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AMERICAN SCHOOL CLASS-BOOK, NO. 1 *D.B.C.C.*

Being a Hand Book for the Intermediate Classes.

THE
JUVENILE INSTRUCTOR,
OR
NATURAL GRAMMAR AND READER:

CONTAINING
A NEW METHOD OF
ANALYTICAL AND SYNTHETICAL PARSING
OF THE
ENGLISH LANGUAGE;

WITH
MISCELLANEOUS EXEMPLIFICATIONS,
IN PROSE AND POETRY:

ADAPTED TO THE CAPACITIES OF LEARNERS, WHO HAVE
MADE SOME PROGRESS IN
SPELLING AND READING;

DESIGNED

*To succeed the Juvenile and other Spelling-Books, and, as an introduction
to the Juvenile Mentor and Expositor.*

The liberal arts and sciences are all beautiful as the graces, nor has gram-
mar, the severe mother of all, so frightful a face of her own; it is the vizard
put upon her that scares children. She is made to speak hard words, that to
them sound like conjuring. Let her talk intelligibly, and they will listen to her.

BY A. PICKET,

PRESIDENT OF THE TEACHERS' SOCIETY IN THE CITY AND COUNTY OF NEW-YORK.

AUTHOR OF THE 'JUVENILE EXPOSITOR,' &c.

NEW-YORK:

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1818.

AMERICAN SCHOOL CLASS BOOKS,

USED IN AID OF THE NEW SYSTEM OF TEACHING.

PROGRESSIVE.

The Juvenile, or Universal Primer,
The Parent's Manuel, or Child's Friend,
—Introductory to the Juvenile Spelling Book.

No. 1. The Juvenile Spelling-Book,
—Introductory to the Juvenile Instructor.

No. 2. The Juvenile Instructor, or Natural Grammar and Reader,
—Introductory to the Juvenile Mentor.

No. 3. The Juvenile Mentor, or Select Readings,
—Introductory to the Juvenile Expositor.

No. 4. The Juvenile Expositor,
—Sequel to the whole, and Introductory to.

No. 5. Walker's Dictionary, large and small.

ALSO, The Juvenile Mirror, Geographical Grammar, Practical Writing Books, &c.

District of New-York, ss.

BE IT REMEMBERED, that on the twelfth day of September, in the forty-third year of the Independence of the United States of America, ALBERT PICKET, 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 following, to wit:

School Class Book, No. 2. The JUVENILE INSTRUCTOR, or *Natural Grammar and Reader*: containing a new method of analytical and synthetical parsing of the English Language, with miscellaneous exemplifications, in prose and poetry: adapted to the capacities of learners who have made some progress in spelling and reading; designed to succeed the Juvenile, and other Spelling-Books, and as an introduction to the Juvenile Mentor and Expositor. 'The liberal arts and sciences are all beautiful as the graces, nor has grammar, the severe mother of all, so frightful a face of her own; it is the vizard put upon her that scares children. She is made to speak hard words, that to them sound like conjuring. Let her talk intelligibly, and they will listen to her.' By A. PICKET, Author of the 'Juvenile Expositor,' &c.

In conformity to the Act of the Congress of the United States, entitled, "An act for the encouragement of learning, by securing the copies of Maps, Charts, and Books to the authors and proprietors of such copies, during the time therein mentioned." And also to an Act, entitled an "Act, supplementary to an Act, entitled an act for the encouragement of Learning, by securing the copies of Maps, Charts, and Books to the authors and proprietors of such copies, during the times therein mentioned, and extending the benefits thereof to the arts of designing, engraving, and etching historical and other prints."

JAMES DILL,

Clerk of the Southern District of New York.

ADVERTISEMENT.

A REVISED edition of this work is presented to the public. The improvements in it, are such as to induce a hope that it will be acceptable to persons engaged in the instruction of youth. The editor has endeavoured to fill the pages with such matter, and adopt such arrangements in his plan, as he believed would facilitate the progress of elementary learning, and relieve the teacher from the labour of proposing daily lessons for the exercise of his pupils.—It will be seen that this work is designed for the intermediate grades of learners; such as have been through a Spelling-Book, but not sufficiently advanced to enter upon other books too difficult for their progress. The system of instruction embraced is radical; and designed to aid in the new and popular system of teaching, which is becoming so general in our own country, and which is calculated to benefit mankind collectively, more than any other system ever presented to the public.

PREFACE.

