially if the object owned be expressed: as, "That monster, Satan, the fallen angel's power." "Washington, the President of the United States' address."

But when the names refer to several individuals, each must have the apostrophe: as, "Samuel's, John's, and the girl's books." "Our Lord's and the Apostle's words."

NOTE.—Grammarians differ in regard to this rule. See "Frazee's Grammar," R. IV.; "Murray's Grammar," R. X., Note 1.

43. When extent and duration are connected in the same simple sentence, the extent should be placed before the duration: as, "But now commandeth all men every where to repent." "This has been known to all men of every age."

EXAMPLES FOR CORRECTION.

Beyond the bounds of time and space.

The effectiveness of the pulpit has declined among us, within the last fifty years, to an alarming extent.

From the days of Samuel to the days of Paul, the history of the Jewish and Christian Church speaks the same language.

And yet this scheme, for more than six centuries, gave law to the world.

In every composition, what interests the imagination, and touches the heart, pleases all ages and all nations.

VERBS.

44. The verb *be*, and some others, if preceded by a subject or object, require a corresponding subject or object after them, when both words signify the same thing: as, "*It is I.*" "*We know it to be them.*" "*He was crowned king.*" (See Note under Examples, Section 20.)

EXAMPLES FOR CORRECTION

And they are them which testify of me.

Who did they represent him to be? (*Transpose.*)

They supposed it was him.

After all their professions, is it possible to be them?

He is not the person whom it seemed he was. (*Transpose.*)

It might have been him, but there is no proof of it.

And whom think ye that I am? (*Transpose.*)

Can it be me?

We thought it was thee.

I know not whether it were them who conducted the business; but I am certain it was not him.

45. A verb, having more than one subject, may conform to either; but preference should be given to that which is most naturally its subject: as, "The wages of sin is death." "His meat was locusts and wild honey." "I or thou art to blame." "Neither he nor I am responsible."

NOTE.—It would be better to change the form of the last two sentences, thus: "Either I am to blame, or thou art." "He is not responsible, nor am I."

EXAMPLES FOR CORRECTION.

You or I are disappointed. (*See Note above.*)

The reproofs of instruction is the way of life.

The soul's calm sunshine and the heartfelt joy are virtue's prize.

This report were the means of injuring the mayor, aldermen, and common council.

So great an affliction to him was his wicked sons.

They is the strength of the union.

Ten added to ten are a score.

The breadth of it were fifty cubits.

The wall are ten feet high.

Ten feet are the breadth of the floor.

46. Two or more singular nouns, which refer to the same person or thing, connected by *and*, expressed or implied, have the same relation to verbs, nouns, and pronouns, as one singular noun: as, "That great *statesman* and *hero* is no more." (See Section 33.)

EXAMPLES FOR CORRECTION.

Pliny the philosopher and naturalist have greatly enriched science.

That able scholar and critic have been eminently useful.

To them, this spurner of gold, this rejector of honors, this trampler on earth, are fools and madmen.

47. Verbs of *giving*, *asking*, *teaching*, and some others, may have two objects: as, "Give *me* a *pen*." "Ask *him* the *news*." "She taught *them* *astronomy*." "Send *her* a *letter*."

NOTE.—In such expressions a preposition is understood: as, "Give *to me* a *pen*," &c. (See Section 40.)

48. Every subject, except such as are included in Sections 25 and 26, must have a finite verb expressed or implied.

EXAMPLES FOR CORRECTION.

There, too, the bold Indian girl, with graceful bearing and lustrous eyes, in glittering dress of painted skins.

Heretofore the brave soldiers, who have contributed so much to the glory of our country, liable to be cruelly flogged for even slight misdemeanors.

The ignis-fatuus, like a friendly light, but it betrays the unwary traveller down to the secret chambers of death.

Beings who never smile but at the tears of others; whose joy consists in the wreck of human happiness; and, whose only music is the voice of lamentation and woe.

Virtue, however it may be neglected for a time, men are so constituted as ultimately to acknowledge and respect genuine merit.

49. Every finite verb must have a subject expressed or implied.

EXAMPLES FOR CORRECTION.

Never was a governor more necessary to a province; but would have been almost impossible for the king to have selected one less qualified for the station.

With regard to created beings, is a duration has a beginning, but will never have an end.

The magnificent achievement won the admiration which was due to an enterprise seemed more divine than human.

Ignorant of the great principles of religion, and of its power to save, and wear it as a cloak to hide the deformity within.

As well might the oyster attempt to pass judgment on the towering eagle, flying on the wings of the storm, and mounts and mingles with the new born light.

50. Infinite verbs require the sign *to* after *dare*, "to challenge;" and also after *dare*, "to venture," when it refers to past or future time: as, "He *dared* the enemy *to meet* him." "They *dared to leap* the chasm." "Will you *dare to face* the tyrant?" (See Section 10.)

EXAMPLES FOR CORRECTION.

Dare me fire a gun.
 He did not dare cross the rushing stream.
 You will not dare say to the face what you so freely utter behind the back.
 You have dared throw more than a suspicion upon my character.
 He will not dare attack his adversary.
 Although I felt myself honored by the offer, yet I dared not accept it.
 He dares not to touch a hair of Catline.

DISTINCTIONS OF TIME.

51. Verbs of *past* time have no reference to the present; but verbs of *prior-present* time refer to a past period, which immediately precedes, or includes the present.

EXAMPLES.

