

NG
LOCK

This table, seen vertically, from top to 2d, the R
horizontal lines, all that relates to the
then turning the eye along between and follow
which will be found between the should be
should fold the first column back, columns.

METHOD OF PA

NOUN.

Define the word.
What part of speech? A noun
Material or immaterial? Why? A noun
Common or proper? Why? A noun
First, second, or third person
Singular or plural number? A noun
Masculine, feminine, or neuter
Why?
Nom. poss. or objective case?
Give the rule.

ARTICLE.

An article. Why?
Definite or indefinite? Why?
Agrees with the noun.— Give
NOTE.—When the article is proper
why it is omitted.

A pronoun. Why?
A personal pronoun. Why?
What noun is it used instead of?

AN ENGLISH GRAMMAR

FOR
CHILDREN;

ACCORDING TO THE
ELEMENTARY METHOD

OF
PESTALOZZI;

CONTAINING EASY LESSONS

IN
COMPOSITION,

WHEREBY YOUNG PERSONS MAY ACQUIRE THE
HABIT OF SPEAKING AND WRITING
CORRECTLY.

In learning any thing, as little should be proposed to the mind at
once as is possible; and that being understood and fully
mastered, to proceed to the next adjoining part
yet unknown.—LOCKE.

BY JOHN LOCKE, M. D. 1792-1856

Author of "Outlines of Botany," and Principal of
Cincinnati Female Academy.

CINCINNATI:

W. M. & O. FARNSWORTH, JR. PRINTERS.

1827.

PE 1109
L75
off. ce

District of Ohio, to wit:



BE IT REMEMBERED, that on the fourteenth day of December, in the year of our Lord one thousand eight hundred and Twenty Six, and in the Fifty First Year of the American Independence, John Locke, of the said District, hath deposited in this Office, the Title of a Book, the right whereof he claims as Author and Proprietor,—in the words and figures following, to wit: “An English Grammar for Children, according to the elementary method of Pestalozzi: containing easy Lessons in Composition, whereby Young Persons may acquire the habit of Speaking and Writing Correctly. By John Locke, M. D.” In conformity to the Act of the Congress of the United States of America, entitled, “An Act for the encouragement of Learning, by securing the Copies of Maps, Charts, and Books, to the Authors and Proprietors of such Copies, during the times therein mentioned,” and also, the Act entitled, “an Act Supplementary to an Act, entitled an Act for the encouragement of Learning by securing the Copies of Maps, Charts, and Books, to the Authors and Proprietors of such Copies, during the times therein mentioned; and extending the benefit thereof to the Arts of Designing, Engraving, and Etching Historical, and other Prints.”

WM. KEY BOND,
Clerk of the District of Ohio

CONTENTS.

	PAGE.
Preface,	7
DIALOGUE. I. Language in general,	20
II. Letters,	23
III. Semi-vowels,	24
IV. Mutes,	34
V. Vowels,	35
VI. Diphthongs,	48
VII. Syllables,	50
VIII. Words in general and rules for spelling,	52
IX. Origin of language,	57
X. Etymology, noun, &c.	60
XI. Person,	63
XII. Number,	64
XIII. Gender,	69
XIV. Case of nouns,	70
XV. Parsing, &c.	78
XVI. The article,	95
XVII. Pronouns,	100
XVIII. Personal pronouns,	104
XIX. Relative pronouns,	109
XX. Adjectives,	128
XXI. Adjective pronouns,	134
XXII. Modes of verbs,	141
XXIII. Tenses of verbs,	150
XXIV. Participles,	161
XXV. Neuter and passive verbs,	171

CONTENTS.

DIALOGUE.	PAGE.
XXVI. Adverbs, - - -	201
XXVII. Preposition, - - -	206
XXVIII. Conjunctions, - - -	208
XXIX. Interjections, - - -	217
Syntax, - - - - -	218
Rules of syntax, - - - - -	219
Punctuation, - - - - -	225
Capitals, - - - - -	228

TO

JOSHUA L. WILSON, D. D.

Pastor of the First Presbyterian Church of Cincinnati.

THE days of bigotry are passing away. A modern Copernicus may venture to publish his discoveries; nor would a Galileo be now imprisoned for telling the wonders he had seen in the planetary heavens. Our modern enlightened divines, believing the Scriptures to be true, and knowing that no two truths in nature can disagree or contradict each other, are not alarmed at the progress of philosophical investigation. They are, therefore, equally the supporters of true learning and true religion.