ALTHOUGH several men of eminence have turned their attention to the improvement of our native language, and have furnished our Schools with Grammars, Spelling-Books, and collections from the best authors, to improve reading and taste; yet they seem to have paid more attention to the abstract philosophy of the subject, than to its immediate utility, and the adaptation of it to the understanding of youth. According to their system, it is necessary that the pupil understand, completely, the meaning of the language, and the force of words, before he commences the study of Grammar. And yet, in fabricating this system, they have made no provision for the pupil's coming to this previously necessary knowledge, but have left it to nature, or accident, or both. No means have been devised for the attainment of this most necessary branch of instruction, except the columns of a Dictionary; and these too often fail, and the pupil continues almost as ignorant as if he had never attempted it.

An attempt has been made to obviate this great difficulty, and to fill up the hiatus between the Spelling-Book and the collections, by publishing this hand book. But in the execution of his plan, the author has left much to be remarked by the teacher, in the time of teaching. His reason for doing this is, that children, when by themselves, labour more to have the words imprinted on their memories, than to have the meaning fixed in their minds; but, on the contrary, when the teacher addresses them *à la voce*, they naturally strive rather to comprehend his meaning, than to remember his exact expressions. In pursuance of this idea, this work has been composed, embracing the elements of the English language, and expressed in as few words as the nature of the subject would admit.

Every one who has had any practice in teaching, will readily allow, that to secure improvement, the pupil's attention must be kept alive by affording every scope for the exercise of his ingenuity, in discriminating accurately, between the different subjects discussed, and in applying the rules and definitions laid down. He must be taught to consider the rules as applicable, not merely to the particular case chosen for illustration, but to regard them as a description of a *class* of words and phrases; he must be instructed to recognize, in every new example that may occur, the propriety of the definition given, and the justness of the rule prescribed.

As the human mind is capable of infinite improvement, the more pleasing the mode of instruction, and the greater variety that is introduced, the more apt will the young mind be to grasp at it. Grammar has always been considered as a laborious and dry task; yet, by taking it up in a natural and simple manner, and gradually developing its difficulties and intricacies, it may as easily be learned and understood by a child of twelve, as by one of sixteen years of age. When a child is taught to connect ideas with words, and the different parts of speech with each other, in a natural manner, it is amused, the task is readily performed, and instruction imperceptibly conveyed to the mind. The Author, sensible of this, has, in the following pages, arranged and combined such words and sentences, as are within the child's comprehension, connecting the parts of speech, gradually, from the article and noun up to complex and compound sentences.

Poetry has many advantages for children. The magic of rhyme is felt at an early age. The flow of numbers impresses itself on the memory, and is with difficulty erased. By the aid of verse a store of beautiful imagery and glowing sentiment may be treasured up, as the amusement of childhood, which, in riper years, may strengthen feelings of piety, humanity and virtue.

The pieces in poetry are also intended to be spelled in the same manner as columns of words or phrases. To spell words in a familiar sentence or phrase, is much more apt to attract a child's attention than abstract words, and is attended with the double advantage of being understood, and being agreeable.

The definitions and rules of English Grammar, have been simplified as much as the nature of the subject would admit, and examples illustrative and explanatory of each rule and definition carefully selected.

The pieces, both in prose and verse, have been selected with peculiar care, in order that they may serve, not only as exercises in reading, and parsing, but that they may impress upon the tender mind, moral and religious sentiments.

As this book is intended to succeed the Juvenile Spelling-Book, those who pursue that system will find this a great improvement in diminishing the labour of the Teacher, and in facilitating the progress of the Scholar.

Manhattan-School, New-York, Sept. 1818

JUVENILE INSTRUCTOR.

ENGLISH GRAMMAR.

This epitome is designed for the intermediate grade of learners, between the Spelling book and large Grammar. In every school there is a deficiency in the progressive books; a range from the child's first book, to a voluminous grammar or dictionary, is too great for his progress; a Spelling-Book is already too familiar, and the other books too difficult. This certainly retards improvement. Being thus impressed, the editor presents this little work to *teachers*, hoping it will be found useful, and supply schools with a manual, which the business of teaching seems to require.

ENGLISH GRAMMAR is the art of speaking and writing the English language with propriety.—It is divided into four parts, viz. 1. ORTHOGRAPHY, 2. ETYMOLOGY. 3. SYNTAX, and 4. PROSODY.

ORTHOGRAPHY.

Orthography is the art of combining letters into syllables, and syllables into words.

