

INTELLECTUAL  
AND  
PRACTICAL GRAMMAR,  
IN  
A SERIES OF  
INDUCTIVE QUESTIONS,  
CONNECTED WITH  
EXERCISES IN COMPOSITION.

BY ROSWELL C. SMITH,  
Author of Practical and Mental Arithmetic.

39  
Names should succeed ideas.



Providence :

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1829.

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PE III  
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RHODE-ISLAND DISTRICT, *sc.*

[L. S.] BE IT REMEMBERED, That on the 10th day of November, 1829, and in the fifty-fourth year of the Independence of the United States of America, ROSWELL C. SMITH, of said District, hath deposited in this Office the title of a book, the right whereof he claims as author, in the following words, viz. "Intellectual and Practical Grammar, in a series of inductive questions, connected with exercises in composition. By Roswell C. Smith, author of Practical and Mental Arithmetic. Names should succeed ideas."

In conformity to an act of 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 time therein mentioned, and extending the benefit thereof to the arts of designing, engraving and etching historical and other prints."

Witness,

BENJAMIN COWELL,

*Clerk of the District of Rhode-Island.*

157

*a. m. B., March 16, 1911.*

PREFACE.

If any one should take up this work with the impression that he has met with another "Murray's Grammar Simplified," to be added to the "one hundred and one" already in use, or rather in existence, he is respectfully requested to suspend his judgment, till a careful perusal of its contents has furnished some data, on which to predicate a just and candid opinion of its merits.

To convince the public, if indeed it is not already convinced, of the imperious necessity of having some work, on the subject of English Grammar, on a different plan, and better adapted to the wants of our youth, than any we now have, the author cites the following extracts from No. LII, of that distinguished literary journal, the North-American Review, Art. III. pp. 52, 53.

"The first thing to be required in a system of popular instruction, is, that it should be intelligible; that children and youth should understand what they learn. Understand what they learn? it may be asked; What else can they do? We answer, that they may commit it to memory, may recite it, may even make a fair show of knowledge, and yet know nothing. 'Understandest thou what thou readest,' or what thou

sayest? is the hardest question, that can be put to the old inquirer, and to the guarded and cautious controvertist or disputant. But to most children, in regard to much of what they have been taught in the prevailing systems of education, this would be a confounding question. We have not the least hesitation in saying, that two or three years, in the education of almost every individual in this country, have been thrown away upon studying what they did not understand."

"Shall a child, then, it may be asked, attend to nothing, that it cannot understand? We answer, to very little or nothing.—What possible use would it serve?

"The evils, which have resulted from this defect in education, are of the worst kind. The loss of time, already alluded to, is the least of them. Nor is even the loss of knowledge the greatest of them. For the very disposition to know, the very desire of acquisition is taken away. Much of the ignorance of the community is to be traced to this kind of learning. How many dull scholars, too, have been made so by unintelligible instruction. The abused mind still gives this testimony to its intrinsic dignity, that it cannot be interested in what it does not understand. Words that neither teach nor signify any thing to it, must be dull; they ought to be dull. It is and it ought to be, a dull business to commit them to memory, and to repeat them, though with ever so much fluency and eclat.—

This attending to words, without comprehending their meaning, also fosters a habit of indistinctness, a want of discrimination of mind. It creates a mental unfaithfulness, and something bordering certainly on moral dereliction. There cannot be a worse habit for the mind, if not for the heart, than to be content with an equivocal, half way knowledge of what is studied, or read, or heard. It is fatal to thorough scholarship; it is injurious to practical good sense; it is a species of injustice to the mind, and almost a swerving from conscience. We are prone enough from our natural indolence, to rest satisfied with superficial knowledge; but we add to this propensity the influence of a negligent and superficial education. And yet, perhaps, nothing so puffs up the mind with a notion of its acquisitions, as superficial knowledge. No person is so self-complacent as the fluent repeater of unmeaning words."

The above remarks, though made in reference to the subject of early education, generally, apply with peculiar force to the subject of grammar.

The American Journal of Education, No. 39, Art. II, has the following:

\*.\*.\* "In teaching grammar, the first step is, for the pupil to commit to memory the parts of speech, with their definitions; then, the variations to which those parts of speech are subjected by number, gender, case, mood, and tense; and then, the relation that

words may sustain to each other, when arranged into sentences. Now, all these things will be riddles to the learner, until after he has become familiar with the usages of correct language, by much reading of well-written books. The time, therefore, which is usually spent by children in committing to memory some treatise on grammar, is little better than wasted. If the same time were expended in reading with care, specimens of correct and elegant English—in ascertaining precisely, the meaning of sentences—particularly observing those that may be at all peculiar in their structure; if the time, I repeat, usually spent in learning to recite the pages of Murray, were faithfully employed in the manner suggested, I am confident the pupil would acquire incomparably more knowledge of the language, and would much sooner learn to use it with greater accuracy than most of our common school taught grammarians do; besides which, he would be more likely to obtain the *very rare* accomplishment of reading well. In proof of what has been said, I might point you to certain persons, who write with a good degree of propriety, and even elegance, though they never learnt anything about the technics of grammar; while, on the other hand, you all undoubtedly know many persons, claiming to be very familiar with orthography, etymology, syntax, and prosody, yet habitually, both in speaking and writing, outrage some of the first principles of language.

“It may be very proper, indeed it is indispensable to a finished education, that one should learn the science of grammar; but I am persuaded the common method of teaching it is most unnatural, and therefore so often unsuccessful.”

From the foregoing facts and observations, it will not be denied, that a suitable work on this subject is earnestly called for. Other quotations, of the same general purport, from the most respectable sources, might easily be made, but it is presumed they are unnecessary.—Common sense teaches, that any study, in order to be useful, must be intelligible, and a common acquaintance with the English Grammars, at present in use, can scarcely fail to convince all, that they are far, very far, from being intelligible to young minds. Besides, no reasons why a thing is so and so, or why it is not, are ever or rarely ever given in the ordinary treatises; no fitness is suggested to, or perceived by, the mind of the young pupil, between the *name* and the thing or subject *named*.

The effect produced on the learner by this method of treating the subject, is admirably illustrated by an anecdote of the celebrated John Horne Tooke. When at Eton school, he was one day asked, by the master, why a certain verb governed a particular case. He answered, “I don’t know.” That’s impossible, said the master. I know you are not ignorant, but obstinate. Horne however persisted, and the master flog-

ged. After the punishment, the pedagogue quoted the rule of grammar. Horne instantly replied, "I know that very well, but you did not ask for the *rule*, you demanded the *reason*."

A scholar may, it is true, be taught to repeat "A noun is the name of any thing that exists," but unless some further explanation be given, he will be in great danger of making, occasionally, such a blunder as the following, and say—"A noun is the name of any thing that *consists*," which circumstance is said actually to have happened.

It is an old maxim that it is easier to point out defects, than to devise remedies. The author has endeavored to apply a remedy, wherever he has found a defect. The remarks made above, have not proceeded from any love of fault-finding, in the author, but to acquit himself of the charge, if such a charge should be made, of attempting to palm upon the public a book, on a subject which had been treated by others, with so much ability, as to prevent any improvement.

The author's views on the subject of teaching English Grammar, are perfectly coincident with Pestalozzi's general method of instruction, as described in the *Journal of Education*, No. 38, pp. 97, 98.

"PESTALOZZI endeavored, in the first place, to ascertain by questions adapted to the tender age of the pupil, whether any idea existed in his mind upon the sub-

ject to which he wished to direct his attention; and from any one clear idea of which he found the child in possession, he led him on, by a series of questions, to the acquirement of such other ideas as were most intimately connected with that primary conception.

The plan of this work will be found to conform, pretty nearly, to the directions contained in the following paragraph, from page 189 of the same No. of the *Journal* last quoted.

"What seems to be most needed for the purposes of instruction, is to place the whole subject of grammar in such an order as is best adapted for the discipline and improvement of the mind in learning. The whole ought to be arranged in a series of inductive questions, leading the young mind to those results which are commonly given in books on grammar. The learner will thus perceive and understand every step of his progress, by doing something nearly like what he does when he works out sums in arithmetic, and arrives at general results himself, on the inductive method."

Accordingly the pupil is first presented with a few obviously incorrect expressions, next with the same ideas correctly expressed, and then he is called upon to decide which is correct and which incorrect. This will encourage him to proceed without his acquiring the prejudice, now so prevalent among scholars, who have attended slightly to the subject of grammar, as taught in ordinary treatises; namely, that their own common

sense cannot be brought to bear on the subject, but that they must commit to memory, these and those facts, without attending at all to the constant and daily use of language.

When the pupil has practised on these exercises a sufficient time to answer the above purpose, he is led to observe that there are some words in the language which have a general similarity in meaning, and consequently, that they may form a class. This classification he is then called upon to make, and when by these means, he has acquired clear and definite ideas respecting the propriety and even necessity of this classification, or division of words, he is required to give it a name, not however to adopt one, without first being satisfied that the name is well adapted to, and calculated to give an idea of the thing, or subject named. The same principle, indeed, will be found recognised in this work, which the author adopted in his Arithmetic, viz. *that names should succeed ideas*. The same mode is adopted with regard to the several classes of words, and their several properties, to which it is necessary to assign names.

In order to fix firmly in the mind the facts and inferences deduced by the pupil in the first set of questions on any one subject, another set is subjoined, of a more direct character, intended to comprise a recapitulation of the whole subject matter of the first set, and also to test, accurately, the pupil's acquisitions. Should any

hesitation be evinced in answering these questions, reference can again be had to the primary questions, on the same subject.

To induce the habit of writing with ease and correctness, a third set of questions is added to those mentioned above, denominated "Exercises for the Slate or Paper." In these, still more latitude is allowed; the pupil is introduced to the objects around him, and taught to associate them with the study to which he is attending, thus acquiring, in an agreeable manner, the principles of the language as rapidly as his mind can be made to grasp them.

The subject of parsing, and all that is naturally involved in it, is unfolded to the mind of the pupil, as fast as the different parts of speech, under consideration, will admit. Of course, these exercises must be progressive, commencing with simple and easy examples, and proceeding, gradually, to those more difficult.

In the second part, after the pupil has acquired a partial knowledge of grammatical parsing, exercises in false syntax are given for his correction. This course is deemed better adapted to awaken the pupil's powers of discrimination, to increase his care and accuracy in the construction of sentences, than an exclusive attention to language strictly grammatical.

A similar method has been pursued in treating the subject of prosody. Examples for correction are ad-

ded to all the rules there given for Punctuation, &c.— Throughout the work, it has been the author's aim to make his book complete in itself, on the subject of which it professes to treat.

The author takes this opportunity to observe, that having been long engaged in teaching English Grammar, in connexion with the grammars of other languages, he became satisfied, several years ago, that the mode of teaching was most unnatural, and consequently, to the learner, dry and uninteresting, if not entirely useless. With these opinions, the author banished from his school the study of English Grammar, as learned from books, and commenced a course of oral and familiar lectures, always making it the indispensable duty of the scholars to compose several sentences on their slates, applying and illustrating the principles advanced in each lecture. This system having proved useful and agreeable to scholars, and highly satisfactory to parents, the author was urged to give it publication.

In compliance with this request, combined with a sincere desire to facilitate the progress of the youth of his country in the important study of their native language, the author now submits this work, the result of nearly twenty years experience, to the candor of an enlightened public, to be by them received or rejected, as they may deem proper.

THE AUTHOR.

## GRAMMAR.



### LESSON I.

#### MENTAL EXERCISES.

*Questioner.* If you wished to speak correctly would you say, 'James am,' or 'James is, a good boy?'

*Answer.*

Q. Would you say, 'You am happy,' or 'you are happy?' 'These book,' or 'these books?' 'A apple,' or 'an apple?'

Q. Would you say, 'Maria am an industrious girl,' or 'Maria is an industrious girl?' 'She work well,' or 'she works well?'

Q. Would you say that 'Rufus learn well,' or that 'Rufus learns well?' 'Birds sing,' or 'birds sings?' 'James write well yesterday,' or 'James wrote well yesterday?' 'He writes well now,' or 'he wrote well now?' 'Yesterday you go to school,' or 'yesterday you went to school?'

Q. Would you say 'One boys,' or 'one boy?' 'He gave the book to we,' or 'he gave the book to us?' 'The bird who flew,' or 'the bird which flew?' 'They is happy,' or 'they are happy?'

Q. I now see that you know something about language, but do you not think that you sometimes speak incorrectly?

Q. You need not however feel discouraged from undertaking this subject, but on the contrary do you not feel pleased with the idea of examining the different forms of expression used by the best writers and speakers? Besides, this will enable you at all times to speak correctly, shall you not like this also? Well then let us proceed.

Q. When you prevail on your father to give you his knife, and a pine shingle from which you wish to make four little wheels, two sticks made round at the ends on which to put the wheels, a little box to place on these sticks, and a tongue to draw the whole along, what name would you give the thing which all these parts put together would make?

Q. Do all things have names or not?

Q. Well now, since all things have names, we shall want some general name for all this class of words, and as the word Noun means name, would you not then call the names of all things Nouns?

Q. Wagon is the name of something, is it not? What then may it be called?

Q. What may the knife with which you made the little wagon be called, and why?

Q. Do all things which you can see, hear, taste, smell, or feel, have names, or do they not?

Q. By what general name then, may every thing which you can see, hear, taste, smell, or feel, be called?

Q. Now you can see the bench on which you sit, and the book which I held in my hand, by what general name then, may book, and bench be called?

Q. Do you call book and bench by the general name of nouns because they are, or are not the names of things?

Q. We have learned that the name of every thing that we can see, taste, &c. is a noun, now cast your eyes over the school room and say if you can discover any thing that is not a noun?

Q. If all the things which are in the room are nouns, will you mention, say six, that are nouns?

Q. Your father lives perhaps in a large house; now is there any thing from the garret to the cellar that is not a noun?

Q. How many things, the names of which are nouns, do you suppose you have on and about you? Let me hear you reckon them up, commencing with your shoes, stockings, buttons, &c.

Q. There are in our language as many as seventy thousand words, many of these we have already seen may be properly called nouns, other words, we shall find by and by, may be called by some other general names; now will it not be convenient, sometimes, to have one common term for these different sorts or divisions of words?

Q. Since speech means the power of using words or language, and part means division, would or would not, PARTS OF SPEECH, then, be a convenient term or name, for these grand divisions of words?

Q. From the explanations which I have now given, can you tell me why these divisions, classes, or sorts of words, are called Parts of Speech?

Q. When, then, I ask you, what Part of Speech bench is, for instance, what do you understand me to mean, the same as to ask you whether bench is a noun or not?

Q. You told me that the name of every thing which you can see is a noun; now you can see a horse, what Part of Speech, then, is horse? Why?

Q. What Part of Speech is man? Why? Is woodpile? Why?

Q. Are there not many things in this world? There are very many things even in Boston, if we reckon all that is in every shop, house, &c. now Boston is but a little part of the world, is it?

Q. Since then there are so many things in the world, as grass, corn, trees, &c. which you have seen in walking about the fields, and elsewhere, you will not think hard of me if I ask you to mention a few nouns, say ten, as many as you have fingers and thumbs?

Q. Can you tell me what Part of Speech each finger of your hand is, and why?

Q. Did you not tell me that every name is a noun? Is the name John a noun?

Q. Boston is the name of a place, is Boston a noun? Is not apple the name of something? Is apple a noun?

Q. Do we not learn from these facts that nouns are the names not only of what are commonly called things, but also of persons and places?

Q. You are now prepared for me to give you a full idea of the word noun. A noun is the name of any person, place, or thing. Lest you should forget what I have just now told you, will you tell what a noun is?

Q. Now since a noun, as you say, is the name of any person, place, or thing, will you inform me what Part of Speech Thomas is, and why?

Q. What Part of Speech is New-York, and why?

Q. What Part of Speech is Baltimore, and why? Is Hartford, and why? Is Rufus, and why? Is William, and why? Is Salem, and why?

Q. It seems, then, that there are three classes of nouns, namely, the names of persons, places, and things; will you mention three examples of each?

Q. I will now give you a few sentences, and will you tell me which the nouns are, and how many there are, in each sentence, as I read them to you?

'James and William are in a boat.'

'The duck and the goose are in the water.'

'Boston is a place of curiosities.'

'Slate, pencil, paper, ink and quills, are things for the use of scholars.'

## LESSON II.

### MENTAL EXERCISES.

Q. When I ask you, 'What is the number of your fingers,' do you understand me to ask 'How many fingers you have?'

Q. Very true, number does mean how many; well, now, suppose I should say to you, 'Give me a book,' should I mean one book, or more than one?

Q. Well, then, since the word singular means but one, would you, when speaking of the name of one thing, choose to have no word to express it, or should you prefer to call the name of one thing the singular number?

Q. When I say to you, 'Give me some books,' I evidently mean more books than one, do I not? Perhaps you already know that the word plural, means more than one, what number then shall we call the names of more things than one?

Q. Plural number expresses this idea very well; will you now inform me how many numbers there are in all, and what they are called?

Q. When I speak the word 'cart,' do I mean one cart or more than one? When I say 'carts,' do I mean one or more than one? Is carts then of the singular or plural number?

Q. Of what number is boy, and why? Is boys, and why? Is dollars, and why? Is carts, and why? Is inkstands, and why? Is pins, and why?

Q. Will you name a noun of the singular number? One of the plural number?

Q. Can you point out the nouns, and their different numbers, in the following sentences?

'Rufus has a knife.' 'Three trees in a meadow.'

'James has but one apple.' 'Three farms in a village.'

'Thirty peaches for one orange.' 'Three villages in the town.'

'Three boys on a tree.' 'Thirty towns in the State.'

Q. John has ten buttons on his clothes, Rufus ten pins on his sleeve, and William ten peanuts in his pockets, how many nouns will all these things make?

Q. Harry has a little box, and in it he has three whistles, four walnuts, seven pins, and three oranges, how many nouns will all these make?

Q. What is the plural number of dove? Of box?

Q. Is not the plural number of dove and box formed by adding s to dove and es to box?

Q. Is then the singular and plural form of nouns alike?

Q. Is the plural generally formed by adding s, or es to the singular?



### LESSON III.

#### MENTAL EXERCISES.

Q. You doubtless know that the word female, when applied to a school, as a female school, for instance, means a school for Misses, also that a male school means a school for Masters; now let us see if you have a clear idea of the words, male and female. Is girl a male or female? Is boy a male or female? Is man a male or female?

Q. When we speak of the female sex, we evidently mean females; and when we speak of the male sex we mean males; now can you inform me whether uncle is of the male or the female sex?

Q. Is sister of the male or female sex?

Q. Do you not know that gender or kind, means the same as sex?

Q. Well, if gender means the same as sex, would you say of a boy, that he is of the male gender, or of the female gender? Of a girl, that she is of the male or female gender?

Q. True, boy is of the male and girl of the female gender; but since masculine means male, and feminine, female, grammarians have called the male gender the masculine gender, and the female gender, the feminine gender. Now will you inform me what gender the names of males are, and what gender the names of females are?

Q. Of what gender is ox? Why?

Q. You are right, ox is of the masculine gender, because it is the name of a male. Now will you tell me of what gender cow is? Why?

Q. Feminine, because it is the name of a female is a correct answer. We will now proceed to give you several nouns the genders of which I wish you to point out.

Of what gender is man, and why?

Of what gender is woman, and why?

Of what gender is brother, and why?

Of what gender is father, and why?

Of what gender is mother, and why?

Of what gender is cow, and why?

Q. The word neuter means neither, as when I say, 'James and John are fighting and Rufus stands neuter,' do I mean that Rufus is likewise fighting, or do I mean that he takes sides with neither?

Q. Very true, by neuter we mean neither one nor the other. Now let us apply the word neuter to gender. Is the bench on which you sit, either masculine or feminine, or is it neither?

Q. Well, then, if bench is neither masculine nor feminine, would not this word, neuter, be a good name for it, as it means neither?

Q. Of what gender then would you say bench is?

Q. Of what gender is floor, and why?

Q. You are right in saying because it is neither male nor female. Now let us see if you can tell me of what gender book is, and why?

Q. Of what gender is cart, and why? Is box, and why?

Q. You have now been taught the masculine, feminine, and neuter genders; will you repeat these different genders and tell me how many they make?

Q. I will now examine you a little on the different genders of nouns: can you tell me the gender of boy? Why? Of woman, and why? Of girl, and why? Of meadow, and why? Of slate, and why? Of grandfather, and why?



## LESSON IV.

### MENTAL EXERCISES.

Q. You must by this time have acquired tolerably correct ideas of gender and number. We will proceed next to the order in which persons and things are considered in discourse. Would it not be more natural for the person speaking as, 'I request you to sit still,' to be considered the first person, rather than the second or third?

Q. When I say to James, 'Give me that book,' I evidently speak to James, so he is not the person who speaks, would you then call James the first or second person?

Q. Right, James, when spoken to, is the second person, but suppose you and I were talking about James, and that we should say, 'James is a good boy,' would you in this case call James the second or third person?

Q. Now since the person speaking must always be I, as 'I walk,' 'I run,' 'I request you,' &c. and since I is not a noun, but a different part of speech, as we shall see by and by, you perhaps perceive the reason why nouns cannot, properly, be said to be of the first person, but let us see if you can recollect, from what was mentioned above, how many persons may properly belong to nouns?

Q. True, there are but two persons, second and third, and you must particularly notice that the person spoken to, is the second person, and the person or thing, spoken of or about, the third person. Let me give you a few examples.—When I say, 'Joseph, study your book,' what person is Joseph, and why?

Q. When you and I are talking about Joseph, and say, 'Joseph might learn well, if he would only study,' what person is Joseph, and why?

Q. Will you tell me of what person the nouns are in the following sentences?

'John, where are you going?'

'John is an industrious boy.'

'William, please hand me that pencil.'

'The sun shines pleasantly.'

'The lamp gives a clear light.'

Q. Do you recollect why light is of the third person?

Q. You are right in saying because we were talking about it. Well, now, let us see if you can recollect and inform me when nouns are of the third person, and when of the second?

Q. We will now see if you have not forgotten gender and number while attending to person. Of what gender and number is Thomas, and why? Is Mary, and why? Is Providence, and why?

Q. Will you name the gender, number, and person, of each noun in the following sentences, as I read them to you?

'Sarah, why do you not attend to your work?'

'While the girls are playing the boys are studying.'

'Harry, why do you not perform your task?'

'James, remember that time is money.'

## LESSON V.

## MENTAL EXERCISES.

Q. The word common, you very well know, means general. Now we will suppose that in your class there are twelve boys, may not each one of the class be called by the name of boy?

Q. Would you say then that boy is a common noun, that is, a name common to each one in the class, or that boy is a particular name of only one of the class?

Q. You are right, boy is a common noun, because it is a general name. For the same reason girl is a common noun, also man, and so on. But, if in the class of boys mentioned above, we single out one boy, whose name is John, you must perceive a manifest impropriety in calling John a common noun, it being the name of one person only. Proper means fit or particular, would you then call John, it being a particular name, a common or a proper noun?

Q. Right, John is a proper noun, because it is a particular name. Can you tell whether William is a common or proper noun?

Q. Is Rufus a proper or common noun?

Q. You must be particular to remember that a noun is called common, when it is a general name, and proper when it is a particular name. Now let me hear you repeat this distinction, and inform me when a noun is called common, and when proper?

Q. Is dog, a common or proper noun? Why? Is Lion, when the name of a particular dog, a common or proper noun?

Q. Boston you know is the name of a particular city, would you call it a common or proper noun?

Q. You know that there are a vast many cities in the

world, do you then think that city is a common or proper noun?

Q. Will you point out the proper and common nouns in the following words. James, New-York, sleep, dog, man, William, London, Hartford, bench, chair, Mississippi.

Q. Let me now see if you have not forgotten how to distinguish the gender, number, and person of nouns, while your attention has been called to proper and common nouns.

'William learns his lesson.'

Q. Which are the nouns in the sentence, and why?

Q. Of what person are they, and why?

Q. Of what gender are they, and why?

Q. Of what number is each, and why?

Q. Are they proper or common, and why?

'Charles keeps two birds in a cage.'

Q. How many nouns are there in this sentence?

Q. Which are common and which proper, and why?

Q. Of what gender is each, and why?

Q. Of what person and number is each, and why?

'The boy plays in school.'

Q. How many nouns are there in this sentence?

Q. Are they proper or common?

Q. What is the gender, number and person?

'Many men of many minds, many birds of many kinds, Many fishes in the sea, many men that do decree.'

Q. How many nouns are there in this sentence?

Q. Are they proper or common?

Q. Of what gender, number, and person, is each?

Q. Will you mention a noun which is of the masculine gender, third person, and singular number?

Q. Will you mention one which is of the neuter gender, third person, and plural number?

Q. Will you mention a proper noun, of the third person, and singular number?

## LESSON VI.

## MENTAL EXERCISES.

Q. 'William struck Thomas.' Is it William or Thomas who performs the act of striking? Is it not William? Then he is the actor or doer. 'Thomas struck William.' Is it Thomas or William who is the actor or doer, now?

Q. 'Henry beat Thomas.' Which is the actor in this case?

'The lion seizes his prey.'

Q. Which is the agent or actor in this sentence? What is the lion after, or in other words, what is his object? Hence you see that in this sentence there is both an actor and an object; let me see if you can tell me again which they are?

Q. 'A dog killed a cat.' Which is the agent, and which the object?

Q. A cat killed a dog.' Which is the agent, and which is the object now?

Q. By the last example we see that an agent may become an object, and an object, an agent. Hence we learn that the state or condition of the same noun, may be altered very materially. Now since case means condition, state, &c. would you think it best to have no general name for these different states or conditions, or would you call them by the general name of case?

Q. Now lest you should forget what I have just explained to you, will you repeat to me the meaning of case, and why it is so called?

Q. 'James eats apples.' Which is the actor and which the object?

Q. True, James is the agent and apples the object; and these terms are good enough for all purposes; but since nominative means naming, and as the agent or actor is considered

the leading or naming noun, grammarians have called all nouns that are agents, the nominative case. Will you now repeat the meaning of nominative, when it is applied to nouns, and why it is so called?

Q. We have seen that there are nouns in sentences which may properly be considered objects, and as the word objective is derived from object, and means belonging to the object, would you then make no distinction between the nominative case and the object, or would you call that noun which is the object, the objective case?

Q. 'Rufus assists Harry.' Which is the nominative case for agent, and which the objective in this sentence?

Q. Do you recollect what gender, number, and person, Rufus and Thomas are?

Q. Are they proper or common nouns?

Q. 'John's slate.' Is there any agent or object, that is, is there any nominative or objective case in this sentence as it now stands?

Q. Very true, there is none. Let us however examine the state or condition of the noun, John's. Who is the owner or possessor of the slate?

Q. Now since the phrase, 'John's slate,' denotes possession, joined with case, thus, possessive case, what would be a good name for all those nouns that denote possession, ownership or property?

Q. If you can recollect what I have just now told you, can you not always tell when a noun is in the possessive case, and give a reason for it?

Q. 'Johnson's Dictionary.' Is Johnson's in the nominative, possessive, or objective case? Why?

Q. What number, person, and gender, are Johnson's and Dictionary?

Q. Are they proper or common nouns?

Q. John's slate means the same as the slate of John, now will you tell me what other form of expression means the same as Johnson's Dictionary?

Q. The Dictionary of Johnson, it is true means the same. In the expression 'Johnson's Dictionary,' do you notice the s with a comma before it? This comma is called an apostrophe, and the s, an apostrophic s. This s, with the apostrophe, is put at the end of these nouns to denote the possessive case, thus, 'William's knife.' Now let me hear you repeat what is put at the end of nouns to denote the possessive case.

Q. 'On eagles' wings.' 'Charles' slate.' 'For righteousness' sake.' What other forms of expression may mean the same as these? We find eagles', Charles', and righteousness', to be in the possessive case, here we have no apostrophic s, but simply an apostrophe or comma added. Do nouns then that end in es, and ss, as these do, form the possessive case by adding the apostrophic s, or by simply adding the apostrophe without the s?

Q. What gender, number, and person, is each noun in the last three examples?

Q. Are they proper or common, and why?

Q. 'For conscience' sake.' This, you know, means the same as for the sake of conscience. Conscience in the example has the apostrophe merely without the s, for if we should add an s, thus, for conscience's sake, would it sound as well?

Q. Hence, in nouns ending in NCE, is the possessive case formed by adding the apostrophic s, or by an apostrophe without the s?

Q. 'William's book.' Who owns or possesses the book?

Q. In what case then, is William's? Of what gender, and why? In what number, and why? In what person, and why?

Q. 'William catches his horse.' 'William's horse.' 'The horse bites William.' In these sentences, there are three different cases. In the first example who catches the horse?

Q. What word then denotes the actor or agent? In what case is the actor or agent?

Q. Does the second phrase mean the same as to say, 'The horse of William? Who then owns or possesses the horse?

Q. In what case then is William's?

Q. In the last example, the horse bites—bites what, or whom?

Q. What then is the object of biting?

Q. In what case then is this object?

Q. From the preceding illustrations, in how many cases do nouns appear to be? Will you name them?

Q. NOMINATIVE John, (catches a horse.) Q. In how many cases is John used in these three sentences?

POSSESSIVE John's (horse) Q. Will you repeat each case commencing thus?

OBJECTIVE (The horse bites) John. Nominative John, &c.

Q. When I call upon you to name these different cases of the nouns it may be well to have a name for this exercise.—Now the word, decline, sometimes means to change the endings of a word, which is giving its different cases, as for instance, the different cases of John, as above. When then I ask you to decline a noun, do you not understand me to mean, that you should give the different endings or cases of the noun?

Q. Will you decline the word John again?

Q. Will you decline Mary?

NOMINATIVE CASE Mary.

POSSESSIVE CASE Mary's.

OBJECTIVE CASE Mary.

Q. Will you decline boy, in the singular and plural numbers?

SINGULAR.

NOMINATIVE CASE Boy.

POSSESSIVE CASE Boy's.

OBJECTIVE CASE Boy.

Q. Will you decline man?

SIN.

NOMINATIVE CASE Man.

PLURAL.

NOMINATIVE CASE Boys.

POSSESSIVE CASE Boys'.

OBJECTIVE CASE Boys.

PLU.

Men.

POSSESSIVE CASE Man's. — Men's  
OBJECTIVE CASE Man. — Men.

Q. 'Rufus's coat.' What part of speech is coat, that is, is it or is it not, a noun? Does Rufus possess any thing?

Q. What does Rufus possess? In what case then, is Rufus?

Q. Do you not observe that coat follows Rufus's?

Q. Did you, or did you not notice, in the preceding examples that another noun always followed the possessive case?

Q. Does then or does not the fact of a noun's being in the possessive case, depend on another noun's following it?

Q. Well then, if the possessive case depends on the noun after it, can we or can we not say, with propriety, that this case is governed by the next following noun, it being the name of the thing possessed?

Q. It may be well to recollect these facts, they are indeed of importance enough to make a rule, which I wish you to learn and repeat.

### RULE I.

The possessive case is governed by the next noun after it, that is, by the name of the thing possessed.

Q. 'William's house.' What does William possess? By what then is William's governed?

Q. What is the rule for William's being governed by the next noun?

Q. 'Mason's store.' What does Mason possess? In what case then is Mason's, and by what is it governed? What is the rule?

Q. 'My brother's son.' Whose son? In what case then is brother's, and why? Is it a proper or common noun, and why?

Q. 'Peter's cap.' Here are two nouns, what is the gender of each, and why? The number, and why? The person, and

why? Which is proper and which is common, and why? Whose cap is it? In what case, then is Peter's? By what word is it governed, and by what rule?

Q. 'William's knife.' Does this mean the same as to say, 'The knife of William?'

Q. What other form of expression means the same as 'Harriet's bonnet?'



## LESSON VII.

### QUESTIONS ON THE NOUN.

Q. Which is the correct form of expression, 'I are,' or 'I am?'

Q. Do you ever speak incorrectly?

Q. Is this subject of language a pleasing subject, and why?

Q. Do all things have names?

Q. What is the meaning of the word noun?

Q. What is the meaning of noun as applied to words?

Q. Will you give an example of a noun?

Q. What is the meaning of speech?

Q. What does part signify?

Q. When I ask you, 'What part of speech man is,' what do I mean?

Q. What part of speech is William?

Q. What part of speech is Boston?

Q. What part of speech is bench? Why?

Q. Are the names of things the only words that are nouns?

Q. What then is a more accurate definition of a noun?

Q. What does the singular number mean?

Q. What does the plural mean?

Q. How many numbers do nouns have?

Q. Will you give an exam-

ple of the singular number?

Q. Will you give an example of the plural number?

Q. How is the plural number of nouns generally formed?

Q. What does the word gender mean?

Q. What does masculine mean?

Q. Will you give an example?

Q. What does feminine mean?

Q. Will you give an example?

Q. What does neuter gender mean?

Q. Will you give an example?

Q. How many genders are there?

Q. When is a noun of the second person? Give an example.

Q. When is a noun of the third person? Give an example?

Q. Why are there not nouns of the first person?

Q. How many persons have nouns?

Q. What is the meaning of the word common?

Q. What is a common noun?

Q. What is a proper noun?

Q. Will you give an example of a common and also of a proper noun?

Q. What is the meaning of the word case?

Q. What is the meaning of the word nominative?

Q. What does nominative case mean as applied to nouns?

Q. Will you give an example?

Q. What does possessive case mean?

Q. Will you give an example?

Q. What does objective case mean?

Q. Why are nouns said to be in the objective case, or why do they have this name?

Q. How many cases of nouns do there appear to be?

Q. How do nouns form their possessive case, generally?

Q. What nouns form this case by simply adding the apostrophe without the s?

Q. When nouns end in NCE; how do they form the possessive case, and why do they so form it?

Q. Are the endings of the nominative and possessive cases alike?

Q. How many different things or properties have been named to you, which belong to nouns?

### EXERCISES FOR THE SLATE OR PAPER.

Q. Now I wish to ascertain whether you can write correctly, for it will do you no good comparatively to be able to tell a noun, and all its properties, when you see one, unless you can apply that knowledge to practice by writing and speaking correctly.