I have completed the work more than a week ago — should be, I *completed*, &c.
 The Lord hath given and the Lord hath taken away — The Lord *gave*, &c.
 I remember the family more than twenty years — I *have remembered*.
 He has seen the coronation at Westminster last summer — He *saw*.
 Charles has lately finished the building — Charles lately *finished*.
 They have labored on a farm until very recently — They *labored*.

This man has been sick a short time since — *was* sick.
 When in Italy, I have visited Rome — I *visited*.
 I read Virgil several times — I *have read*.
 In the beginning, God has created the heavens and the earth — God *created*.
 Philosophers have made great discoveries in the last century — Philosophers *made*.
 Philosophers made great discoveries the present century — Philosophers *have made*.

EXAMPLES FOR CORRECTION.

Bharoah and his men of war have been swept away with the waters of destruction.
 Dr. Morse says the forts of the Romans in England have been universally square.
 The northern parts of North America were known to us but about two centuries, yet, during that time, no less than forty-five earthquakes occurred.
 The ancients have understood the art of making glass.
 I will pay the vows which my lips have uttered, when I have been in trouble.
 This curious piece of workmanship was preserved, and shown to strangers, for more than fifty years past.
 This mode of expression has been formerly much admired.

52. When an infinitive verb refers to an action or event as *prior* to that of the verb which it follows, the *prior-present* form must be used; otherwise the *present*: as, "You appear to *have been* intoxicated yesterday." "You appear to *be* intoxicated now." "It gratified me to *see* my friend."

NOTE.—The above is a *general* rule: the following *special* rule, from Murray, is very convenient in some cases: "All verbs expressive of hope, desire, intention, or command, must invariably be followed by the present, and not the prior-present of infinitive verbs."

EXAMPLES FOR CORRECTION.

General Washington employed several cruisers to have intercepted the ships of the enemy.

They left this monument to have preserved the memory of their voyage.

He is said to write much in former years.

The last week I intended to have gone.

From his biblical knowledge, he appears to study the Holy Scriptures with great attention.

She ordered her waiter to have returned home.

Frances ought to go yesterday.

I intended to have spent only a few days here, and then to have returned to Montreal.

He appears to make a clean sweep, wherever he has been.

53. I. When *uncertainty* and *futurity* are both to be expressed by a verb of present time, it takes the regular form with any subject whatever: as,

If thou *injure* another, thou wilt hurt thyself.

If he *continue* impenitent, he must suffer.

He will maintain his principles, though he *lose* his estate.

Whether he *be* successful or not, his intention is laudable.

Love not sleep, lest thou *come* to poverty.

Take heed that thou *speak* not to Jacob.

NOTE.—This Section is an exception to Section 29, I. II. III.

II. When the verb *were* conveys an idea of uncertainty, it becomes *wert* with *thou*, and remains unchanged with all other singular subjects: as, "If thou *wert* he." "*Wert* thou he." "If it *were* possible, they would deceive the elect." (See Section 29, II.)

NOTE.—The peculiar forms of this Section are, generally, preceded by one of the following conjunctions: *if, though, unless, except, lest, that, whether, &c.*

EXAMPLES FOR CORRECTION.

Unless thou learnest faster, thou wilt be no scholar.

If he does but touch the hills, they shall smoke.

No power, except it was given from above.

Though he slays me, yet will I trust in him.

Though our Savior were rich, yet for our sakes he became poor.

Though He were a son, yet learned he obedience, by the things which he suffered.

If he does submit, it will be from necessity.

Unless he acts prudently, he will not accomplish his purpose.

What though the field is lost? all is not lost!

Though he do submit, yet he is not convinced.

WILL AND SHALL.

54. In the prior-future, *will* should not be used with *I* or *we*; nor *shall* with any other subject, unless that subject be preceded by *if, though, unless, &c.*

EXAMPLES.

I am the Lord, that *maketh* all things; that *stretch* forth the heavens alone—It should read, that *maketh*, that *stretcheth*; or, that *make*, that *stretch*.

If a man *have* a hundred sheep, and one of them *is* gone astray—Either *has* a hundred, and *is* gone; or, *have* a hundred, and *be* gone

EXAMPLES FOR CORRECTION.

The oak mocketh at the fury of the storm, and rejoices in summer sunshine.

I feared that I should have lost the parcel, before I arrived at the city.

I have compassion on the multitude, because they continue with me now three days.

John will earn his wages, when his service is completed.

The hero returns, like a triumphant conqueror, was drawn in a chariot of four; having worn the crown of victory, and was everywhere greeted with the acclamations of the people.

It was when Eve saw that the tree had been pleasant to the eyes, that she has taken of the fruit thereof; by which act she loses Eden, and brings death into our world.

I have resided at Washington six months, and seen the President last week.

The next new year's day, I shall be at school three years.

To lie in my berth, I could not; sit still, when out of it, was impossible.

PARTICIPLES.

57. If either *a*, *an*, or *the*, stands before a present participle, in sentences like the following, *of* must be placed immediately after it: as, "By *the* observing of which." "By *the* preaching of repentance." "From *a* rising of the tide."

NOTE.—In such instances, the definitive and the preposition must both be used, or both omitted. (See Section 41, *d*.)

EXAMPLES FOR CORRECTION.

This may prove the sealing his eyes in perpetual darkness.

What! threaten me with telling of the king?

This principle manifests itself in the acquiring money; in keeping of it; and in the fixing the heart upon it.

By a continual mortifying our corrupt affections.

This was, in fact, a converting the deposit to his own use.

58. A verb is said to be REGULAR, when its prior-present infinitive adds *d* or *ed* to the present: as, present, "to love;" prior-present, "to have loved."