I am happy in enjoying, in yourself, a friend so distinguished for morality and piety, and so active in the cause of education and virtue.

When I reflect that this work has been the result of my labours among the youth of Cincinnati, some of whom have been your own children—that you have often been with us, and taken an active part in interesting scenes, it is, indeed, with something more than a form of words that I offer it to your notice.

Most cordially, your friend,

JOHN LOCKE.

Cincinnati Female Academy, Jan. 1, 1827.

C 2.

PREFACE.

Critick. Why in the name of common sense have we another grammar? Have all who have written upon that subject failed to do it justice? or does the English Language change so rapidly that it needs a new description as often as the seasons require a new almanack?

Author. We presume neither, sir. The changes of the English Language have, for many years, been very gradual; and many authors have written very learnedly and very correctly, as we conceive, upon the principles of our tongue. We do not expect to excel them. But they have written in the style of learned dissertation, requiring some degree of maturity of knowledge to comprehend them. It is evident that most of them presumed their readers to have a previous knowledge of Greek and Latin. Grammar has of late years been gradually descending to younger and still younger students, until it is now the next study after learning to read. Although the treatises which they study are excellent in themselves, yet they are so little adapted to the capacities of those who study them that they are obliged to commit to memory a whole volume of words, without the least idea of their meaning; a task as injurious to their intellects as it is unpleasant to their feelings. We have endeavoured to compose a grammar which shall be understood and applied by CHILDREN at every step they take in it.

Critick. It is a subject to which I have indeed paid but little attention, but I perceive that if children must study grammar, they should have a book adapted to their capacities.

Since you have mentioned the subject, I feel a curiosity to learn in what manner grammar is actually taught in our various schools, and the character of each.

Author. As far as my observation has extended, grammar is taught in some one of the following ways:

1. The pupils are compelled to commit Murray's, or some similar grammar, to memory, and recite it, page after page, without making any application of it whatever. Worse than useless.—Scholars dislike the study and are disorderly—teachers punish them.

2. In addition to memorizing, as above, they are required to memorize a kind of parsing "without knowing why or wherefore. Of no use—an irksome task to the scholar—punishments necessary.

3. Scholars memorize, parse, and give their reasons for every thing they say. This may be useful. Punishments hardly needed.

4. Scholars learn clear ideas of things, and learn how to express those ideas properly by words; are enabled to parse, to give a reason for every term they use, and to apply their principles to practice in writing and speaking. Most useful—scholars pleased.

To show that the character I have given of the memorizing schools is not exaggerated, let facts speak for themselves. I have seen a pupil, memorizing his lesson, beat his forehead and repeat, "grammar is the art of—grammar is the art of—grammar is the art of," &c. Then, "speaking and writing—speaking, writing," &c. "The English language with propriety—English language propriety."—In this manner was the lesson conned. Now for the recitation.

Teacher. "What is grammar?"

Child. "Grammar is art of—of—of—English language propriety."

Teacher. "That is not quite right but it will do."

I have heard children at school tell very promptly the *diameter* and *circumference* of the earth; but when asked by a visiter the meaning of *diameter* and *circumference* they could not tell. Nor did it appear that they had any conception of what is meant by *radius*.

I have heard a young gentleman at school parse:

"Or, quick effluvia darting through the brain,
Die of a rose in aromattick pain."

And although he parsed it to the entire satisfaction of his teacher, yet, when asked by a visiter what he thought Mr. Pope meant by "*Die of a rose*," he answered, "I think he means the colour of the rose." I do not adduce these examples as extraordinary ones, but as a specimen of what is very common.

Now all of this goes by the name of education. Such is the manner in which a very large part of the youth of the United States are wasting their time and their wits. The general introduction of a more rational system of elementary education than that which is at present in use throughout our country, is an object worthy of the efforts of the great and the good. What is called education in grammar is mostly a mass of affectation and pedantick nonsense. Many judicious persons perceiving this, have refused to have their children instructed in the common way. They have refused to teach them to call one word a *noun* and another a *verb*; but have taught them a proper use of language by correcting their speaking and writing without using the technicks of grammar. It is, indeed, one thing to teach children to know what correct language is, and another to form in them the *HABIT* of speaking and writing according to that knowledge. It is extremely difficult to prevent a New-Englander from saying "*Hadent ought to*;" a Kentuckian from saying "*Mighty weak*;" or a Pennsylvanian from saying "*I seen him*."