I will therefore give you some exercises in writing. Write down on your slate six nouns which shall be names of persons. Six, which are the names of places. Six, the names of animals. Six, the names of trees. Six, the names of rivers. Six, the names of different kinds of clothing. Six, the titles of different books. Six, the names of birds. Six, the names of things used in school. Six, the names of things used in a blacksmith's shop. Six, the names of things used in the kitchen. Six, the names of things used in the parlor. Six, the names of things used at the dinner table. Six, the names of things used on board a vessel. Six, the names of animals that eat grass. Six, the names of animals that walk on two feet. Six, the names of animals that eat flesh. Six, the names of animals which climb trees. Six, the names of animals that dig holes in the ground. Six, the names of good qualities such as honesty, &c. Six nouns, each in the plural number. Six, in the singular. Two, of the third person. Two, of the second person. Six of the masculine gender. Six, of the feminine gender. Six, of the neuter gender, and of the plural number. Write down six short sentences, each having an agent or nominative case. Six, each having an object or objective case. Six, each having a noun in the possessive case.

Write down six common and six proper nouns. Write three proper names of persons, in the possessive case, joined with book. Write the whole of your own name in the possessive case, in like manner, joined with book. Write another form of expression having the same meaning as the last sentence.

Will you write in the possessive case the name of the owner in the following phrase—'The ball of Thomas.' Change this also into the possessive case, 'The hats of the boys.' Also these, 'The slate of Peter.' 'For the sake of conscience.'



## LESSON VIII.

### MENTAL EXERCISES.

Q. When I say to you, 'Give me a book,' as soon as possible, do I mean any particular book?

Q. Do I not mean any book you please?

Q. Is not a, the little word that shows this?

Q. When I say, 'Give me the book, that I lent you,' do I mean any book, or do I mean some particular book?

Q. If you notice the words a, and the, in these examples, you will find that they limit the signification of the noun, that is, they tell what book is meant, and are called articles. Now will you repeat to me what a, and the, are called, and for what purpose they are used?

Q. 'Give me the book.' In this sentence you say a particular book is meant; now since definite means particular, would not Definite Article be a good name for this word?

Q. 'Give me a book.' This phrase, we know, means no particular book, and since a, placed before many words means not, (as incorrect means not correct,) would you then call the word a, before book, a Definite, or an Indefinite Article?

Q. Can you now inform me what a, and the, are called, and why they are so called?

Q. In conversation would you say, 'A apple,' or 'an apple?' 'An eagle,' or 'a eagle?' 'A Irishman,' or 'an Irishman?' 'An ounce,' or 'a ounce?' 'A uncle,' or 'an uncle?'

Q. Before each of these five letters a, e, i, o, u, you will then use an, instead of a; these five letters you probably know are called vowels.

Q. Letters are then divided into vowels and consonants. Now since you know the vowels, you can of course tell the consonants; will you then name to me all the vowels and consonants, in the Alphabet?

Q. A, is the same article as an, with this difference only in the use. The latter is used before words beginning with a vowel, because it is more easy to pronounce, the former, before words beginning with consonants. Now will you repeat to me when we use a, and when we use an? Why?

Q. Do we say 'A hour,' or 'an hour?' 'A honor,' or 'an honor?'

Q. When then, words begin with a silent h, as the h, in honor, (by which is meant that the h is not sounded in pronouncing, honor being pronounced as if written onor,) do we use a, or an?

Q. 'An heroic action.' This we know sounds a little better than 'A heroic action;' but is the h silent?

Q. Well then, this is an exception to the rule that we must use a, before h, when it is not silent. Let us examine the example. Is, or is not, the accent on the second syllable, in heroic?

Q. 'An historical account.' This is also correct, and is the accent on *tor*, the second syllable in historical?

Q. Well then, when words begin with h, not silent, and the accent is on the second syllable, do we use a, or an?

Q. 'A homely man.' Here the accent is not on the second syllable, and the h is sounded; would you use a, or an in all such cases?

Q. 'A union.' 'A university.' 'An uncle.' Do you, or do you not, observe that in these first two examples, the u, in union and university, is long, while in uncle, it is short?

Q. Would you then use a, or an, before words beginning with u long?

Q. In words beginning with u, short, which would you use?

Q. Well then, would you say, 'A unit,' or 'an unit?' 'An ulcer,' or 'a ulcer?' 'A useful thing,' or 'an useful thing?'

Q. 'Many a one.' This is the usual mode of speaking, but does not one, begin with a vowel?

Q. Then this is another exception, is it not? Let us examine it, however, and see if it is an exception in fact. Does not, 'many a one,' sound as if written many a wun? *Wun*, you perceive, begins with the consonant w; ought we, or ought we not, for this reason, to use a?

Q. Would you then say 'Such a one,' or 'such an one?'

Q. Do we say 'A slate' or 'a slates?' 'An oranges' or 'an orange?'

Q. Does a, or an, in these last sentences come before a singular or plural noun?

Q. It is important to recollect this fact; we will therefore state it in the form of a rule, will you repeat

#### RULE II.

The indefinite Article, A or AN, belongs to nouns in the singular number only.

Q. 'A man.' Is a, an indefinite, or definite article? Does it come before the noun man? Is man of the singular number? What then is the rule for a?

Q. 'An apricot.' Is an, a definite or indefinite article, and why?

Q. What is the rule for an? Is apricot a noun, and why? Is it common or proper, and why? What is its gender, and why? Its number, and why? Its person, and why?

Q. Do we say 'The boy, and the boys?' Well then, does

the definite article the, come before, or belong to nouns, both of the singular and plural numbers?

Q. It may be well to remember this fact also. I will therefore state it to you expressed in full. Will you repeat

#### RULE III.

The definite article THE, belongs to nouns, either of the singular or plural number.

Q. 'The men run.' What kind of an article is the, and why? What does it come before? What then is the rule for the definite article, the?

Q. What part of speech is men? Is it a proper or common noun? What is its person, and why? Its number, and why? Its gender, and why? Do men do any thing? Is men then the agent or the object? In other words, is men in the nominative or objective case?

Q. 'A cat catches mice in the garret.' How many articles are there here?

Q. Which is definite, and which indefinite? To what noun does each belong, and what are the rules for both? There are then nouns in the sentence, which are they?

Q. Are they proper or common, and why? What is the person of each, and why? The number, and why?

Q. To speak correctly, would you say, 'A boys,' or 'a boy,' and why? Would you say 'a ounce,' or 'an ounce,' and why? 'A university,' or 'an university,' and why? 'A honor,' or 'an honor,' and why? 'An pen,' or 'a pen,' and why? 'An inkstand,' or 'a inkstand,' and why? 'A ox lows,' or 'an ox lows,' and why?

Q. 'A wise son.' Is son a noun? To what then does a, belong?

Q. 'The man walks.' To what does the, belong? What is the rule?

'A ball.' Q. How many articles are there in those 'The inkstand.' sentences on the left, and why?

- 'An orange.' Q. Which are definite, and which indefinite, and why?
- 'A writ.' Q. To what does each belong?
- 'The writs.' Q. What is the rule for each?
- 'The misers.' Q. How many nouns are there?
- 'An historical Society.' Q. Are they proper or common, and why?
- Q. What is the person of each, and why?
- The number, and why? The gender, and why?

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## LESSON IX.

### QUESTIONS ON THE ARTICLE.

- |  |   |
|--|---|
| Q. What is an article?                         | Q. When do we use a?                            |
| Q. What is the meaning of the word definite?   | Q. When do we use an?                           |
| Q. What is a definite article?                 | Q. Is an, the same article as a?                |
| Q. What is the meaning of the word indefinite? | Q. When do we use a, before vowels?             |
| Q. What is an indefinite article?              | Q. When do we use an, before a consonant?       |
| Q. How many articles are there?                | Q. What is the rule for the definite article?   |
| Q. What are they?                              | Q. What is the rule for the indefinite article? |

### EXERCISES FOR THE SLATE OR PAPER.

- Q. Will you write down the definite article with a singular noun? With a masculine noun? With a feminine noun? With a neuter noun? With five masculine nouns each beginning with a different vowel? With five feminine nouns beginning in like manner with the masculine?
- Q. Will you write down a sentence in which there shall be

at least two articles and two nouns? A sentence in which there shall be at least three articles, and at least two nouns, in the plural?

*NOTE. Those pupils who have not attended to the study of arithmetic may omit the two following examples.*

James says, that he is the owner of five hundred and fifty things, the names of which are nouns; says John, 'you must be mistaken; let me hear you name them.' 'Well,' says James, 'I have forty cents in a purse, thirty apples in a basket, two hundred and twenty nine walnuts in my chest, and two hundred and fifty six pins in my box.' Does James speak the truth or not?

Harry told Thomas that 'he had seen in one single store, one thousand things, the names of which were nouns.' Says Thomas, 'this cannot be true. What! one thousand nouns! This surely is a mistake, Harry.' 'No,' said Harry, 'I am right, and if you will take the trouble to reckon them, as I name them, I will convince you.' 'Very good,' says Thomas, 'proceed.' 'Well,' says Harry, 'I have seen twenty five pieces of cloth, fourteen pair of shoes, forty pieces of calico, twenty seven umbrellas, forty two cravats, seventy five fans, seventeen whips, and perhaps ten thousand knives and pins.' 'Enough,' says Thomas, 'I did not think that every little thing is a noun.' Now the question is, how many nouns will all these things, which Harry enumerated, make when added together?

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## LESSON X.

### MENTAL EXERCISES.

- Q. If I had a horse, which I desired to sell you, would it not be very natural that you should wish to have him described before you purchased?

Q. If I were to describe him and wished to recommend him, should I not probably say, that 'he is gentle, kind, young, and handsome?'

Q. Are not the words 'gentle, kind, &c. the words that describe the horse?

Q. Cannot you describe something which you have seen, a dog, for instance?

Q. Do you not notice that the describing words are joined to the thing that is described?

Q. Now since the word adjective, derived from the Latin word *adjectum*, signifies adjoined, that is, joined to, would it not be a convenient name to give to those words which are joined to nouns for the purpose of describing them?

Q. What part of speech then would you call good, wise, and industrious, in this sentence: 'James is a good, wise, and industrious boy?'

Q. Can we not say of a mountain that it is a 'steep and lofty mountain?' Is mountain the describing word, or are steep and lofty the describing words?

Q. Which then are the adjectives in the sentence?

Q. Can you not describe this school room? Is it high or low in the walls? Dirty or clean? Convenient or inconvenient?

Q. Which are the describing words that you have used in describing the school room?

Q. Will you describe the bench on which you sit? This inkstand? Paper? Book? Pencil?

Q. Can we not say, 'a good cow,' 'a good man,' 'a good garden,' 'a good house,' 'a good tree,' &c.?

Q. Is the same adjective then confined to one noun, or will it describe several?

Q. Will you give an example of an adjective that will describe several nouns?

Q. Can we not say, 'a wise man,' 'a good man,' 'a happy man,' 'an intelligent man?'

Q. Must then every noun be confined to one adjective, or may it be described by several?

Q. We have seen that an adjective is so called because it is joined with a noun to describe it, what then may all words that are joined with nouns be called?

Q. Will you give me an example of any adjective joined with a noun? Will you give me another? Another? One more?

Q. 'A wise man.' What part of speech is a? Is wise? Is man?

Q. 'A wise son makes a glad father,' How many adjectives are there in this sentence? Why are they adjectives? Is it not because they describe the nouns after them?

Q. How many articles are there in the same sentence? How many nouns?

Q. When I say to you, 'James is a good boy, but Rufus is a better one,' do I not compare Rufus with James?

Q. Now since degree, means the condition of a thing, which may be altered in many respects, and as you say I made a comparison by saying Rufus was a better boy than James, would it not be proper to say that *better* is in the comparative degree?

Q. If then I should ask you what degree of comparison better, wiser, happier, and such words are, what would you say?

Q. If I should ask you why better is in the comparative degree, would you not say, because it implies a comparison between two things or persons?

Q. Now will you tell me in what degree of comparison better, safer, and wiser are, and why?

Q. 'William is a tall boy of his age, but Thomas is a taller one.' What degree of comparison is taller, and why?

Q. If I say, 'This is a good apple,' without comparing it with any other apple, can I reasonably call *good*, the comparative degree?

Q. Do I mean any thing more than to assert that the apple is good ?

Q. Would it not be very proper then, when we speak thus positively, to say that the adjective which we make use of is in the positive degree ?

Q. 'This is a good peach.' Is *good* of the positive or comparative degree ?

Q. If I should ask you why, would it not be a satisfactory answer to say, that 'it is because good simply gives an idea of that single peach, without comparing it with another ?'

Q. Will you now state to me what degree of comparison wise is, and why ? Is *safe*, and why ? Is *small*, and why ?

Q. 'James is a good scholar, Thomas is a better one, and Harry is the best scholar I ever saw.' In this sentence, is good the positive or comparative degree, and why ? Is better the positive or comparative, and why ? In the phrase, 'Harry is the best scholar,' do we not give Harry, for his scholarship, the highest possible praise ?

Q. Do you not know that superlative means highest, or lowest, that is, the extreme ?

Q. Well then, would you call best the positive, comparative, or superlative degree ?

Q. If you were asked why, would you or would you not, say, 'because best, describes scholar in the highest degree ?'

Q. Will you tell me what degree of comparison best, wisest, and greatest, are, and why ?

Q. 'This is a poor apple, that is a poorer one, but the one in the basket is the poorest of all.' What parts of speech are poor, poorer, and poorest ? Why are they adjectives ?

Q. Of what degree of comparison is poor, and why ? Is poorer, and why ? Is poorest, and why ?

Q. 'The great man, the greater man, the greatest man.' 'This is a safe place, that is a safer place, but yonder is the safest place.' How many adjectives are there in these sentences ?

Q. In what degree of comparison is each ?

Q. Great and safe are words of how many syllables ? Is not greater formed from great, by adding *ER*, and greatest from the same, by adding *EST* ?

Q. Is not safer formed from safe, by adding *R*, and safest, by adding *ST* ?

Q. How then do adjectives of one syllable commonly form the comparative degree ?

Q. How do they form the superlative ?

Q. True, they do form the comparative, by adding *R* or *ER*, and the superlative, by adding *ST*, or *EST*, to the positive. Will you then in the same manner compare strong ?

Q. Will you now compare keen ? old ? small ? fresh ? large ? red ? green ? light ? dark ? salt ? new ? young ? rich ?

Q. Do we say, 'This woman is beautifuler than that ?' or, 'This woman is more beautiful than that ?'

Q. Do we say, 'The beautifulest woman,' or, 'The most beautiful woman ?'

Q. Do then, adjectives of more than one syllable form the comparative by adding *ER*, and the superlative by adding *EST* to the positive, or by prefixing the word *more*, to the positive to form the comparative, and the word *most*, to form the superlative ?

Q. After the same manner will you compare numerous ? benevolent ? splendid ? faithful ? irregular ? candid ? dangerous ? grievous ? hungry ? knavish ? plentiful ?

Q. Do we not say, 'Little money, less money, least money ? Is little, less, least, a regular comparison formed according to the foregoing rules, or is it irregular ?

Q. Does the expression, 'He is the more wiser man, He is the most wisest man,' shew any thing more than, 'He is the wiser man, He is the wisest man ?'

Q. True, it does not. Besides, such forms of expression are not used by correct writers and speakers. How then

would you speak, instead of saying, 'He is more fairer?' 'He is the most oldest man?' 'She is the more prettier woman?' 'He is the most comeliest man?' 'Washington was the most noblest patriot?' 'One star appears more brighter than another?' 'A more sweeter pie I never ate?'

Q. Would you say, 'A more sweeter apple,' or 'A sweeter apple?' 'An older man,' or, 'A more older man?'

Q. Why is, 'A wise man,' a more correct form of speaking than, 'An wise man?'

Q. Good, you know, is an adjective, as 'Good man.' But if we add *NESS* to good, it makes goodness. Is it proper to say, 'Goodness man?'

Q. Is goodness an adjective, then?

Q. Is it not the name of some quality?

Q. Do you recollect what all names are called?

Q. What part of speech then is goodness?

Q. Can you not in the same manner form a noun from the adjective bad? From ripe? cheerful? ingenious? peevish? calm? greedy? ill? sober? righteous? swift? spotless? tame? rash? smooth? slow? idle?

Q. Do you not know that lawful, is an adjective? Is it not formed from the noun law?

Q. Will you form in like manner an adjective from the noun fear? From hope?

Q. The best way, perhaps, to find out whether you have formed your adjective correctly, is to join it to a noun; if it make sense, the word is rightly formed. Thus, from beauty, is formed beautiful, which makes sense before a noun; as, beautiful house. Can you now form an adjective from revenge? From zeal? child? mercy? change? courage? care? health? wealth? worth? patriot?

Q. I will now give you some sentences in which there are adjectives irregularly compared. You need only repeat the comparison, without the nouns. I will name the positive to you, then will you repeat the other degrees?

POSITIVE.	COMPARATIVE.	SUPERLATIVE.
Good man,	Better man,	Best man.
Little money,	Less money,	Least money.
Many persons,	More persons,	Most persons.
Late inquiry,	Later inquiry,	Latest inquiry.
Old man,	Older man,	Oldest man.
Much evil,	More evil,	Most evil.

Q. From the preceding remarks, how many degrees of comparison do there appear to be?

Q. Why are they called degrees? Will you name them?

Q. Adjectives, you say, describe nouns, ought they, or ought they not, to belong to those nouns which they describe?

Q. This fact should be remembered. I will therefore state it to you distinctly, so that you may refer to it at any time. Will you repeat

#### RULE IV.

Adjectives belong to the nouns which they describe.

Q. 'An old man.' Which word describes man? What part of speech is it then? Will you compare old, that is, tell its positive, comparative, and superlative degrees?

Q. In what degree is old, and why? If it describes man, as you say, to what ought it to belong? What is the rule for its belonging to man?

Q. 'The most industrious man labors.' Which word here is the article, which the noun, which the adjective, and why?

Q. Is the article definite or indefinite?

Q. Will you compare the adjective, industrious?

Q. Is it regular or irregular, and why? To what does it belong, and what is the rule for it?

Q. Is the noun to which industrious belongs, proper, or common, and why? What is its number, person, and gender? Does man do any thing? Is the word man then an agent? In what case then is it?

- 'A large boy.' Q. How many different parts of speech  
'The busy woman.' are there in each of these sentences?  
'An angry man.' Q. Will you compare each adjective?  
'A foolish girl.' Q. Are they regularly or irregularly  
'A dirty room.' compared?  
'The noisy boys.' Q. In what degree of comparison is  
each and why?

Q. To what does each of them belong, and what is the rule?

Q. Are the nouns proper or common, and why?

Q. What is their person, gender, number and the reason for each?

Q. To what does an article belong? To what does each of these belong and what is the rule?



## LESSON XI.

### QUESTIONS ON THE ADJECTIVE.

- Q. What is the meaning of the word adjective? Q. What is the meaning of the comparative degree?  
Q. What is an adjective joined to? Q. Will you give an example?  
Q. What is a correct definition of adjectives? Q. What does the word superlative mean?  
Q. Will you give an example of an adjective. Q. What is the meaning of the superlative degree?  
Q. What is the meaning of degree of comparison? Q. How many different ways are there of comparing adjectives?  
Q. How many degrees of comparison are there? Q. What are they?  
Q. Which is the positive, and why? Q. Will you give an example of an adjective regularly compared? One irregularly compared?

### EXERCISES FOR THE SLATE OR PAPER.

Q. Will you write down an article, adjective, and noun, in one sentence, so as to make sense? Will you write six different adjectives that will make sense, between these words; 'A —— man'? Six that will make sense between these; 'A —— cow'? Four in the superlative degree in like manner between these; 'The —— bench'? Four between these; 'The —— girls'? Four in the comparative degree between these; 'A —— house'?

Q. Will you write six phrases, each having a different article, adjective, and noun? Six having the same article and adjective, but each noun the name of a different tree? Six nouns, the names of things used in school, each described by the same adjective? Six the names of buildings each described by a different adjective denoting the color of each building? Six phrases, each having the same article, but different adjectives, in the superlative degree and the nouns the names of six different plants? Two phrases, each having the article an, properly used before an adjective beginning with a consonant? Two having the article a, properly used before an adjective beginning with a vowel?

Q. Will you describe the noun hat, in four phrases by different adjectives, descriptive of different colors? Will you write your name, correctly joined, with the noun, book? Write another form of expression for the phrase, 'Peter's knife'? Write a phrase having a noun in the second person? Twenty different nouns to be described by the same adjective? Twenty different adjectives descriptive of the same noun?

Q. Will you write a phrase having an article and an adjective belonging to the same noun? Will each of you who are in the class see who will write the greatest number of nouns described by the same adjective? Also the greatest number of adjectives describing the same noun?

James says to William, 'I once visited New-York, and what do you think I saw there?' 'Oh, I don't know,' says

William.' 'Well,' says James, 'I saw so many things, that it will take five hundred adjectives to describe them.' Says William, 'I should be much gratified to hear you make use of your five hundred adjectives.' 'Reckon them up then, as I name them,' says James. 'I saw a large, white, airy, spacious, convenient, and marble City Hall; an old, elevated, elegant, commodious, and splendid Hotel; twenty pretty little steam-boats; fourteen large, grand, and costly ships; twenty large bay, and fifteen old, small, and white dray horses; four milk white steeds, drawing a large, rich, splendid, gilded, beautiful, and most superb coach; and the driver was so honest, so active, so amiable, so industrious, so intelligent, and so obliging, that he possessed the entire and implicit confidence of all who knew him.' 'Stop,' says William, 'I was not aware that we could describe every thing that we see, by an adjective: you have convinced me.' Now the question is, how many adjectives did James use in his descriptions, before he was stopped by William? How are they compared, to what do they belong, and what is the rule for each?

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## LESSON XII.

### MENTAL EXERCISES.

Q. 'The boy goes to school, the boy learns fast, and the boy will excel.' Can we not say, 'The boy goes to school, he learns fast, and he will excel, instead of saying, 'the boy,' every time? What little word then, may stand for boy?

Q. 'That girl will make rapid progress, for that girl studies hard.' Do we not say in this sentence, 'that girl,' twice? What little word can we use instead of it, so as not to use the word girl, but once?

Q. Do you not see by these examples, that there is quite a convenience, many times, in using several little words, to avoid repeating other words several times over?

Q. You have doubtless noticed that these small words, which we have used in the place of others, do not resemble the articles, nor describe other words like adjectives, and that they differ somehow from nouns; let us see if we can find some good name for them. You said of one of the examples above, that *he*, stood in the place of boy; that is, stood for a noun, now the Latin word *pro*, means *for*, can we not then make such a word as we need, by placing the word *pro*, before the word, *noun*?

Q. What will the word be, then?

Q. You are right, it is pronoun. Well, now we have hit upon the right name, will you tell me which are the pronouns in the following sentences? 'John is studious, he is attentive, and he is obedient?' 'Boys, why do you not study, do you not wish to learn?'

Q. What noun does he stand for, in the first sentence?

Q. What noun does you, stand for, in the next? If *he* stands for John, what gender, number, and person, ought *he*, to be?

Q. In speaking of a man, do we say he or she? Of a woman, which do we say? Of a bench, do we say he or it?

Q. Do pronouns then have the same gender, number, and person, as the nouns for which they stand, or do they have different ones?

Q. When the noun denotes the person or thing spoken to, do you recollect what person it is? When the noun is spoken of, what person is it?

Q. Do you not recollect that it was stated as a reason why nouns have no first person, that we do not use a noun to denote the person who is himself speaking? Thus, would James say, 'James does so and so,' or 'I do so and so?'

Q. Does or does not, I, stand for the person speaking?

Q. We have a second person and a third person to nouns, and also to pronouns, as you have seen, and another person, peculiar to pronouns, to denote the person speaking, would it

not then be proper, since we have as yet had no first person, to call the person speaking, the first person?

Q. Since the pronouns which we have used, take the place of nouns, ought they not to stand for all the different persons of nouns?

Q. True; they ought. Now when any one is speaking and says, 'He loves learning but I do not,' You know that I, stands for the person speaking, and he, for the person spoken of. Can we not tell this by the very words, I and he, which person is meant?

Q. Would you not then for this reason call them personal pronouns?

Q. When any one is speaking of himself, ought he to say, 'I do so and so,' or, 'He does so and so?'

Q. Is not I, the agent? In what case then is I?

Q. Do you recollect what person I is?

Q. Does I stand for two persons speaking or only one?

Q. If but one, what number is I?

Q. In speaking of myself and brother, which would be proper to say, 'I,' or 'we do so and so?'

Q. Is not we, an agent then? In what case then is it? What number and person?

Q. When I am speaking to James, ought I to say, 'He does well,' or 'You do well.'

Q. Do we not sometimes, in the language of scripture, say, 'Thou dost well,' instead of saying, 'You do well?'

Q. Is not thou or you an agent? In what case then is thou and you? In what number and person?

Q. When I am speaking to James about William, and telling James how William behaves, should I say, 'You does well,' or, 'He does well?'

Q. What is the gender, number, person, and case, of he?

Q. When I am speaking to James about William and his brother, should I say, 'You (meaning William and his brother,) do well,' or, 'They do well?'

Q. What gender, person, and case then, is they? What is the plural of he?

Q. 'She reads well.' Does she stand for a noun, meaning some female?

Q. What gender, number, person and case then is she?

Q. In speaking of more than one woman should we not say they?

Q. What then is the plural of she?

Q. 'This is the door which I made, and it fits exactly.'—What little word stands for door?

Q. What gender, number, and person, is it then? What case is the word it, in?

Q. When we speak of this chair, and that bench, as being well made, should we say, 'It,' (meaning both) 'is well made,' or, 'They are well made?'

Q. What word then do we find is used for the plural of he, she, and it?

Q. If Harriet has a book given her, then it is her book, is it not?

Q. Does her book, in this case, mean the same as Harriet's book?

Q. What noun then does her, take the place of?

Q. In what gender, number, and person must her be then?

Q. Harriet's, you know is in the possessive case, because it denotes possession; then if her stands in the place of Harriet's, in what case must it be?

Q. 'My name—our name—thy name—your name—his name—her name—its name—their name.' In the first phrase, does or does not my, stand for or refer to the person speaking?

Q. Does or does not my, signify, that the name belongs to the person speaking?

Q. What part of speech then is my?

Q. There are eight small words in all these phrases, each placed before the word name. What do they stand for?

Q. What part of speech are they then?

Q. Does or does not each of them denote possession?

Q. In what case then, are they?

Q. 'Susan has had her troubles, as well as John and I, but hers were passed before ours began.' 'Susan had her troubles as well as John and I, but Susan's were passed before John's and mine began.' Will you compare these two sentences and tell me what word in the first stands for Susan's in the last?

Q. What in the first, stands for John's and mine, (plural,) in the last?

Q. Well then, if these words stand for nouns, what part of speech are they? Also, what is their gender, number, and person?

Q. Do they stand for nouns in the possessive case?

Q. In what case are they then?

Q. Here are several books. One is mine, one thine, one his, one hers, one ours, one yours, and one theirs. Which are the words here that stand for the person or persons speaking, spoken to, or spoken of?

Q. If you select the right words, you will find that they make seven in number, and does each simply imply possession?

Q. In what cases then, are they?

Q. Hence we see that there are two sorts of pronouns in the possessive case, that is, two sorts as it regards their use, as you perhaps observe; for do we say, 'ours book,' or 'our book?' 'This book is our,' or 'ours?'

Q. Well then, does or does not the only difference consist in this, that one has a noun after it, and the other has not?

Q. 'A bee stung me, you, him, her, it, us, and them.' Stung whom? What then are the objects of the word stung?

Q. In what case then are each of these pronouns?

*Note.*—Perhaps it would be well for the pupil to write down on the slate those of the following sentences which contain the six pronouns of the first person, and then to substitute in place of these the other pronouns. At first, he may be permitted to answer the questions that follow, by looking on the slate. When he can do this readily, he ought to be required to do it without this aid.

### LIST OF THE PERSONAL PRONOUNS.

#### First person Singular.

*Nom.* I have a name.

*Poss.* The name is MINE, or MY name.

*Obj.* The name belongs to ME.

#### Second person Singular.

*Nom.* THOU hast a name.

*Poss.* The name is THINE, or THY name.

*Obj.* The name belongs to THEE.

#### Third person Sing. (Mas.)

*Nom.* HE has a name.

*Poss.* The name is HIS, or HIS name.

*Obj.* The name belongs to HIM.

#### Third person Sing. (Fem.)

*Nom.* SHE has a name.

*Poss.* The name is HERS, or HER name.

*Obj.* The name belongs to HER.

#### Third person Sing. (Neuter.)

*Nom.* IT has a name.

*Poss.* The name is ITS, or ITS name.

*Obj.* The name belongs to IT.

Q. If I should speak to you, would it not be more natural in familiar conversation to say, you and yours, than thou, thine, and thee?

Q. Which is most natural to say, 'You have a book,' or 'Thou hast a book?'

Q. How many agents or nominatives in the singular number are there in the foregoing list? Which are they?

Q. How many nominatives in the plural number? Which are they?

Q. How many pronouns in the possessive case singular, and which are they? How many in the possessive, plural, and which are they?

Q. How many objects, or how many in the objective case

#### First person Plural.

WE have a name.

The name is OURS, or OUR name.

The name belongs to US.

#### Second person Plural.

YE, or YOU have a name.

The name is YOURS, or YOUR name.

The name belongs to YOU.

#### Third person Plu. (Mas.)

THEY have a name.

The name is THEIRS, or THEIR name.

The name belongs to THEM.

#### Third person Plu. (Fem.)

THEY have a name.

The name is THEIRS, or THEIR name.

The name belongs to THEM.

#### Third person Plu. (Neuter.)

THEY have a name.

The name is THEIRS, or THEIR name.

The name belongs to THEM.

singular, and which are they? How many in the objective case plural, and which are they?

Q. How many pronouns are there of the first person, and which are they? Decline them.

Q. How many of the second person, and decline them?

Q. How many of the third person, and decline them?

Q. When I, you, &c. are used in discourse, do we know certainly whether these words denote males or females?

Q. When he is used, do we not mean a male?

Q. What gender then is he?

Q. Is male or female referred to when she is used?

Q. What gender then is she?

Q. When we say it, do we refer to man or woman, or neither?

Q. What gender, would you call it?

Q. Of which of the pronouns then can we say that their gender is always known?

Q. You are right, gender does refer only to he, she, and it, but when the other pronouns stand for males or females, may not their gender be known?

Q. Notwithstanding there are a great many pronouns, still as the possessive and objective cases are only variations of the nominative, it is sometimes said that there are no more personal pronouns than there are agents or nominatives.—How many then of the above list may be said to embrace all the personal pronouns of the singular number, and how many all of the plural?

Q. Do we not sometimes speak thus, 'I, myself, am in fault,' 'You, yourselves, must bear it'?

Q. Do you not see, that myself, himself, thyself, herself, itself, ourselves, and themselves, are compounded of a pronoun and the word self, in the plural, selves?

Q. Would you then call them simple personal pronouns, or would you call them compound personal pronouns?

Q. Have we not seen that pronouns take the place of nouns? Also that they ought to be of the same gender, number, and person as the nouns are for which they stand?

Q. Would you then, as a rule, pay no regard to the nouns for which the pronouns stand, or in using them, would you make them agree with the nouns, in gender, number, and person?

Q. It will be important to remember this, I will therefore state it to you in the form of a rule. Will you repeat

#### RULE V.

Pronouns agree with the nouns for which they stand in gender, number, and person.

Q. 'James is a good boy, for he has studied well.' What word here stands for James?

Q. What part of speech is it then? What is its gender, number, and person? Why? If it stands for James, with what does it agree, and what is the rule for its agreement? Does or does not, he, stand as an agent? In what case then is he?

Q. 'Mary, why do you play?' What word here stands for Mary? What part of speech then is it? Of what person, number, and gender is Mary, and why? What then is the gender, number, and person, of you, and why? What is the rule for the agreement of you with Mary?

Q. 'The boys are out, will you tell them to come in?' What gender, number, and person, is boys? What word stands for boys in the last clause of the sentence, and what is its gender, number, and person? Why? What then, does them, agree with, and what is the rule?

Q. 'I will teach him.' Here are two pronouns, which are they?

Q. Does I, stand for the persons speaking, and him, for some person understood and spoken of? What then are their persons, genders, and numbers? Who will teach? Which then is the agent? Whom will I teach? What word then represents the object? In what case then is him?

Q. 'The book is mine.' 'I will leave his book.' Here are two pronouns, which are they? Why? What is their gender, number, and person, and why? Who will leave? Which

then, is the agent? In what case is I? Who owns the book? In what case then is his? What is the rule for the possessive case of nouns? What then is the rule for his?