All others are called IRREGULAR: as, present, "to go;" prior-present, "to have gone."

The following is a list of

IRREGULAR VERBS.

NOTE.—Those verbs which are sometimes used in the regular form are marked with an R.

<i>Present Infin. Verb.</i>	<i>Prior-present Infinitive Verb.</i>	<i>Perfect Participle.</i>	<i>Verb of Past Time.</i>
To abide,	To have abode,	abode,	abode.
To arise,	To have arisen,	arisen,	arose.
To awake,	To have awoke, R.	awoke, R.	awoke, R.
To be,	To have been,	been,	were.
To bear,	To have borne, born,	borne, born,	bore.
To beat,	To have beat, beaten,	beat, beaten,	beat.
To become,	To have become,	become,	became.
To begin,	To have begun,	begun,	began, begun.
To bend,	To have bent, R.	bent, R.	bent, R.
To bereave,	To have bereft, R.	bereft, R.	bereft, R.
To beseech,	To have besought,	besought,	besought.
To bid,	To have bidden, bid,	bidden, bid.	bade, bid.
To bind,	To have bound,	bound,	bound.
To bite,	To have bit, bitten,	bit, bitten,	bit.
To bleed,	To have bled,	bled,	bled.
To blow,	To have blown, R.	blown, R.	blew, R.
To break,	To have broken, broke,	broken, broke,	broke.
To breed,	To have bred,	bred,	bred.
To bring,	To have brought,	brought,	brought.
To build,	To have built, R.	built, R.	built, R.
To burst,	To have burst, R.	burst, R.	burst, R.
To buy,	To have bought,	bought,	bought.
To cast,	To have cast,	cast,	cast.
To catch,	To have caught, R.	caught, R.	caught, R.
To chide,	To have chid,	chid,	chid.
To choose,	To have chosen, chose,	chosen, chose,	chose.
To cleave, to ad- here, R.			
To cleave, to split,	To have cleft, clove, cloven,	cleft, clove, cloven,	cleft.
To cling,	To have clung,	clung,	clung.
To clothe,	To have clad, R.	clad, R.	R.
To come,	To have come,	come,	came, come.
To cost,	To have cost,	cost,	cost.
To creep,	To have crept,	crept,	crept.
To cut,	To have cut,	cut,	cut.

<i>Present Infin. Verb.</i>	<i>Prior-present Infinitive Verb.</i>	<i>Perfect Participle.</i>	<i>Verb of Past Time.</i>
To dare, to ven- ture,	To have dared, R.	dared, R.	durst, R.
To dare, to chal- lenge, R.			
To deal,	To have dealt, R.	dealt, R.	dealt, R.
To dig,	To have dug, R.	dug, R.	dug, R.
To do,	To have done,	done,	did.
To draw,	To have drawn,	drawn,	drew.
To drive,	To have driven, drove,	driven, drove	drove.
To drink,	To have drank,	drank,	drank.
To dwell,	To have dwelt, R.	dwelt, R.	dwelt, R.
To eat,	To have eaten, eat,	eaten, eat,	ate, eat.
To engrave,	To have engraven, R.	engraven, R.	R.
To fall,	To have fallen,	fallen,	fell.
To feed,	To have fed,	fed,	fed.
To feel,	To have felt,	felt,	felt.
To fight,	To have fought,	fought,	fought.
To find,	To have found,	found,	found.
To flee,	To have fled,	fled,	fled.
To fly,	To have flown,	flown,	flew.
To fling	To have flung,	flung,	flung.
To forget,	To have forgot, for- gotten,	forgot, forgotten,	forgot.
To forsake,	To have forsaken,	forsaken,	forsook.
To freeze,	To have frozen, froze,	frozen, froze.	froze.
To get,	To have got, gotten,	got, gotten,	got.
To gild,	To have gilt, R.	gilt, R.	gilt, R.
To gird,	To have girt, R.	girt, R.	girt, R.
To give,	To have given,	given,	gave.
To go,	To have gone,	gone,	went.
To grave,	To have graven, R.	graven, R.	R.
To grind,	To have ground,	ground,	ground.
To grow,	To have grown	grown,	grew.
To have,	To have had,	had,	had.
To hang, to take away life, R.			
To hang, to sus- pend.	To have hung,	hung,	hung.
To bew,	To have hewn, R.	hewn, R.	R.
To hide,	To have hid, hidden.	hid, hidden,	hid.
To hit,	To have hit,	hit,	hit.
To hold,	To have held,	held,	held.
To hurt,	To have hurt,	hurt,	hurt.
To keep,	To have kept,	kept,	kept.
To knit,	To have knit,	knit,	knit.