Critick. I cannot yet believe that committing grammar to memory is "worse than useless" as you express it under your first class of schools. How is it worse than useless?

Author. I must answer you by an anecdote. I once asked a child, who had been thoroughly trained in *memorizing*, the following question: "What is the difference between a feather bed and a stone?" The child, knowing the question to be intended as a question in GRAMMAR, thought for a moment, and finding

nothing in its magazine of grammar learning more appropriate, gave the following for an answer, "Nominative case governs a verb."

I afterwards put the same question to Miss E. C. who was ten years old, and had never studied grammar at all, and had the following dialogue with her:

Question. How does a feather bed differ from a stone?

Answer. A feather bed is soft, but a stone is hard.

Q. By what words have you expressed their different qualities?

A. Soft and hard.

Q. What remarkable quality has ice?

A. It is cold.

Q. What quality has snow besides being cold?

A. It is white.

Q. What quality has lead?

A. [Here she made a considerable pause, but finally answered.] It is blue.

Q. Did you ever take up a piece of lead?

A. No sir.

Q. Did you know that lead is heavy?

A. No, sir. [Here she expressed a wish to lift a piece of lead to ascertain the quality.]

It seemed that the word *heavy*, as applied to lead, expressed an idea which was not yet in her mind.

I now leave it to yourself, Mr. Critic, to determine which of these children's minds was in the best condition.

Now, sir, in answer to the question, "Why have we another grammar?" I reply that it is not to change grammar itself, but to change, if possible, the mode of teaching it to young children.

In composing this work we have been governed chiefly by experience in teaching children. The various dialogues are such as have actually passed between the author and his pupils. The questions have always been modified and changed until they were understood. Children have been our reviewers and critics. It has been our ambition to interest them; and if we do not fail in this, we shall be rewarded for our labour. We have presumed the child to have

that degree of knowledge of language which children acquire very early. That they have an intuitive perception of the structure of language is evident from their childish blunders.

A little boy says, "Ma, brother *runned* away and would not come home, but I *comed* home as soon as I could. Now ain't I the *goodest*?"

The child shows by his verbs *runned* and *comed*, and his adjective *goodest*, that he has acquired an intuitive perception of the regular and preëstablished structure of our language. And that he forms his expressions, not by mere imitation, but by analogy. We have endeavoured to take this early

* Intuitive, means acquired immediately without any sensible process of reasoning.

† Some persons may be inclined to ridicule such an attention to the expressions of children as trilling; but we are inclined to consider it an important branch of mental philosophy, especially from the practical uses to which it may be applied in education. In this opinion we have the concurrence of the Edgeworths in their excellent treatise on Education. It seems that the boy quoted above spoke according to analogy; and the *blunder*, if we may use that expression, is, on the part of the language itself, which deviates in these points, by an authorized custom, from its usual course, a thing, of which the boy was not yet apprized.

Some of the observations of children, especially when they have been taught to think and express their own ideas, are very ingenious and original. I think the following worthy of notice:

Miss S. G. 11 years of age, was asked what number is the verb *kicks* in the sentence *The boy kicks the ball*? she answered; in the plural number. Why? she was asked. *Because the boy kicks the ball more than once*, was the answer. Now, if plurality can be attached to the verb in itself, independent of the nominative case, it must consist in the repetition of the action; which was what the child perceived.

perception of grammar, we may say, as our starting point. To this we make our constant appeal in the commencement, until we advance the pupil, by a very gradual progress, to a real understanding of the technicks of grammar, and the various regular and irregular construction of our language. But we do not pretend to give all the minutiae of that structure in this small volume. Our design has been to give the child a rational commencement merely. The part which the child has to perform in answering, or attempting to answer, the various questions in the dialogues, and in composing sentences according to the directions, has the effect to keep up his attention, and to render the subject interesting and amusing to him.

Critick. I perceive that your grammar is not entirely original; why have you not given us a new system altogether?

Author. Because my object has been merely to change the mode of teaching. I have therefore made as few alterations as possible; and retaining the usual definitions, chiefly those of Murray, have prefixed to each a preparatory lesson intended to enable the child to comprehend the definition when he comes to it. I have offered an original view of the verb *to be*,* and also of the tenses of participles. The usual number of parts of speech has been followed: for it is a matter of little moment whether we make three parts of speech or twenty, provided we are enabled to give a just idea of the nature, use, and structure of language.