Q. What part of speech is book, and why? What is its gender, number, and person? Why?

Q. 'I will leave'—what? What then is the object of leave? In what case then is book?

Q. 'A worthy man will receive him.' What part of speech is a, and why? Does it belong to a noun, or an adjective?

Q. What is the rule for the indefinite article? What does worthy describe? What part of speech is it then, and what is the rule for it? Will you compare it? Is it regularly or irregularly compared? What degree of comparison is it, and why?

Q. 'He went to play, she went to school, and my sister and I went to church.' Which are the pronouns in this sentence, and why?

Q. Why are they called personal?

Q. In what gender, number, and person, are they, and why?

Q. What is the rule for the agreement of each?

Q. In what case is each, and why?

Q. How many nouns are there in the sentence? What is their gender, number, and person? Why?

Q. Since we have repeatedly found the pronouns must agree with nouns, in several particulars, and have made a rule for them, it cannot be very difficult for you to tell when they are used correctly and when incorrectly. Is it correct to say 'My book fell into the fire, and by that means she was burnt'?

Q. Why not?

Q. Will you correct the following sentences as I read them?

'My cane fell into the river and I lost him.'

'The house is mine and she is well built.'

'This pen is poor, she must be mended.'

'That is a beautiful woman and he has fine black eyes.'

'I lost my hat but I soon found them again.'

'I hung my watch up, but when I wanted her I could not find him.'

Q. Let me now examine you on other parts of speech. Which is correct, to say, 'He is the most wisest man,' or 'He is the wisest man?' 'It is the more easier way,' or 'It is the easier way'?

Q. Do we say 'An eagle,' or 'A eagle?' Why? 'An happy man,' or, 'A happy man?' Why?



## LESSON XIII.

### QUESTIONS ON PERSONAL PRONOUNS.

- |  |   |
|--|---|
| Q. What is the meaning of the word pronoun?                        | Q. Will you decline them?                                   |
| Q. What is the meaning of the word pronoun, when applied to nouns? | Q. How many are there of the third person?                  |
| Q. What is the meaning of personal pronouns?                       | Q. Will you decline them?                                   |
| Q. How many pronouns are there in all?                             | Q. How many numbers have pronouns?                          |
| Q. What is the use of pronouns?                                    | Q. How many persons?  |
| Q. Why were they invented?   | Q. How many cases have they?                                |
| Q. How many personal pronouns are there properly speaking?         | Q. To which of the pronouns has gender respect to?          |
| Q. How many pronouns are there of the first person?                | Q. Will you decline the masculine?                          |
| Q. Will you decline them?  | Q. Will you decline the feminine?                           |
| Q. How many are there of the second person?                        | Q. The neuter?  |
|  | Q. What kind of pronouns are myself, thyself, himself, &c.? |
|  | Q. Why are they so called?                                  |

### EXERCISES FOR THE SLATE OR PAPER.

- Q. Will you write down a sentence in which there shall be two personal pronouns?
- Q. Will you write one containing two personal pronouns, the one in the nominative and the other in the objective case?
- Q. Will you write one containing an article, adjective, noun, and personal pronoun?

Q. Will you write one containing a noun in the nominative case, an adjective in the superlative degree, and a pronoun in the third person plural, objective case?

Q. Will you write one in which there shall be a masculine agent, and the object a masculine pronoun?

Q. Will you write a sentence in which there shall be two pronouns, and neither of them in the third person?

Q. Will you write down the objective case of he? of she? of it? of I? of thou? of we? of ye, or you? of they?

Q. Will you write down a sentence which shall have a pronoun in the nominative case, and also one in the possessive case?

Q. Will you write one containing an article, an agent, an adjective in the comparative degree, and a masculine object?



## LESSON XIV.

### MENTAL EXERCISES.

Q. 'The boy learns who studies his book.' Is it not boy, who learns and studies?

Q. Does who then stand for boy, or for something else?

Q. If who stands for the noun boy, would you call who, a noun or pronoun?

Q. If who stands for the noun boy, what is the gender, number, and person of who?

Q. 'The woman who is amiable will be loved.' Does who in this sentence stand for or relate to woman? What then is the gender, number, and person, of who, in this case?

Q. When any one is speaking and says, 'I, who love learning, am perusing books;' does the who stand for or refer to I? What then is the number, and person of who in this case?

Q. Have we or have we not found, that who, may stand for two different genders, and also for two different persons?

Q. Can you tell what persons and what genders these are?

Q. Do the personal pronouns ever vary their persons, that

is, does I stand for any other than the first person; thou for any other than the second, &c.?

Q. True, they do not vary but each one always stands for the same person; well then the pronoun who, and personal pronouns are different, are they not?

Q. Would you call who, then, a personal pronoun, or not?

Q. Let us try to find some other name by which to distinguish pronouns, like who, from personal pronouns. Did you not notice in the foregoing examples, that who, stood for a noun mentioned before, that is, that it referred back, each time, to a foregoing noun. Now since relative means relating to, would you not call who and similar words Relative Pronouns?

Q. 'The bench which I made.' Does not which in this sentence relate to bench?

Q. Is it then a relative or a personal pronoun?

Q. If it relates to bench, what is its gender, number, and person? why?

Q. Has not the relative referred back, each time, to some foregoing noun, as 'The man who?' Let us give a name for this noun to which the relative refers, to distinguish it from other nouns. Do you not know that antecedent means foregoing, (the ante, at the beginning of antecedent, meaning before, as antedate to date before, &c.;) can you not easily tell what to call the foregoing noun, to which the relative refers?

Q. 'The candle which burns, I lighted.' Is it not the candle that burns? Does which stand for candle? What then is its gender, number, and person?

Q. Does not candle, to which the relative refers, go before which? What then is the antecedent to which?

Q. If the relative is of the same gender, number, and person as its antecedent, is not the rule for the relative, the same as for the personal pronoun? Will you repeat that rule?

'The man who came tarried but a short time.'

'The woman whom I saw is drowned.'

'The person whose book I borrowed left us in a hurry.'

'The horse which I shod ran away with the stage.'

'The same man that I saw yesterday was buried to-day.'

Q. Do not who, whose, whom, which, and that, in the foregoing sentences, stand for the nouns before them?

Q. What parts of speech are they then?

Q. What is the antecedent to each?

Q. What is their gender, number, and person? Why?

Q. What is the rule for the agreement of each?

Q. 'The man who came.' Is not who an agent? In what case then is it?

Q. 'The person whose book I borrowed.' Does not whose denote possession? In what case is it then?

Q. If whose is a pronoun, that is, if it stands in the place of a noun, ought it not to be governed in the same manner as a noun?

Q. What is the rule for the possessive case of nouns?

Q. What then would you say whose is governed by, and by what rule?

Q. 'The woman, whom I saw, perished.' Is not whom the object of the word saw? In what case is whom then?

Q. Have we not found the pronoun to be in three cases?

Q. Will you tell me then what case who is in?

Q. In what case is whose? Is whom?

Q. Telling these cases you know is declining the pronoun or noun: now since you have told the cases yourself I will state them in order. Will you decline them?

	SING.	PLUR.
Nom.	Who,	Who.
Poss.	Whose,	Whose.
Obj.	Whom,	Whom.

Q. Is it proper to say, 'The persons which I love?'

Q. Is it proper to say, 'The persons whom I love?'

Q. Is it proper to say, 'The animals or things which I saw?'

Q. Can we not also say, 'The persons that I love?' Also, 'The things that I desire?'

Q. Do we in speaking of persons then use who, whose, whom, or which?

Q. Can we not use that, in speaking both of persons and things?

Q. When speaking of things, and of all animals except persons, do we use who, or do we use which, and sometimes that?

Q. If we can use that, both when speaking of persons and things, is it, or is it not important to know when to use that, and when to use who and which?

Q. Well then, I will try to explain this by a few examples, which follow. 'Who that wishes to learn will not study?'—If we should use who instead of that in this sentence, should we not use who twice.

Q. Would not this be a repetition, and do we not prevent it by the use of that, for who?

Q. Since which, repeated, would sound as bad as who, repeated, ought it not to be avoided by using that for which?

Q. 'The man and the horse that were drowned have not been found.' How many were there drowned?

Q. Does or does not that, stand for both the man and horse?

Q. Could we say who or which were drowned instead of that?

Q. True, we could not, because who refers only to persons, and which only to things, or irrational beings. What are the antecedents of that, in the last example?

Q. Well, then, when there are two or more antecedents to a relative, and one is a person, and the other is not, do we use who, which, or that?

Q. 'He is the wisest man that I ever saw.' Is this more correct than to say, 'He is the wisest man whom I ever saw?'

Q. Do we use who, which, or that, after an adjective of the superlative degree?

Q. We have seen that we can say, 'The man who,' 'the man who,' 'It is I who,' 'The beast which,' &c. Ought we then to infer from this that relatives are varied, like personal pronouns, to express gender, number, and person, or that they are not varied for this purpose?

Q. The foregoing are all the relative pronouns which we use, will you just turn back and reckon up how many there are ?

Q. 'This is what I wanted.' Does not what, in this sentence stand for the thing which, or that which ?

Q. Well, now, since what, frequently stands for two words, would you call what, a simple or compound pronoun ?

Q. 'Whoever lives in this world must expect trouble.' Does this mean the same as to say 'He who,' or 'the man who lives,' &c.

Q. Well then, does whoever stand for two words, or only one ?

Q. If it stands for two, is it a simple or compound pronoun ?

Q. 'I will give you whatever you wish.' Does whatever, here mean the same as, anything which ?

Q. When then it stands for two or more words, ought it to be called a simple or compound pronoun ?

Q. How many compound pronouns have we now noticed ?

Q. What does, what, stand for ? What does, whoever, stand for ? What does, whatever, stand for ?

Q. 'Who comes here ?' 'Which of the two do you mean ?' 'What do you want ?' In these sentences is there any antecedent expressed for who, which, and what, to refer to ?

Q. Is there not a question asked in each ?

Q. Interrogative, means asking ; when then who, which, and what, are used in asking questions, would you call them relative or interrogative pronouns ?

Q. 'Which apple will you have ?' 'What man is that ?'—Are not what and which here joined, the one to the noun man, the other to the noun apple ?

Q. Do they not describe or define these nouns ?

Q. Would you then on this account, call them adjectives or relatives ?

Q. Is there not a question asked in each of these sentences ?

Q. What did we find that such sentences, or such words, as which and what, were called, when used in asking questions ?

Q. When then, which and what, are joined with nouns for the purpose of asking questions, would you call them relatives, or interrogative adjective pronouns ?

Q. 'I saw the man who killed the boy.' Saw whom ? What then is the object ?

Q. Was it the man or boy who killed somebody ?

Q. What then does who stand for, and is it an agent ?

Q. If it stands for man, what is its gender, number, and person ?

Q. What is its antecedent, that is, to what word going before, does it relate ?

Q. What is the rule for pronouns, agreeing with nouns ?

Q. How many nouns are there in the example just given ?

Q. What are their gender, number, and person ? Why ?

Q. If man is the object, what case is it in ? Killed whom ?

Q. What then is the object after killed ? In what case then is it ?

Q. How many articles are there in the same example ?

Q. Are they definite or indefinite ? Why ? To what words do they belong, and what is the rule ?

Q. 'The instructor punished the boy whom he loved.'—How many nouns are there here, and why ?

Q. Are they proper or common, and why ?

Q. Was it the boy or instructor who loved ?

Q. What then does he stand for, and with what does it agree ?

Q. Is it an agent ? In what case then is it ?

Q. Whom did he love ? What then does whom stand for, or what is the antecedent of whom ?

Q. Is not whom a relative pronoun, because it refers to, and stands for the noun mentioned before ?

Q. What is its gender, number, and person ? With what does it agree, and what is the rule ?

Q. In what case is whom ? Why is whom used here rather than which ?

Q. 'James saw the fox, which they caught in the woods.'

How many nouns are there here? Saw what? Is not fox, then, an object? Caught what? Which is the relative pronoun, and why? What is its antecedent, and why is it so called?

Q. With what does it agree, and in what respects?

Q. What is the rule? Is which, an agent or an object?

Q. In what case then is which? Why is which used here in preference to who or whom?

'I love the man who practices virtue.'

'Obey your parents whom you should always respect.'

'James, whose father was there, retired.'

'The young trees which he planted, flourished.'

Q. Which denote possession?

Q. In what case are they then?

Q. Which are the nouns and why?

Q. How many articles are there? Are they definite or indefinite? Why?

Q. What is the rule by which they belong to nouns?

Q. There is but one adjective in all these sentences, which is it?

Q. Will you compare it? Is it regularly or irregularly compared? Why?

Q. What does it describe? To what then does it belong, and what is the rule?



## LESSON XVI.

### QUESTIONS ON THE RELATIVE PRONOUNS.

Q. What is a relative pronoun?

Q. Why is it so called?

Q. How do you decline who?

Q. Is which declined?

Q. How then can you tell its

Q. Are relative pronouns varied like personal, to express number, gender, and person?

Q. How then can you tell their gender, number, and person?

Q. What is the noun to which they refer, or stand for, called?

Q. Why is it so called?

Q. When speaking of persons, do we say who or which?

Q. When speaking of things and animals, do we use who or which?

Q. What is the first rule for using that, instead of who or which?

Q. What is the second rule?

Q. What is the third?

Q. What is the fourth?

Q. How many relative pronouns are there in all?

Q. When are who, which, and what, called interrogative pronouns?

Q. Are there any interrogative adjective pronouns?

Q. How many are there, and which are they?

Q. Why are they so called?

Q. What rule did we find that applied to relative pronouns?

Q. Would you then, since we have a rule by which we can determine the correct use of the relatives, say—

Q. 'The man which, or whom I love,' and why?

Q. 'The woman who,' or 'which saw me,' and why?

Q. 'The boy and the cow that,' or 'which, I met, and why?

Q. 'This is the same boy who,' or 'that, was lost,' and why?

Q. 'The Canadian giant is the greatest man that,' or 'whom, I ever saw,' and why?

Q. 'Mary is the same girl that,' or 'who, was here yesterday,' and why?

Q. 'Who that is wise,' or 'who, who is wise would do thus,' and why?

### EXERCISES FOR THE SLATE OR PAPER.

Q. Will you write down a sentence containing the relative who?

Q. Will you write a sentence in which it is proper to use which?

Q. One, with a masculine antecedent?

Q. One, with a neuter antecedent?

Q. Write one in which it is more elegant to use that, than who?

Q. One, in which it is more elegant to use that, than which?

Q. Write a sentence containing whose?

Q. One, containing whom?

Q. One, containing which, in the objective case?

Q. Write who and which, in interrogative sentences?

Q. Write two sentences, one containing which, and the other what, both interrogative pronouns?

Q. Write a sentence containing an article, adjective, and noun, of the neuter gender?

Q. Write one containing an article, an adjective in the superlative degree, and a masculine agent?

Q. Write a sentence containing an article, adjective, and agent, also an object with an article, and an adjective agreeing with the object?

Q. Will you fill up the following sentences with suitable words to make sense? An — man. The — man came — me. A — man. A — man. A — man. A — man. A — son. A — son. A — son. A — child. A — daughter. A — grandson. I saw the bird — has flown. The man is come — was absent. The woman — I love died. — comes here? The boy — hat I stole. The fox — I shot was running. He is the same man. — I saw yesterday. He is the wisest man — I ever saw. I will give you — you wish. — book will you have?

Q. Will you now inform me how many parts of speech you have used in filling up these sentences?

Q. Will you name them?

## LESSON XVII.

### MENTAL EXERCISES.

Q. 'The candle burns.' What part of speech is candle?

Q. What part of speech is the?

Q. The next word is burns. This you know is not an adjective, can you tell me why it is not?

Q. Is it a pronoun? Is it an article?

Q. Hence we see that we cannot class it with any part of speech already explained; but, if we can find several such words we can form another class of words, can we not? Let us try.

Q. 'The candle burns.' Does burn, tell what the candle

does? 'The man walks.' Which is the noun in this sentence?

Q. What word tells what the man does?

Q. 'Boys play.' Which word here tells what the noun does?

Q. 'The lions roar.' What word here tells what lions do?

Q. Have we not already found several words that have the same general meaning?

Q. 'A good man hates the ways of vice.' What word in this sentence tells what the noun man does?

Q. If we leave out this word, hates, will it not destroy the sense?

Q. Well, then, since verb (from the Latin verbum, signifying word) means word, and as the words which tell what the nouns do, are very important ones, would not verbs be a good name for this class of words?

Q. 'Industrious boys learn.' What word here shows what boys do?

Q. Is then learn a verb or noun?

Q. If you were asked why learn is a verb, would you say because it is the name of something, or because it tells what the noun does?

Q. 'Peter struck a dog.' Which is the verb here, and why?

Q. 'Thomas and Rufus learn their lessons.' How many nouns are there in this sentence?

Q. Is there any pronoun?

Q. Which is the verb, and why?

Q. 'James struck Charles.' Which word is the agent here, and which is the object? Which is the verb, and why?

Q. If Charles is the object, is it not denoted by struck?

Q. 'Peter hurts Thomas.' Which is the actor or agent here?

Q. Which is the verb, and why? Which is the object?

Q. 'Peter makes.' Makes what? Does he not make

something? Let us suppose that Peter makes a cart, is not cart then the object of makes?

Q. What then will you add for an object, when I say Peter makes \_\_\_\_\_?

Q. Will you put an object after the verbs in the following sentences, as I read them over to you?

'Peter makes \_\_\_\_.'

'Peter hurts \_\_\_\_.'

'Peter loves \_\_\_\_.'

'Peter writes \_\_\_\_.'

'Peter eats \_\_\_\_.'

'Peter tears \_\_\_\_.'

Q. 'John caught a fox.' Which word is the agent, and which the object in this sentence?

Q. Which is the verb, and why? Does not caught show that something was done?

Q. You say that John is the actor, or agent, does not the verb caught then, merely show that there was an action performed by John?

Q. You say that fox is the object of the action: does not then the action of John centre on the fox as its object?

Q. Is not this action carried on, to fox, by the verb caught, or in other words, is not fox, the object, placed immediately after caught?

Q. Since then the verb conveys or shows this action, would it not be proper to give the verb some name which will indicate this action?

Q. Active, you probably know, means the power of acting; would not the term active, then, be a good name for such verbs as carry on the action to some object?

Q. Can you now tell me what verbs you would call active?

Q. 'Thomas cuts wood.' Which is the agent here?—Which the object?

Q. Which is the verb? Is it active or not, and why?

### EXERCISES FOR THE SLATE OR PAPER.

Q. Will you write down an agent, verb, and object? Will you write the same agent to six different verbs, and six different objects? Write six different agents, and six different verbs, and the same object to each? Write six different agents, six different objects, but the same verb to each?

Q. Will you write down an agent, and a favorite object, and connect them by as many different verbs as you can think of, and then tell me how many verbs you have used?



## LESSON XVIII.

### MENTAL EXERCISES.

Q. 'John strikes Thomas.' Well, if this is true, is it not equally true that Thomas is struck by John?

Q. 'Cain killed Abel?' Does this mean the same as to say, Abel was killed by Cain?

Q. 'John eats an apple.' What other form of expression means the same as this?

Q. 'Harry finds a knife.' What other form of expression means the same as this?

Q. 'William struck Harry.' What other form of expression means the same?

Q. Which is the agent and which the verb in this sentence as it now stands? Which is the object?

Q. If Harry is the object, does not he receive the action?

Q. 'William is struck by Harry.' This means the same as Harry strikes William. Since this is the fact, does not William receive the action in both cases?

Q. Do not the words, is struck, show that William receives the action?

Q. Is struck, shows that an action is received in the one case as well as the other; ought is struck, then, to be a verb or some other part of speech?

Q. 'William beats Charles.' Is the object here before or after the verb?

Q. 'Charles is beaten by William.' This phrase means the same as the other, but is the object after or before the verb?

Q. Is there not then a considerable difference between the verb, beat, and is beaten?

Q. If in the one case the object is before the verb, as 'Charles is beaten,' does is beaten carry onward the action to some object, that is, have an object after it, like an active verb, or does it merely show that Charles receives the action denoted by is beaten?

Q. Would you then call is beaten, an active verb?

Q. Well, then, it is evident that we want another name, for have we not seen that there are several verbs of this description?

Q. If, as we have seen, is beaten shows that an action is received, without an object after it, and since passive means receiving, would you not call all such verbs, that is, all which show that an action is received, passive?

Q. Such verbs are, it is true, properly called passive, and if you were asked why, could you not, by remembering the meaning of the word passive, always give a reason?

Q. Are verbs then called passive because they have an object after them, or because they show that an action is received?

Q. Well, let me examine you a little. Do you say in the phrase, 'William strikes Thomas,' that strikes is an active, or passive verb, and why?

Q. 'Thomas is struck by William,' would you call is struck an active or passive verb, and why?

Q. 'Horses carry men.' Which is the verb here? Is it active or passive, and why?

Q. 'Men are carried by horses.' Is not the sense of this example the same as that of the last?

Q. Which is the verb? Is it active or passive? Why?

Q. Do we not see by these examples that every active verb may be made passive?

Q. Would it then be reasonable to infer that every [passive verb may be made active?

Q. 'Abel was killed by Cain.' Who killed Abel? What phrase then means the same as this?

Q. 'Brutus slew Cæsar.' What other expression means the same as this? Is not was slain, then, a passive verb?

Q. Well then, if I should give you a phrase in which there is an active verb, could you not make it passive?

Q. 'The girls learn their lesson.' Will you change this form of expression so as to make the verb passive, still retaining the same meaning?

Q. 'Cattle eat grass.' 'Buffaloes are caught for their skins.' 'Horses eat oats.' How many verbs are there in these sentences? Which is active, and why? Which passive, and why?

Q. We have seen that every active verb may be made passive, and the reverse. Is not this a good test to determine the active nature of verbs?

Q. Will you repeat this test or rule?

Q. 'James loves.' In this example we have no object, but cannot we suppose one? Let us suppose William. It will then read thus: 'James loves William.' What is the passive of loves, when this expression is altered so as to retain the same meaning?

Q. 'Mary mends —.' 'William cuts —.' What objects can you put after these verbs? What is the passive form of these words?

#### QUESTIONS ON THE ACTIVE AND PASSIVE VERBS.

Q. What is the meaning of the word verb?

Q. Is this term applied to particular words?

Q. How can you tell the words to which this term applies? Will you give an example?

Q. What is the meaning of the word active?

Q. What is an active verb? Will you give an example?

Q. Does an active verb always have the object after it expressed?

- Q. Is the object before or after a passive verb ?  
 Q. What does an active verb denote ?  
 Q. What does a passive verb denote ? Will you give an example ?  
 Q. Can every active verb be made passive ?

### EXERCISES FOR THE SLATE OR PAPER.

- Q. Will you write down an agent, an active verb, and an object ?  
 Q. Write the same meaning, by making the verb passive ?  
 Q. Write down six different agents, six different objects, and connect each by the same verb ?  
 Q. Will you now change each of these six verbs to passive ones, and not alter the sense ?  
 Q. Will you write a different verb to six different agents having the same object ?  
 Q. Will you write the same verbs in the passive, retaining the same meaning ?  
 Q. Will you write down as many verbs as you can think of, with the same agents and the same objects ?  
 Q. Will you write the same phrases, that is, such as shall mean the same things, with the verbs changed to passive ?



## LESSON XIX.

### MENTAL EXERCISES.

- Q. 'John makes' —. Does not John make something ?  
 Q. Can you not think of a noun which you can put after makes, for an object ?  
 Q. If a verb have an object after it, you know that it is called active, what kind of a verb then is makes ?  
 Q. 'John stoops.' Which is the agent here ? Which is the verb, and why ?  
 Q. Will you put an object after stoops ?  
 Q. You cannot; true, neither can I ask you, with any pro-

- priety, what John stoops. Is not the reason of this because stoops carries on no action to an object ?  
 Q. If it did, would it not be active ?  
 Q. 'John smiles.' Which is the verb, and why ? Which is the actor or agent ?  
 Q. Can you put an object after smiles ? Can you make it passive ?  
 Q. Certainly not, for if John is the actor, does smiles mean that John receives the action ? Can he both perform and receive the action at the same time ?  
 Q. Are smiles, stoops, and such verbs passive then ?  
 Q. If we examine our language we shall find a considerable number of verbs of this description, that is, being neither active nor passive. Would it not be well then to have a name to distinguish them from other verbs ?  
 Q. Neuter, you recollect, means neither ; since we have found some verbs that are neither active nor passive, what would you call them ?  
 Q. Neuter is a good name. Let me now ascertain whether you fully understand these different kinds of verbs. 'James sits.' Can you say that James sits any thing ? Can you then put an object after sits ?  
 Q. Is sits then an active or neuter verb, and why ?  
 Q. 'John hates.' Can you put an object after hates ? Is it then an active or neuter verb, and why ?  
 Q. 'James runs.' Does James run anything ? Has runs any object ? Can it have any ?  
 Q. What kind of verb, then is it, and why ?  
 Q. 'William is loved.' Is loved, you know, being passive, will not admit an object after it, any more than neuter verbs do ; but do neuter verbs show that an action is received ?  
 Q. Hence then, when a verb does not show that an action is received, as 'James sleeps,' and we cannot put an object after it, will it always be neuter ?  
 Q. 'John stands.' Is stands active or neuter, and why ?  
 Q. 'John walks.' Is not John the actor, and can, walks, carry on an action to any object ?

Q. Does it mean anything more than that John is active in doing something?

Q. 'John walks.' 'Peter hops.' Some consider walks and hops active verbs as much as any verbs are, but do they mean anything more than that John and Peter are actors?

Q. When I say, 'Thomas strikes William,' it is true that Thomas is the actor, and strikes, cannot, strictly speaking, be said to be another actor, but does it not differ from walks and hops inasmuch as the action which Thomas does, passes on, and in some sense, may be said to carry on the action to William for its object?

Q. Hence you must be particular to distinguish between such verbs as carry on the action to an object, and such as have agents, &c. but do not carry on the action. Now can you tell me what the former are called? Also, what the latter are called?

Q. 'Joseph killed a man.' Then a man is killed. Is the verb, is killed, active, passive, or neuter? Why?

Q. How many words are there in the passive verb, is killed?

Q. Well then, to help you in distinguishing a passive verb, I will just remind you of what you must have noticed, that a passive verb never has less than two words, and sometimes more.

Q. 'The birds fly.' 'The robins feed their young.' 'Worms crawl.' Which are the neuter verbs in these sentences? Why?

Q. From the foregoing illustrations, how many different kinds of verbs do there appear to be? What are they?

Q. 'James is a good boy.' Which words are the nouns in this sentence? What is their gender, number, and person? Why?

Q. Is there any article in the sentence? Is it definite or indefinite, and why? To what does it belong and what is the rule for it?

Q. Is there not an adjective? Will you compare it? What

is its degree of comparison? Why? To what does it belong, and what is the rule for it?

Q. Which word is the verb?

Q. Does is, have a noun after it? Well, if it does, is boy the object of any action?

Q. Does not James and boy, refer to the same person?

Q. Well then, if boy is not an object, would you call the verb a neuter, or a passive verb?

Q. What is the meaning of the word neuter?

Q. What does neuter verb mean? Will you give an example?

Q. How can a neuter verb be distinguished?

#### EXERCISES FOR THE SLATE OR PAPER.

Q. Will you write down an agent, and a neuter verb?

Q. A neuter agent, and a neuter verb? Six verbs, all neuter, and the same agent to each? Four different agents, and the same verb to each?

Q. Write as many neuter verbs as you can find proper agents for.

Q. Will you write a sentence containing the article an, an adjective in the superlative degree, and an active verb, with a masculine object?

Q. Write an agent and verb with an object after the verb?

Q. Write the same verb in a passive form?

Q. Will you write the same article, adjective, and agent, to six different verbs? Write sentences enough to contain five personal, and three relative pronouns?

#### LESSON XX.

##### MENTAL EXERCISES.

Q. When in reproving James, I say to him, 'You can learn if you choose,' and he replies, 'I will learn,' do you not see that can learn, means that James has the ability to learn?

Q. When he says, 'I will learn,' does he mean that he has the ability, or does he simply declare his intention to learn?

Q. If then, one form of the verb means ability, and another intention, simply, is not the manner of stating actions different?

Q. Well, now we want a name for this difference, and since mode means manner, grammarians have called this different manner of representing actions, by the name of mode. Will you now repeat to me what is called mode, and why it is so called?

Q. 'William does play.' 'Does William play?' Does the first phrase merely state a fact?

Q. Is not the second the same as the first, excepting that a question is asked?

Q. 'James learns, but Thomas will play.' Does this sentence mean, that James and Thomas have merely the ability to act, or does it declare simply the facts?

Q. When a verb declares, or shows positively, or asks a question, grammarians call it the Indicative mode, because indicative means declaring, and mode as you have seen is a name given for all the forms or manners of acting. Will you now state to me when a verb is in the Indicative mode, and why?

Q. 'James walks—walked—has walked—had walked—shall walk—shall have walked.' Do not all these expressions declare some fact? In what mode are the verbs in, then?

Q. 'James may or can swim.' Does this declare the fact that James does swim, or that he has the power or ability to swim? Is it in the Indicative mode then?

Q. As it means power or ability, do we not want a name denoting power or ability?

Q. Do you not know that the word potential means able, (from the latin word *potens*, signifying able?)

Q. Now then would you say that may or can swim, is in the indicative or Potential mode?

Q. 'James may learn.' Does this imply power or ability? In what mode then is it?

Q. 'William may or can learn—might, could, should, or

would learn—may or can have learned—might, could, would, or should have learned. Do these phrases declare facts or denote ability, power, &c.?

Q. Can you tell me what mode they are, then, and why?

Q. 'John goes out, and William may go out.' Which words are the verbs here? Here are two different modes.—Which is the indicative and which is the potential? Why?

Q. 'William is a good boy, and Thomas may be a good boy also.' Which are the verbs here? What mode is each in, and why?

Q. 'If I walk.' Does this declare positively what I am doing?

Q. Is it in the indicative mode then? Does it imply that I have the ability to walk? Is it in the potential mode then?

Q. Does it not express a condition or doubt, whether I shall, or shall not walk?

Q. Do we not then want a suitable name for this mode?

Q. Now supposing that we take away 'if' from the phrase, making it thus, I walk, would there be any doubt or condition expressed? In what mode would it be then, and why?

Q. Do we not see then, that the doubt or condition depends on if, the word before I walk?

Q. Well then, since the verb must, in general, be joined, or subjoined, to some such words as if, unless, &c. that imply doubt; and since subjunctive (from the Latin *sub* and *unctum*) signifies subjoined, would you then say that 'If I walk,' is in the Subjunctive, or potential mode? Why?

Q. 'I write—If I write—I might or could write.' Here are three different modes, will you tell me in what mode each verb is, and why?

Q. 'Unless he reform. He does not reform. He can reform.' How many verbs are there here, in what mode is each, and why?

Q. 'James, attend to your book.' Is there any doubt or ability implied here, or is any thing declared positively?

Q. Will you then name the modes which the verb is not found in, and the reason why it is not?

Q. 'James, attend to your book.' Is not James commanded to do some action? Does not the verb imply this?

Q. Do we not want a name for this mode, as well as the foregoing? Let us take some word that signifies command. When one says to you, 'That you are imperatively called on to do thus and so,' does he mean that you are commanded to do thus and so, or not?

Q. Well then, since imperative implies a command, in what mode in the phrase, 'James, attend,' would you say that attend is, and why?

Q. 'James, study your book'—'If James study'—'James can study'—'James studies.' Here are four different modes, will you point out each one and tell the reason of its name?

Q. 'Mary, do study more.' Does this phrase imply a command, ability, doubt, &c.? Does it not imply that Mary is entreated, or exhorted to study?

Q. We might then call it the entreating or exhorting mode, but if we should give a name to every different form, or manner of action, we should multiply modes to a numberless extent. Hence grammarians have classed all such verbs as are used for commanding, exhorting, entreating, &c. under the head of Imperative mode. Besides, verbs used for commanding are in more general use than those for exhorting and entreating; will you therefore inform me in what mode verbs used for exhorting, entreating, &c. are, and why?

Q. 'William, do study.' 'William, study.' 'William might study.' Here are only two modes, but three verbs; can you tell which is in the potential and which in the imperative mode, and why?

Q. 'John may write. John will write.' Which are the verbs in these sentences? In what modes are they? Why?

Q. 'He can study.' In what mode is this phrase, and why?

Q. 'It may rain.' Does this imply ability, or possibility?

Q. 'He would go.' Does this imply ability, or will to go?

Q. 'He should mind his instructor.' Does this imply ability, or obligation, that is, what he ought to do?

Q. 'He must mind his instructor.' Does this imply obligation?

Q. These last five examples are all considered in the potential mode, not because that mode or form of the verb always denotes ability or power, but because it does in many cases, as the name indicates. Will you inform me then, in what mode all verbs may be classed, that denote power, ability, liberty, will, or obligation, and why they may be so classed?

Q. In what mode is the phrase, 'James learns'? Why?

Q. Is this—'James has learned'? 'Why?' Is this—'James, do improve your time'? 'Why?' Is this—'John, sit still'? 'Why?' Is this—'You may go out to play'? 'Why?'—Is this—'He can improve'? 'Why?' Is this—'If he behave well'? 'Why?' Is this—'James, you should not do so and so'? 'Why?' Is this—'Although I reprove him'? 'Why?' Is this—'Mary is a good girl'? 'Why?' Is this—'Mary can become a good girl'? 'Why?' Is this—'He should be esteemed'? 'Why?'