<i>Present Infinitive Verb.</i>	<i>Prior-present Infinitive Verb.</i>	<i>Perfect Participle.</i>	<i>Verb of Past Time.</i>
To know,	To have known,	known,	knew.
To lade,	To have laden, R.	laden, R.	R.
To lay,	To have laid,	laid,	laid.
To lead,	To have led,	led,	led.
To leave,	To have left,	left,	left.
To lend,	To have lent,	lent,	lent.
To let,	To have let,	let,	let.
To lie (<i>down</i>),	To have lain,	lain,	lay.
To load,	To have laden, R.	laden, R.	R.
To lose,	To have lost,	lost,	lost.
To make,	To have made,	made,	made.
To mean,	To have meant,	meant,	meant.
To meet,	To have met,	met,	met.
To mow,	To have mown, R.	mown, R.	R.
To pay,	To have paid,	paid,	paid.
To put,	To have put,	put,	put.
To quit,	To have quit, R.	quit, R.	quit, R.
To read,	To have read,	read,	read.
To rend,	To have rent,	rent,	rent.
To rid,	To have rode,	rode,	rid.
To ride,	To have rid,	rid,	rode.
To ring,	To have rung,	rung,	rung, rang.
To rise,	To have risen,	risen,	rose.
To rive,	To have riven, R.	riven, R.	R.
To run,	To have run,	run,	run, ran.
To saw,	To have sawn, R.	sawn, R.	R.
To say,	To have said,	said,	said.
To see,	To have seen,	seen,	saw.
To seek,	To have sought,	sought,	sought.
To sell,	To have sold,	sold,	sold.
To send,	To have sent,	sent,	sent.
To set,	To have set,	set,	set.
To shake,	To have shaken,	shaken,	shook.
To shear,	To have shorn, R.	shorn, R.	R.
To shed,	To have shed,	shed,	shed.
To shine,	To have shone, R.	shone, R.	shone, R.
To shew (<i>From</i> <i>show</i>),	To have shewn,	shewn,	shewn.
To show,	To have shown, R.	shown, R.	R.
To shoe,	To have shod,	shod,	shod.
To shoot,	To have shot,	shot,	shot.
To shrink,	To have shrunk,	shrunk,	shrunk.
To shred,	To have shred,	shred,	shred.
To shut,	To have shut,	shut,	shut.
To sing,	To have sung,	sung,	sung.

<i>Present Infinitive Verb.</i>	<i>Prior-present Infinitive Verb.</i>	<i>Perfect Participle.</i>	<i>Verb of Past Time.</i>
To sink,	To have sunk,	sunk,	sunk.
To sit,	To have sat,	sat,	sat.
To slay,	To have slain,	slain,	slew.
To sleep,	To have slept,	slept,	slept.
To slide,	To have slid, R.	slid, R.	slid, R.
To sling,	To have slung,	slung,	slung.
To slink,	To have slunk,	slunk,	slunk.
To slit,	To have slit, R.	slit, R.	slit, R.
To smite,	To have smitten, smit,	smitten, smit.	smote.
To sow,	To have sown, R.	sown, R.	R.
To speak,	To have spoken, spoke,	spoken, spoke.	spoke.
To speed,	To have sped,	sped,	sped.
To spend,	To have spent,	spent,	spent.
To spill,	To have spilt, R.	spilt, R.	spilt, R.
To spin,	To have spun,	spun,	spun.
To spit,	To have spit,	spit,	spit.
To split,	To have split,	split,	split.
To spread,	To have spread,	spread,	spread.
To spring,	To have sprung,	sprung,	sprung.
To stand,	To have stood,	stood,	stood.
To steal,	To have stole, stolen,	stole, stolen,	stole.
To sting,	To have stung,	stung,	stung.
To stink,	To have stunk,	stunk,	stunk.
To stick,	To have stuck,	stuck,	stuck.
To stride,	To have strid,	strid,	strode, strid.
To strike,	To have struck,	struck,	struck.
To string,	To have strung,	strung,	strung.
To strive,	To have striven, R.	striven, R.	strove, R.
To strow,	To have strown, R.	strown, R.	R.
To strew, R.			
To swear,	To have sworn,	sworn,	swore.
To sweat,	To have sweat, R.	sweat, R.	sweat, R.
To swim,	To have swum,	swum,	swum, swam.
To swing,	To have swung,	swung,	swung.
To take,	To have taken,	taken,	took.
To teach,	To have taught,	taught,	taught.
To tear,	To have torn,	torn,	tore.
To tell,	To have told,	told,	told.
To think,	To have thought,	thought,	thought.
To thrive,	To have thrived,	thrived,	throve, R.
To throw,	To have thrown, R.	thrown, R.	threw, R.
To thrust,	To have thrust,	thrust,	thrust.
To tread,	To have trod, trodden,	trod, trodden,	trod.
To wear,	To have worn,	worn,	wore.
To weave,	To have woven, wove, R.	woven, wove, R.	wove, R.

<i>Present Infin. Verb.</i>	<i>Prior-present Infinitive Verb.</i>	<i>Perfect Participle.</i>	<i>Verb of Past Time.</i>
To weep,	To have wept,	wept,	wept.
To win,	To have won,	won,	won.
To wet,	To have wet, R.	wet, R.	wet, R.
To wind,	To have wound, R.	wound, R.	wound, R.
To work,	To have wrought, R.	wrought, R.	wrought, R.
To wring,	To have wrung, R.	wrung, R.	wrung, R.
To write,	To have written,	written,	wrote.

OBSOLETE FORMS.

<i>Verbs of Past Time.</i>			
Bare,	drave,	sank,	sprang,
brake,	forgat,	spake,	stank,
clave,	gat,	spat,	sware.
crew,	sang,		

<i>Perfect Participles.</i>			
Bounden,	holden,	sitten,	stricken,
chidden,	ridden,	slidden,	swollen,
drunken,	shapen,	spitten,	thriven,
drunk,	shaven,	stridden,	waxen.

PRONOUNS.

WHO AND WHICH.

59. *Who* is applied to persons, but never to children, things, and brutes: as, "A man *who* died." "The lady *who* purchased a piano."

Which is applied to children, animals, and things: as, "The child *which* came." "The bird *which* sings." "The cloak *which* I had."