Critick. I have heard some remarks made against your grammar; how happened that?

Author. These remarks were made before the work was published; and therefore we conclude that they were made by some self-interested individual.

Critick. We critics have sometimes been accused of publishing our reviews of works before we have read them thoroughly. But to attempt to prejudice the public by attacking a work before it has been

* This I found suggested in "Neef's Sketch."

published is evidently the effect of self-interest or malignity; and is equally unbecoming the character of a gentleman or a scholar, and is an infringement of that liberality which should pervade every department of the republic of letters.

Author. As our book has many errors and imperfections, it is thought that the same self-interested persons will, now it is published, attack it with all their spleen. There are errors *Typographical*, *Punctographical*, *Orthographical*, *Author-graphical*, and even *Grammatical*, upon which they may bloat themselves. But we do not apprehend much injury either from the errors or from those who may censure them. The former will not mar the general design of the work, and the latter have already made their object too apparent to the publick to retain much power of doing harm.

Critick. If your work is found in practice to make the study of language less irksome to children, and to lead them to form more rational conceptions of its structure than they usually have, it will be very useful; for "grammar is really the first thing studied and the last thing understood."

Author. Please to take my book and put the questions it contains to some child who has never studied grammar, and observe the effect. Experiment is the only test to which I appeal. You will thus be enabled to speak of it from experience. If you perceive improvements which might be made in it, I shall esteem it a favour in you to communicate them.

TO TEACHERS.

GENTLEMEN,

I recommend to those of you who choose to make use of this work, that children should be taught grammar in the following manner.

1. That they should be taught, without books, the NAMES of such subjects as may be present to their senses: as chair, table, book, penknife, fire, house, tree, &c.

Or take a subject which shall be always present, viz: the human body; and teach the pupils to name the parts of it: as hand, face, forehead, eyes, nose, cheeks, mouth, lips, teeth, tongue, arms, hands, fingers, &c. They may or may not be told at first that these names are called nouns.

2. That they be taught the QUALITIES of those objects of which they have just learned the names: as, a table is *square* or *round*; a penknife is *sharp*; the fire is *great*, *hot*, *bright*, &c.; the house is *high*; the tree is *green* and *high*; or of the human body—the head is *spherical* and *hard*; the eyes are *globular*, *blue*, *grey*, *black*, *moist*, *moveable*, &c.; the lips are *red*, *soft*, and *moist* inside; the teeth are *white*, *hard*, and *strong*. They may or may not be told that the words which express these qualities are called adjectives.

3. That they be taught the ACTIONS of the objects of which they have just learned the names and the qualities: as the penknife *cuts*; the fire *burns*, *roars*, &c.; the tree *grows*; the head *moves*, *nods*, *turns*, &c.; the eyes *see*, *sparkle*, *turn*, *move*, &c. the nose *smells*; the mouth *tastes*, *eats*, *spits*, *talks*, *speaks*, *sings*, &c. the lips *move*, *kiss*, *pout*, &c. the teeth *bite*, *chew*, and sometimes *ache*; the tongue *moves*, *articulates*, &c.

the hand *moves*, *writes*, *strikes*, &c. They may or may not be told, at first, that the words which express these actions are VERBS. At each step the several words may be combined: as the fire; the hot fire; the hot fire burns, &c.

4. That they be taught the MODIFICATIONS of these actions: as, the fire burns *slowly*; the fire burns *rapidly*, &c.; the penknife cuts *keenly*; the head turns *quickly*; the eye sees *clearly*; the eye sees *obscurely*; the eye sees *distinctly*, *indistinctly*, &c.; the mouth speaks *distinctly*, *indistinctly*, *plainly*, *loudly*, *strongly*, and *weakly*.

Care should be taken to impress the pupils strongly with the idea that these qualifying words have their effect upon the verb, and not upon the noun. For this purpose it is best, perhaps, to dismiss the nominative, and use the verb in the infinitive mode: as, to see *distinctly*; to see *indistinctly*; to see *clearly*, *obscurely*, &c.; to speak *distinctly*, to speak *indistinctly*, *weakly*, *loudly*, &c. They may or may not be taught at first that the words which express these are called adverbs.

5. That they be taught that two or more of these four preceding sorts of things and qualities may be considered together: as, the head *and* the eye move.