Q. 'I expect to write.' Here are two verbs. Which are they? Why?

Q. In what mode is the first, and why? Does, to write, imply command, ability, doubt, condition, or positive declaration?

Q. True, it does not. Let us find a suitable name for this mode, there being many of this class, as to write, to speak, to think, &c.

Q. When I say, 'James writes,' do we not know what person writes, and how many? When I say, to write, to speak, &c. can we tell by the verbs themselves, who does the act, or how many?

Q. Well then, do we not see that to write, is not affected or limited either as to number or person? Now for the name. Do you not know that finite, means limited, as, when we say 'man is a finite being,' do we mean that man has boundless and unlimited knowledge, or very limited knowledge?

Q. Well then, since in, put before words, as you have already seen, means not, what will infinite mean?

Q. Now since infinitive is derived from infinite, and means the same, grammarians have preferred infinitive to infinite, as applied to modes; when then such verbs as to write, to speak, &c. are not limited by person and number, in what mode are they said to be? You are right in giving this mode the name of Infinitive; will you just tell me why such verbs have this name?

Q. 'Susan begins to write.' Here are two verbs in different modes. Will you tell me which is the infinitive, and why? In what mode is the other verb, and why?

Q. 'William may learn to write.' How many verbs are there here, and in what mode is each?

Q. 'John, do come to visit me.' Which of these verbs is in the imperative mode, and why?

Q. Which is in the infinitive, and why?

Q. In what mode is this phrase, 'I sing,' and why? 'To sing,' and why? 'To have sung,' and why? 'William, do you sing?' Why? 'Thomas may or can sing,' Why?

Q. From the foregoing, how many modes do there appear to be, and what are their names?

Q. 'James assists Charles.' Which is the verb here, and why? What kind, and why? In what mode, and why? What word is the agent or nominative, and why? Which is the object, and why? What is the gender, number, and person, of both nouns, and why?

Q. 'John sails.' What kind of verb is sails, and why? In what mode is it, and why? What part of speech is John, and why? What is the gender, number, and case, of John?

Q. 'A diligent and attentive boy will make great proficiency in his studies.' Which is the verb in this sentence, and why? In what mode is it, and why?

Q. How many nouns are there? What is their gender, number, and person? Why? In what case is boy, and why? Is proficiency, and why? Are there any adjectives? Why? Will you compare them? What is their degree, and why? To what do they belong, and what is the rule?

Q. Which is the article? Of what kind is it, and why? To what does the article belong, and by what rule?

Q. Which is the pronoun, and why? Is it in the nominative or possessive case, and why? What is the rule for the possessive case of nouns? By what is his, governed, and by what rule?

Q. Do we say, 'The man who,' or 'the man which,' and why? 'The man whom,' or 'the man which,' and why?

Q. 'The man whom I saw is drowned.' Is there a relative pronoun in this sentence?

Q. What does it stand for? What then is its gender, number, and person? With what does it agree, and what is the rule for the pronoun?

Q. How many verbs are there and which are they? Are they active, passive, or neuter, and why? In what mode are they, and why?

#### QUESTIONS ON THE MODES.

Q. What is the meaning of the word mode?

Q. What does mode mean as applied to verbs?

Q. What does indicative mean?

Q. Will you give an example?

Q. What does the word potential mean?

Q. What does the potential mode imply?

Q. Will you give an example?

Q. What does subjunctive mean?

Q. What does the subjunctive mode imply?

Q. Will you give an example?

Q. What do the words before the verb in the subjunctive

mode generally imply?

Q. What does imperative mean?

Q. What does the imperative mode imply?

Q. Why are verbs denoting entreaty, classed with those implying command?

Q. Why are verbs denoting liberty, will, obligation, &c. classed with those that denote ability, or power?

Q. What does infinitive mean?

Q. When is a verb said to be in the infinitive mode?

Q. Will you give an example?

Q. How many modes do there appear to be?

Q. Will you name them?

#### EXERCISES FOR THE SLATE OR PAPER.

Q. Will you write down a phrase in the indicative mode? One, in the subjunctive mode? One, in the potential? One, in the infinitive? One, having both an indicative and infinitive mode? One, having both a potential and infinitive? One, having both a subjunctive and infinitive? One, having two

nouns in the nominative, and one in the objective case, with an active verb? One, having an agent, an active verb in the potential mode, an adjective in the superlative degree, and a neuter object? One, having the same meaning as the last, with the verb changed to the passive voice? One, having two personal pronouns? Four phrases having a different relative? One, having whose, in it? Five phrases in which who and which, may be used, but that, more elegantly? One, having your given name correctly joined with the word book? One, having your whole name joined to the same word? One, having the article, an, before a noun?

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## LESSON XXI.

### MENTAL EXERCISES.

Q. 'Mary writes to-day, but Susan wrote yesterday.' Do Mary and Susan both write at the same time?

Q. The verbs, you know, are writes and wrote; do not these verbs then show that actions may be performed at different times?

Q. 'James read yesterday, but Mary will read to-morrow.' Which are the verbs here? Do James and Mary both read at the same time? Is there not then here also, a difference of time, in which actions are performed?

Q. Well, then, it may be convenient to have a name for this difference, may it not?

Q. Since the word Tense means time, would it not be a good general name to denote the different times in which actions are performed?

Q. The name is good for a general name, it is true, but we shall probably find that it will admit of several divisions. 'John writes now, is writing now.' Does not this mean that John at the present time is writing?

Q. Well, then, when an action is passing now, at the present time, shall we not call it the present tense?

Q. Will you repeat the reason why we call this the present tense?

Q. 'James wrote—has written—had written.' Do not all these phrases denote actions done some time ago, that is, past actions? Which then, can they properly be called, present or past tenses?

Q. 'James wrote yesterday, and Mary writes to-day.'—Here are two tenses, which verb is of the present and which of the past tense, and why?

Q. 'I shall write—shall have written.' Do not the actions of both these verbs refer to time hereafter, that is, future time? Would you then say that these verbs are of the present or future tense?

Q. 'John plays—played—has played—had played—shall play—shall have played.' Here are three tenses. Which is the present, which are the past, which are the future?

Q. From the foregoing examples, how many grand divisions of time do there appear to be, and what are they?

Q. You are right, there are but three, properly speaking, for every action must be done either in the present, past, or future time; but when I say, 'James wrote well yesterday, has written well to-day, had written well some time ago,' does there not appear to be some difference in the time of performing the past actions?

Q. Well, then, to be accurate, we must notice this shade of difference, must we not?

Q. 'James wrote.' Is this in present or past time?—Does it however specify any particular period of past time, as yesterday, last month, or last year?

Q. 'James was writing when I saw him.' Does this mean that James had or had not, done writing when I saw him?

Q. Does it then indicate an action unfinished and incomplete, or one finished and complete?

Q. Now since imperfect means not perfect, but incomplete, grammarians have classed all such actions as take place in time indefinite, with those which remain unfinished or incomplete, in a certain past tense, and given to both the name of imperfect; a name as you have seen, peculiar only to the latter. Will you now, in order that you may not forget, tell

me in what tense such actions are, as take place in time past indefinite, as 'I walked, I slept?'

Q. In what tense are those which remain unfinished or incomplete, in a definite time past, as 'James was reading?'

Q. Will you put both of these illustrations together, and tell me when actions are said to be in the imperfect tense?

Q. 'James labors now, and labored some time ago, yesterday, perhaps.' Here are two verbs and two different tenses. Which is the present, and why? Which is the imperfect, and why?

Q. 'John sails—was sailing.' Which is the present, and which the imperfect tense, and why?

Q. There is an easy way of distinguishing these two tenses. If you can put the word now, after the verb, without destroying the sense, it is the present tense; if yesterday, it is the imperfect; thus, 'I swim,' is present tense; for I can say, 'I swim now.' 'I swam,'—this is imperfect, for 'I swam yesterday' makes good sense. Will you remember this?

Q. Will you tell me then what tense, 'I run,' is in? 'I jump?' 'I hopped?' 'I fought?'

Q. 'Peter ciphered yesterday and has ciphered to-day.' Are not both the acts of ciphering in past time?

Q. Which refers most nearly to the present time?

Q. Does has ciphered, mean that Peter had or had not done ciphering?

Q. If the action is finished, without reference to any particular time, you know that it is called the imperfect tense, do you not?

Q. Has ciphered, then, cannot properly be called the imperfect tense, for it refers to time present, does it not?

Q. Well, then, since has ciphered, denotes an action as past and complete, with reference to present time, and since perfect means complete, would you say that has ciphered, is in the imperfect, or perfect tense?

Q. If I should ask you why has ciphered is in the perfect tense, would you say because it not only refers to what is past, but also to present time, or because it denotes past time indefinite?

Q. 'I eat—ate—have eaten.' Here are three different tenses. What are they, and why are they so called?

Q. Have you not noticed that have and has, are the signs of the perfect tense? thus, 'I have learned,' 'he has learned,' &c.

Q. 'I write—wrote—have written.' In what tense is each of these phrases, and why?

Q. 'James loved.' In what tense is loved? Why?

Q. 'Peter wept.' In what tense is the verb in this sentence? Why?

Q. 'Peter has wept.' What tense is this? Why?

Q. 'The thief had escaped before they missed their goods.'

Q. Are there not here two acts, both done in past time?

Q. Which was done first? Is not missed in the imperfect tense?

Q. Well, then, is not had escaped, used in reference to past time, or the imperfect tense?

Q. Is the perfect tense used in reference to past time or present time?

Q. Well, if the perfect is used in reference to present time, and had escaped refers to past time, or the imperfect tense, does not had escaped then refer to an action more remote than the perfect?

Q. Since pluperfect, (from the Latin *plus*, more, and *perfectus*, perfect,) signifies more than the perfect, what would you call that tense which denotes past time before another past time?

Q. Pluperfect is a very proper name. If I should ask you why you call 'had loved,' 'had written, &c.' the pluperfect tense, would you say because it denotes past time before another past time, or simply because it denotes past time?

Q. 'Sophia had left before John came.' How many verbs are there here?

Q. One verb is in the pluperfect, and the other is in the imperfect; can you tell which is the one, which the other?

Q. Do you not see that had is the sign of the pluperfect?

Q. 'Ebenezer plays—played—has played—had played.'

Here are four verbs, and four different tenses; will you point out to me each tense, and tell me why it is so called?

Q. 'John will come.' Does this refer to an action that is past, or to come hereafter, that is, in some future time?

Q. Future signifies something that is to come; will not future, then, be a good name for this term?

Q. What tense then will you say the verb is in, when the act is to take place hereafter?

Q. If you were asked why, would you not say, because future means time to come?

Q. In what tense is, 'James had come,' and why? Is 'Susan will learn,' and why? Is 'Mary shall come,' and why?

Q. Do you not perceive that shall and will are the signs of the future tense?

Q. In what tense is this, 'The bench is made?' Is this, 'The bench was made?' Is this, 'The man shall give?' Why?

Q. 'I shall have learned my lesson before the teacher comes.' Does this mean that I have already learned my lesson, or that the teacher has already come?

Q. Is either action then, in past time?

Q. Does it mean that the lesson is now learned, or that the teacher is now come?

Q. Is either action properly speaking then in the present tense?

Q. Does it mean that I shall learn my lesson, and that the teacher is to come hereafter?

Q. Does it not also mean, that the act of learning the lesson, is to precede the time of the teacher's coming?

Q. Does not, shall have learned, also specify when, or before what time, the act is to happen?

Q. Since this form of expression, shall have learned, besides denoting future time, specifies a time certain, and as we have already had one future tense, would you call this simply a future or a second future tense?

Q. Do you not notice that shall have or will have, may be the sign of this tense?

Q. In what tense is this phrase, 'James writes'? Why?

this—'James sung'? Why? Is this—'William has laughed'? Why? Is this—'Birds will sing'? Why? Is this—'The man will have been hung'? Why? Is this—'The sun will rise'? Why? Is this—'The sun will have risen'? Why? Is this—'I have come'? Is this—'I had wept'? Why? Is this—'Thomas was singing'? Is this—'The dog has barked'? Is this—'He may or can learn now'? Is this—'He would study in spite of me'? Is this—'If I have learned'? Is this—'If I learned'? Is this—'I do learn now'? Is this—'Do I learn now'? Is this—'I will learn'? Is this—'Will I learn'? Is this—'They have learned'? Is this—'Have they learned'? Is this—'She did learn'? Is this—'Did she learn'?

#### QUESTIONS ON THE TENSES.

Q. What is the meaning of the word tense?

Q. How many grand divisions of time are there?

Q. What are they?

Q. Will you give an example of each?

Q. What are the more accurate divisions of time?

Q. How many are there?

Q. What is the meaning of present time?

Q. How may the present tense be distinguished?

Q. What does the imperfect tense denote?

Q. Why is it called imperfect?

Q. How may it be distinguished?

Q. Will you give an example?

Q. What does the perfect tense denote?

Q. Why is it called perfect?

Q. Will you give an example? Q. What is the sign of this tense?

Q. What does the pluperfect denote?

Q. Why called pluperfect?

Q. Will you give an example?

Q. What is the sign of this tense?

Q. What does the first future denote?

Q. Why called future?

Q. Will you give an example?

Q. What is the sign of this tense?

Q. What does the second future denote?

Q. Why called second future?

Q. Will you give an example?

Q. What is the sign of this tense?

#### EXERCISES FOR THE SLATE OR PAPER.

Q. Will you write down a phrase having a verb in the present tense? One, having a verb in the imperfect? One, hav-

ing a verb in the perfect tense? One, having an agent, an active verb in the perfect tense, and an object after it? One, having a verb in the pluperfect tense? One, having an agent, a neuter verb in the potential mode, and present tense? One, having a pronoun of the first person singular, in the nominative case, also a verb in the indicative mode, present tense, having an object after it? One, having a pronoun of the first person plural, nominative case, and a verb in the future indicative, an article, an adjective in the superlative degree, and a neuter object? Write one, having the subjunctive mode, future tense? One, containing an article, an adjective, and an active verb in the indicative mode, present tense, and a masculine object?



## LESSON XXII.

### MENTAL EXERCISES.

Q. 'The sun gives light.' Is there an article here? Is it definite or indefinite? Why? To what does it belong, and by what rule?

Q. There are two nouns in the sentence, which are they? Why are they nouns? What is their gender, and why? Number, and why? Person, and why?

Q. Which is the agent or nominative?

Q. What does the sun give? What is the object then? In what case is light then?

Q. Which is the verb and why? Have we not already found the object?

Q. Is the verb active, passive, or neuter? Why? Does it simply indicate or declare? In what mode is it then?

Q. Can we say that, 'The sun gives light now?' In what tense then is it?

Q. 'William strikes him.' Here are three different parts of speech, will you tell me what they are?

Q. Why is him, a personal pronoun? What is its gender, number, and person? Why?

Q. What does it agree with, and what is the rule?

Q. What or whom, does William strike?

Q. What then is the object of strikes?

Q. True, him is the object, or objective case, and we know that, simply by declining he. Will you decline he?

Q. Well, then, since him is the object of the action denoted by gives, is it a fact that active verbs do have an objective case, or that they do not?

Q. Active verbs then must have an object, would it not be natural, therefore, to lay down, as a rule, that active verbs must have an objective case?

Q. Hence if I should ask you what word him, in the objective case is governed by, in the phrase, 'William strikes him,' what would you say, and what rule would you give?

Q. I will now, for the sake of convenient reference, state the rule, and will you repeat it?

### RULE VI.

The objective case is governed by active verbs.

Q. Well, then, since we have this rule to guide us in determining the object of the verb, would you say, 'I love he,' or him? Why? 'I love them,' or they? Why? 'William assists she,' or her? Why? 'The man who,' or whom I saw? Why? 'Charles may love he,' or 'may love him'? Why? 'He honors thou,' or thee? Why? 'He commends we,' or us? Why? 'He will surpass yours,' or you? Why? 'Thomas will marry her,' or she? Why?

Q. What is the object, and the rule for it, in this phrase, 'John loves me?' In this, 'Charles follows Thomas?' In this, 'William calls Charles?' In this, 'They persecuted us?' In this, 'A merchant had passed the street door?' In this, 'William may admire Mary?' In this, 'He praised himself?' In this, 'They neglected him?' In this, 'They could have regarded it?' In this, 'Israel loved Joseph?'

Q. 'I received my books.' Which are the pronouns here? Which is the verb? Is it active, passive, or neuter? Why?

What is its mode and tense? Which is the noun? What did I receive? In what case is books, then? By what is it governed, and what is the rule?

Q. 'She despised reproof.' How many parts of speech are there here, and what are they? What did she despise? In what case then is reproof, what is it governed by, and by what rule?

Q. 'They deceived themselves.' Whom or what did they deceive? In what case then is themselves? By what is it governed, and by what rule?

Q. 'An industrious man will obtain a livelihood.' What is the rule for an? For industrious? For a? For livelihood?

Q. 'Susan's brother will visit me.' What is the rule for Susan's? For me?



## LESSON XXIII.

### MENTAL EXERCISES.

Q. 'William found James playing, laughing, jumping, and hopping.' Whom or what did William find? Is found then an active or neuter verb?

Q. Are there not several other words in the sentence denoting actions? What are they? Some of these words describe James. Will you tell me whether it is the word found, that describes James, or the words playing, laughing, jumping, and hopping?

Q. 'I found Thomas catching fish.' Which word describes, here?

Q. But does not the word catching also denote action?

Q. Well, then, if it describes, like an adjective, and also denotes action like a verb, can it be classed, properly, with either?

Q. Hence we see that we shall want a name for these words, and others of a similar character. We have seen that

they are partly like adjectives, and partly like verbs, and since participle, (from the Latin word *particeps*,) signifies partaking of, would not this be a good name for these and other words, which partake of the nature of the verb and adjective?

Q. 'I saw Mary weeping.' Which word describes here? Is not weeping the participle then?

Q. 'James is running and crying for help.' Which are the participles here, and why? Do they denote something doing now? In what tense then, are they?

Q. Have you not noticed that this present participle ends in ING, as hating, loving, &c.?

Q. Do you not perceive also that it is formed from a verb, thus, from hate, comes hating, love, loving, &c.?

Q. Will you form a present participle from see? From worship? From sit? From think?

Q. 'Jacob worshipped, leaning on his staff.' Here are two phrases, Jacob worshipped, and leaning on his staff; but which describes Jacob, or rather his condition at the time?

Q. Hence not only single participles, but the whole phrase of which the participle makes a part, describes, does it not?

Q. 'The comet seen in 1823, will return again.' Will return, you know, is the verb, but which word is the participle in the describing phrase, seen in 1823? Is it not the word seen?

Q. Can you tell me whether the word seen denotes an action past and finished, or one not past and finished?

Q. If then it denotes an action finished and complete, in any past time up to the present, thereby resembling the perfect tense of verbs, will you say that seen, is a present or perfect participle?

Q. 'Admired and applauded he became vain.' Which words are the perfect participles here?

Q. 'The man having slept soundly awoke.' Does the phrase, having slept soundly, describe the man or rather the condition in which he was? What part of speech, then, is having slept?

Q. What is having, without slept? Is it not a present participle? Is slept a present or perfect participle? Well, then, having slept, taken together, is compounded of two participles, the one present, and the other perfect, would you then call it simply a perfect participle, or a compound perfect participle?

Q. Do you not notice that having, is the sign of this participle?

Q. 'Thinking, thought, having thought.' Here are three participles, which is the present, and why? The perfect and why? The compound perfect, and why?

Q. 'James was studying and learning.' Do studying and learning describe or refer to James?

Q. If these participles describe like adjectives, will they not belong to nouns, in the same manner as adjectives?

Q. Would you not then say, that studying and learning, ought to belong to the noun James?

Q. Lest you may forget that participles belong to nouns, I will state the rule. Will you repeat it?

#### RULE VII.

Participles belong to nouns.

Q. 'The sun approaching melts the snow.' What is the rule for the? For approaching? Is not snow the object of melts? What then is the rule for snow?

Q. 'James found him hanging on a tree.' What is the agent of found? Found whom? What then is the rule for him?

Q. What is the rule for hanging?

Q. What is the gender, number, and person, of tree, and why?

Q. 'James striking his brother, hurt him exceedingly.' Whom did he hurt? What then is the rule for him? Whom did James strike?

Q. Well, then, since striking denotes action, and has an object or objective case after it, like an active verb, would you infer that active participles govern an objective case like active verbs or not?

Q. True, they do, and therefore I will give you a rule for it. Will you repeat

#### RULE VIII.

The objective case may be governed by active participles.

Q. 'The thief was eating his breakfast when his pursuers caught him.' What was he eating? In what case is breakfast? What is the rule for breakfast, it being after the participle eating?

Q. Who was eating? To what then does eating belong or refer? What is the rule for it?

Q. What is the object of caught? In what case then is him?

Q. By what is it governed, and what is the rule?

Q. 'I saw running streams and flying clouds.' What do running and flying describe? To what do they belong, and what is the rule?

Q. 'William shot a squirrel eating nuts.' What did William shoot? What then is the object of shot, and by what is this object governed?

Q. Which word is the agent? What does eating refer to? What then is the rule for eating? What did the squirrel eat? By what is nuts governed?



### LESSON XXIV.

#### QUESTIONS ON THE PARTICIPLE.

- |  |  |
|--|--|
| Q. What is the meaning of the word participle?                     | Q. What are their names?                 |
| Q. Why does it have this name?                                     | Q. What is a present participle?         |
| Q. Does a participle describe?                                     | Q. Will you give an example?             |
| Q. How then can you distinguish it from an adjective by the sense? | Q. What does it generally end in?        |
| Q. How many participles are there?                                 | Q. What is a perfect participle?         |
|  | Q. Why does it have the name of perfect? |

- Q. What is the compound perfect participle? will make sense joined with having, is it a compound or a perfect participle?
- Q. Why does it have this name? Q. From what are participles derived?
- Q. What is the sign of a compound perfect participle? Q. Will you form a present participle from despise? from mourn? delay?
- Q. If any participle, when having is not joined with it,

#### EXERCISES FOR THE SLATE OR PAPER.

Q. 'I went on to the review ground and saw the people there eating, drinking, playing, marching, exercising, buying, selling, running, forming lines, marching, riding, disputing, fighting, fiddling, dancing, singing, walking, scattering, and leaving the ground.' How many participles are there, here, what does each one belong to, and what is the rule for each?

Q. Will you write a phrase having ten different participles, and tell me the rule for each? One, having an agent, verb, and object, but eight different words, being participles? Give the rule for each of them. Six phrases having the same participles, but different agents, different verbs, and different objects in each? One, having four participles, each agreeing with a noun, and governing an object likewise? Will you write twenty objects to this phrase, 'Thomas is cutting —?' Write twenty different participles to this, 'James is — Charles?' Twenty different agents to this, '— is learning?' Will each one in the class see which can write the most sentences each containing an agent, a verb, an object, and a participle agreeing with the agent? Which will write the most, each sentence containing an agent, verb, and participle agreeing with the object of the verb? Write one having an article, adjective, agent, verb, and object? Will you now tell the rule for each word in the sentence? Will you write a sentence containing a personal pronoun, and tell the rule for it? One, having a relative pronoun in it, and tell the rule for its agreement? One, having an active verb? Write the same meaning, but change the verb to the passive? Write a neuter verb? Six sentences in the indicative mode, each having a different tense? Write one in the imperative mode? One, in the potential? One, in the subjunctive? One, in the infinitive?

## LESSON XXV.

### MENTAL EXERCISES.

Q. When I say, 'I love,' do I mean that I love now? In what tense then, is, 'I love?'

*Singular Pronoun, Present Tense.*

Do we say, 'I loves,' or I love?

Do we say, thou love, or thou lovest?

Do we say, he, she, or it, love, or he, she, or it, loveth or loves?

*Plural Pronouns, Present Tense.*

Do we say, we loves, or we love?

Do we say, ye or you loves, or ye or you love?

Do we say, they loves, or they love?

Q. When Thomas says, 'I loved yesterday,' in what tense is 'I loved?'

*Singular Pronouns, Imperfect Tense.*

Do we say, I lovedst, or I loved?

Do we say, thou loved, or thou lovedst?

Do we say, he, she, or it, lovedst, or he, she, or it, loved?

*Plural Pronouns, Imperfect Tense.*

Do we say, we lovedst, or we loved?

Do we say, ye or you lovedst, or ye or you loved?

Do we say, they lovedst, or they loved?

Q. Of what number and person is I? Is thou? Is he, she, and it? Is we? Is ye or you? Is they?

Q. Will you repeat these pronouns, by saying them in this order, viz: the first, second, and third persons singular, then the first, second, and third persons plural?

Q. Will you repeat them, in this order, with the verb love? With the verb hate? With desire? With hope? With walk? With loved? With walked? With desired?

Q. Do we say, 'Thou have,' or 'thou hast a book?' 'Thou had,' or 'thou hadst a book?' 'Thou shall,' or 'thou shalt have?' 'Thou will have,' or 'thou wilt have?' 'Thou mayst

have,' or 'thou may have?' 'Thou mightst, couldst, wouldst, and shouldst,' or 'thou might, could, would, and should?'

Q. You have probably not forgotten the order of the pronouns above; will you join them as before, to 'have written to-day?'

Q. Do you recollect what tense, have, is the sign of? Do you recollect what tense, had, is the sign of? In what tense then is, 'I had written?'

Q. In what tense is, 'I shall write?' Is 'I shall have written?'

Q. Will you join the pronouns as before to '— had, written? To '— had lived?' To '— shall or will write?' To '— may or can write?' To '— might, could, would, or should write?'

Q. Do not might and could write, imply ability, power, &c? In what mode then are they?

Q. Do you not recollect that if, unless, &c. by implying doubt, were the signs of the subjunctive mode?

Q. Which would you say, 'If he study,' or 'if he studies?' 'If he study,' is right, because we have seen that when the pronouns are joined to it, the verb is not generally varied.— Will you then join the pronouns to the phrase, 'If — study,' and not change its ending? To this 'Unless — learns?'

Q. Do you not recollect that have, had, shall, and will, are the signs of the different tenses of the indicative mode?

Q. Do they or do they not, then, help to show these different tenses?

Q. Well, then, since auxiliary, means helping, would you or would you not, call such verbs as help to show the different modes and tenses, auxiliary verbs?

Q. The verb whose tense the auxiliary shows, being the principal verb, is consequently called so. Which then is the auxiliary and which the principal verb in this sentence, 'James will ride?' In this, 'James has written?'

Q. When the auxiliary verbs are used with the principal, may it not be said that they form a compound of two or more words or verbs?

Q. Would you then call such tenses, as are formed by two or more verbs, simple or compound tenses?

Q. Is this, 'James has loved,' a simple or compound tense?

Q. Is this, 'I have?'

Q. Do you recollect the signs of the potential mode? If you do not, turn back and see—What are they? Are they auxiliary, or principal verbs?

Q. Which is the principal verb in the following phrase, 'James might have been loved?' In this, 'James shall have loved?'

Q. Will you join the pronouns as above to this phrase '— may love?' To this, '— might love?'

Q. Do we say, 'They is,' or, 'They are?' 'William strikes,' or 'William strike?' 'One man runs,' or 'One man run?' 'Two men runs,' or 'run?'

Q. When we say, 'One man runs,' what letter does runs end in? When we say 'two men run,' what letter does run end in?

Q. When we say 'The boy runs,' is the agent singular or plural? When then the agent is singular, do we say run or runs?

Q. When we say, 'The boys run,' is the agent singular or plural? When then the agent is singular, as 'Boy runs,' does the verb end in s, or does it not? When the agent is plural, as 'The birds fly,' does the verb end in s, or does it not?

Q. Is then the ending of the verb varied or governed by the agent, as it regards number, or is it not?

Q. Do we say, 'He write,' or 'he writes?' 'I write,' or 'I writes?'

Q. When we use he, we say 'he writes,' but when we use I, we say, 'I write,' but are not I, and he, of different persons?

Q. Well then, is the verb varied as the person of the agent varies, or is it not?

Q. If then the verb varies as the nominative or agent va-

ries in number, also as this varies in person, does or does not the agent or nominative, govern the verb in these respects? It is important to remember this; I will therefore state it in the form of a rule. Will you repeat

#### RULE IX.

The nominative case governs the verb in number and person.

Q. Well then, if the nominative case governs the verb in number and person, is the verb governed by the nominative case, in number and person, or is it not?

Q. Well, when you wish to account for the ending of a verb, or rather to account for the fact of the verb's being varied, so as to agree with the nominative in number and person, would you say that the verb agrees with its nominative in number and person, or that it does not agree? It is important to remember this fact also: will you therefore repeat

#### RULE X.

A verb agrees with its nominative case in number and person.



### LESSON XXVI.

#### MENTAL EXERCISES.

Q. Notwithstanding you admit the fact that the verb is varied to suit the nominative, still it is not always true. Are not, 'I love,' and 'they love,' equally correct? You may ask then, how you shall know? Can you or can you not tell by joining the pronouns with the verbs as above? Will you join the pronouns to, '— love?'

Q. When you say, 'I love,' 'thou lovest,' 'he loves,' how does the verb end in each phrase? Are these pronouns singular or plural?

Q. When then we join these pronouns with the verbs, and make sense, ought the verbs to be considered singular or plural?

Q. 'I write.' Is write, singular or plural? 'Thou writest.'

Is writest, singular or plural? If I should ask you why, would you not say, because its agent is?

Q. 'We wrote,' 'ye or you wrote,' 'they wrote.' How does the verb end here? Would you call these verbs plural because their agents are plural?

Q. 'I wrote,' ends also in *e*, do then the plural verb and the verb joined with I, end alike?

Q. 'He writes and thou writest.' What do both verbs end in here? Are these agents singular or plural? Are the verbs then singular or plural?

Q. How many different persons of the pronouns are there, in the phrases, 'Thou writest and he writes?' Can you not tell then, whether the verb is singular or plural, by joining the different pronouns with them?

Q. 'I love.' What number is 'love?' 'They love,' what number is 'love,' here, and why? 'Thou lovest,' 'he loves.' Lovest and loves, end differently because their agents are of different persons. What person is he? Is thou? Would or would it not, be proper to say lovest is of the second person, and loves of the third, since their agents are of these persons and their endings different?

Q. Can we not tell the persons of verbs also, by joining their pronouns, as above?

Q. Hence do we learn, that verbs in themselves considered, have person and number or that they have these properties merely on account of their connexion with their agents?

Q. 'James stands.' What is the number and person of stands? Why? Is it not because James is of the third person, and singular number?

Q. Well, then, does or does not, stands, agree with James in number and person?

Q. Do you recollect the rule for the agreement of the verb with its nominative or agent? Will you repeat it?

Q. 'John has sung.' What is the number and person of 'has sung,' and why? What does it agree with then, and what is the rule?

Q. 'The bird will fly.' What does 'will fly,' agree with, and what is the rule?

Q. 'Thomas hurts.' What is the number and person of 'hurts,' and why? With what does it agree, and by what rule? Who is it that hurts? What then is the agent of hurts?

Q. The agent of hurts being the nominative case, that governs hurts, would you or would you not say, that Thomas is the nominative case to hurts?

Q. What rule would you give for Thomas, then?

Q. 'She learns.' What does she do? To what then is she the nominative case? What rule would you give for this nominative case? What is the number and person of learns, and why? What does it agree with then, and by what rule?

Q. 'Peter makes a whistle.' What does Peter do? To what then is Peter the nominative case? What is the rule?

Q. Who makes? What then must be the number and person of makes? Why?

Q. With what does makes agree, and what is the rule?

Q. What does Peter make? What then is the object, or objective case? What is whistle governed by, and what is the rule? What is the rule for the article, a?

Q. Will you first repeat to me the parts of speech, and then the rules for each of the words, in the following sentences, as I read them to you?

'Mills grind corn.'

'Israel loved Joseph.'

'Peter made a cart.'

'He shuns strife.'

'The teacher loves good boys.'

'Oxen draw carts.'

'Birds fly.'

'Horses run.'

'A dutiful child will obey his parents.'

'William can open the windows.'

'Idlers should receive reproof.'

'The man who loves virtue will practise it.'

'George will learn his lesson.'

'I will respect my teacher though he chide me.'

'A scholar who intends to improve his time, will mind his business.'

## QUESTIONS ON PRONOUNS JOINED WITH VERBS.

Q. Will you join the nominative pronouns of each person to '— love'? To '— desire'? To '—

loved'? To '— have loved'? To '— sleep,' in the perfect tense? To '—

said,' in the pluperfect tense? To '— strive,' in the first future? To '—

see,' in the second future? To '— may or can see'? To '— might, could, would, or should see'?

Q. In what mode is the last phrase?

Q. Will you join the pronouns to 'If — have sent'?

Q. How can you tell a singular from a plural verb?

Q. How can you tell one person from another?

Q. When a noun is in the nominative case, to what part of speech is it the nominative?

Q. What is the rule for the nominative?

Q. What do verbs agree with?

Q. What is the rule for them?

Q. Why does the verb agree with its nominative in number and person?

Q. Do verbs have number and person in themselves considered?

Q. On what account then are they said to have these properties?

Q. What is the rule for the indefinite article?

Q. What is the rule for the definite article?

Q. What is the rule for the adjective?

Q. What is the rule for the pronoun?

Q. What are the rules for participles?

Q. What is the rule for the objective case after a verb?

## LESSON XXVII.

### MENTAL EXERCISES.

Q. 'See, saw, seen.' Would you say, 'I seen him,' or 'I saw him?' 'I had saw him,' or 'I had seen him?'

Q. Is seen, a participle or a verb? Is saw, a verb or participle? Hence do you not see that seen, must not be used for the imperfect tense?