Which, however, is applied to persons, when we wish to distinguish one person of two, or a

particular individual among many others: as, "*Which* of the two men?" "Our Father, *which* art in heaven."

EXAMPLES FOR CORRECTION.

Who of these men came to her assistance?

The man which informed me was mistaken.

The horse whom I rode.

I saw the lady which sailed in yesterday's steamer.

The house whom I bought.

He was the most eloquent speaker which you ever heard.

The tiger is a beast of prey, who destroys without pity.

Is this the child whom you found?

60. It sometimes adds beauty and force to the compounds, *whatsoever*, *whichever*, and *whosoever*, to divide them by an intervening name: as,

What way *soever* I turn, death pursues me.

On *which* side *soever* the king cast his eyes.

Whose sins *soever* ye remit, they are remitted.

NOTE.—In parsing, these divided words should be united into one word.

ADJECTIVES.

61. Most adjectives are varied by three degrees of comparison, called the *positive*, the *comparative*, and the *superlative*.

The *positive* degree expresses a quality as distinct and positive: as, "Wise," "good," "white," "red."

The *comparative* degree expresses a quality greater or less in degree than the positive: as, "Wiser," "less wise," "better," "whiter," "redder."

The *superlative* degree expresses a quality of the highest or lowest degree: as, "Wisest," "least wise," "best," "whitest," "reddest."

Some adjectives admit an *imperfect* degree, which expresses a quality slightly below the positive. This degree always ends in *ish*: as, "Greenish," "saltish," "blackish."

The positive is usually changed to the comparative by adding *r* or *er*, or placing *more* or *less* before it; and to the superlative by adding *st* or *est*, or placing *most* or *least* before it: as,

Great,	greater,	greatest.
Heroic,	more heroic,	most heroic.
Wise,	less wise,	least wise.

A few adjectives are irregular in comparison: as,

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Good,	better,	best.
Bad or evil,	worse,	worst.
Little,	less,	least.
Much or many,	more	most.
Near,	nearer,	nearest or next
Old,	older or elder,	oldest or eldest.
Late,	later,	latest or last.

62. Adjectives that have in themselves a superlative signification, do not properly admit of the comparative or superlative form superadded: as,

Chief,	extreme,	perfect,	right,
universal,	supreme,	straight,	square, &c.

The following are, therefore, incorrect:—

Chiefest,	extremest,	more perfect,
most universal,	more square, &c.	

EXAMPLES FOR CORRECTION.

The sun's rays are spreading to the most extreme boundaries of the horizon.

More perfect rapture never thrilled human bosom.

This piece of timber is straighter than that.

Virtue confers the supremest dignity on man; and should be his chiefest desire.

This is the most universal preparation for every station of life.

94 COMPARISON OF ADJECTIVES.

He gave the fullest and the most sincere proof of the truest friendship.

That block is squarer than the others.

63. Double comparatives and superlatives should be avoided: as,

A *worser* conduct; for, *worse* conduct.

Lesser hopes; for, *less* hopes.

A more *serener* temper; for, more *serene*.

The *most straitest* sect; for, the *straitest* sect.

A *more superior* work; for, a *superior* work.

EXAMPLES FOR CORRECTION.

He spoke in the most strongest terms.

That piece of ice is more smother than glass.

The nightingale's voice is the most sweetest in the grove.

The most pleasantest spot on earth is home.

The pleasures of the understanding are more preferable than those of the imagination, or of sense.

On the most loftiest mountains snow is ever found.

64. When a comparison is made, either with adjectives or adverbs, and refers only to *two* persons or things, the *comparative* degree must be used; but when it refers to *three or more*, the *superlative* must be used: as,

Love is *stronger* than death.

The *smaller* of these two birds sings the *more sweetly*.

John is the *best* boy in the class, and studies the *most diligently*.

NOTE.—Good writers sometimes vary from this rule.

COMPARISON OF ADJECTIVES. 95

EXAMPLES FOR CORRECTION.

Of the two sisters, Mary is the oldest, and Eliza is the tallest.

Which of those three oranges is the riper.

He is the strongest of the two, but not the wisest.

Her parents often praised her, but her mother the most frequently.

Spring, summer, and autumn, are all pleasant; but I prefer the latter.

65. When the *comparative* degree is used, the *latter* term of comparison should *not include* the *former*: as,

Gold is more valuable than all the other metals; not, *all* the metals.

EXAMPLES FOR CORRECTION.

Job was more patient than all men.

Youth is less burdened with care than any period of life.

The regions around the poles are more seldom visited than any part of the globe.

Jacob loved Joseph better than all his children.

The ostrich is larger than any bird known to naturalists.

66. When the *superlative* degree is used, the *latter* term of comparison should *include* the *former*: as,

Hope is the most constant of all the passions; not, of all the *other* passions.

EXAMPLES FOR CORRECTION.

An iceberg is the most splendid of all the other objects in the northern seas.

Eve was the fairest of all her daughters.

Rhode Island is the smallest of all the other states.

Robert is the most modest of all his brothers.

He spoke with so much propriety, that I understood him the best of all the others who spoke on the subject.

67. Adjectives are, occasionally, used to qualify verbs, adverbs, other adjectives, clauses, or sentences: as,

The wind blows *cold*.

Full oft she came.

The *deep* blue sky.

To be a coward is *disgraceful*.

DEFINITIVE ADJECTIVES.

68. The definitive adjective *a* is used before words beginning with a *consonant*, or *u long*, and before the word *one*: as, "A time," "a hand," "a union," "a unit," many a one."