The head *and* the eye *and* the lips move.

The great *and* hot *and* bright fire burns rapidly.

The fire burns *and* roars.

The fire burns rapidly *and* brightly.

The hand moves *and* writes.

6. That they be taught the RELATION of one thing to another: as the forehead is *above* the eyes; the hair is *on* the head; the eyebrow is *over* the eye; the nose is *between* the cheeks; the nose is *above* the mouth; the chin is *below* the mouth; the tongue is *in* the mouth; the brains are *within* the skull.

Perhaps it is best that at first they should not be called upon to learn the names of the parts of speech, but simply to attend to getting the ideas from the subject actually presented to their senses. For one great fault in the ordinary mode of teaching is, that children are required to learn the words, to express

IDEAS which they never had. This is evidently absurd. THE IDEAS SHOULD BE OBTAINED FIRST, AND THE PROPER MODE OF EXPRESSING THOSE IDEAS AFTERWARDS.

I would recommend, that, after having attended to objects immediately present to their senses, they should attempt to form distinct images of the same objects in their minds, without having them present. That every care be taken that these images be clear, strong, and correct. That when an idea be presented to them in words, a little time be allowed for their attention to be properly fixed, and drawn from the words to the thing: as, when you would give them the construction of the sentence "The boy saw a horse running," say to them after repeating the sentence, do you form in your minds an image of what that sentence means? Do you SEE in your minds the boy and the horse running? When the idea has been strongly conceived, then attend to the words.

So far I have recommended an attention to sensible objects only: but I would by no means stop here. From this last abstracted image of sensible objects, I recommend to lead their attention to those existences which appear to us only in their effects. This opens to them the great field of MORALS and RELIGION.

I have already suggested that children should receive some lessons before they use their books. When they commence studying this book, every care should be taken that they do not memorize the words merely. The teacher should compose examples parallel to those in this book, and put them to their pupils in order to determine whether they can EXTEND the application of the principle illustrated. I have omitted to make use of the human body as a subject of illustration, in order to give the teacher a chance to do it extemporaneously.

The teacher should vary the illustrations to adapt them to the humour and capacity of the pupil. He should do this until it is evident that he understands. Every little circumstance which can be seized upon at the time to interest the child, will pro-

duce the happiest effects; for the attention of a child must be engaged;—its own voluntary feelings must be enlisted in order to make a deep and lasting impression on the memory. These things are, of course, left to the kindness and active industry of the immediate teacher.

It will appear singular to some that we should make use of the human body at all as a subject for illustration. To such we state, that it is not to teach a child that he *has eyes*, or that he *sees* with them, but to *direct his attention to sensible objects, and to learn him to use his own faculties*. It is not altogether absurd that a machine has been invented to answer the same purpose;—but the human body can be made a better "grammar machine" than any other; and has the additional recommendation of being cheap and easily obtained on every occasion. But we do not take to ourselves the credit of applying the human body to this use—it was first done by Pestalozzi. Chavannes gives us the following account of it:—"*Pestalozzi choisit pour premier exemple de cette branche d'instruction le corps humain, de tous les objets qui peuvent frapper l'attention de l'enfant celui qui se presente le plus naturellement et dont l'observation peut d'ailleurs etre le plus aisement repetee.*" Translation:—"Pestalozzi takes for the first example of instruction *the human body*, which of all the objects that strike the attention of the child, is the one which most naturally presents itself, and the observations of which can be most easily repeated."

For a first course, let the child attend to the short questions and answers which commence each dialogue; but the moment the subject becomes too intricate for his understanding pass on, for that time, to something easier.

JOHN LOCKE.

Cincinnati Female Academy, Jan. 1, 1827.

ERRATA.

The errors in this work are the more numerous as it is the first edition, and has been mostly printed from manuscript. Some of the most conspicuous are noticed below.

Page 79, fifth line from the bottom, for *play* read *boy*. 120, for Rule VII. read Rule I. Rule VII. is found on page 222.

The following paragraph was omitted under the personal pronoun:

The two words *own* and *self*, are used in conjunction with pronouns. *Own* is added to possessives, both singular and plural: as, "*My own* hand, *our own* house." It is emphatical, and implies a silent contrariety or opposition: as, "I live in *my own* house," that is, "not in a hired house." *Self* is added to possessives: as, *myself*, *yourselves*; and sometimes to personal pronouns: as, *himself*, *itself*, *themselves*. It then, like *own*, expresses emphasis and opposition: as, "I did this *myself*," that is, "not another;" or it forms a reciprocal pronoun: as, "We hurt *ourselves* by vain rage."