Q. 'Do, did, done.' Would you say, 'I did it well,' or 'I done it well,' and why? 'I wrote,' or 'I written,' and why? 'I have saw,' or 'I have seen him?' 'I had saw,' or 'I had seen, and why?'

Q. Must you or must you not, use the participle with have and had?

Q. Do we say, 'I have done it,' or 'I have did it,' and why? 'She had did well,' or 'she had done well,' and why?

Q. If you are a small boy, or even a large one, is it not more than probable that you make mistakes in using these words? Do you not say sometimes when speaking quickly, 'I done it mother?' Is this correct? What would be correct, and why? Would you say, 'I have done,' or 'I have did,' and why?

Q. We cannot say, 'I have did thus,' but 'I did thus,' is correct. Hence if we can use have, is it a verb, or is it not rather a participle? Do we use the participle for the imperfect tense, or do we not?

Q. Well, now, since you can tell by joining have, which is the participle and which is not, will you tell me which is correct to say, 'He gave,' or 'he given'?

Q. Can we join have, with gave, and make it sound well, thus, 'He have gave'?

Q. Would you say, 'I drove,' or 'I driven?' Why? 'I have drove,' or 'I have driven'?

Q. 'Lead, led, led.' Can we not say, 'I led,' and 'I have led?' Hence you see that participles and the imperfect tense, are sometimes alike, but if you know what the imperfect tense is, can you or can you not tell, whether the participle is the same by joining have with it?

Q. Would you say, 'They lay down,' or 'they lain down,' and why?

Q. Would you say, 'They have lay,' or 'they have lain,' and why?

Q. Would you say, 'William runs fast,' or 'run fast,' and why?

Q. Would you say, 'She has ran,' or 'she has run,' and why?

Q. Would you say, 'He took him,' or 'he taken him,' and why?

Q. Would you say, 'He has took,' or 'he has taken,' and why?

Q. Would you say, 'He has tore,' or 'he has torn,' and why?

Q. Would you say, 'She torn,' or 'she tore the book,' and why?

Q. Would you say, 'She strove,' or 'she striven,' and why?

Q. Would you say, 'They sat here,' or 'they sit here,' and why?

Q. Would you say, 'They stole it,' or 'they stolen it,' and why?

Q. 'Set, set, set.' Set, means to place, as to set a thing down; but sit, sat, sat, means to occupy a seat, as 'William sits in his chair,' we set a chair for others to sit in.

Q. It is common to hear good speakers, inadvertently no doubt, misapply these words. I will now see if you can use them correctly. Would you say—

'James sets here, or sits here?'	'The hen has set and hatched, or has sat and hatched?'
'James sat here, or set here?'	'The hen is sitting, or setting?'
'James has sit here, or has sat here?'	'The trap is set, or sat?'
'James set, or sat his trap?'	'The squirrel sets, or sits on that tree?'
'The hen sits,* or sets to hatch?'	'The man is setting, or sitting upright?'

Q. Would you say, 'I have began, or 'have begun?'— 'She began' or begun?' Why?

Q. Would you say, 'They have borne,' or 'they have bore the corpse away?' 'They bore, or they borne it away?' 'You bade him be still,' or 'you bid him be still?'

Q. Another mistake, which occurs with good speakers more frequently perhaps than any other, is the wrong pro-

\* As the partridge sitteth on eggs and hatcheth them not, so he that getteth riches, not by right, shall leave them in the midst of his days.—Jeremiah, xvii. 11.

nunciation of the word get, as git for get.\* I will now examine you a little with regard to this word get. 'Get, got, got.' Would you say, 'James, git,' or 'get your place?' 'Get you to bed,' or 'git you to bed?' 'I 'cannot git,' or 'I cannot get on my boots?' 'Git away,' or 'get away?' 'Thomas why do you not git up,' or 'why do you not get up?'

Q. 'James has written his copy.' What has he written? To what then, and by what rule, is James in the nominative case? Who has written? What then does has written agree with? What is the rule? What did James write? What then is the objective case, and what is the rule? Will you join the pronouns to 'has written'? You cannot say, 'I has,' but you must begin to say, 'I have written.' What pronoun do you join with has written? What then is the number and person of has written? Why? Is it not because he, or James, being the agent or nominative, is of the third person singular?

Q. Will you join all the pronouns to '— have written,' except he, and when you come to that, put William instead of it?

Q. Join all the pronouns to, '— wrote,' except they, and use boys in its place?

Q. Join all the pronouns except he, she, and it, to '— have learned,' and use girl, in the place of them?

Q. Would it or would it not, be convenient to have a name for joining the pronouns together as above?

Q. Now since conjugation (from the Latin *con*, together, and *jugo*, to join, or yoke,) means joining together, would not conjugation be a good name for thus joining the pronouns and verbs together, throughout all their modes, tenses, numbers, and persons, thereby showing the different endings, &c.?

Q. Well, then, if I ask you to conjugate love, for instance, do I or do I not, mean that you are to join the pronouns to the word love? Will you then conjugate love? Conjugate

\* Most teachers, in a few days, would find ample proof of the truth of this statement, by allowing their pupils to correct, as well as to be corrected.

desire? Have loved? Shall have loved? May or can love? If — love? Might, could, would, or should love? Am? Was? Have been? Shall or will be? Have run, and use Mary for she? May or can swim, by using boys for they? — Have made, by using any noun you please for she? Am, by using a noun for they? Am, by using a noun for it? Am loved, and use a noun for it? Use a noun with hath been loved?

Q. 'James has been punished.' Who has been punished? To what then is James the nominative case? By what rule?

Q. Conjugate, has been punished, by using James in its proper place. Of what person and number do you find the verb to be, and why? What is the rule for its agreement?

Q. You have learned that the nominative case is the agent, this is true, but this is not all. When I say, 'James strikes Charles,' which is the agent or nominative? To what is it the nominative case? What is the rule? Which word is the object and by what is it governed? What is the rule for its government?

Q. 'James strikes Charles,' then Charles is struck by James. Does Charles then, receive the action, in the last phrase? Is not Charles the object then? True, Charles is, but can we say Boys is? Do we not say, Charles, or he is? Do you not see then, that Charles governs the verb is?

Q. Well, then, may or may not every name or noun, that governs the verb, be considered the nominative case to the verb, whether it be the agent or the object?

Q. True, it may; hence do you or do you not see, that the nominative case may be sometimes the agent, and sometimes the object?

Q. 'William is wise.' Can we say, 'William are?' — What then governs is? To what then is William nominative?

Q. What is the rule for William? What are the rules for is, and wise?

Q. You have the impression, perhaps, that verbs merely

tell what the nouns do, and no more, but it is time that we become more particular. 'James is at home.' Does or does not this mean that James does any thing at home? Does it mean any thing more than that James exists, lives, or has a being, at home?

Q. 'James rests.' 'James sleeps.' Does this imply action, or does it not simply imply being, or existence, in a certain state?

Q. Active verbs, you know, carry an action to an object, passive verbs, denote an action received, and neuter verbs have no object after them; some neuter verbs, as we have just seen, imply simply being or existence; now, then, since active, and passive, and some neuters, imply action, and some neuters merely existence or being, would you say, in defining verbs, that they merely tell what the nouns do, or that they denote ACTION OR BEING?

Q. Will you repeat this definition of a verb?

Q. 'James is loved.' Does or does not, is loved, denote an action received?

Q. Is it, or is it not, a verb then?

Q. Who is loved? What then is the nominative to is loved?

Q. Again, do we ever say, 'James are loved'?

Q. Does then or does not, James govern, that is, determine, whether we are to use is, or are?

Q. What then, does is loved, agree with?

Q. 'Troy was.' Does or does not, was, denote that Troy once existed?

Q. What part of speech then, is was, and why?

Q. 'I am at home, thou art at home, he is at home, we are at home, I was at home, thou wast at home, they were at home, I have been at home, I shall be at home.' How many principal verbs are there in these nine phrases? Why are they verbs? Do you not see that the same verb is used in each example, and that it is only varied to express difference in time?

Q. Does this verb denote action, or simply the fact of being at home? Is it active or neuter then?

Q. This word AM, is an important little word, and because it denotes being, as you have seen, it has hence been called the verb TO BE, that is, to exist. Will you just repeat to me those nine words above, which constitute this verb to be, such as, am, art, &c.?

Q. 'Mary loves her mother.' Then the mother is loved by Mary. Is loved, you know, is a passive verb, but if we take away is, from the phrase, mother is loved, will it or will it not, then stand, the mother loved?

Q. 'James was seen by Thomas.' Is or is not, was seen, a passive verb?

Q. Is or is not, was, a part of the verb to be?

Q. 'See, saw, seen.' Is seen, a participle or a verb?

Q. What kind of participle is it? Is it perfect or present?

Q. Do you not see that the perfect participle, of any active verb, joined with the verb to be, makes it passive?

Q. 'Strike, struck, struck.' Can we not by putting is, before struck, make a passive verb? What will the passive verb be?

Q. 'Shake, shook, shaken.' Have been, you know, is the perfect tense of the verb to be, can we then or can we not, make the same tense in the passive, by putting the perfect participle, shaken, with have been? What will the passive be?

Q. If the passive verb is always composed of the verb to be, and the perfect participle of some active verb, will it or will it not, be difficult to distinguish a passive verb?

Q. Will you make a passive verb with the following verb to be, 'James is —?' With this, 'I may or can be —?' 'She shall or will be —?' With this, and leave out 'at home;': 'James was at home?'

Q. Will you now inform me of what two things a passive verb is compounded, and how it may always be formed?

Q. If in forming the passive verb, you use the present tense, of the verb to be, as is hated, in what tense will the

passive verb be? Will or will it not, be in the same tense as the verb to be?

Q. True, it will, hence it cannot be difficult to tell the tense, and mode of the passive verb, for they will be determined by the mode and tense of the verb to be. Consequently, if she may or can be, is the present, potential, of the verb to be, is or is not, may or can be loved, the present potential, passive?

Q. 'Evil communications corrupt good manners.' How many adjectives are there in this sentence? Why are they adjectives?

Q. Will you compare them? Are they regular or irregular? Why?

Q. What is their degree? Why?

Q. How many nouns are there? Why are they nouns? What is their gender, number, and person? Why?

Q. What do communications do? To what then is communications the nominative case? By what rule?

Q. What corrupt good manners? What then does corrupt agree with? By what rule?

Q. What do evil communications corrupt? What then is the objective case, by what is it governed, and by what rule?

Q. Does the verb, corrupt, here, indicate a fact? In what mode then is it?

Q. Do not communications corrupt, now? In what tense then is the verb?

Q. Will you conjugate corrupt, using communications in its proper place?

Q. In what number and person do you find corrupt to be? Why?

Q. What did you say that it agreed with?

Q. Would it not be proper to have a particular name for this process of taking up each of the words in a sentence, telling what part of speech it is, giving an account of its formation and variation, its agreement with, and its government of, other words?

Q. Parsing is a word derived from the Latin *pars*, a part,

and signifies resolving a sentence into its elements or parts of speech, as we have done in the above example; will not this be a good name for our purpose?

Q. 'James study now.' Does study, imply a command or an entreaty? In what mode then is it? Who is commanded to study? What then does study agree with, and what is the rule?

Q. The nature of the imperative mode is to command or entreat; but can we command or entreat a person, to-day, to do a thing or action yesterday? Whenever a person commands, must then or must not, the time when the command is given be the present tense or time?

Q. When I say, 'John, go and get some wood,' do I not speak to John?

Q. When we command, must we or must we not, always speak to some one?

Q. What person is the person spoken to?

Q. Well, then, is or is not the imperative mode always confined to the present tense and the second person?

Q. Will you parse the following sentences:

'A good boy loves study.'	'The man whom I saw has fled.'
'John may play.'	'William, whose brother I saw, is dead.'
'Philosophers may flourish.'	'I saw the wild animals which they caught.'
'Good people detest vice.'	'I love the man who practices virtue.'
'If I love him.'	'They saw the fox catching a goose.'

Q. 'If he does learn.' 'If he do but learn.' In what mode are these verbs? Why?

Q. Hence do you not see that we can say, 'If he does, and if he do,' sometimes varying the endings of the verb, and sometimes not? You may, perhaps, ask, 'How shall I know?' In reply, I will ask you whether this phrase, 'If he do but learn,' implies doubt or condition whether he learns now, or hereafter, that is, in future time?

Q. Hereafter; well then, when future time and doubt are both implied, do we or do we not, vary the endings of the verb in conjugating it?

Q. Right, we do not. In this case we have the word *but*, as a sign. In phrases, however, without *but*, when future time and doubt, or contingency, are implied, would it make any difference?

Q. How then would you conjugate, 'do touch,' in this phrase, 'If he do but touch?' 'Slay,' in this phrase, 'Though he slay me?'

Q. 'If she is but sincere, then I am happy.' Does this mean, 'If she is now sincere, then I am happy?' Is there future time then?

Q. Well, then, is not the verb, to be, varied as usual?

Q. How then would you conjugate *am*?

Q. 'If she be but sincere, then I shall be happy.' Is there or is there not, implied in the first part of this sentence, both future time, and doubt?

Q. Do you not notice that in one case we use 'be,' and in the other 'is,' 'are,' &c.?

Q. Which do we use, when future time and doubt, are implied?

Q. 'If thou be afflicted, repine not.' Why is 'be,' used here rather than 'are'?

Q. 'Though he is poor, he is happy.' Why do we use 'is' here, rather than 'be'?

Q. 'No power, except it were given him from above.' Why 'were,' and not 'was'?

Q. 'If I were to write, he would not regard it.' Why 'were,' and not 'was'?

Q. 'Though he was rich, yet for our sakes he became poor.' Why 'was,' and not 'were'?

Q. You know that in certain cases, 'be,' is not varied to agree with different persons, and that it is used for 'am,' 'art,' &c. We do not change all verbs thus as you may have seen, this change is confined to the present and imperfect tenses, of the verb 'to be,' and these, like others, do not in general, vary their endings. Do we ever say, 'If thou were?' Do we not say, 'If thou wert?'

Q. Do you or do you not see, from the foregoing, that the imperfect tense is varied only to agree with the second person 'thou'?

Q. Will you conjugate, 'If I were?' 'If I be?' 'If I was?' 'If I am'?

Q. 'Though an angel were to address you.' Why 'were?' Why not 'was'?

### QUESTIONS ON THE CONJUGATION OF THE VERB.

Q. Do we use the participle or verb for the imperfect tense?

Q. Why is 'I did it,' correct, rather than 'I done it'?

Q. Do we use the participle or verb with 'have' and 'had'?

Q. What is the meaning of the word conjugation?

Q. What does it mean as applied to verbs?

Q. Will you conjugate *Am*? *Love*? *Walk*?

Q. Will you conjugate the imperfect tense of — *love*? — *am*? — *hate*? — *see*? — *desire*?

Q. Will you conjugate the pluperfect of 'love,' by using boys in its proper place?

Q. Does an object ever become the nominative case?

Q. How then can you tell the nominative case?

Q. What is the most accurate definition of verb?

Q. What is the meaning of the verb 'to be'?

Q. How many variations are there of this verb? Will you repeat them?

Q. How is a passive verb formed?

Q. What is its mode and tense always like?

Q. Is the verb 'to be' an active or neuter verb?

Q. Why is it neuter?

Q. Will you form a passive verb with 'am' and 'loved,' and conjugate it?

Q. Will you conjugate any passive verb that you can think of in the imperfect tense? In the perfect? In the pluperfect? In the present potential? In the present indicative active?

Q. Will you conjugate 'am,' in the present? In the potential?

Q. How many tenses and persons has the imperative mode, and why?

Q. When is the ending of the verb not varied?

Q. When do you use 'be,' and 'were,' for 'am,' and 'was,' &c.

Q. Will you tell why the following expressions are wrong, and correct them, as I read to you?

- ‘A old horse.’ ‘I love he and she.’  
 ‘They is.’ ‘He admires she.’  
 ‘They comes.’ ‘Whom do come?’  
 ‘She wilt hear.’ ‘The girls does run.’  
 ‘The men runs.’ ‘Do the girl run?’  
 ‘A ox draw.’ ‘They have did it.’  
 ‘The man go by.’ ‘The boy sets here.’  
 ‘I is very well.’ ‘The hen is setting.’  
 ‘Great pains is needful?’ ‘The man to who I gave the  
 book?’  
 ‘James write yesterday.’ ‘Shall them that oppress the  
 William wrote now.’ ‘poor be prospered?’  
 ‘A girls run’ ‘I did saw him teaching.’  
 ‘Him that came.’ ‘Did I seen him weeping?’  
 ‘How dost thee do, Samuel.’ ‘Sinners is unhappy.’  
 ‘Art thee well?’ ‘Is sinners unhappy?’  
 ‘Has thee been home?’ ‘The man which comes.’  
 ‘Them that seek wisdom shall find it.’  
 ‘The most great pains has been taken.’  
 ‘Git me a book.’ ‘The most properest to be said.’  
 ‘I saw him teaching she.’  
 ‘William’s book was loosed.’

### EXERCISES FOR THE SLATE OR PAPER.

Q. Will you write ten different phrases, each containing an article, adjective, and noun?

Q. Now will you make each one of the nouns, which you have written down, do some thing?

Q. Next, will you write what they do, for objects?

Q. Will you write phrases enough to embrace all the personal pronouns? Enough to embrace all the relative pronouns?

Q. Six phrases having the same nominatives, but different verbs in the indicative mode, and the same objects? Write the same meaning and change the verbs to passive? Four, having the same nominatives, but the verbs different, and neuter? Twenty different nominatives to this ‘— is running?’ Thirty different objects to this, ‘James is catching —?’ Twenty different participles to this, ‘James is — Thomas?’ Six phrases having a potential mode in each? Write the same in the form of questions? Six in the subjunctive mode? Forty having the pronoun ‘I,’ and the verb ‘to be,’

in each? Forty different verbs in the infinitive mode? ‘I am the man whom you saw.’ ‘The soul that sinneth shall die.’ ‘Moses’ rod became a living serpent.’ ‘Washington was esteemed a great patriot.’ I will now class each word in the last four sentences, as a model for you, when I require you to do the same.

Art.	Nouns.	Verbs.	Pr. Per.	Pr. Rel.	Adj.	Part.
The	Man	Am	I	Whom	Great	Living
The	Soul	Saw	You	That		
A	Moses’	Sinneth				
A	Rod	Shall die				
	Washington	Became				
	Patriot	Was esteemed				
	Serpent					

Q. Will you class, on your slate, the words in the following sentences, in the same manner?

‘Johnson’s Dictionary.’ ‘The best man is the happiest man.’ ‘They will come.’ ‘Susan has learned her lesson.’ ‘I will begin.’ ‘James is trying to come.’ ‘Mary will be respected.’ ‘I saw the boys running, playing, and jumping.’ ‘William found my pocket-book.’ ‘Did William find my pocket-book?’ ‘Who comes?’ ‘William.’



## LESSON XXVIII.

### MENTAL EXERCISES.

Q. Having explained to you the different modes, tenses, numbers, and persons of verbs, I will, in the next place, give you a general and concise view of the whole, to which you can at any time refer.

**INDICATIVE MODE.**

*Active Verb.*

*Pres.* Charles strikes or does strike,  
Me at home.  
*Imp.* Charles struck or did strike,  
Me at home.  
*Per.* Charles has struck,  
Me at home.  
*Plu.* Charles had struck,  
Me at home.  
*1st Fut.* Charles shall or will strike,  
Me at home.  
*2d Fut.* Charles shall have struck,  
Me at home.

*Passive Verb.*  
} THEN I am struck,  
by Charles at home.  
} THEN I was struck,  
by Charles at home.  
} THEN I have been struck,  
by Charles at home.  
} THEN I had been struck,  
by Charles at home.  
} THEN I shall or will be struck,  
by Charles at home.  
} THEN I shall have been struck,  
by Charles at home.

*Neuter Verb.*

} AND I am,  
at home.  
} AND I was,  
at home.  
} AND I have been,  
at home.  
} AND I had been,  
at home.  
} AND I shall or will be,  
at home.  
} AND I shall have been,  
at home.

**POTENTIAL MODE.**

*Pres.* Charles may or can strike,  
Me at home.  
*Imp.* Charles might, could, would or should strike,  
Me at home.  
*Per.* Charles may or can have struck,  
Me at home.  
*Plu.* Charles might, could, would, or should have struck,  
Me at home.

} THEN I may or can be struck,  
by Charles at home.  
} THEN I might, could, would or should be struck,  
by Charles at home.  
} THEN I may or can have been struck,  
by Charles at home.  
} THEN I might, could, would or should have been struck,  
by Charles at home.

} AND I may or can be,  
at home.  
} AND I might, could, would or should be,  
at home.  
} AND I may or can have been,  
at home.  
} AND I might, could, would or should have been,  
at home.

**SUBJUNCTIVE MODE.**

*Pres.* If Charles strike,  
Me at home.  
*Imp.* If Charles struck,  
Me at home.\*

} THEN If I be struck,  
by Charles at home.  
} THEN If I were struck,  
by Charles at home.

} AND If I be,  
at home.  
} AND If I were,  
at home.

**IMPERATIVE MODE.**

*Pres.* Charles, strike thou or do thou strike,  
Me at home.

} THEN Be thou struck, or do thou be struck,  
at home.

} AND Be thou, or do thou be,  
at home.

**INFINITIVE MODE.**

*Pres.* To strike,  
Me at home.  
*Per.* To have struck,  
Me at home.

} THEN To be struck,  
at home.  
} THEN To have been struck,  
at home.

} AND To be,  
at home.  
} AND To have been,  
at home.

**PARTICIPLES.**

*Pres.* Striking,  
at home.  
*Per.* Struck,  
at home.  
*Com. Per.* Having struck,  
at home.

} THEN Being struck,  
at home.  
} THEN Struck,  
at home.  
} THEN Having been struck,  
at home.

} AND Being,  
at home.

10\*

\*The remaining tenses of this mode are varied precisely like the same tenses of the Indicative and Potential modes. The only difference consists in placing if, although, &c. before those tenses respectively. By placing if, although, &c. before, 'I should go,' thus, 'Although I should go,' it is easy to see, that doubt, condition, &c. will be implied. Consequently, the potential mode will properly become the subjunctive. It will be well for the pupil to go through all the tenses of both modes, by placing if, unless, &c. before each tense respectively.

## QUESTIONS,

TO BE ANSWERED BY LOOKING ON THE TABLE.

NOTE.—The above table need not be repeated at first; but it is expected that the scholar will hereafter become so familiar with the different modes and tenses, as to be able to do it fluently. It is to be read thus: Indicative mode, Present active, Charles strikes, me at home, then Pres. Pass. I am struck, at home, and Pres. neut. I am, at home. The imperfect is to be read across in the same manner, omitting, perhaps, the mention of the mode, till you come to it in the table.

Q. Will you now read the entire Table, including the subjunctive mode, varied through all the tenses of the indicative and potential modes, by using 'loves,' as a principal verb in the place of 'strikes'? Will you read the Table by using 'desire,' in place of strikes'? By using 'see'? By using 'hate'? By using 'bind'? By using 'catch'? By using 'walk'? Can you use walks and say, 'Charles walks,' me at home, and make sense?

Q. Can you put an object after walks? Is walks then an active or neuter verb? Hence do you or do you not see, that when you cannot use, 'me at home,' after the verb, that it is neuter?

Q. If you can use the whole phrase, what kind of a verb will it be? Will it then be difficult to tell an active from a neuter verb?

Q. Is 'strike,' an active, or neuter verb? Is 'desire'? Is 'sleep'? Is 'am'? Can you put, 'me at home,' after 'I am'? Is it then neuter or active?

Q. You cannot put an object after, 'am loved,' but is 'am loved,' neuter? How then can you tell a passive from a neuter verb?

Q. Does not a passive verb denote an action received by the nominative, and cannot you turn a passive into an active verb, as well as an active into a passive?

Q. Can you tell me by looking on the Table, in what mode and tense this phrase is found, viz. 'I shall be beaten,' and whether it is active, passive, or neuter?

Q. Where is this found, 'I shall be'? Is this, 'If I be'? 'If I be disposed'? Are these, 'I strike, thou strikest, he or Charles striketh or strikes'? Is this, 'Thou struckst'? Is this, 'Thou hadst struck'? Is this, 'He shall or will strike'? Is this, 'Thou shalt have struck'? Is this, 'Thou mayest or canst jump'? Is this, 'Thou mightst, couldst, wouldst, or shouldst leap'? Is leap active or neuter? Why?

Q. How can you ascertain this?

Q. Is 'may be,' active or neuter? Can you put, 'me' after 'be'?

Q. This is a good test, you must try to remember it. When you put, 'me at home,' after a verb, are you sure that it is not neuter?

Q. Do you notice, in the Table, that the passive verb is in every respect similar to the active, with this exception, it has one word more?

Q. Will you read the Table interrogatively, thus, 'Does Charles strike me at home?' Will you read it interrogatively by using 'love'?



## LESSON XXIX.

## QUESTIONS

TO BE ANSWERED WITHOUT LOOKING ON THE TABLE.

Q. Will you conjugate 'strike,' in the indicative mode, present tense? The present passive? The present of the verb 'to be'? The present with 'do,' as, 'I do strike'? The imperfect with 'did'? The perfect of 'love'? The perfect passive of 'love'? The perfect of 'to be'? The imperative of 'love'? The present potential neuter of 'be'?

Q. What is the imperative passive of 'see'? Of 'hate'?

Q. Will you tell me what kind of verb, in what mode, and in what tense, 'I am,' is? In what mode and what tense is 'Thou art'? Is, 'Thou art loved'? Is, 'I do strike'? Is, 'Thou didst strike'? Is, 'William has struck'? Is, 'William has been'? Is, 'William has been struck'? Is, 'Strike thou'?

Is, 'Be thou struck'? Is, 'The girls have been'? Is, 'The girls had been loved'? Is, 'A man shall be'? Is, 'A man shall be hung'? Is, 'A man shall hang'? Is, 'Mary shall have sung'? Is, 'Thou mayst or canst be'? Is, 'Thou mayst or canst be taken'? Is, 'James might love'? Is, 'I could love'? Is, 'She should love'? Is, 'They would love'? Is, 'If I love'? Is, 'If I be'? Is, 'If I be loved'? Is, 'Although thou hast been despised'? Is, 'Unless he had come'? Is, 'If I am'? Is, 'If I were'? Is, 'Were I able'? Is, 'Except he go'? Is, 'He must go'? Is, 'Thou must go'? Is, 'To go'? Is, 'To be'? Is, 'To be loved'? Is, 'To laugh'? Is, 'If the dog could have been killed'? Is, 'If the cat could scratch'? Is, 'If men shall have lived'? Is, 'Living'? Is, 'Having been'? Is, 'Having been loved'? Is, 'Being loved'? Is, 'Do I love'? Is, 'Have I loved'? Is, 'Shall I be'? Is, 'May I be loved'? Is, 'Shall I have been loved'? Is, 'May I write'?

Q. Will you now begin and repeat the whole Table by using 'love,' instead of 'strike'? Will you repeat the whole Table, interrogatively, by using 'write,' instead of 'strike'?

Q. Will you repeat the whole Table by conjugating the verb 'love' in each tense as you proceed?

Q. Have you noticed that any word which will *run* in the above Table is a verb?

Q. If it cannot be made to *run* in the passive, is it active or neuter?

Q. Will you repeat the Table by conjugating 'see,' for 'strikes'?

Q. Will you conjugate 'desire' through the Table?

Q. Can you say 'Charles sleeps me at home?' Is sleeps, active then? Have you not seen that if you cannot put 'me at home,' after a verb, that it is neuter?

Q. This is true in almost all cases, but the verb 'to be' sometimes, will admit, 'me at home,' thus 'he took it to be me at home.' I will explain this to you hereafter; it will however lead into no mistake; for do you not know that the verb 'to be' is always neuter?

Q. Will you conjugate 'go'? Can you put 'me at home' after 'go'? Is it active or neuter then? But is it not correct to say 'He is gone'? What two verbs compose 'is gone'?

Q. Does, or does not then, the neuter verb 'go', admit of a passive form?

Q. Well, let us see if it is really passive. Does it denote an action received by an agent? Can you put an agent after 'is gone', and make sense as we can with 'is loved' thus; 'He is loved by John'? Can we say, 'He is gone by—', any person or thing?

Q. Do you not see from this, that 'is gone', is not really passive? It will be well then to distinguish such verbs from those that are really passive, will it not?

Q. We have seen that they are passive in form, but neuter in meaning, would then or would not, neuter passive, be a good term for such verbs?

Q. 'James is come.' 'James is loved.' Here are two verbs; which is really passive, and which is in fact neuter, being passive only in form, that is, neuter passive?

Q. 'William went before I left.' 'William was gone.' 'William was found by his father.' Here are three verbs; which is neuter passive, and which simply neuter, and why? Which really passive, and why?

## LESSON XXX.

### MENTAL EXERCISES.

Q. Now since you understand, in substance, the conjugation of active, passive and neuter verbs, I will spread out before you all the different persons of verbs, accurately adjusted, together with all the different tenses, modes, &c. that in case you should doubt respecting the ending of any particular verb, you may have something to refer to as a guide.

## VERB TO BE.

INDICATIVE MODE.—*Present Tense.*

<i>Singular.</i>	<i>Plural.</i>
1 I am.	1 We are.
2 Thou art.	2 Ye or you are.
3 He, she or it is.	3 They are.

*Imperfect Tense.*

1 I was.	1 We were.
2 Thou wast.	2 We or you were.
3 He was.	3 They were.

*Perfect Tense.*

1 I have been.	1 We have been.
2 Thou hast been.	2 Ye or you have been.
3 He hath or has been.	3 They have been.

*Pluperfect Tense.*

1 I had been.	1 We had been.
2 Thou hadst been.	2 Ye or you had been.
3 He had been.	3 They had been.

*First Future Tense.*

1 I shall or will be.	1 We shall or will be.
2 Thou shalt or wilt be.	2 Ye or you shall or will be.
3 He shall or will be.	3 They shall or will be.

*Second Future Tense.*

1 I shall have been.	1 We shall have been.
2 Thou wilt have been.	2 Ye or you will have been.
3 He will have been.	3 They will have been.

IMPERATIVE MODE.—*Present Tense.*

2 Be thou, or do thou be.	2 Be ye or you, or do ye be.
---------------------------	------------------------------

POTENTIAL MODE.—*Present Tense.*

1 I may or can be.	1 We may or can be.
2 Thou mayst or canst be.	2 Ye or you may or can be.
3 He may or can be.	3 They may or can be.

*Imperfect Tense.*

1 I might, could, would, or should be.	1 We might, could, would, or should be.
2 Thou mightst, couldst, wouldst, or shouldst be.	2 Ye or you might, could, would, or should be.
3 He might, could, would, or should be.	3 They might, could, would, or should be.

*Perfect Tense.*

1 I may or can have been.	1 We may or can have been.
2 Thou mayst or canst have been.	2 Ye or you may or can have been.
3 He may or can have been.	3 They may or can have been.

*Pluperfect Tense.*

1 I might, could, would or should have been.	1 We might, could, would, or should have been.
2 Thou mightst, couldst, wouldst, or shouldst have been.	2 Ye or you might, could, would, or should have been.
3 He might, could, would, or should have been.	3 They might, could, would, or should have been.

SUBJUNCTIVE MODE.—*Present Tense.*

1 If I be.	1 If we be.
2 If thou be.	2 If ye or you be.
3 If he be.	3 If they be.

*Imperfect Tense.*

1 If I were.	1 If we were.
2 If thou wert.	2 If ye or you were.
3 If he were.	3 If they were.*

## INFINITIVE MODE.

<i>Present Tense, To be.</i>	<i>Perfect, To have been.</i>
------------------------------	-------------------------------

## PARTICIPLES.

<i>Present, Being.</i>	<i>Perfect, Been.</i>
<i>Compound Perfect, Having been.</i>	

## ACTIVE VERB.

INDICATIVE MODE.—*Present Tense.*

1 I Love.	1 We love.
2 Thou lovest.	2 Ye or you love.
3 He, she, or it loveth or loves.	3 They love.

*Imperfect Tense.*

1 I loved.	1 We loved.
2 Thou lovedst.	2 Ye or you loved.
3 He loved.	3 They loved.

*Perfect Tense.*

1 I have loved.	1 We have loved.
2 Thou hast loved.	2 Ye or you have loved.
3 He hath or has loved.	3 They have loved.

*Pluperfect Tense.*

1 I had loved.	1 We had loved.
2 Thou hadst loved.	2 Ye or you had loved.
3 He had loved.	3 They had loved.

*First Future Tense.*

1 I shall or will love.	1 We shall or will love.
2 Thou shalt or wilt love.	2 Ye or you shall or will love.
3 He shall or will love.	3 They shall or will love.

\*The remaining tenses of the Subjunctive, are varied like the Indicative and Potential Modes.