LETTERS.

A letter is the least part of a word.

An articulate sound is a sound uttered by the human voice, so as to be distinctly understood.

There are twenty six letters in the English Alphabet, viz. a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z.

Letters are divided into vowels, consonants, semivowels, and diphthongs

The vowels are, a, e, i, o, u, w, y,* and have a full and perfect sound of their own.†

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

† A vowel is a simple, articulate sound, perfect in itself, and formed by a continued effusion of the breath, and a certain conformation of the mouth, without any alteration in the position or organs of speech, from the moment the vocal sound commences, till it ends.

Consonants* cannot be distinctly sounded without the help of a vowel either before or after them; as, *be, ce, de, ef, eh, &c.* They are, *b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, x, z.*

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

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

Four of the semivowels, namely, *l, m, n, r,* are also called liquids, from their readily uniting with other consonants, and flowing as it were, into their sounds.

DIPHTHONGS.

A diphthong is the union of two vowels, making one sound; as, *ea* in *beat*; *oi* in *voice*.

There are two kinds of diphthongs, proper and improper.

A proper diphthong is that, in which both of the vowels are sounded; as, *ou* in *pound*; *oi* in *choice*.

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

TRIPHTHONGS.

A triphthong is the union of three vowels, forming one sound; as, *eau*† in *beauty*; *iew* in *view*.

SYLLABLES.

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

SPELLING.

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

WORDS.†

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

A word of one syllable is called a monosyllable; as, *pen, quill, ink*; a word of two syllables, a dissyllable; as, *sentence*;

* A consonant is a simple, articulate sound, imperfect by itself, but which, joined with a vowel, forms a complete sound, by a particular motion or contact of the organs of speech.—These we deem more exact and philosophical definitions of a vowel and consonant.

† But this is merely orthographical, for three vowels have but the sound of a diphthong; as, *beau, eye, quaint, &c.*

i, o, u, are sometimes divided; as, *billious*; and sometimes they coalesce; as, in *precious, gracious, &c.*

‡ Letters make syllables, syllables make words, words make sentences, and sentences compose an essay, oration or speech.

a word of three syllables, a trisyllable; as, *poverty*; a word of many syllables, a polysyllable; as, *reconciliation*.

Words are divided into primitive and derivative.

A primitive word is that which cannot be reduced to any simpler word in the same language; as, *child, gold, king, mean*.

A derivative word is that which takes its origin from another word called its primitive, root, or radical; as,

from	gold,	king,	mean.
comes	golden,	kingly,*	meanly.†

ETYMOLOGY.

Etymology is the second part of Grammar, and treats of the different sorts of words, their various modifications and their derivation.

Obs. words admit of formation in three different ways, viz. 1. by derivation, 2. by composition, 3. by inflection.—1. Derivation increases the scholar's stock of words in the most natural and simple manner. It unfolds to him the mechanism of the language. By it, he sees the simplicity of forming derivatives from primitives; as, *man, manly, manful, manfully, manfulness, unmanful, &c.* civil, civilly, civilize, civilizer, civilization, civilian, civility, uncivilized, &c. 2. by Composition; two distinct words are so united as to form one; the former of which explains the latter: as, *day light, the evening star, &c.* 3. By Inflection, words express the common relations of time, place, number, profession, &c. from the addition or change of single letters, syllables or terminations, as, *write, wrote, written—write, writer, writing &c. progress, progressing, progressed, progressor, progressive, progression &c.* This may properly be termed derivation.—From a view of these three methods, the great utility of them must be too evident to need any farther elucidation. It may be observed, however, that a knowledge of this principle will prepare the learner for that information in the study of the English Language, the power of words, which has hitherto been totally neglected in English schools though of greater importance than any other part of grammar. (See tables of derivation.)

There are nine sorts of words or parts of speech: viz.

1. ARTICLE, 2. NOUN, 3. ADJECTIVE, 4. PRONOUN, 5. VERB, 6. ADVERB, 7. PREPOSITION, 8. CONJUNCTION, 9. INTERJECTION.

ARTICLE.

1. An article is a word set before nouns to limit their signification; as, *a tree, an orange, the ocean.*

* A compound word is made up of two or more words; as *sun-flower, rose-bud mulberry-tree, &c.*

† There are many English words which, though compounds in other languages, are to us primitives thus, *conceive, circumstance, circumvent, &c.* are primitive words in English, but they will be found derivatives, when traced in the Latin tongue.