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

AN
ENGLISH GRAMMAR
FOR
CHILDREN,
BY JOHN LOCKE, M. D.

AN
ENGLISH GRAMMAR, &c.

DIALOGUE I.

Of Language in general.

Teacher. If a hungry Indian, who could not speak our language, should want you to give him some bread, how would he ask you for it?

Child. I suppose he would make signs.

T. What do you mean by signs?

C. Motions.

T. If he saw the bread, what motions would he be likely to make?

C. He would point to it, and then make a motion towards his mouth.

T. What would be the use of these motions?

C. To let me know that he was hungry and wanted some bread.

T. Before he made the motions, he knew that he was hungry, but you did not know it?

C. Yes.

T. After he made the motions, you knew it too?

C. Yes.

T. Then by his motions he has communicated his ideas to you?

C. What is the meaning of "has communicated his ideas to" me?

T. It means, he has let you know his thoughts.

C. Yes, he has let me know his thoughts.

T. By what means did he let you know his thoughts?

C. By motions.

T. Suppose that the Indian had staid with you till he had learned to speak your language, how would he let you know that he was hungry and wanted bread?

C. He would tell me so.

T. In telling you so, what would he use instead of motions?

C. Words.

T. Then what is the use of words?

C. I do not know.

T. What use did the Indian make of them?

C. The same as he did of motions; to let me know his thoughts.

T. In how many ways then can one person let another know his thoughts?

C. Two; by motions and by words.

T. How did you know that the Indian asked you for bread by motions?

C. I saw them with my eyes.

T. How did you know that he asked you by words?

C. I heard him with my ears.

T. What did he make the signs with?

C. With his hands.

T. What did he speak the words with?

C. With his mouth.

T. Yes, child; and the mouth contains several parts which are concerned in speaking words.

C. What are they?

T. The lips, the teeth, the tongue, the palate, the nose, the throat. These are called "ORGANS OF SPEECH."

C. Cannot people speak without teeth?

T. Yes, but not plainly. When you say *p*, you must put your lips together; and when you say *f* or *v*, you must use your upper teeth and under lip.—Suppose that after learning to speak, the Indian should learn to write, could he then let you know that he was hungry and wanted bread without making motions to you or speaking to you?

C. Yes; he could write it to me.

T. One way to let another know our thoughts is to make motions, and another way is to speak words; is writing still another way?

C. Yes, Sir; that makes three ways.

T. What do persons write? Do they write motions?

C. No, Sir; they write words.

T. Then it is another way of making words, and is like speaking.

C. But written words are made by the hand and seen by the eye, and so are motions made by the hand and seen by the eye.

T. That is true; but motions are like the things which are meant by them, but spoken or written words are not.

C. The Indian might let me know he wanted bread by making a picture of an Indian eating bread, and that would be like the thing which was meant, would be made by the hands and would be seen by the eye, and so would be like motions.

T. That is correct, child. Pictures are as much like motions as written words are like spoken words. There are then four ways of letting others know our thoughts; what are they?

C. Motions, pictures, speaking, and writing.

DIALOGUE II.

ORTHOGRAPHY.

Of Letters.

T. What is the least part of a written word?

C. A letter.

T. What is the use of each separate letter in a word?

C. I don't know. Will you tell me?

T. Each letter is used to show a particular way in which the parts of the mouth must be placed in pronouncing a part of a word.—All the letters of a word show all the motions which are made by the parts of the mouth in pronouncing that word. Thus in the word *feet*, the first letter, *f*, shows that the upper teeth must be placed on the under lip; the double *e* shows that the sound of *e* must be made, and the *t*, that the sound must be stopped by putting the tongue to the roof of the mouth. Say the word *feet*, child, and see if that is not the case. Say it slow.

C. (After saying it.) There is one letter, *e*, which does not show how the parts of the mouth must be placed, but only shows that a sound must be made.

T. That is true. There are two sorts of letters; one sort, called consonants, shows the

is used in the objective case, and in the next sentence in the nominative case; as the word, *hammer*.