*Second Future Tense.*

- |                         |                              |
|-------------------------|------------------------------|
| 1 I shall have loved.   | 1 We shall have loved.       |
| 2 Thou wilt have loved. | 2 Ye or you will have loved. |
| 3 He will have loved.   | 3 They will have loved.      |

## IMPERATIVE MODE.

- |                               |                                  |
|-------------------------------|----------------------------------|
| 2 Love thou, or do thou love. | 2 Love ye or you, or do ye love. |
|-------------------------------|----------------------------------|

POTENTIAL MODE.—*Present Tense.*

- |                             |                              |
|-----------------------------|------------------------------|
| 1 I may or can love.        | 1 We may or can love.        |
| 2 Thou mayst or canst love. | 2 Ye or you may or can love. |
| 3 He may or can love.       | 3 They may or can love.      |

*Imperfect Tense.*

- |   |  |
|---|--|
| 1 I might, could, would, or should love.            | 1 We might, could, would, or should love.        |
| 2 Thou mightst, couldst, wouldst, or shouldst love. | 2 Ye or you might, could, would, or should love. |
| 3 He might, could, would, or should love.           | 3 They might, could, would, or should love.      |

*Perfect Tense.*

- |                                   |                                    |
|-----------------------------------|------------------------------------|
| 1 I may or can have loved.        | 1 We may or can have loved.        |
| 2 Thou mayst or canst have loved. | 2 Ye or you may or can have loved. |
| 3 He may or can have loved.       | 3 They may or can have loved.      |

*Pluperfect Tense.*

- |   |  |
|---|--|
| 1 I might, could, would, or should have loved.            | 1 We might, could, would, or should have loved.        |
| 2 Thou mightst, couldst, wouldst, or shouldst have loved. | 2 Ye or you might, could, would, or should have loved. |
| 3 He might, could, would, or should have loved.           | 3 They might, could, would, or should have loved.      |

SUBJUNCTIVE MODE.—*Present Tense.*

- |                 |                      |
|-----------------|----------------------|
| 1 If I love.    | 1 If we love.        |
| 2 If thou love. | 2 If ye or you love. |
| 3 If he love.   | 3 If they love.      |

*Imperfect Tense.*

- |                    |                       |
|--------------------|-----------------------|
| 1 If I loved       | 1 If we loved.        |
| 2 If thou lovedst. | 2 If ye or you loved. |
| 3 If he loved.     | 3 If they loved.      |

## INFINITIVE MODE.

*Present, To love.*      *Perfect, To have loved*

## PARTICIPLES.

*Present, Loving.*      *Perfect, Loved*

*Compound Perfect, Having loved.*

## PASSIVE VERB.

INDICATIVE MODE.—*Present Tense.*

- |                   |                        |
|-------------------|------------------------|
| 1 I am loved.     | 1 We are loved.        |
| 2 Thou art loved. | 2 Ye or you are loved. |
| 3 He is loved.    | 3 They are loved.      |

*Imperfect Tense.*

- |                    |                         |
|--------------------|-------------------------|
| 1 I was loved.     | 1 We were loved.        |
| 2 Thou wast loved. | 2 Ye or you were loved. |
| 3 He was loved.    | 3 They were loved.      |

*Perfect Tense.*

- |                              |                              |
|------------------------------|------------------------------|
| 1 I have been loved.         | 1 We have been loved.        |
| 2 Thou hast been loved.      | 2 Ye or you have been loved. |
| 3 He hath or has been loved. | 3 They have been loved.      |

*Pluperfect Tense.*

- |                          |                             |
|--------------------------|-----------------------------|
| 1 I had been loved.      | 1 We had been loved.        |
| 2 Thou hadst been loved. | 2 Ye or you had been loved. |
| 3 He had been loved.     | 3 They had been loved.      |

*First Future Tense.*

- |                                |                                     |
|--------------------------------|-------------------------------------|
| 1 I shall or will be loved.    | 1 We shall or will be loved.        |
| 2 Thou shalt or wilt be loved. | 2 Ye or you shall or will be loved. |
| 3 He shall or will be loved.   | 3 They shall or will be loved.      |

*Second Future Tense.*

- |                              |                                   |
|------------------------------|-----------------------------------|
| 1 I shall have been loved.   | 1 We shall have been loved.       |
| 2 Thou wilt have been loved. | 2 Ye or you will have been loved. |
| 3 He will have been loved.   | 3 They will have been loved.      |

## IMPERATIVE MODE.

- |                                       |  |
|---------------------------------------|--|
| 2 Be thou loved, or do thou be loved. | 2 Be ye or you loved, or do ye be loved. |
|---------------------------------------|--|

POTENTIAL MODE.—*Present Tense.*

- |                                 |                                  |
|---------------------------------|----------------------------------|
| 1 I may or can be loved.        | 1 We may or can be loved.        |
| 2 Thou mayst or canst be loved. | 2 Ye or you may or can be loved. |
| 3 He may or can be loved.       | 3 They may or can be loved.      |

*Imperfect Tense.*

- |   |  |
|---|--|
| 1 I might, could, would or should be loved.             | 1 We might, could, would, or should be loved.        |
| 2 Thou mightst, couldst, wouldst, or shouldst be loved. | 2 Ye or you might, could, would, or should be loved. |
| 3 He might, could, would, or should be loved.           | 3 They might, could, would, or should be loved.      |

*Perfect Tense.*

- |  |   |
|--|---|
| 1 I may or can have been loved.        | 1 We may or can have been loved.        |
| 2 Thou mayst or canst have been loved. | 2 Ye or you may or can have been loved. |
| 3 He may or can have been loved.       | 3 They may or can have been loved.      |

*Pluperfect Tense.*

- |   |   |
|---|---|
| 1 I might, could, would, or should have been loved.           | 1 We might, could, would, or should have been loved.        |
| 2 Thou mightst, couldst, wouldst or shouldst have been loved. | 2 Ye or you might, could, would, or should have been loved. |
| 3 He might, could, would, or should have been loved.          | 3 They might, could, would, or should have been loved.      |

SUBJUNCTIVE MODE.—*Present Tense.*

- |                     |                          |
|---------------------|--------------------------|
| 1 If I be loved.    | 1 If we be loved.        |
| 2 If thou be loved. | 2 If ye or you be loved. |
| 3 If he be loved.   | 3 If they be loved.      |

*Imperfect Tense.*

- |                       |                            |
|-----------------------|----------------------------|
| 1 If I were loved.    | 1 If we were loved.        |
| 2 If thou wert loved. | 2 If ye or you were loved. |
| 3 If he were loved.   | 3 If they were loved.      |

*Perfect Tense.*

- |                                 |                                 |
|---------------------------------|---------------------------------|
| 1 If I have been loved.         | 1 If we have been loved.        |
| 2 If thou hast been loved.      | 2 If ye or you have been loved. |
| 3 If he hath or has been loved. | 3 If they have been loved.      |

*Pluperfect Tense.*

- |                             |                                |
|-----------------------------|--------------------------------|
| 1 If I had been loved.      | 1 If we had been loved.        |
| 2 If thou hadst been loved. | 2 If ye or you had been loved. |
| 3 If he had been loved.     | 3 If they had been loved.      |

*First Future Tense.*

- |                                   |  |
|-----------------------------------|--|
| 1 If I shall or will be loved.    | 1 If we shall or will be loved.        |
| 2 If thou shalt or wilt be loved. | 2 If ye or you shall or will be loved. |
| 3 If he shall or will be loved.   | 3 If they shall or will be loved.      |

*Second Future Tense.*

- |                                  |                                       |
|----------------------------------|---------------------------------------|
| 1 If I shall have been loved.    | 1 If we shall have been loved.        |
| 2 If thou shalt have been loved. | 2 If ye or you shall have been loved. |
| 3 If he shall have been loved.   | 3 If they shall have been loved.      |

## INFINITIVE MODE.

- |                                    |                                     |
|------------------------------------|-------------------------------------|
| <i>Present Tense, To be loved.</i> | <i>Perfect, To have been loved.</i> |
|------------------------------------|-------------------------------------|

## PARTICIPLES.

- |   |                                   |
|---|-----------------------------------|
| <i>Present, Being loved.</i>                | <i>Perfect or Passive, Loved.</i> |
| <i>Compound Perfect, Having been loved.</i> |                                   |

## MENTAL EXERCISES.

Q. 'I see, I saw, I have seen.' Which word is the participle here, 'saw' or 'seen'? Which is the imperfect tense, 'saw' or 'seen'? Are they alike?

Q. 'I loved, I have loved.' Are the imperfect tense and perfect participle alike here? Does the verb 'love,' appear to be more regular in this respect, than the word 'see'?

Q. 'I hate, hated, have hated.' Or PRES. hate, IMP. hated, PER. PAR. hated. Does 'hate' form its imperfect tense and perfect participle by adding D or ED to the present, 'hate'?

Q. PRES. honor, IMP. honored, PER. PAR. honored.—What do you add to 'honor' here, to form its imperfect tense, and perfect participle?

Q. Do you not now see that the imperfect tense, and perfect participle, of some verbs, are alike, and some unlike? Also that some are formed by adding D or ED to the present, as 'honor,' and some not, as 'see.'

Q. Well, then, when the imperfect tense and perfect participle are alike, and formed by adding D or ED to the present, are they or are they not, more regular in these respects, than those verbs which are formed differently, such as 'see, saw, seen,' and 'write, wrote, written'?

Q. Would you then call such verbs as are formed by adding D or ED to the present, regular, or irregular verbs?

Q. If D OR ED is not added to the present, as in the foregoing manner, would you call the verb regular or irregular?

Q. Is 'despise,' a regular or irregular verb, and why? Is 'make,' a regular or irregular verb? Is 'abominate,' regular or irregular? Why? What kind of verb is 'hope'? Why? Is 'rejoice'? Why? Is 'love'? Why? Is 'adjust'? Why? Is 'write'? Why? Is 'dream'? Why? Is 'dispose'? Why?

PRES.

IMP.

PER. PAR.

'I write now.' 'I wrote yesterday.' 'I have written to-day.'

Q. Do you or do you not see that we can join *now*, to the present, *yesterday*, to the imperfect, and *have* with the per-

fect participle of any verb, in the indicative mode, and make sense?

Q. Will you join these words in this manner with 'love'? With 'thou'? With 'take'? With 'wear'? With 'shake'?

Q. You need not speak the words 'now,' 'yesterday,' and 'have,' for can you not join them in your mind, and merely speak the PRESENT, IMP. PER. PAR. thus, PRES. write IMP. write, PER. PAR. written.

Q. Will you speak 'throw' in this manner? Will you speak 'strike'? Speak 'wear'? Is 'wear' a regular or irregular verb, and why? Will you speak 'cost'? Will you speak 'feed'? Will you speak 'am,' or the verb 'to be'? Is this regular or irregular, and why? Will you speak 'confine'? Is this regular or irregular, and why?

Q. Since all verbs may be reduced into two great divisions, or classes, the one regular and the other irregular, it will consequently be necessary to state this fact. But, in doing this, you may sometimes be in doubt with regard to the imperfect tenses, and the participles; for in some verbs, as you have seen, these are like the present, and in others again the imperfect and perfect participles, are sometimes alike and sometimes different. To answer any doubts which you at any time may have, respecting the irregular verbs, the following list is inserted. Will you speak the present and imperfect tenses, also the perfect participle, of the whole list, as I name the present of each verb?

#### A LIST OF IRREGULAR VERBS.

Present.	Imperfect.	Per. Part.	Present.	Imperfect.	Per. Par.
Abide	abode	abode	Bereave	berest	berest n
Am	was	been	Beseech	besought	besought
Arise	arose	arisen	Bid	bid, bade	bidden }
Awake	awoke	awaked n			bid }
Bare*	bare	born	Bind	bound	bound
Beart	bore	borne	Bite	bit	bitten, bit
Beat	beat	beaten, } beat }	Bleed	bled	bled
			Blow	blew	blown
Begin	began	begun	Break	broke	broken
Bend	bent	bent n	Breed	bred	bred

\* To bring forth. † To carry

Present.	Imperfect.	Per. Par.	Present.	Imperfect.	Per. Par.
Bring	brought	brought	Grow	grew	grown
Build	built	built	Have	had	had
Burst	burst	burst	Hang	hung	hung
Buy	bought	bought	Hear	heard	heard
Cast	cast	cast	Hew	hewed	hewn n
Catch	caught	caught n	Hide	hid	hidden, } hid }
Chide	chid	chidden, } chid }	Hit	hit	hit
Choose	chosé	chosen	Hold	held	held
Cleave*	clove, or }	cleft, }	Hurt	hurt	hurt
Cleavet	cleft	cloven n	Keep	kept	kept
Cling	clung	clung	Knit	knit	knit n
Clothe	clothed	clad n	Know	knew,	known
Come	came	come	Lade	laded	laden
Cost	cost	cost	Lay	laid	laid
Crow	crew	crowed n	Lead	led	led
Creep	crept	crept	Leave	left	left
Cut	cut	cut	Lend	lent	lent
Dare† } Dare† }	durst	dared	Lét	let	let
Deal	dealt	dealt n	Lie	lay	lain
Dig	dug	dug n	Load	loaded	laden n
Do	did	done	Lose	lost	lost
Draw	drew	drawn	Make	made	made
Drive	drove	driven	Meet	met	met
Drink	drank	drunk	Mow	mowed	mown
Dwell	dwelt	dwelt n	Pay	paid	paid
Eat	eat or ate §	eaten	Put	put	put
Fall	fell	fallen	Read	read	read
Feed	fed	fed	Rend	rent	rent
Feel	felt	felt	Rid	rid	rid
Fight	fought	fought	Ride	rode	rode, or } ridden }
Find	found	found	Ring	rung, rang	rung
Flee	fled	fled	Rise	rose	risen
Fling	flung	flung	Rive	rived	riven
Fly	flew	flown	Run	ran	run
Forget	forgot	forgotten, } forgot }	Saw	sawed	sawn n
Forsake	forsook	forsaken	Say	said	said
Freeze	froze	frozen	See	saw	seen
Get	got	got	Seek	sought	sought
Gild	gilt	gilt n	Sell	sold	sold
Gird	girt	girt n	Send	sent	sent
Give	gave	given	Set	set	set
Go	went	gone	Shake	shook	shaken
Grave	graved	graven	Shape	shaped	shaped, } shapen n }
Grind	ground	ground	Shave	shaved	shaven n

\* To stick, or adhere. † To split.

‡ To venture. § To challenge.

§ Pronounced *et*.

|| To lie down.

¶ Ridden is nearly obsolete.

11\*

<i>Present.</i>	<i>Imperfect.</i>	<i>Per. Part.</i>	<i>Present.</i>	<i>Imperfect.</i>	<i>Per. Part.</i>
Shear	sheared	shorn	Stink	stunk	stunk <sup>†</sup>
Shed	shed	shed	Stride	strode or	} stridden
Shine	shone	shone* R		strid	
Show	showed	shown	Strike	struck	} struck or
Shoe	shod	shod			
Shoot	shot	shot	String	strung	} strung
Shrink	shrunk	shrunk	Strive	strove	
Shred	shred	shred	Strow or	} strowed or	} strown
Shut	shut	shut	strew		
Sing	sung, sang	sung			} strewed
Sink	sunk, sank	sunk	Swear	swore	
Sit	sat	sat	Sweat	swet	swet
Slay	slew	slain	Swell	swelled	swollen R
Sleep	slept	slept	Swim	swum	swam
Slide	slid	slidden			} swum
Sling	slung	slung	Swing	swung	
Slink	slunk	slunk	Take	took	taken
Slit	slit	slit, slitted R	Teach	taught	taught
Smite	smote	smitten	Tear	tore	torn
Sow	sowed	sown R	Tell	told	told
Speak	spoke	spoken	Think	thought	thought
Spéed	sped	sped	Thrive	throve	thriven
Spend	spent	spent	Throw	threw	thrown
Spill	spilt	spilt R	Thrust	thrust	thrust
Spin	spun	spun	Tread	trod	trodden
Spit	spit	spat, spit } spitten <sup>†</sup> }	Wax	waxed	waxed R
			Wear	wore	worn
Split	split	split	Weave	wove	woven
Spread	spread	spread	Weep	wept	wept
Spring	sprung	sprang } sprung }	Win	won	won
			Wind	wound	wound
Stand	stood	stood	Work	wrought	wrought or
Steal	stole	stolen			worked R
Stick	stuck	stuck	Wring	wrung	wrung
Sting	stung	stung	Write	wrote	written

\*Pronounced *shon*.

† Spitten is nearly obsolete.

### MENTAL EXERCISES.

Q. 'I ought to go, I ought to have gone.' Can we however say, 'I shall ought,' or 'I may ought'?

Q. Is 'ought', then, or is it not, used only in some of the modes and tenses? Well, then, since some of its modes and tenses are wanting, and since defective means wanting, what would be a good name for all such verbs as are defective, either as it regards modes, tenses, or participles?

Q. Quoth, you know, means said, as 'quoth he,' but can we say 'he hath quothed'? Is 'quoth,' then, a regular or defective verb? Why? The principal defective verbs are these:

PRESENT.	IMPERFECT.	PER. PARTICIPLE.
May,	Might,	_____
Can,	Could,	_____
Will,	Would,	_____
Shall,	Should,	_____
Must,	Must,	_____
Ought,	Ought,	_____
_____	Quoth,	_____

Q. Which verbs, in the foregoing list, are auxiliary, and which are not?

Q. Is the perfect and imperfect tense of 'ought' the same?

Q. This, however, need not confuse you, for can you make a sentence with 'ought,' without having an infinitive following it, as, 'He ought \_\_\_\_\_' what? 'He ought to do, to act,' &c.?

Q. 'He ought to go now.' Is 'ought' here of the present or imperfect tense? True, it is present; and is not 'to go' present also? Well, then, when an infinitive, of the present tense, follows ought, in what tense will 'ought' be?

Q. 'James ought to have gone.' Does this phrase denote something passing now or sometime ago, yesterday, perhaps? In what tense then is 'ought'?

Q. In what tense is 'to have gone,' after 'ought'? Well, then, when 'ought,' has an infinitive of the perfect tense, after it, in what tense will 'ought' be, present or imperfect?

### LESSON XXXI.

#### MENTAL EXERCISES.

Q. Do you recollect how the perfect tense of a verb in the indicative mode is formed? Is it formed by joining 'have,' with the perfect participle?

Q. Will you examine the foregoing list of irregular verbs,

and then correct the following expressions as I read them to you, at the same time telling why they are wrong?

- |                                   |                                   |
|-----------------------------------|-----------------------------------|
| 'They have cleaved the wood.'     | 'I seen him at play.'             |
| 'The snake creep yesterday.'      | 'They sat their trap.'            |
| 'Wood is cleave.'                 | 'The oak is shakes.'              |
| 'They have drew water.'           | 'The men sawn the wood.'          |
| 'I done it sir.'                  | 'The bird has sit sometime.'      |
| 'They drive me away yesterday.'   | 'They slain him.'                 |
| 'They have did it.'               | 'The man was slew.'               |
| 'Boys ate now too fast.'          | 'The soldiers smit him.'          |
| 'She fallen from a tree.'         | 'They speak to me yesterday.'     |
| 'The birds have flew away.'       | 'Charles stolen my cake.'         |
| 'I forsaken him.'                 | 'The boys have strove to excel.'  |
| 'He has get his place.'           | 'The wind strown the seeds.'      |
| 'They gone yesterday.'            | 'He swimmied over the river.'     |
| 'William has gave his book away.' | 'He was took in his own guile.'   |
| 'When the grass is grew.'         | 'The instructor teached me well.' |
| 'I known him a long time.'        | 'He thrown the ball.'             |
| 'They have laded the ship.'       | 'He has wrote his copy.'          |
| 'They laden the ship.'            | 'He come to school.'              |
| 'The sun has rose, let us risen.' |                                   |

Q. 'William found his son pursuing a bird which had been tamed.' How many nouns are there in this sentence? Why are they nouns? Are they proper or common, and why? What is their gender, number and person? Why? What did William do? To what then is William the nominative and by what rule? What was the son pursuing? What then is the rule for 'bird'?

Q. How many verbs are in the sentence, and why are they verbs? Are they regular or irregular, and why? Active, passive, or neuter, and why? Will you speak the present and the imperfect tenses of the indicative, and their perfect participles? In what mode are they, and why? Will you conjugate each? In what person is each, and why? In what number is each, and why? What or who, found? What then does 'found' agree with, and by what rule?

Q. What 'had been tamed'? Is it not 'which,' referring to bird? What then does 'has been tamed,' agree with, and by what rule?

Q. Are there any personal pronouns in the sentence? What is their gender, number, and person? Why? With what do they agree, and by what rule? Will you decline them? In what case are they, and why? If in the possessive, by what word are they governed, and what is the rule for the possessive case of nouns?

Q. Which word in the sentence is a participle, and why? Is it a present, or a perfect participle, and why? Who was pursuing? What then does 'pursuing' refer to, and by what rule?

Q. Which word is the relative, and why? What is its gender, number, and person, and why? What does it relate to, and by what rule? Does it not determine the ending of 'had been tamed'? To what then is it the nominative case, and by what rule?

Q. Will you now parse the following sentences in the same manner as the last sentence was parsed?

- |  |   |
|--|---|
| 'The best men have faults.'                    | 'William's hat was lost.'               |
| 'They began to improve their time.'            | 'James wrote his last copy.'            |
| 'Envy nourishes many bad passions.'            | 'Human nature cominitis many errors.'   |
| 'The man whom my friends support misuses him.' | 'Jesus had finished all these sayings.' |

#### EXERCISES FOR THE SLATE OR PAPER.

Q. Will you class on your slate as you did a few lessons back, each word in the foregoing parsing exercises?

Q. Will you write down twenty phrases each having the same nominatives and the same objects, but different irregular verbs in the indicative mode, present tense? Will you write the same verbs with their nominative and objective cases in the potential mode, present tense? Will you write ten sentences, each having the same nominatives and the same objective cases, but each verb different, and regular? Will you write the same phrases interrogatively? Will you write twenty sentences, having the same nominatives, and the same regular verbs, but each having a different irregular verb

in the infinitive mode, present tense? Will you write twenty sentences, each having the verb 'to be,' and each in a different mode, or tense; also, join to each, a perfect participle, as 'I was,' change, to 'I was loved?' Will you write fifteen phrases, each having a different present active participle, the same agents and the same verbs, in the subjunctive mode? Will you write fifty objects to this phrase, 'Harry is beating — ?'

—•••••

## LESSON XXXII.

### MENTAL EXERCISES.

Q. 'Rufus highly esteems him.' What parts of speech are these words, 'Rufus,' 'esteems,' and 'him'? Why?

Q. Does 'highly' describe 'Rufus' or 'him,' or does it rather describe 'esteems,' that is tell how he esteems him?

Q. 'William sings admirably.' Does the word 'admirably,' describe the manner of singing?

Q. Does admirably then describe 'sings'? Adjectives, you know, describe nouns, can 'admirably,' be an adjective if it describes a verb?

Q. Have you not noticed a vast many words of this description? Well, then, we shall want a name for this class, shall we not?

Q. Did you observe that 'highly,' was joined to the verb 'esteems,' and 'admirably,' to the verb sings?

Q. Well, then, since *ad*, (from the Latin *ad-to*,) signifies *to*, can we or can we not, make a word with *ad*, and *verb*, that will give an idea of a word joined to a verb? What will that word be then?

Q. Adverb, you are right; will you now explain to me when a word is called an adverb, and why it is so called?

Q. 'James acts nobly.' Does 'nobly' describe the manner of acting? What part of speech then is 'nobly,' and why?

Q. 'Rufus has beaten him shamefully.' Which is the adverb here, and why?

Q. 'He learns well.' Which is the adverb here, and why?

Q. 'I must go soon.' What word describes the act of going either as to time, or in some other respect?

Q. What part of speech then is 'soon,' and why?

Q. 'Where shall I go?' What word describes the act of going as it regards the place? What part of speech then is 'where,' and why?

Q. 'I love you much.' What word here describes the act of loving, as it regards the degree? What part of speech then is 'much'?

Q. Well, then, do you not see that adverbs may describe the manner, place, time and degree, of actions?

Q. This is a good definition of adverbs, will you repeat it?

Q. 'Very industrious girls will learn.' Can we say 'very girls'?

Q. Does 'very' describe girls, then? Does it not describe 'industrious,' that is, tell in what degree, or how much, they [the girls] are industrious?

Q. 'He writes very diligently.' What word describes the act of writing? What part of speech then is 'diligently'? What word tells how 'diligently'? What part of speech does 'very' describe now?

Q. 'I saw him writing attentively.' Is the verb 'saw,' or the participle 'writing,' described by the word 'attentively'? What part of speech does 'attentively' describe then?

Q. Adjectives and participles, you know, describe nouns, only, but have we not now found other parts of speech described by words that are neither adjectives nor participles?

Q. Well then let us class them all under one head, and since the verb is more frequently described or qualified by these words, than any other parts of speech, would or would not *Adverb* be a good name for these describing words?

Q. When we meet adverbs, it will be well to state how many parts of speech they qualify. Would you, then, or

would you not say, that adverbs describe or qualify verbs, participles, adjectives, and other adverbs?

Q. You shall now have the rule stated for you as a convenient reference: will you repeat it?

#### RULE XI.

Adverbs qualify verbs, participles, adjectives, and other adverbs.

Q. 'He will come soon.' 'She will come sooner than he, and Mary will come soonest.' Which are the adverbs here? Are they compared? Hence you see that adverbs have comparison like adjectives, do they not?

Q. What degree is 'soon'? Is 'sooner'? Is 'soonest'?

Q. 'Wisely, more wisely, most wisely.' From these examples, how do adverbs ending in *LY*, appear to be compared?

Q. 'Industrious, more industrious, most industrious.' Industrious, you know, is an adjective. By what words is it described or qualified? What part of speech then is more and most?

Q. 'Prudent, less prudent, least prudent.' What words qualify the adjective 'prudent'? What part of speech then is 'less' and 'least'? Why? In what degree is each adjective and why?

Q. 'I love you none at all,' 'I love you much,' 'I love you a great deal,' 'I have struck you many times,' 'I struck you a few days ago.' Are there any phrases here that merely describe the manner or time of acting? Is, 'none at all,' one describing phrase? Which are the others? Well, then, since the whole phrase describes, would you call those phrases adverbs or adverbial phrases?

Q. 'The more diligently he studies, the better he will learn.' Here are three adverbs, which are they, and why?

Q. Are there any articles? What do they come before? Are there any nouns for them to agree with, according to the rule for the article?

Q. Do not these articles add force, to the comparative degree of adverbs? Can you in parsing an article say, that it belongs to a noun, when there is none?

Q. Would you rather say, that articles are put before the comparative and superlative degrees to add force to them?

Q. Will you explain to me when articles do not belong to nouns, and what is to be done with them in parsing?

Q. 'More men than boys came to town.' Does 'more,' describe or qualify an adjective, or the noun 'men'? Is it an adverb then? Why not? If it describes a noun, and not a verb, participle, adjective, or adverb, what part of speech is it, and why?

Q. 'I am more temperate than he.' What part of speech does 'more' qualify, here? What part of speech then is it, and why?

Q. Do you see then that a word may be one part of speech in one place, and another in a different place?

Q. Can you, however, or can you not, always tell by the sense, what part of speech each word is?

Q. 'Yesterday he came here.' 'Yesterday's lesson was more difficult than to-day's.' In the first example does 'Yesterday,' specify the time of coming? What part of speech is it then? 'Yesterday's lesson.' Is not 'Yesterday's' the name merely of some portion of time, and if a name what part of speech is it?

Q. What are the two parts of speech that 'Yesterday's' and 'Yesterday,' stand for, in these last two examples?

Q. 'Where much is given much will be required.' What is given? Is not 'much,' that is, a great many things? What part of speech then is 'much'?

Q. 'Much money is troublesome.' What does 'much' describe here? What part of speech is 'much' now?

Q. 'It is much better to suffer wrong than to do wrong.' What does 'much' describe now? What part of speech is it then?

Q. How many different parts of speech have we found

that the single word, 'much,' may be, by being placed in different situations?

Q. 'Men eagerly pursue happiness but they often mistake the true way.' How many adverbs are there in this sentence, and why are they adverbs? What is the rule for each? Is either of them compared? Which is it, and will you compare it?

Q. Will you now begin and parse each word in the foregoing sentence, and also in the following sentences?

'He that acts wisely, deserves praise.' Modesty is a quality that highly adorns a woman.' 'Ann does well, Charlotte does better, and William does the best of all.' 'The sooner we confess our faults the better.' 'He cheerfully performs his task.'

Q. In the following expressions, adjectives and adverbs are in some instances used correctly, and in others incorrectly, will you tell me which are wrong and why, as I read them to you?

'He is indifferent honest.' 'Mary reads proper, recited handsome and composed accurately.'  
(If wrong, why?)  
'Charles acts noble.' 'She replied very gravely.'  
'William is a noble fellow.' 'Of a true good man.'  
'It was ingenious contrived.' 'The rose smells sweet, or the rose smells sweetly.'  
'He is an ingenious man.' 'His money is near spent.'  
'James acts agreeable to his orders.'

Q. Does this mean that James is agreeable or does agreeable qualify his acting? must the word then be an adjective or an adverb?

'He performed his task excellent well.'

Q. Well then, is the verb 'smells' qualified by sweet, or its nominative, 'rose'? If a noun is qualified must you use the adjective 'sweet,' or the adverb, 'sweetly'?

Q. 'The rose smells sweet.' 'The rose is sweet.' Is there any material difference here in the sense? In the one case,

we use 'smells' in the other, 'is.' In order to assist you in removing any doubt, respecting the use of the adverb, I will give you a test. The verb 'to be' as you may see above, requires the word immediately joined with it to be an adjective, and consequently when any verb, in any mode and tense, may be changed for the verb 'to be,' without destroying the sense, the qualifying word must be an adjective. To illustrate this, I will give you some examples. Would you then say,

'He is diligently and attentively, or diligent and attentive'?

'She will be happy, or happily'?

'He looks cold, or coldly'?

'She looks cold on him'? Can we use 'is,' for 'looks' and make sense? Would you then say 'She looks cold on him,' or 'coldly on him'?

Q. Will you correct the following examples that are wrong, and tell me why, as I read them to you?

'She lives freely [is] from care.'

'He lives free at another's expense.'

'He feels warmly.'

'He feels warm the insult offered him.'

'He became sincerely and virtuously.'

'He became sincere virtuous.'

'Harriet always appears neatly.' 'She dresses neat.'

'Charles has grown great by his wisdom.' 'He is grown great in his reputation.'

'They now appear happily. They now appear happy in earnest.'

'The statement seems exactly.'

'The statement seems exact in point.'

'How sweetly the hay smells.'

'How delightful the country appears.'

'How pleasant the fields look.'

'The clouds look darkly.'

'The apples taste sourly.'

**NOTE.**—The directions contained in the above examples and observations are offered as useful, not as complete and unexceptionable. Anomalies in language every where encounter us, but we must not reject rules, because they are attended with exceptions.

Adverbs though very numerous may be reduced to a few classes. The following are the principal.

1. *Of number*: as, 'Once, twice, thrice,' &c.
2. *Of order*: as 'First, secondly, thirdly, fourthly, fifthly, lastly, finally, &c.
3. *Of place*: as 'Here, there, where, elsewhere, anywhere, somewhere, nowhere, herein, whither, thither, upwards, downwards, forwards, backwards, whence, hence, thence, whither-soever, &c.
4. *Of time*.  
*Of time present*: as 'Now, to-day,' &c.  
*Of time past*: as 'Already, before, lately, yesterday, heretofore, hitherto, long since, long ago,' &c.  
*Of time to come*: as 'To-morrow, not yet, hereafter, henceforth, henceforward, by and by, instantly, presently, immediately, straightways,' &c.  
*Of time indefinite*: as, 'Of, often, oft-times, oftentimes, sometimes, soon, seldom, daily, weekly, monthly, yearly, always, when, then, ever, never, again,' &c.
5. *Of quantity*: as, 'Much, little, sufficiently, how much, enough, abundantly,' &c.
6. *Of manner or quality*: as, 'Wisely, foolishly, justly, unjustly, quickly, slowly,' &c. Adverbs of quality are the most numerous kind; and they are generally formed by adding the termination *ly* to an adjective or participle, or changing *le* into *ly*: as 'Bad, badly; cheerful, cheerfully; able, ably; admirable, admirably.'
7. *Of doubt*: as, 'Perhaps, peradventure, possibly, perchance.'
8. *Of affirmation*: as 'Verily, truly, undoubtedly, doubtless, certainly, yea, yes, surely, indeed, really,' &c.
9. *Of negation*: as, 'Nay, no, not, by no means, not at all, in no wise,' &c.
10. *Of interrogation*: as, 'How, why, wherefore, whither,' &c.
11. *Of comparison*: as, 'More, most, better, best, worse, worst, less, least, very, almost, little, alike,' &c.

Besides the adverbs already mentioned, there are many which are formed by a combination of several of the prepositions with the adverbs of place, *here*, *there* and *where*: as, 'Hereof, thereof, whereof; hereunto, thereto, whereto; hereby, thereby, whereby; herewith, therewith, wherewith; herein, therein, wherein; therefore, (i. e. there-for,) wherefore, (i. e. where-for,) hereupon, or hereon, thereupon, or thereon, whereupon, or whereon, &c. Except *therefore*, these are seldom used.

There are also some adverbs which are composed of nouns and the letter *A* instead of 'at' 'on,' &c. as 'Aside,' 'athirst,'

'afoot,' 'asleep,' 'aboard,' 'ashore,' 'abed,' 'aground,' 'afoat,' &c.