An is used before words beginning with a *vowel*, or *silent h*; and before words in which the *h* is sounded, when the accent is on the second syllable: as, "An ounce," "an atom," "an hour," "an heroic poem," "an umpire."

EXAMPLES FOR CORRECTION.

It was a enemy, not an friend, who did this.

He waited a hour for a answer.

She is reading an universal history.

An union of sentiments is desirable.

ADVERBS.

69. Many adverbs are compared like adjectives: as,

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
soon,	sooner,	soonest.
often,	oftener,	oftenest.

Those ending in *ly* are, generally, compared by *more* and *most*, *less* and *least*: as,

Wisely,	more wisely,	most wisely.
wisely,	less wisely,	least wisely.

70. The definitive adjective *the*, when applied to adverbs in the comparative and superlative degrees, seems to lose its original character, and to become a part of the adverb: as,

The more I examine it, *the better* I like it.
You admire this *the least* of any.

71. Adverbs are, generally, placed before ad-

jectives, after verbs, and often between the auxiliary and the principal verb: as,

She is *very* good.
Charles reads *well*.
They had *not* come.

EXAMPLES FOR CORRECTION.

You are left not alone to climb the arduous ascent.
The vessel swiftly and securely glides before the gale.
Some flowers very early bloom.
A better instance than this scarcely could be found.
He acted in somewhat a careless manner.
The waves are rolling continually.
Not only he found her employed, but pleased and tranquil also.
We cannot be engaged always.
He offered an apology, which being not admitted, he became submissive.
The heavenly bodies are in motion perpetually.

72. In using adverbs and adjectives, care should be observed not to substitute the one for the other: as,

George writes *beautiful*; for, *beautifully*.
He is *miserably*; for, *miserable*.
They came *agreeable* to promise; for, *agreeably*.

EXAMPLES FOR CORRECTION.

How serious those leaden eyes dote on trifles!
The solitarily heron stands in the same lonely spot.
He acted neither witty nor wise in commending ridicule.

He speaks very fluent, reads excellent, but does not think very coherent.

The conspiracy was the easier discovered from its being known to many.

Samuel is an extreme dull scholar.

Has not your father grown incapable of reasonably affairs?

A thousand hearts beat happy, and all went merrily as a marriage bell.

He had many virtues, and was exceeding beloved.

PREPOSITIONS.

73. As the preposition *among* generally implies a number of things, it should not be used in connection with the definitive adjective *every*, which has a singular signification: as,

This is known *among every* class of men; better, *among all classes*, or, known to ~~o~~ by every class.

Vice prevails *among every* grade of society; better, *in every grade*, or, *among all grades*.

CONJUNCTIONS.

74. When verbs are connected by a conjunction, and the subject is not repeated, they must refer to the same *time*, have the same *auxiliaries*, expressed or implied, and follow the same *form*: but if there be a necessary change, in either of

these respects, or if the assertion pass from an affirmative to a negative, or the contrary, the subject must be repeated: as,

John *arose* and *followed* him.
 They *may go* and *may remain*.
 She *will live* and *die* hoping.
 The girls *are* studious, and *they will improve*.
 He *is* wealthy, but *he is not* generous.
 He *is not* wealthy, but *he is* generous.

NOTE.—Good writers sometimes vary from this rule.

EXAMPLES FOR CORRECTION.

Tears, like the rain-drops, may fall without measure,
 But rapture and beauty cannot recall.
 The latter will not only be inexpressive, but must also be monotonous and tiresome.
 They have rewarded him liberally, and could not do otherwise.
 He is not rich, but is respectable.
 He lives temperately, and should live temperately.
 He cannot swim, if he leaps out, yet thinks it the best course.
 Our season of improvement is short; and, whether used or not, will soon pass away.
 Rank may confer influence, but will not necessarily produce virtue.
 Learning strengthens the mind; and, if properly applied, will improve our morals too.
 If he choose to indulge in soliloquies, (and will be much inclined to do so,) he can relieve himself without disturbing others.

CORRESPONDING CONJUNCTIONS.

75. Some conjunctions require corresponding conjunctions to follow them, so that the latter member of the sentence answers to the former: as,

I. *Though* requires *yet*, or *nevertheless*: as, "*Though* he is old, *yet* he is active."

II. *Whether* — or: as, "*Whether* ye eat or drink."

III. *Either* — or: as, "They must *either* conquer, or be conquered."

IV. *Neither* — nor: as, "*Neither* life nor death can part us."

V. *Both* — and: as, "He is *both* proud and vain."

VI. *As* — *as*: expressing a comparison of equality: as, "The sea is *as* calm *as* a quiet lake."

VII. *As* — *so*: expressing a comparison of equality: as, "*As* thy day, *so* shall thy strength be."

VIII. *As* — *so*: expressing a comparison of quality: as, "*As* the one dieth, *so* dieth the other."

IX. *So* — *as*: with a verb expressing a comparison of quality: as, "To see thy glory, *so as* I have seen thee in thy sanctuary."

X. *So* — *as*: with an adjective or adverb, and with or without a negative, to limit the degree by comparison: as, "*So far as* he speaks the truth, I believe him." "Napoleon was not *so* noble a commander *as* Washington."

XI. *So* — *as*: expressing a consequence: as, "The waves were *so* high *as* to endanger the vessel."

XII. *So* — *that*: expressing a consequence: as, "He is *so* frail *that* he can scarcely support himself."

EXAMPLES FOR CORRECTION.