T. That is because *case* is not any thing in the noun itself, but is its relation to other words as "the man strikes the horse;" here *man* is the agent or nominative case. But in this sentence; "The horse kicks the man," *Alan* is the object acted upon, and becomes the objective case.

METHOD OF PARSING A NOUN.

A noun. Why?—Material or immaterial. Why?—Common or proper. Why?—First, second or third person. Why?—Singular or plural number. Why?—Masculine, feminine or neuter gender. Why?—Nominative possessive or objective case. Why?—Give the RULE.

Parse the nouns in this sentence. John strikes a ball.

C. I know which are nouns, but I do not know what to tell first.

T. One thing at a time. Take the first noun in that sentence, and looking at your Method of Parsing a noun, tell one thing at a time as it is there pointed out.

C. *John* is a noun, because it is the name of something*—material, because it is the name of a sensible object—proper, because it is a name given to an individual—third person, because it is spoken of—singular number, because it means but one—masculine gender be-

* It will be seen that here and elsewhere I use the word *thing* to mean either a person, animal, place, or thing properly so called.

cause it signifies an animal of the male kind nominative case to the verb *strikes* because it is the agent.

T. You may turn back to page 91 and parse all of the examples after "Rain falls" agreeably to the above METHOD.

COMPOSITION.

T. When I say *the live*, do those words have any relation to each other; do they make any sense with each other?

C. No, sir, I cannot perceive that they do.

T. Have the words *the life* any relation to each other, do they make sense as far as they go?

C. Yes, sir, and I could make a sentence of them by adding some words to them.

T. Very well. A number of words which have a relation to each other and make sense together are called a PHRASE.

You may now compose several phrases containing the noun in the possessive case and also the noun which governs that case: as, Aaron's rod, Rachel's bonnet. The girls' bonnets.

1. Compose some phrases containing nouns in the singular number, possessive case, not ending in *s* as, *Aaron*.

2. Compose some with nouns of the singular number, possessive case, ending in *s*; as, *Thomas*, and tell how you pronounce them.

3. Compose some with nouns in the singular number, possessive case, ending in *ss*; as, *Goodness*.

4. Compose some with nouns of the plural number, not ending in *s* as children.

5. Compose some with nouns of the plural number, possessive case, ending in *s*; as, books.

Note.—The child performs these 5 exercises, one at a time, and the teacher corrects and explains, referring back to the grammar if necessary.

T. Compose sentences containing the transitive verb, noun in the nominative case—in the possessive case—in the objective case: as

Mr. Hunter's dog bit Abel's sheep.

Julius's cat caught a mouse.

Children's teachers explain lessons.

Let your composition be varied so as to have singular and plural, masculine, feminine, and neuter nouns.

Note.—The child writes or speaks, and the teacher examines, corrects and explains, giving the rule for every correction.

Compose sentences containing the nominative case, intransitive verb, preposition, and objective case, as:

Susan sits *in* a chair,

The book lies *on* the table,

Maria's doll lies *under* the table,

Blacksmiths strike *with* hammers.

Child composes, teacher corrects, explains &c.

T. Now compose sentences, in each of which there shall be two objective cases; one governed by a transitive verb, and the other by a preposition, as:

Sukey *put* the pitcher *on* the table,

Father *sent* George *to* school,

Mother *took* Sally *from* school,

Farmers *send* corn *to* market,

Boys *catch* fishes *in* ponds.

Child composes, teacher corrects, &c.

DIALOGUE XVI.

Article.

T. If I should say; "bring me a book" what book would you bring?

C. Any book I could find.

T. Suppose I should say; "bring me the book," what book would you bring me?

C. I should suppose that you meant some particular book, and I should ask you what one, unless I knew.

T. What difference is there in the questions, which makes it mean any book in one instance, and a particular book in the other?

C. The first instance was; "bring me *a* book and the second instance was; "bring me *the* book"—*a* and *the* make the difference.

T. Right—*a* and *the* are called ARTICLES.—Now you are prepared for the following definitions.

1. An article is a word prefixed to substantives, to show how far their signification extends, as a garden, an eagle, the woman.

2. In English there are but two articles, *a* and *the*; *a* becomes an before a vowel or silent *h*; as an acorn, an hour, and also before all words beginning with *h* when the accent is on the second syllable: as an heroick action.

A does not become *an* before *u* long; as a union, a university; because *u* long begins with the close or 'squeezed' sound of *e*, which is a consonant.

C. Why must *a* be changed to *an* before a vowel?