## LESSON XXXIII.

### QUESTIONS ON THE ADVERB.

- |   |   |
|---|---|
| Q. What is an adverb?   | Q. What is the rule when you parse an adverb?             |
| Q. Why is it so called?   | Q. For what purpose does the article refer to the adverb? |
| Q. What parts of speech does it qualify or describe?  | Q. What is an adverbial phrase?                           |
| Q. Are adverbs compared?  |   |
| Q. How are those ending in <i>LY</i> compared?  |   |
| Q. How are some others compared?  |   |
| Q. Will you give an example of an adverb of number? One of order? One of place? One of time present? One of time to come? One of time indefinite? One of quantity? One of quality? One of manner? One of doubt? One of affirmation? One of negation? One of interrogation? One of comparison? |   |

### EXERCISES FOR THE SLATE OR PAPER.

- Q. Will you write down a sentence containing an article, adjective, agent, verb, and an object, a verb in the infinitive mode, and an object after it? Will you write four sentences, each containing an adverb of number? Four, each containing one of order? Four, having adverbs of place!—Four, two having adverbs of time present, and two of time past? Twenty, two having adverbs of time to come, two of time indefinite, two of quantity, two of manner or quality, two of doubt, two of affirmation, two of negation, two of interrogation, and four of comparison?
- Q. Will you write ten sentences, each having a verb in the subjunctive mode, but a different tense? Six, each having an irregular verb, an agent, and an object? Two, each having an

adverb in the superlative degree? One, having a passive verb? The same meaning in an active form?

Q. Will you write two sentences, each having a noun in the possessive case? Three, with an article in each? Three, with a present and an active participle, and an object after each? Three, each having a relative pronoun? Two, each having a neuter verb? Two, each having a neuter passive verb?

### LESSON XXXIV.

#### MENTAL QUESTIONS.

Q. 'A rat run across the road, over the drain, into a house, over the bridge, near the street, beside the water, from the river, in the town of Hartford, in the state of Connecticut.' How many nouns are there in this sentence? Why are they nouns? How many articles are there, and why?

Q. How many verbs are there? Which are they, and why? What are the rules for each?

Q. Perhaps you do not know what parts of speech 'across,' 'over,' 'near,' &c. are. Let us see if they have a general meaning, for if they have, we shall of course wish to class them as we have others, and give them a name. Will you pick out the words in this example that have a kind of general meaning?

Q. Will you name them as I read the sentence?

Q. Do these words do any thing more than simply connect the nouns by shewing the direction, or distance of one object or noun, from another noun, in the same sentence? Thus, 'Charles went over the bridge, near the meeting house.' Does this or does it not, show that the bridge is not situated far from the meeting house?

Q. Do not these words connect nouns, and show the relation, as it regards place, distance, &c. between them?

Q. 'James was in the well.' In what condition was James? Does or does not *in* show this condition?

Q. If we should say, 'James was — the well,' would this be the meaning? Does or does not, the little word 'in,' show the relation between James and the well?

Q. Will you fill up these sentences by some such words as will denote a proper relation between the nouns as I read them to you?

'James fell — the top of the house.' 'James eats — his plate.' 'Bread is baked — the oven.' 'The boys go — school.' 'The bridge is made — the river.'

Q. 'James lost his knife, and *in* the search he looked *upon* the ground, *near* the gate, *before* the window, *towards* the well, *against* the barn, *about* the yard, *over* the fence, *across* the street, *beside* the door, *around* the hedge, *within* the bushes, *before* the shed, *between* the trees, *by* the steps, *without* the door, *into* the house, *up* the stairs, *upon* the carpet, *behind* the desk, *through* the trunk, *above* the fire-place, *on* the shelf, *beyond* the bed, *within* the closet, *at* the bureau, *beneath* the chest, *from* the table, *to* the stove, and *about* the room.'

Q. What words in this long sentence may be classed under one head?

Q. Do you not notice that they are generally placed before the nouns? Well then, since preposition, (from the Latin *pre*, before, and *positum* placed,) means placed before, what would you call such words as are placed before nouns, to show relation between them?

Q. Will you now explain to me what a preposition connects, what it shows, and why it is called a preposition?

Q. 'James went in the steamboat from New-York to Albany.' What words here denote the relation between 'James,' 'steamboat,' and 'New-York,' and 'Albany'?

Q. Are they prepositions then, and why?

Q. 'To him.' 'To her.' 'From him.' Which are the prepositions here, and why? In what case are him and her?

Q. Can we say, 'To he,' 'To she'? Well, then, do you see that there is an object after prepositions? Is this the object of an action, or of a relation?

Q. Since it is a fact, then, that prepositions have an object after them, I will state it in the form of a rule: Will you repeat it?

### RULE XII.

The objective case may be governed by prepositions.

Q. 'I saw James catching fish in the river.' What preposition does river come after?

Q. In what case then is river, by what is it governed, and what is the rule?

Q. 'He was in a state of despondency.' How many verbs are there in this sentence, and if but one, what is the rule for its agreement?

Q. Is there any pronoun? Why is it a pronoun? What is the rule for it?

Q. Is there any article, and if any, of what kind? Why?

Q. Are there any words that show the relation between 'he,' 'state,' and 'despondency'? Which are they? What part of speech are they then?

Q. How many nouns are there in the sentence? Are they not in the objective case and governed by the prepositions before them? What is the rule for each?

Q. I will now give you a list of the principal prepositions, which you may refer to at pleasure; will you tell me which are the prepositions, as I read the phrases to you?

'Of the man.'  
'Out of the house.'  
'To the house.'  
'For the house.'  
'By the house.'  
'With the house.'  
'Within the house.'  
'Without the house.'  
'Around the house.'  
'In the house.'  
'Into the house.'  
'Over the house.'  
'Under the house.'  
'Through the house.'

'About the house.'  
'Below the house.'  
'Amidst the troubles.'  
'Between the buildings.'  
'Betwixt the houses.'  
'Beneath the house.'  
'From the town.'  
'Beyond the city.'  
'At the hill.'  
'Instead of that word.'  
'Notwithstanding the difficulty.'  
'Concerning his case.'  
'Touching his case.'

'Throughout the house.'  
'According to the custom.'  
'Behind the hill.'  
'Beside the house.'  
'Towards the house.'  
'Athwart his purpose.'  
'Except one book.'  
'Across the street.'  
'Over the hill.'

'Against the post.'  
'Amongst the boys.'  
'Upon the top.'  
'On the brow.'  
'Off his guard.'  
'Before the house.'  
'Down the hill.'  
'Up the hill.'  
'Near the city.'

Q. Will you now go back and parse all the foregoing phrases; and be particular to give the rules for each word?

Q. 'He casts seed into the ground.' To cast, means to throw. 'He cast up his accounts.' To cast up means to compute. Hence do you not see that prepositions, when joined to verbs, affect the meaning of verbs, very materially?

Q. When prepositions thus affect the meaning of verbs, ought they or ought they not, to be considered as parts of the verb?

Q. Well then, if the preposition is to be considered as part of the verb, ought the preposition above, to govern the object after it, or ought the preposition, and verb together, to govern it?

Q. 'He gives up all hopes.' Is 'hopes,' the object after 'up,' alone, or after 'gives up' taken together, as one active verb? What then is the rule for hopes?

## LESSON XXXV.

### QUESTIONS ON THE PREPOSITION.

- Q. What is the meaning of the word preposition?  
Q. What is a proper definition of prepositions?  
Q. What case does the preposition govern?  
Q. Is a preposition ever compounded with a verb?  
Q. Will you mention a few prepositions?

### EXERCISES FOR THE SLATE OR PAPER.

Q. Will you write down an article, adjective, agent, a verb, a preposition, another article, and an object of the rela-

tion? Will you parse the sentence which you have written? Will you write six sentences, each containing the same agents, the same verbs and the same objects, but different adverbs? Will you write an article, agent, verb neuter, preposition, article and objective case to be governed by the preposition? Will you write twelve phrases, each having a different preposition, article, and noun? Six, having different prepositions, but the same articles, and nouns? Will you write as many sentences as there are relative pronouns, with a relative either in a different case, or a different relative, in each? Will you write an example of each mode and tense, of active, passive, and neuter verbs? Will you write the same interrogatively? Will you write a sentence in which the article does not belong to the noun, but is used merely to add force to a comparative adverb? Twenty sentences, having the same nominatives, the same irregular verbs, a second irregular verb, in the infinitive mode, different in each, and a different object after each?

Q. Will each one in the class examine the first example, illustrating the nature of prepositions, and then see who will write a sentence containing the greatest number of prepositions?



## LESSON XXXVI.

### MENTAL EXERCISES.

Q. 'James learns well at school and behaves well at home.'

Q. Which words are the nouns here, and why are they nouns?

Q. Which are the adverbs, and why?

Q. Which are the verbs, and why?

Q. 'James learns well at school,' is one sentence; 'he behaves well at home,' is another. What word connects these two sentences together, in the first example?

Q. 'I will not desist — he chide me.' Can we, or can we not connect these sentences by putting in 'although?' Will this word make the sentence complete?

Q. 'James or John writes.' If we leave out 'or,' will there be any sense in the sentence? What word joins 'James and John,' together?

Q. In this case are words only connected, or are sentences connected, by 'or'?

Q. These words which thus join sentences and words together are different, in many respects, from any to which we have attended; can we not then form a new class of words with them?

Q. The name for this class of words, since they join words and sentences together, must of course resemble conjugation, do you remember what that word means?

Q. Will you turn back, if you do not recollect, and tell me?

Q. Now since conjunction, that is, joining together, means nearly the same, would it not be a good name for these words that join sentences, and sometimes only words together?

Q. Will you now tell me what words are called conjunctions, and what the word means?

Q. 'I love him, or I fear him.' What word connects the two phrases here? Does the sentence mean that I both love him and fear him?

Q. Well, then, are the clauses of the sentence connected and combined, or separate and disjointed?

Q. Disjointed, you are right; now since disjunctive, means disjointed, would it, or would it not, be a suitable name for those conjunctions that join sentences but disjoin the sense?

Q. Disjunctive expresses the idea very well; will you in order to fix it in your mind, explain to me what a disjunctive conjunction does, and why it is so called?

Q. 'I either love him or fear him.' What word here connects the phrases, but disjoins or separates the sense? In

disjoining the sense, is there not a kind of opposition of meaning? In other words, do not the phrases express directly opposite ideas?

Q. What kind of conjunction then, to be more accurate, would you call those that join sentences, sometimes only words, and at the same time disjoin the sense, by expressing opposition of meaning in different degrees?

Q. Will you now explain what a disjunctive conjunction joins, and what it disjoins, also what it expresses by disjoining the sense?

Q. 'Mary sings well and behaves prettily.' Does this mean that she both behaves prettily and sings well? Which word is the conjunction?

Q. Does it connect the phrases only, or does it connect the sense also?

Q. Well, then, since some conjunctions connect both sentences and the sense, and some connect sentences and disjoin the sense, ought we not to make a distinction between them?

Q. We have already named those that disjoin the sense, disjunctive, and since copulative, means joining or coupling, would not this be a good name for those conjunctions which join or connect, not only words and sentences, but also the sense of the sentences?

Q. Disjunctive conjunctions, you say, connect sentences but disjoin the sense by expressing opposition of meaning.—By this definition you can distinguish them, but you may be puzzled, sometimes, to distinguish the copulative conjunctions, for do not prepositions connect words as well as conjunctions?

Q. What do prepositions shew when they connect?

Q. 'The man is happy because he is good.' Does or does not the conjunction, 'because,' connect both the sense and the phrase? Is it then a copulative or disjunctive conjunction?

Q. 'I will go if he will.' What conjunction here connects and implies a doubt, or condition?

Q. Well, then, does or does not the copulative conjunction serve to connect and continue a sentence, by expressing a condition, a supposition, a cause, &c.?

Q. Will you now inform me what the copulative conjunction expresses, when it connects? What the disjunctive does, and what it expresses? Also, what it shows when it connects?

Q. You must remember accurately these distinctions. By so doing, can you or can you not, always tell a conjunction from a preposition?

Q. 'James will not go unless Charles does.' Does 'unless,' here express condition? What kind of conjunction is it then?

Q. Since you have paid so good attention, I will give some sentences containing the principal copulative conjunctions.—Will you tell which they are, as I read them to you?

'If I write.'

'James and John write.'

'I study that I may learn.'

'If you say so then I am right.'

'It will operate both for your good and mine.'

'For I must learn.'

'Since truth and consistency are vain.'

'I punished you because you deserved it.'

'He blushed, therefore he is guilty.'

'Wherefore, gaze this goodly company?'

'Besides, I do not believe it.'

Q. Will you now pick out those words in the following sentences that are disjunctive conjunctions, and give me a reason why they are so called?

'James writes, but Joseph will not.'

'John or I will assist you.'

'I neither love nor fear thee.'

'It is either a few great men, that decide, or the multitude.'

'As I live, saith the Lord.'

'Thou art wiser than I.'

'Lest they faint.'

'Unless he, even like Phœbus, young.'

'I will respect him though he hide me.'

'I shall do it, notwithstanding he has forbidden me.'

'It has been the question of some curious wits, whether, in the world, there are more heads than feet.'

'How can we do our duty except we know it?'

Q. Will you now go back and reckon up how many copu-

lative conjunctions, and how many disjunctive, are contained in the above sentences?

Q. Will you name a few copulative conjunctions?

Q. Will you name a few disjunctive conjunctions?



## LESSON XXXVII.

### MENTAL EXERCISES.

Q. 'James and William write.' What word is the conjunction here, and why? Is it copulative or disjunctive, and why? Who writes, or how many write? How many agents or nominatives are there then? Is William the nominative case as well as James? Do then conjunctions connect the same cases of nouns, and consequently of pronouns?

Q. 'James writes and reads.' Does this mean the same as, 'James writes and James reads?' Is 'reads' connected to 'writes,' by the conjunction 'and'?

Q. In what mode and tense are 'reads' and 'writes'?—Well, then, do conjunctions, or do they not connect the same modes, and tenses of verbs, and cases of nouns and pronouns?

Q. 'James is eating and drinking.' How many present participles are there here? Are they connected, and if so, by what?

Q. Do you see then that the same kind of participles are connected by copulative conjunctions?

Q. Do then or do not, copulative conjunctions, connect the same cases, modes, tenses, and participles of the same kind?

Q. Since conjunctions, like prepositions and adverbs, are not varied, can we, when we parse them, say anything more than simply to state what kind of conjunctions they are, that is, whether copulative or disjunctive?

Q. Will you now state to me in what respects conjunctions connect nouns, verbs, and participles?

Q. I will sum up these facts in the form of a rule; will you repeat it?

### RULE XIII.

Conjunctions connect the same cases of nouns and pronouns, the same modes and tenses of verbs, and participles of the same kind.

Q. 'Mary sings and plays well on the harpsichord.' In what mode and tense are the verbs in this sentence? To what then is 'plays' connected, and by what rule?

Q. 'He and I passed by you.' What are the rules for each word in this sentence?

Q. Will you tell the rule for each word in the following sentences?

'They told the whole affair. I do not believe him, nor to him and me.'

'You do not care for him or her, nor you. I will say it between you and me.'

Q. Will you, in correcting the following sentences, tell me why they are wrong, and give the rule, as I read them to you?

'I will say it between you and I.' 'He promised them and I.'

'He will write for you or she.' 'Will you permit George and I to go out?'

'Will you permit James and I to read the letter?' 'She and him are very unhappily situated.'

'Do you prefer them and I to Charles?' 'Did he not tell thee his fault, and entreat thee to forgive him?'

'You and us enjoy many privileges.'

'I saw the boat and have been much pleased with it.'

'He came with me and thou.'



## LESSON XXXVIII.

### MENTAL EXERCISES.

Q. 'Mary and Rufus learn well.' To what is 'Rufus' connected, and what is the rule for it? How many learn well?

Q. How many agents are there? You recollect that the

verb must be of the same number with its nominative or agent; when then there are two or more agents, must the verb be of the singular or plural number?

Q. What kind of a conjunction connects 'Rufus' with 'Mary'?

Q. Well, then, when two or more nouns are connected by a *copulative* conjunction, must the verb which agrees with them be of the singular or plural number?

Q. It will be necessary to remember this, so I will give you a rule, which I wish you to repeat.

#### RULE XIV.

Two or more nouns in the singular number, coupled together by a *copulative* conjunction, must have verbs agreeing with them in the plural number.

Q. 'James and Thomas run to school.' Why is run plural? What then does it agree with? What is the rule for its agreement with both those nouns?

Q. 'Idleness and ignorance are the parents of many vices.' Why is 'are' used in this sentence, rather than 'is'? What is the rule for 'are'?

Q. Will you give the rules for each word in the following sentences?

'You and I are young.'	'You and he write.'
'You and George did complain.'	'They and I had written.'
'You and he will have run.'	'They and you had been punished.'
'He and I write.'	'William and he do learn.'

Q. Will you, in correcting each of the following sentences, tell why they are wrong, and what the rule is for each word which you correct, as I read them to you?

'Thou and I writes.'	'James and he does study.'
'Do Thomas and I learns?'	'My wife and cousin was in the country.'
'He and she plays prettily.'	'Innocence and happiness dwells together.'
'James and William has been punished.'	
'Pride and meanness is despised.'	

Q. The following phrases are incorrect according to one or the other of the preceding rules; will you correct them in the same manner as last requested?

'I and he walks fast.'	'Thomas and you is writing now.'
'He and her is disappointed.'	'Will Mary and them go?'
'You and me does well.'	'Does William and him intend to go?'
'James' brother and us is going to play together.'	
'Mary and me is going to school to-day.'	

Q. 'He learns his book in time of school.' How many nouns are there here; in what case are they, and by what are they governed? What are the rules for them?

#### QUESTIONS ON THE CONJUNCTIONS.

Q. What is the meaning of the word conjunction?	Q. What is the meaning of the word disjunctive?
Q. What do conjunctions connect?	Q. What does a disjunctive conjunction do?
Q. How many kinds of conjunctions are there?	Q. What does it express?
Q. What are they?	Q. How can you tell a conjunction from a preposition?
Q. What is the meaning of the word copulative?	Q. How many conjunctions can you remember?
Q. What is a copulative conjunction?	

#### EXERCISES FOR THE SLATE OR PAPER.

Q. Will you write a sentence having an article, adjective, and noun, another article, adjective and noun connected by a conjunction; also a verb, an object, and a present participle agreeing with the object?

Q. Will you write sentences enough to embrace all the conjunctions, included in the list, a few pages back? Will you write a single sentence containing ten prepositions? Will you write five sentences, having a different adverb in each? Will you write five sentences, each having a different conjunction?

Q. Will you class the words which you have now written?

## LESSON XXXIX.

## MENTAL EXERCISES.

Q. 'Oh! dear me!' 'What shall I do?' 'Alas! I die!' 'Oh! I have ruined my friend!' 'Strange! people will act so!' Do you here notice a particular kind of words that we have not yet classed? Let us examine their meaning.

Q. Do these words denote no feeling, or do they on the contrary denote deep and sudden feeling of surprise, wonder, admiration, &c.?

Q. Do these words appear to be connected with other parts of speech, or are they thrown between parts of sentences merely to denote some powerful feeling, as surprise, fear, wonder, admiration, &c.?

Q. Since there are some few words of this description, different from any which we have before found, let us class them, and then for your encouragement let me tell you, that you may examine as many sentences as you please, and you will find no words except such as belong to some one of the preceding classes. For this last class we will now find a name. Interjection, (from the Latin, *inter*, between, and *jectum*, thrown) signifies thrown between; and since this class of words which we are now upon, is, as we have seen, thrown between the parts of a sentence, would or would not this term, interjection, be a proper name for all this division of words?

Q. This word it is true will answer our purpose well. We can easily tell the words which are to be classed under this head, especially as they, for the most part, have an exclamation point after them.

Q. Will you now inform me what an interjection is, and why it is so called?

Q. 'O! me!' 'Oh! me!' 'Ah! me!' Which are the interjections here?

Q. What person are the pronouns after them? In what

case are they? In what case then are personal pronouns of the first person required to be after O, oh, and ah?

Q. 'O, thou persecutor!' 'Oh, ye hypocrites!' 'O, thou who dwellest here!' Which are the interjections here, and why? In what case are the pronouns here? In what person are they?

Q. What case of the personal pronouns of the second person, do the interjections, O, oh, Ah, require after them?

Q. I will now state these facts in the form of a rule; will you repeat

## RULE XV.

The interjections, O, oh, and ah, require the objective case of a pronoun of the first person after them, but the nominative case of the second person.

Q. 'Ah! me!' What is the rule for me? Why is ah, an interjection?

Q. In parsing interjections, since they are not varied, and generally stand by themselves, can you say any thing more of them than that they are interjections, and the reason for it?

Q. What is the meaning of the word interjection?

Q. What class of words are called interjections?

Q. Can you mention any interjections?

Q. What cases follow certain interjections?

## LESSON XL.

## MENTAL EXERCISES.

Q. 'Five men were struggling against the waves, but, alas! they all perished.' Which is the interjection here, and why?

Q. What are the rules for each noun?

Q. There is one participle in the sentence, what is the rule for its referring?

Q. What word describes, or rather specifies, the exact number of men?

Is or is not, 'five,' then added to the noun, 'men,' to specify or describe it in some respects like an adjective?

Q. Would you or would you not then, call all such words as specify as well as describe, by the general name of adjectives, or by some other name?

Q. 'Fifty men came to town.' Is there any specifying word here? What part of speech is it then? If an adjective, to what does it belong, and what is the rule for it?

Q. 'One, two, three,' &c. are called, by some grammarians, numeral adjectives, but is or is not the term, specifying adjective, a sufficiently good name?

Q. What then appears to be a more accurate definition of adjectives?

Q. 'The wisest man.' What part of speech is 'wisest,' and why? Will you compare it? Is it regular or irregular, and why? In what degree is it, and why?

Q. Can you compare 'one, two,' &c.? Well, then, in parsing specifying adjectives, such as 'ten, twenty,' &c. would you compare them, or say they are not to be compared?

Q. 'A square table.' Which is the adjective here, and why? Can any thing be squarer than square? Well, then, can you compare such adjectives as square, round, circular, perfect, chief, principal, &c. when their meaning cannot be increased or diminished?

Q. 'My father gave me two knives; I have kept both, but one is better than the other.' Do or do not the words 'both,' 'one,' and 'other,' stand for 'knife' or 'knives'?

Q. Well, then, if these words frequently stand for nouns, ought they or ought they not, to be called pronouns?

Q. 'I bought, as I supposed, two good knives, but one knife is not worth a cent: both knives cost me fifty cents.' Are not the words 'both,' and 'one,' here, joined to nouns, and do they not specify and describe them? Ought they or ought they not, for this reason, to be classed with adjectives, or should they be classed with pronouns?

Q. Hence do you or do you not see that some words partake of the properties both of adjectives and pronouns?

Q. These words seem to be somewhat peculiar; let us get a name for them. 'Which,' you doubtless remember is called an adjective pronoun for reasons similar to the above: why will not the term, adjective pronouns, meet our present purpose? Will it not be a good name for all words that are frequently used either as adjectives or pronouns?

Q. Can we use the pronouns 'he,' 'she,' 'thou,' &c. as adjectives, by joining them to nouns for the purpose of specifying or describing them? Are they not invariably used to supply the place of nouns?

Q. Adjective pronouns, we have seen, are used differently, will you explain this difference?

Q. When adjective pronouns stand for nouns, ought they or ought they not to have the same gender, number, person, and case as the nouns for which they stand?

Q. Right, they ought, and they do as you doubtless saw above; will it be difficult, then, to tell what gender, number, person, and case, these adjective pronouns are, when used as nouns?

Q. 'Some pursue one thing, others another.' Here are three adjective pronouns, which are they, and why are they so called?

Q. 'He likes one's self.' 'I gave the book to one, I know not to whom.' Here are two adjective pronouns, 'one,' (used twice,) and 'one's,' in what case is each?

Q. Do you not see then, that the adjective pronoun, 'one,' is regularly declined?

Q. Will you decline it?

*Sing.*

*Nom.* ONE.

*Poss.* ONE'S.

*Obj.* ONE.

Q. Do we not sometimes see such an expression as this, 'The great ones of the earth?' Does not 'one,' then, have a plural? Will you decline it in the plural?

Plur.  
Nom. ONES.  
Poss. ONES'.  
Obj. ONES.

Q. 'Another's property.' 'Others' property.' 'The former's phlegm was a check upon the latter's vivacity.' Here are four adjective pronouns, which are they, and why? In what case is each, and by what words are they governed?

Q. What is the rule for the possessive case of pronouns or nouns?

Q. By observing these four sentences, you see what the possessive cases are, the others are easily told. Will you decline 'other'?

	Sing.	Plur.
Nom.	OTHER.	OTHERS.
Poss.	OTHER'S.	OTHERS'.
Obj.	OTHER.	OTHERS.

Q. 'One man will injure another.' Is, 'another,' singular or plural?

Q. True, it is singular, and can we then ever say, 'another's,' meaning more than one? Will you decline another, it being, as we have seen, used only in the singular?

Nom.	ANOTHER.
Poss.	ANOTHER'S.
Obj.	ANOTHER.

Q. By examining a few sentences back do you not see that 'former' and 'latter' may be used in the possessive case?

Q. I will now give you a list of adjective pronouns, disposed in sentences in which they are used both as adjectives and pronouns. They are in italics, but you must decide which are italicised as pronouns, and which as adjectives; also what the pronouns stand for, when used as such, will you do this as I read them to you?

'Must I endure all *this*?'  
'I know *that* but I cannot help it.'  
'*Those* call it pleasure, and contentment *these*.'

'*This* apple I will give you.'  
'The end of *that* man is peace.'  
'*These* pears here are better than *those* apples yonder.'

Q. By examining the foregoing examples, you will see that 'this,' and 'these,' denote objects or things which are near, but, 'that,' and 'those,' more distant, or absent.—When, however, in a discourse we say, 'this,' you know that it refers to something last mentioned, and 'that,' to something before mentioned. 'This man.' 'These men.' 'That man.' 'Those men.' Here we see that the plural of 'this,' is, 'these,' of 'that,' 'those.'

Q. How many adjective pronouns have already been named?

Q. What do 'this,' and 'these,' refer to, the nearest or most distant person or thing?

Q. To what do 'that,' and 'those,' refer? What is the plural of 'this'? Of 'that'?

NOTE.—This, that, these and those, are sometimes called by grammarians, demonstrative adjective pronouns, because they precisely point out the subjects to which they relate.

Q. Will you now point out the adjective pronouns in the following, as you did in the foregoing sentences?

'Some talk too much, *others*, not enough.'  
'Let *another* praise thee.'  
'If a soul shall sin against *any* of the commandments.'  
'He will either hate the *one* and love the *other*.'  
'*All* that come in to the tent, and *all* that is in the tent, shall be unclean seven days.'  
'If ye do *such* things ye shall die.'  
'On the *other* side.'

'Some considerations swerve me.'  
'*Another* man has appeared.'  
'I will take *any* thing which you may choose to give me.'  
'I have but *one* apple.'  
'*All* things were made by God.'  
'Abel was the father of *such* as dwell in tents.'  
'Thy life shall hang heavy in doubt, and thou shalt have *none* assurance of this life.'

Q. How many adjective pronouns are there in these last sentences?

Q. 'None,' you know means no one; but in this sentence, 'Terms of peace were none vouchsafed,' you see that it is used in the plural as well as the singular number.

NOTE.—Some, other, another, any, one, all, such, have been called indefinite adjective pronouns, because they express their subjects in a general manner.

Q. Will you point out the following adjective pronouns in the manner last described ?

- 'Each man has a part.' 'The four beasts had each of them six wings.'
- 'Every of the clauses and conditions.' 'Impart to every man his due.'
- 'Neither office is filled, but neither of the offices will suit the candidates.' 'Either of the roads is a good one, consequently you may take either road.'

NOTE.—From the preceding examples we find that, 'each,' refers to two or more persons or things, and signifies, either of the two, or every one of any number taken separately; and that, 'every' relates to several persons or things, and signifies, each one of them, all taken separately. When it is used as a pronoun, "it is chiefly in the law style." 'Every, the least variation.' Here we see that 'every,' is separated from the noun to which it belongs by a definite article. This however does not occur very frequently. 'Every seven years' Here it is used with a plural noun, but the term implies a collective idea.

'Either' signifies only one of two persons or things, 'Either of the three,' would consequently be improper.

'Neither' means, not either, that is neither one nor the other.

Q. How many adjective pronouns have been named above ?

Q. What does 'each,' refer to ? What does 'every' denote ? Is it ever separated from the noun to which it belongs ? In what cases is it used as a pronoun ?

Q. What does 'either' signify ? Would it be proper to say, 'either of the three' ? What does 'neither' mean ?

NOTE.—Each, every, either, and neither are sometimes called, distributive adjective pronouns, because they denote the persons or things that make up a number, taken separately and singly.

## LESSON XLI.

### MENTAL EXERCISES.

Q. Will you pick out the following adjective pronouns as you have the foregoing ones ?

- 'Abraham took sheep and oxen and gave them unto Abimelech, and both of them made a covenant.' 'Many are called but few chosen.'
- 'The last shall be first and the first shall be last.'

- 'A third is like the former.'
- 'The difference between reason and revelation, and in what sense the latter is superior.'
- 'And the children of Israel did so, and gathered some, more and some, less.'
- 'I am not worthy of the least of the mercies showed to thy servant.'
- 'Both boys are here.'
- 'The tenor of man's life holds on the same.'
- 'I saw the same things to-day.'
- 'There are many men but few philosophers.'
- 'I saw the first man go in and the last man come out.'
- 'In former times.'
- 'Hath not navigation discovered in these latter times whole rations at the bay of Saldo-  
nia' ?
- 'Harbor more craft.'
- 'Mary the mother of James the less.'
- 'The least favor will be acceptable.'
- 'They that would have more and more can never have enough.'
- 'He began to upbraid the cities wherein most of his mighty works were done.'
- 'He came unto his own and his own received him not.'
- 'Several of my unknown correspondents.'
- 'It is not material what names are assigned to thee.'
- 'In whatever condition I am, I will be content.'
- 'Give me more love or more disdain.'
- 'Most men pursue pleasure as their chief good.'
- 'I will attend to my own concerns.'
- 'This is the book itself.' Self is used here for the sake of emphasis.'
- 'I have several things to say to you.'

NOTE.—This word several you see is used in the plural, as expressive of no particular number, but not large.

Q. We have seen that 'what,' and 'whatever,' are compound pronouns when they stand for two words; also that 'what' is used as an interrogative pronoun in asking questions, and sometimes as an interrogative adjective pronoun, when it is added to a noun in asking a question; but in the phrase above, both words are joined to nouns and no questions are asked. Are the words 'what' and 'whatever' joined to the nouns after them, to describe or specify, something like adjectives ?

Q. Are they then compound, or simply, adjective pronouns ?

Q. 'I will send such books as will please him.' In this sentence it is evident the meaning is, that those books which I send, will please him. Now since it is 'books' which will please, 'as,' must stand for books, else we shall have no

nominative to 'will send.' If 'as' stands for books, then it must be a pronoun; and because the word for which it stands, is before it, as an antecedent, perhaps it is more correct to call 'as,' a relative pronoun, taking the gender, number, and person of its antecedent.

Q. 'I will take what goods are on board his vessel.'—'What,' we have seen before, when it is used as a pronoun, was considered a kind of compound pronoun. But in the last example, 'what goods,' it is an adjective agreeing with books.

Q. Do we say, 'These book,' or 'these books?' 'That books,' or 'That book?' Do adjective pronouns then, or do they not, agree in number with their nouns?

Q. This is sufficiently important to constitute a rule.—Will you repeat

#### RULE XVI.

Adjective pronouns must agree in number with their nouns.

Q. Will you tell me which of the words in the following sentences are adjective pronouns, and why; also, what the rule is for their agreement? 'This man. These men.—That book. Those books. All men. Each man. Some men.'

Q. Will you, in correcting the following sentences, as I read them to you, give the reasons first, and then the rule? 'These man. This man. Those horse. That horses.—Each men. All man. Every men. Both man. Each of the four.'

Q. Did you never hear people in conversation say, 'Them cost me so much, or 'I bought them articles very low'? 'Them books are cheap'?

Q. 'In what case is 'them'? 'Besides, is it not joined to 'books,' to specify, and can it specify, if it is a simple pronoun in the objective, joined with a nominative? Ought it, or ought it not, to be changed to 'those'? Thus, instead of saying, 'Them books,' ought we not to say, 'Those books'?

Q. Will you correct the following sentences, and in doing it, will you give the rules and the reasons for the same?

'I want them books.'	'Do you know them young ladies?'
'Who owns them horses?'	'Observe them three persons.'
'What is the price of them handkerchiefs?'	'Them are one dollar.'
'I wish to see them knives.'	'Where is them boys?'

Q. I will now give you a list of adjective pronouns, which have been illustrated by examples, that you may consult at pleasure.

THIS, THAT, THESE, THOSE, SOME, OTHER, ANOTHER, ANY, ONE, ALL, SUCH, NONE, BOTH, SAME, MANY, FEW, FIRST, LAST, FORMER, LATTER, LESS, LEAST, MORE, MOST, OWN, EACH, EVERY, EITHER, NEITHER, SEVERAL, WHAT, WHATEVER.

NOTE.—The foregoing is a list of those adjectives which do frequently stand for names. In these phrases, 'The *rich* may have friends,' 'Associate with the *wise* and *good*,' 'The future will resemble the *past*,' the adjectives are used as nouns, and they may always be so considered, when they describe persons or things with a sufficient clearness, without the name to which they belong.

Q. 'Rufus and William came to town, and both of them went into the museum.' What does, 'both,' stand for here? What gender, number, and person is it then? What therefore will it agree with? What is the rule for its agreement? Who went into the museum, was it not 'both'? To what then is 'both' the nominative case?