The scenery from Quebec to Gaspé is so diversified and picturesque as you could well imagine.

Whether upheld by strength, nor chance, nor fate.

I cannot tell whether he will go nor stay.

Either the clock and the watch runs too fast.

Pompey was not so great a man or Cæsar.

Neither time or tide waits for our gratification.

Neither the king or the queen was present.

They are both ready or willing to undertake the journey.

76. *As* is often improperly used for *than*, with the comparative degree of adjectives and adverbs: as,

This book is larger *as* that; for, *than* that.

He would rather ride *as* walk; for, *than* walk.

EXAMPLES FOR CORRECTION.

Softer is the hide of the rhinoceros as the heart of deriding unbelief.

It is more pleasant to see a laughing cheek as a serious forehead.

Better to be the vilest of the vile, in the hated company of men, as to live a solitary wretch, dreading and wanting all things.

He was more eloquent, but not so learned as his predecessor. (*Transpose.*)

77. EXCEPTIONS AND IRREGULARITIES.

1. All *is* well. All *is* quiet.
2. Alfred, *than whom* a greater king never reigned.
3. It is *I* he seeks. It is *me* he seeks.

4. A great many. A thousand years.
5. Many a friend.
6. Ten head of cattle. Five sail of the line.
7. By *this* means. By *that* means.
8. Every three hours. *This* three months.
9. It is *him* you aim at.
10. It is *he* you aim at.
11. It is *they* that performed the work.
12. *Be* it enacted.
13. Green *be* the turf above thee.
14. Upon the sail they fought to save.
15. Who steals my purse steals trash.
16. For I have *business* would employ an age.
17. Though in her eye and faded cheek,
Is read the *grief* she will not speak.
18. Time *need* not be wasted.
19. No other historian of that country *need* be mentioned.
20. John *needs* advice.
21. *Methinks* I see the portals of eternity wide open to receive him.
22. She is worth *him* and all his *connexions*.
23. This life, at best, is *but* a dream.
24. This soldier *talked* the night away.
25. *He* that hath ears to hear, let him hear.
26. The circumstances were as *follow*.
27. His words were as *follows*.
28. A picture of my *friend*.
29. A picture of my *friend's*.
30. The *letter* I expected yesterday, *arrived* to-day.
31. I am *about* to write.

PUNCTUATION.

(Compiled chiefly from Mr. Murray's Grammar.)

PUNCTUATION teaches to divide written composition into parts or sentences, by points or stops, as the sense and correct pronunciation require.

THE COMMA.

I. The several words of which a simple sentence consists, have so near a relation to each other, that, in general, no points are requisite, except a full stop at the end of it: as,

Every part of matter swarms with living creatures.
No state of life is exempt from trouble.

II. When a simple sentence is long, and the subject of the verb is accompanied with inseparable adjuncts, it may admit of a pause immediately before the verb: as,

To be totally indifferent to praise or censure, is a real defect in character.

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THE COMMA.

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III. When the connexion of the different parts of a simple sentence is interrupted by an imperfect phrase, a comma is usually introduced before the beginning, and at the end of such phrase: as,

His work is, *in many respects*, imperfect.
It is, *therefore*, not much approved.

IV. Two or more names, verbs, participles, pronouns, adjectives, adverbs, or prepositions, in the same construction, are separated by commas: as,

The length, breadth, and depth, are all equal.
In a letter we may advise, comfort, and discuss.
Thou art happy in being loved, esteemed, and respected.
You have slandered her, him, us, and others.
The most innocent pleasures are the sweetest, the most rational, the most affecting, and the most lasting.
He was suddenly, strangely, and fatally smitten.
They may go before, behind, around, or through the house.

NOTE.—Two words closely connected by a conjunction, generally form an exception to this rule: as,

Virtue and diligence lead to success.
We must live virtuously or viciously.
He was a great and good man.
Some live only to eat and drink.

V. When participles are followed by something that depends on them, they are, generally,

separated from the rest of the sentence by a comma: as,

The king, *approving the plan*, put it in execution.

His talents, *formed for great enterprises*, could not fail to render him conspicuous.

VI. When a conjunction is separated by a phrase or sentence, from the verb to which it belongs, such intervening phrase has usually a comma at each extremity: as,

They set out early, *and*, before the close of the day, arrived at the destined place.

VII. Expressions in a direct address, nouns or pronouns placed independently with a participle, or infinitive verbs independent of the rest of the sentence, are separated by commas from the body of the sentence: as,

My friend, do not be alarmed.

His father dying, he succeeded to his estate.

To confess the truth, I was much in fault.

VIII. Names added to other names in the same construction, by way of explication or illustration, when accompanied with adjuncts, are set off by commas: as,

Paul, the apostle of the Gentiles, was eminent for his zeal and knowledge.

The butterfly, child of the summer, flutters in the sun.

But if such names are single, or only form a proper name, they are not so divided: as,

Paul the apostle.

The emperor Antoninus.

IX. Simple members of sentences connected by comparatives, unless very short, are, generally, distinguished by a comma: as,

Better is a dinner of herbs with love, *than* a stalled ox and hatred with it.

X. Words placed in opposition to each other, or with some marked variety; two or more nouns referring to the same preposition; and remarkable expressions, or short observations, somewhat in the manner of quotations, are, usually, distinguished by commas: as,

Though deep, yet clear; though gentle, yet not dull;
Strong, without rage; without o'erflowing, full.

Many states were in alliance with, and under the protection of Rome.

He was composed, both under the threatening, and at the approach, of a cruel and lingering death.

Plutarch calls lying, the vice of slaves.

XI. The pronouns *who*, *which*, and *that*, often require a comma before them: as,

He preaches sublimely, *who* lives a sober, righteous, and pious life.

XII. A simple member of a sentence, contained within another, unless the connexion is very close, must be distinguished by commas: as,

To improve time, *while we are blessed with health*, will smooth the bed of sickness.

XIII. When the verb *be* is followed by an infinitive verb, which, by transposition, might be made its subject, the former is generally separated from the latter verb by a comma: as,

The most obvious remedy is, to withdraw from all associations with bad men.

The first and most obvious remedy against the infection, is, to withdraw from all associations with bad men.

XIV. When a verb is understood, a comma may often be properly introduced: as,

From law arises security; from security, curiosity; from curiosity, knowledge.

XV. The words *nay, so, hence, again, first, secondly, formerly, now, lastly, once more, above all, on the contrary, in the next place, in short*, and all other words and phrases of the same kind, must, generally, be separated from the context by a comma: as,

He feared want, *hence*, he overvalued riches.

Finally, I shall only repeat what has been often justly said.

THE SEMICOLON.

I. When a member of a sentence contains a complete proposition, and is followed by a clause expressing an inference, or explanation, they must be separated by the semicolon: as,

Straws swim upon the surface; but pearls lie at the bottom.

But all subsists by elemental strife;
And passions are the elements of life.

II. When several short sentences follow each other, having only a slight connection in idea, they should be separated by the semicolon: as,

The epic poem recites the exploits of a hero; tragedy represents a disastrous event; comedy ridicules the vices and follies of mankind; pastoral poetry describes rural life; and elegy displays the tender emotions of the heart.

Though deep, yet clear; though gentle, yet not dull.
Strong, without rage; without o'erflowing, full.

THE COLON.

The colon is used—

I. When a member of a sentence is complete in

itself, but followed by some supplemental remark, or further illustration of the subject: as,

Study to acquire a habit of thinking: no study is more important.

Nature confesseth some atonement to be necessary: the gospel discovers that the necessary atonement is made.

II. When a semicolon, or more than one, has preceded, and a still greater pause is necessary, in order to mark the connecting or concluding sentiment: as,

In faith and hope the world will disagree;
But all mankind's concern is charity:
All must be false that thwart this one great end;
And, all of God, that bless mankind or mend.

III. When an example, a quotation, or a speech, is introduced: as,

The Scriptures give us an amiable representation of the Deity, in these words: "God is love."

He was often heard to say: "I am done with the world, and am willing to leave it."

IV. The propriety of using a colon, or semicolon, is sometimes determined by a conjunction's being expressed, or not expressed: as,

Do not flatter yourselves with the hope of perfect happiness: there is no such thing in the world.

Do not flatter yourselves with the hope of perfect happiness; *for* there is no such thing in the world.

THE PERIOD.

The period marks a full stop, and is placed at the close of a complete and independent sentence. It is also used after initials and abbreviations: as,

N. S. for New Style. Dr. for Doctor. Gen. for General.

THE DASH.

The dash marks an abrupt turn in the sentence: as,

Here lies the great — False marble, where?
If thou art he — but O how fallen!

THE POINT OF INTERROGATION

Follows a question: as,

When did he come?
Am I compelled to suffer?

THE POINT OF EXCLAMATION

Is applied to expressions of sudden emotion, surprise, joy, grief, &c., and also to invocations or addresses: as,

My friend! this conduct amazes me!
But alas! it was too late!

CAPITAL LETTERS.

Every name of the Deity —

The principal words in the title of a book or essay —

Every line in poetry —

All proper names of persons, places, &c. —

Adjectives derived from proper names —

All names of things when addressed —

Every sentence after a full stop —

Quotations, introduced after a colon —

The interjections, Oh, &c. — should begin with a capital letter.

The pronoun *I*, and the interjection *O*, should always be capital letters.

GENERAL EXAMPLES FOR CORRECTION.

If we have no regard for our character we ought to have some regard for our interest

His hopes his happiness his very life hung upon the next word from those lips

what is it that a roman would not suffer
that a venetian prince must bear

Homer was the greater genius virgil the better artist
in the one we more admire the man in the other the work
homer like the Nile pours out his riches with a sudden
overflow virgil like a river in its banks with a constant
stream

Did ye not hear it no 'twas but the wind
Or the car rattling o'er the stony street

On with the dance let joy be unconfined
No sleep till morn when youth and pleasure meet
To chase the glowing hours with flying feet

But hark that heavy sound breaks in once more
As if the clouds its echo would repeat
And nearer clearer deadlier than before
Arm arm it is it is the cannon's opening roar

philip III king of spain when he drew near the end of
his days seriously reflecting on his past life and greatly
affected with the remembrance of his mispent time ex-
pressed his deep regret in these terms "ah how happy
would it have been for me had i spent in retirement these
twenty three years that i have possessed my kingdom."

The Gardens of the World produce only deciduous flow-
ers Perennial ones must be sought in the Delightful Re-
gions Above Roses without Thorns are the Growth of
paradise alone

He advanced slowly silently cautiously but resolutely to
the centre of the hostile camp

The sunrise drew her thoughts to europe forth
That thus apostrophized its viewless scene
"Land of my father's love my mother's birth
The home of kindred I have never seen
We know not other oceans are between
Yet say far friendly hearts from whence we came.
Of us does oft remembrance intervene
My mother sure my sire a thought may claim
But gertrude is to you an unregarded name"