Q. Who, or how many came to town? How many agents are there then? To what may 'William' be connected? What is the rule? You say there are two agents, connected by and; what then does 'came' agree with? What is the rule for such agreement?

Q. What are the rules for the rest of the words in the sentence?

Q. 'Both roads lead to Boston.' Does 'both' stand for a noun here? Is it not rather added to the noun 'roads,' to specify something? Which is it then, an adjective or pronoun?

Q. If an adjective, what is the rule for it? What are the rules for the remaining words in the sentence?

Q. 'Both,' you see, is used in the latter sentence as an adjective, and in the former as a pronoun; what is the name given to such words?

Q. In parsing adjective pronouns, used either as pronouns or adjectives, ought you not to mention what they are called, also, why they are so called, and then to proceed as in the last two examples?



## LESSON XLII.

### MENTAL EXERCISES.

Q. In speaking of the sun, do we not sometimes say, 'He is setting,' and of the moon, 'She shines brightly'?

Q. Do not the pronouns 'he,' and 'she,' refer, the former to sun, and the latter to moon? Of what gender must 'sun' and 'moon' be then?

Q. True, sun is considered masculine and moon feminine, by a figure of speech, as it is called. Will you now tell me how words, naturally neuter, may be made masculine or feminine?

Q. 'James, the mechanic, has arrived.' Who has arrived? Have two persons or only one arrived? James and the mechanic are one person, very true, ought not then these two nouns to agree in case?

Q. When two nouns then come together, signifying the same thing, would you or would you not say, that they agree in case?

Q. What therefore would you say in parsing 'mechanic'? If you make mechanic agree in case with 'James,' which is correct, what is the nominative case to 'has arrived'?

Q. As it is important to remember this, I will give a rule for it.

## RULE XVII.

When two nouns come together, signifying the same thing, they agree in case.

Q. 'John, the blacksmith, is dead.' 'I saw William, the lawyer.' Does 'blacksmith' mean the same person as 'John'? With what then does 'blacksmith' agree in case, and what is the rule for it?

Q. In the second example just given, is 'lawyer' and 'William,' the same person? In what case then, is 'lawyer,' with what does it agree, and what is the rule for it?

Q. 'John is a blacksmith.' 'William is a lawyer.' 'Is,' you know, is a variation of the verb to be, which is always neuter, can it then have an object after it, and governed by it? Besides, is not 'John' and 'the blacksmith,' the same person, and is not 'William' and the 'lawyer,' the same person?

Q. Well, then, ought they or ought they not to be in the same case?

Q. True, they ought, for the same reason as in the former examples; the principle is obviously the same. The only difference is that now, one of the words comes before the verb, and the other after; in the former instances, both came either before or after. Would then or would not, the following be a good rule for cases of this kind?

## RULE XVIII.

Any verb may have the same case after it as before it, when both words refer to the same thing?

Q. 'I took her to be Mary.' Is 'Mary' after the verb, and does 'her' and 'Mary' mean the same person? Well, then, in what case must 'Mary' be? What is the rule for it?

Q. If you have been attentive to the foregoing, you have observed one thing, which ought to be remembered, viz. that it makes no difference what case comes before the verb, whether nominative, possessive, or objective, the verb will still have the same case after it as before it. Well, then, if it

have an objective case before it, what case will it have after it, by the last rule?

Q. 'She walks a queen.' Do 'queen' and 'she' refer to the same person? What then is the rule for 'queen,' since it is after the verb?

Q. 'She is considered a lady of distinction.' Do these two nouns, one before and the other after the verb, both refer to the same thing or person? What then is the rule for 'lady'?

Q. What is the rule for the rest of the words in the sentence?

Q. The following are proper examples under the two rules last illustrated; will you parse the words which fall under these rules?

'Ye are they.'

'She moves a queen.'

'Thou art my friend.'

'Peter and Edward are brothers.'

'Plautus was accounted a poet.'

'Cicero was a very eloquent man.'

'I considered him to be a philosopher.'

'Julius Cæsar, a Roman general, conquered the Gauls.'

'He sat judge.'

'George will become a great scholar.'

'They are good companions.'

'Virtue is a precious jewel.'

'Varro was esteemed a great man.'

'I took it to be him.'

'Alexander the Great subdued Asia.'

'Claudius Nero, Caligula's uncle, Drusus's son, a senseless, foolish fellow, obtained the kingdom.'

Q. Will you correct the following, as I read them to you; also give the rules, and tell why they are wrong?

'It is me.'

'Was it me?'

'It was he that did it.'

'It was not me, it was him.'

'I took it to be she, but it was him.'

'It was him.'

'It was them.'

'I thought him to be thou.'

'It could not have been her.'

'Mary is often taken to be me.'

## LESSON XLIII.

### QUESTIONS ON ADJECTIVE PRONOUNS.

Q. Are the numbers 'one, two, three,' &c. adjectives?

Q. What then is a more accurate definition of adjectives, than the one before given?

Q. Are adjectives of number compared?

Q. Are there any others that are not compared? Why are they not?

Q. Will you mention some of this description?

Q. What is the meaning of the term adjective pronoun?

Q. When are words called adjective pronouns?

Q. Is 'both' an adjective pronoun? Why?

Q. What kind of an adjective is 'this'? Why?

Q. What kind of an adjective is 'that'? Is 'these'?

Q. When do we use 'that'? When 'these'?

Q. Are any of these adjective pronouns declined?

Q. Will you decline 'one'? 'Another'?

Q. Does 'one' have a plural?

Q. Does 'another' have a plural?

Q. In how many cases may 'former' and 'later' be used?

Q. What does 'each' denote?

Q. Is it proper to say, 'each of the three, four, &c.'?

Q. Is 'every' sometimes joined with a plural noun?

Q. What does 'neither' mean?

Q. How is 'itself' used?

Q. When are 'what' and 'whatever' compound pronouns?

Q. When is 'what' an interrogative pronoun?

Q. When is 'it' an interrogative adjective pronoun?

Q. When are 'what' and 'whatever' adjective pronouns?

Q. Is 'as' ever used as a relative?

Q. Are there not other words, besides those enumerated in the foregoing list, which are sometimes used as adjective pronouns?

Q. Why then are they not classed with these, and called by the same name?

Q. Are adjective pronouns ever compared?

Q. What is the rule for adjectives agreeing with nouns?

Q. Why is it not correct then to say, 'This books'?

Q. Is it correct to say, 'Them books'?

Q. Why is it improper to say, 'Them men are gone'?

Q. Are nouns naturally neuter, ever used as masculine or feminine?

Q. When two nouns come together, signifying the same thing, are they in the same, or different cases? Suppose a verb intervenes, what is the rule then?

Q. Why then is it not correct to say, 'I am her whom you saw'?

## LESSON XLIV.

## MENTAL EXERCISES.

'A good man will respect his neighbours' rights.'

'The man, whom I saw, perished on the mountains.'

'His wife and children are forsaken by their best friend.'

'James and John are the persons designated.'

'Ah! me! I die.'

'I caught him striking his brother shamefully.'

why? In what degree is each, and why? What does 'good' describe, or qualify?

Q. To what then does 'good' belong? What is the rule for adjectives?

Q. There are seven verbs, which are they, and why are they verbs?

Q. Will you name the present and imperfect indicative active, and the perfect participle of each? Are they regular or irregular, and why? There are three active verbs, which are they, and why? There are three neuter and one passive, which are they, and why? In what mode and tense is each verb in the examples, and why? Will you conjugate each? In what person and number is each, and why?

Q. In the first sentence, 'who will respect?' What then does 'will respect,' agree with, and what is the rule? What is the rule for each of the remaining verbs?

Q. These sentences contain all the different parts of speech, and exemplify nearly all the rules which you at present understand. Will you answer all the questions respecting these examples? You will then have a model for parsing other sentences. In the first place, how many articles are there in these sentences, of what kind, and why?

To what does the first article belong?

Q. What is the rule for the definite article? For the other articles?

Q. Which are the adjectives, and why are they adjectives? Will you compare each of them? Are they regularly or irregularly compared, and

Q. What will 'a good man' do? To what then is 'man' the nominative? What is the rule for the nominative? What will he respect? What then is the object of 'respect,' that is, the objective case? By what is 'rights' governed? What is the rule for it?

Q. What are the rules for the remaining nouns in all the examples?

Q. There is one relative, and nine personal pronouns. Which are the personal, and why? Which is the relative, and why? What do the personal pronouns stand for? What then is their gender, number, and person? What is the rule for each? Does, 'his,' denote possession? In what case is it then? What is the rule for the possessive case?

Q. What is the rule for each of the remaining pronouns?

Q. If 'whom,' stands for, and refers to 'man,' in what gender, number, and person, must it be? What is the rule for its agreement with 'man'? Is not 'whom,' referring to 'man,' the object of 'saw'? In what case then is 'whom,' and why? By what word is it governed, and what is the rule?

Q. There are two participles. Which is present and which is perfect? Who are 'designated'? To what then does 'designated' refer? What is the rule for it?

Q. What is the rule by which 'striking' agrees with him?

Q. There are two conjunctions. Which are they, and why? Are they copulative or disjunctive, and why?

Q. There is but one word that describes or qualifies the action of a verb or participle, which is it? What part of speech would you call it? What is the rule for the adverb?

Q. Is there an interjection in the example? Which is it, and why?

Q. Will you parse the following sentences, and give the reasons as above?

'James is a mechanic.'

'I will do all my pleasure.'

'Modesty is a quality that highly adorns a woman.'

'He went behind the house, before the house, beside the house, on the top of the house, into the house,

- through the house, into the parlor, up the chimney, and down the roof, but could not find him.'
- 'James, the mechanic, has left us.'
- 'He that acts wisely deserves praise.'
- 'John Nokes is a worthy citizen.'
- 'There are many men of many minds.'
- 'There are many birds of many kinds.'
- 'There are many fishes in the sea.'
- 'And there are many men that do decree.'
- 'There is a boy whose name is John.'
- 'He might learn if he would.'
- 'Industry will be rewarded.'
- 'I will respect him though he chide me.'
- 'Remember the sabbath day.'
- 'I kept two dogs but neither of them is now living.'

#### EXERCISES FOR THE SLATE OR PAPER.

Q. Will you write down four sentences containing an article, an adjective, in the superlative degree, and a noun; also, four having the indefinite article 'an,' used correctly, the adjectives in the comparative degree, and four neuter nouns, all in the plural? Four sentences having four adjectives in the positive degree, and four nouns in the feminine gender. Write twelve sentences, each having a personal pronoun, verb, and object? Will you write as many sentences as there are relative pronouns, with two verbs and two objects in each? Will you write four examples in which it shall be more elegant to use 'that,' than 'who' or 'which'? Twenty, each having a specifying adjective of number, joined with the same noun? Will you write thirty sentences, having the same nominatives and objects, but each verb different? Will you write the last examples in the passive form? Write the following examples in the possessive case, retaining the same meaning, viz. 'The book of John,' 'The hat of man,' 'The bonnet of my sister'?

Will you change the following into other forms of expression, retaining the same meaning, viz. 'John's slate,' 'Rufus's pen,' 'William's top,' 'Susan's handkerchief'? Will you write your own name correctly joined with the word book? An example of each mode and tense of an active, passive, and neuter verb? Will you write five sentences, each

having a different personal pronoun, for an agent, or the nominative case, two verbs, one in the indicative and the other in the infinitive mode? Several sentences each having a present participle? Several having a present participle, referring to a noun, also governing an object? Several having the same agents, but different verbs, each in a different mode or tense? Twelve sentences, each having an adjective pronoun used as a noun? Also, twelve sentences, each having an adjective pronoun used as an adjective? Twelve objects for this—'William is striking —'? Twenty different adjectives to this—'A — boy'? Twenty different verbs to this—'John — William'? Twenty different verbs in the infinitive after this—'I began —'? Supply the words in the following sentences: 'John went — the house — the room — garden — wall — the boat — the river — the hill — the top of it — its side — his brother and sister'?

Q. What part of speech do you call the words which you have supplied in this sentence?

Q. Some of the conjunctions you recollect are, 'and, if, as,' &c. Will you supply conjunctions to make out the sense to these phrases. 'He is younger — I am.' 'She can improve — she pleases.' 'He has time — opportunity — he would only improve them'. 'He writes — he may learn.'

Q. Will you write four sentences each having a verb qualified by an adverb? Four, each having a participle qualified by an adverb? Four, each having an adverb, qualified by another adverb?

Q. Will you write two sentences, each containing an interjection?

Q. Will you write a sentence containing all the different parts of speech?

Q. Will you now give an example of an article agreeing with a noun? Of a noun that shall be nominative to a verb? Will you thus illustrate every rule which you have used by suitable examples?

Q. Will you now begin with the first example which you wrote down, and give the rules for each word in that and the succeeding examples! Then will you commence as before, and class each word throughout all the sentences?

## LESSON XLV.

### MENTAL EXERCISES.

Q. 'James, where is that knife?' Is James spoken to? In what person then is James? Does James appear to be an agent or an object of the verb, or neither?

Q. 'Why is James a noun? Now do you or do you not recollect that the nominative case is so called, because it is the naming, or leading case?

Q. Again; does or does not the word 'James' stand by itself, that is, does it or does it not depend at all on the rest of the sentence?

Q. True, it does not; it is independent of it. Since then James is simply a name, and as the nominative is the naming or leading case, would you or would you not say of such nouns as stand by themselves, being the names of persons spoken to, that they are in the nominative case independent?

Q. Very true, they are placed independently. I will therefore state it in the form of a rule, will you repeat

#### RULE XIX.

A noun or pronoun, denoting the name of a person or thing addressed, is in the nominative case independent.

Q. 'Ladies, I rise with astonishment.' Does this word 'ladies,' stand by itself, and is it in the second person? What then is the rule for it?

Q. What are the rules for the remaining words in the example?

Q. 'Joseph, I am astonished.' What is the rule for 'Joseph'?

Q. What are the rules for the remaining words in the sentence?

Q. Will you give the rules for the words in the following sentences?

'Gentlemen of the Jury.' 'Father, I have done wrong.'  
'Reverend Sir, I received your letter.' 'Oh! my mother! what shall I do for thee.'

Q. 'The army being taken, we relinquished all hopes.' Does or does not, 'the army being taken,' stand independent of the rest of the sentence?

Q. Do you or do you not see, that we have a nominative case independent here, as much as in the former examples?

Q. Does or does not the nominative here, have a participle joined with it, alike independent of the rest of the sentence?

Q. Well, then, since the example is so similar to the last, we might class them together, might we not? Perhaps, however, for the sake of distinguishing them, it may be well to give the last example a new name. Since 'absolute' means 'independent,' would it not be a good name for instances of this description, where a noun and a participle joined with it, are connected with the rest of the sentence?

Q. True, it would. I will now give you this rule. Will you repeat it?

#### RULE XX.

A noun or pronoun joined with a participle, and not depending on the remaining part of the sentence, is put in the nominative case absolute.

Q. 'The army being taken, all hopes were abandoned.' What is the rule for 'army'? What are the rules for the remaining words in that and the following sentences?

'Shame being lost, all virtue is lost.' 'The sun having arisen, all things appeared lovely.'  
whole estate devolved on him.'

Q. 'To conclude, the power can never return.' 'Has to conclude,' any verb or any thing before it, to govern it? Has it any thing to do with the rest of the sentence? Does it then

or does it not, stand independently of the rest of the sentence?

Q. Well, then, if it is independent, can we do any thing more, when we parse it, than simply to state this fact? Very true, we cannot. Will you then repeat it?

#### RULE XXI.

The infinitive mode is frequently independent.

Q. Will you give the rules for each of the words in the following sentences?

'To confess the truth, I was' 'To proceed I regret the sacrifice must be made.  
'To speak plainly, I compelled him.' 'To exert his power, he oppressed his men.'



### LESSON XLVI.

#### MENTAL EXERCISES.

Q. 'To excel requires much study.' Is 'to excel' independent of the rest of the sentence as in the former examples?

Q. Does not 'to excel,' do something? What does it do?

Q. If it is 'to excel,' that requires, is or is not 'to excel' a kind of agent or nominative case to 'requires'?

Q. True, it is the nominative case, and as the verb is of the third person, singular number, in what person, and number may 'to excel,' its nominative case, be considered?

Q. 'To sing vulgar songs will degrade a man.' What 'will degrade' a man? Is it not 'to sing vulgar songs'? Well, then, may or may not, the whole phrase 'to sing vulgar songs' be considered as the nominative case to 'degrade'?

Q. Let us now put these facts into the form of a rule. Will you repeat

#### RULE XXII.

The infinitive mode, or part of a sentence, may be used as the nominative case to verbs of the third person singular.

'To be learned requires much study.'

'To do mean acts degrades a man.'

Q. What are the nominatives to the verbs, 'requires' and 'degrades'?

Q. Will you give the rules for each word of the preceding sentences, and also of the following ones?

'To be often vexed shows weakness.' 'for a new one is not good policy.'

'To relieve the oppressed is commendable.' 'To begin is the best way to accomplish.'

'To renounce an old friend

Q. 'To govern that unruly member, the tongue, is sometimes difficult.' How many words constitute the nominative case to 'is,' in the last sentence?

Q. Does or does not the word 'difficult' describe this nominative?

Q. Well, then, when there is an adjective describing any phrase or nominative, must it or must it not belong to that phrase or nominative?

Q. In parsing such sentences, the different parts of speech may be parsed by themselves, and the infinitive, only, be considered the nominative to the verb. Will you parse the following sentences?

'To support a just cause is the duty of all.' 'To have a competency is very desirable.'

'To be ridiculed is unpleasant.'



### LESSON XLVII.

#### MENTAL EXERCISES.

'He came to instruct.'

'He was endeavouring to learn.'

'He was worthy to be regarded.'

'He is an object to be pitied.'

'I took it to be her.'

Q. In the first example what does the infinitive, 'to instruct,' follow? What does the infinitive follow in the second? What in the third? The fourth? Fifth?

Q. Can we then, or can we not, make a rule with these facts? When the infinitive comes after, either a verb, participle, adjective, noun or pronoun, on which it depends, may it or may it not be said to be governed by either of these parts of speech?

Q. Well, then, in parsing, you may state the whole rule or only that part which applies to one instance. Will you repeat

#### RULE XXIII.

The infinitive mode may be governed by verbs, participles, nouns, pronouns or adjectives.

Q. Will you examine the five foregoing examples, at the commencement of the lesson, and parse each word in them, also in the following?

'He was eager to learn.'	'James prevailed on William
'The instructor requested	to study.'
him to write.'	'He endeavoured to make
'I saw William trying to	progress in his studies.'
swim.'	

Q. 'They love to play.' 'They love to read books.' In these two examples, what do 'to play' and 'to read,' follow?

Q. What then is the rule for each? But what do they 'love'? What then is the object of 'love' in both examples?

Q. True, 'to play' is an object, and 'to read' books is another; but the infinitive and all the words may be governed without considering this fact.

Q. When then we parse the verb, can we or can we not, in this manner, determine whether the verb before the infinitive is active, or not?

Q. Hence do you see that the infinitive or part of a sentence does sometimes perform the office of an agent, or nominative, and sometimes of an object or objective case?

Q. 'They desire to make progress in learning.' What does 'to make,' follow in this sentence? What then is the rule for 'to make'?

Q. But what do they 'desire'? Is not 'to make progress in learning' the object in fact? Is 'desire' then an active or passive verb?

Q. This object, being a sentence, consists of several words, what is the rule for the other words besides 'to make,' also for those in the following sentences?

'William desires to excel.'	'The boys love to slide on the
'Man likes to associate with	ice.'
man.'	'A good boy hates to be idle.'

'I bade him do it.' What is the rule for 'I'? For 'bade'? For 'him'? Now it would seem that 'do,' ought to be in the infinitive, since it follows another verb, but has it the sign 'to'? Well let us see if we cannot supply it, although it should not sound quite so well. 'I bade him to do it.'—Now since 'to,' is understood, what rule would you give for 'do'?

Q. I will now give you several examples to be parsed, in which there is an infinitive, without the sign 'to.' Will you tell me which they are, and what is the rule for each as I read them to you?

'I bid you do it.'	'He dares not repeat that
'James saw him catch the	speech.'
bird.'	'I heard him declare it.'
'I hear him breathe.'	'James, let him go.'

Q. How many verbs are in the foregoing sentences, in the infinitive mode, without the sign 'to'? Which are they?

Q. There may be some verbs, besides those named above, that have an infinitive after them without the sign of the preposition; but you can easily tell them by the sense of the sentence. I will give you a list of the most common ones in a rule. Will you repeat

#### RULE XXIV.

Verbs that follow BID, DARE, LET, SEE, HEAR, FEEL, MAKE, and some others, are in the infinitive mode without the sign of the preposition 'to'.

Q. Will you parse the following examples?

'He saw the lion jump.'	'Susan, let Catharine have
'Boys, let the dog go.'	her book.'
'They heard Mary sing.'	15*

## LESSON XLVIII.

## MENTAL EXERCISES.

Q. In speaking of the boys in any school, would you say 'A part is out,' or 'a part are out'? What are out? Is it, or is it not, a part of the boys, which is the nominative case to 'are'? Is, or is not, 'are,' plural?

Q. Is this then agreeable to the rule that a verb must agree with its nominative, in number? Let us examine the example a little. Do we not by 'part' mean more boys than one? If 'part' signifies more than one, is it, or is it not, plural, in fact?

Q. Well, then, since part stands for more than one, that is, for several, must it have a singular or a plural verb?

Q. 'The army commits many depredations.' This is more correct than to say, 'commit many depredations,' is it not? Does, or does not, 'army,' include the idea of many soldiers?

Q. Here then is a noun signifying many, used as a nominative to a singular verb, and in the other case the fact was directly contrary. Do you then, or do you not see, that a noun meaning many, may be the nominative either to a singular or plural verb?

Q. We must examine these two examples, and see if there is not a difference between them. When I say, 'A part of the boys are out,' do I or do I not mean, that several, say perhaps a dozen or more, are out? When I say, 'The army commits many depredations,' do I mean that several soldiers commit, or do I mean that the whole army, taken as a body, commits many depredations?

Q. Now then do you not see a plain difference in the two instances?

Q. When, then, we have a noun standing for many individuals, and in using it, we refer to a part of them only, but, more than one, must the verb agreeing with it, be singular or plural?

Q. When we use the noun which stands for many individuals, and mean the whole, taken as one single body, in what number must the verb be, that agrees with it?

Q. I will give you a rule for this, will you repeat it?

## RULE XXV.

A noun, singular in form but meaning many individuals, may have a verb agreeing with it in the plural, when reference is had to a part, only, of those individuals; but when reference is had to them, as a whole, the verb must be singular.

Q. Will you parse the following sentences?

'A part of the boys are out.'	'The multitude rush.'
'A part of the boys are dismissed.'	'A part spoil the altars.'
'The council were not unanimous when they separated.'	'The multitude eagerly pursue pleasure as their chief good.'

Q. 'The meeting was large.' Here 'meeting' stands for many individuals, it is true, but does it not refer to them as a body? Is it then plural in fact? Ought the verb then to be 'was' or 'were'?

Q. Does then or does not, 'was,' agree with 'meeting,' according to the general rule, 'A verb must agree with its nominative, &c.?'

Q. The following sentences contain violations of the above rule. Will you parse them, correct them, and tell why they are incorrect?

'A part of the boys has returned.'	'The nation are powerful.'
'In the days of youth the multitude eagerly pursues pleasure.'	'The church have no reason to proceed in this manner.'
	'The people has many privileges.'



## LESSON XLIX.

## MENTAL EXERCISES.

Q. 'He walked a mile.' Did he walk any thing? Does 'walked,' then, have an object after it?

Q. Is 'mile' then in the objective case, and governed by 'walked'?

Q. Well, then, let us suppose it to be in the nominative. But can it be in the nominative after the verb, for does it mean or refer to the same person, as, 'he,' the nominative before the verb?

Q. If it were the nominative after the verb, what would be the rule for it?

Q. We will next see if there are any words omitted, as in a former example. Does the sentence mean the same, as 'He walked over the space of a mile'?

Q. In what case is 'mile,' in this instance having the preposition before it.

Q. Now since it is customary in speaking to omit in this manner, several words in a sentence, as in speaking of time, to say, 'The gentleman visited me a week'; of measure, 'The Chinese have built a wall fifteen feet high'; and of distance, 'He ran a mile'; would you not say that nouns signifying time, distance, and measure, are put in the objective case, and governed by a preposition understood?

Q. In what case then are 'week,' 'feet,' and 'mile,' in the foregoing examples?

Q. As many cases of this kind may occur, it will be well to have a rule to dispose of them. Will you repeat

#### RULE XXVI.

Nouns signifying time, measure, distance, direction, or space, are in the objective case, and governed by a preposition understood.

Q. Will you parse the following examples?

'He lived twenty years.'	'He was confined thirty days.'
'They were carried six hundred miles.'	'Congress continued in session six months.'
'They built a wall twenty feet in thickness.'	'The last summer I visited New-Haven.'

Q. 'He taught me grammar.' 'He gave me a book.' What did he teach, and what did he give? What then are ob-

jects of 'taught' and 'gave'? What are the rules for each? Is not 'me' in the objective?

Q. Well, then, we have two objective cases after each verb, have we not?

Q. Here, perhaps, we shall have a little difficulty, for do you know of any rule by which we can govern 'me'? Let us examine these examples, and see if there is not some little word left out before 'me,' in each instance. 'He gave a book — me.' 'He taught grammar — me.' What word, and what part of speech is there, that you can insert, and make sense?

Q. What then is 'me' governed by, in each example, and what is the rule?

Q. 'He asked me a question.' What did he ask? Of whom did he ask?

Q. What then are the rules for 'me,' and 'question'?

Q. Well, now, since it is customary to omit the preposition after some verbs, we can make a rule to suit this fact. Will you repeat

#### RULE XXVII.

Active verbs of asking, teaching, and some others, are followed by two objective cases, the one of a thing, the other of a person; a preposition being understood.

Q. Will you parse the following examples?

'The lecturer taught me astronomy every day.'	'He asked me some questions respecting that science.'
'My father gave me food and clothing twenty-one years.'	'He wrote me a very long letter last winter.'



### LESSON L.

#### MENTAL EXERCISES.

Q. 'He taught me grammar.' Then grammar was taught me, by him. Do you see in the last example after the passive verb, 'was taught,' we have 'me,' in the objective case, and governed by 'to,' understood?

Q. You have learned that every active verb may be made passive, by making the object the nominative case, but do we not sometimes meet with this same meaning, expressed thus — ‘I was taught grammar by him’?

Q. In this phrase, instead of making the object of the action, the nominative in the passive, is it not placed after the verb?

Q. Is it or is it not still in the objective case?

Q. Well, since this and similar modes of expression have come into use, can we or can we not say, that passive verbs have sometimes an object, that is, an objective case after them?

Q. ‘He asked me a question.’ ‘I was asked a question.’ What did he ask me? Is ‘question’ the object in both examples? Now let us put these facts into the form of a rule. Will you repeat

#### RULE XXVIII.

Passive verbs of asking, teaching, and some others, are followed by the objective case.

Q. Of the following, some are proper examples under the last rule, and others under the last but one. Will you parse them correctly?

‘I asked him the question.’	‘He taught me grammar.’
‘The question was asked him.’	‘He wrote me a letter.’
‘He was asked the question.’	‘They allowed him his seat.’
‘A letter was written me.’	‘Theresa was forbid the presence of the emperor.’
‘The bishops and abbots were all allowed their seats in the house of lords.’	‘The presence of the emperor was forbid Theresa.’
‘The emperor forbid Theresa his presence.’	

### LESSON LI.

#### MENTAL EXERCISES.

Q. ‘In the beginning of the world.’ What kind of participle is ‘beginning’?

Q. Who or what was ‘beginning,’ or in other words, is there any thing for ‘beginning’ to refer to? True, there is not, but possibly it may partake of the nature of another part of speech. Does it, or does it not mean the same as commencement, that is, does it, or does it not have the sense of a noun?

Q. True, it does, and it has an article before it. What part of speech then, may a participle be sometimes called, when it has an article before it?

Q. We shall sometimes wish to distinguish this class of nouns from others, shall we not?

Q. Since ‘participial,’ means relating to participles, would it or would it not be a good name for such participles as are used as nouns?

Q. ‘They spend large sums in decorating their houses.’ In decorating what? What then is the rule for governing ‘houses,’ by the participle ‘decorating’?

Q. ‘Decorating’ has no article before it, it is true, but does it refer to any thing, does it not rather have the meaning of ornament? Let us see: ‘in the ornaments of their houses.’ Does not this make sense?

Q. If then, ‘decorating’ means the same as the noun ‘ornaments,’ ought it, or ought it not, although it has no article before it, to be called a participial noun?

Q. Well, if it is a noun, what word is there before it, by which it must be governed?

Q. From the foregoing remarks, what does it appear, that all participles, whether they take an object after them or not, may be called, when they have the sense of nouns?

Q. Participial nouns is a good term for them; they generally have an article before them, though not always. Do you recollect whether the participial noun, ‘decorating,’ governed ‘houses’ in the objective case? It may be well to remember what case participial nouns govern. Will you therefore repeat

#### RULE XXIX.

The objective case may be governed by participial nouns.

Q. Will you parse the following sentences, illustrating the use of a participial noun, both with and without an objective case?

- |  |   |
|--|---|
| 'Some things perish in the using, others in the using become more valuable.' | 'Pleased with the whistling of a name.'                   |
| 'By the fear of raising envy.'   | 'He bore his misfortunes without uttering one complaint.' |
| 'Without having been in the world.'  | 'He was busy in making preparations for his departure.'   |
| 'Reading is useful.'   | 'Being praised was his ruin.'                             |
| 'Do you teach reading and writing?'  | 'By the observing of these rules he succeeded.'           |
| 'In correcting his sentences, he made some mistakes.'                        | 'Excessive drinking is ruinous to a man's health.'        |

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## LESSON LII.

### MENTAL EXERCISES.

Q. 'He does nothing.' Does this mean that he does any thing?

Q. 'He does not do nothing.' Does this mean the same as the other?

Q. Well, then, if he does not do nothing, does he or does he not do something?

Q. 'He does evil.' Does this phrase affirm or deny anything?

Q. 'He does not do evil.' Does this affirm or deny anything?

Q. Well, now, since negative means denying, and affirmative means affirming, would you call this sentence, 'he does good,' an affirmative or negative sentence?

Q. 'He does not do good.' Is this a negative or an affirmative sentence?

Q. Is this a negative or an affirmative sentence, 'He does not do nothing?'

Q. Nothing you know, means not any thing, and is there not another negative word?

Q. How many negative words then, are there in the sentence?

Q. You say there are two and also that it is an affirmative sentence. Well, then, do not two negatives destroy each other, that is, are they not equal to an affirmative?

Q. It will be useful to remember this, perhaps it is of importance sufficient to constitute a rule. Will you therefore repeat

### RULE XXX.

Two negatives destroy one another or are equal to an affirmative.

Q. Will you correct the following sentences, and in doing it, tell what a sentence having two negatives means, and then give the rule?

- |  |  |
|--|--|
| 'He does not do no harm.'                                  | 'Nor did I not perceive him.'              |
| 'Be honest, nor take no shape, nor semblance of disguise.' | 'I am poor, I do not possess no property.' |

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## LESSON LIII.

### MENTAL EXERCISES.

Q. 'I detained you that you might see that man that was murdered.' How many 'thats' are there here? They are each of a different part of speech as you doubtless see. Let us see if we can pick them out. What does the last 'that' stand for, or relate to?

Q. What part of speech is it then? Can 'who' or 'which' be substituted for this word in this place and make sense, thus, 'that man who' or 'which was murdered?'

Q. When, then, you can substitute 'who' or 'which' for 'that' and make sense, what part of speech is it?

Q. Can you use 'who' or 'which' for the 'that,' which

stands before 'man'? Is it a relative then, or is it added to the noun to specify? Is it not then an adjective pronoun?

Q. Is the first 'that' in the sentence, added to a noun? Can 'who' or 'which' be used in its place? Is it then either an adjective or relative pronoun?

Q. Does it not assign a cause, or give a reason, why I detained you, and at the same time connect the clauses of the sentence together?

Q. Well, if it connects by expressing addition, cause, &c. is the word a pronoun, or conjunction?

Q. In such phrases as the above, the sense is the best guide, it is true, to determine the parts of speech. But as this word 'that,' is a relative when you can substitute 'who' or 'which' for it, and an adjective pronoun when joined with a noun to specify, of course then, when it is neither of these parts of speech, it must be a conjunction, must it not?

Q. 'I dislike such folks as love idleness.' What is the object after 'dislikes'? By what then is 'folks' governed?

Q. Is it not 'folks' that love idleness? Then what can be the nominative to 'love' unless it is 'as'?

Q. Does 'as' stand for 'folks' then? What part of speech then is 'as,' when it stands for or refers to a noun?

Q. What is the rule for its agreement with 'folks'? In what case is 'as'? Do you notice that it follows 'such' in the same sentence?

Q. When then 'as' follows 'such,' in the same sentence, what part of speech is it generally called?

Q. Can you also tell by the sense, as well as by the word 'such,' when 'as' is a relative pronoun?

Q. 'I found such a thing as I never saw before.' What did I find? What then is the object of found, and what is the rule for it?

Q. What did I never see before? Does 'as' stand for 'thing,' then, here, or does it not?

Q. If it does, what is its gender, number, and person?

Q. You say that 'thing,' is, strictly speaking, the object of

'saw,' and that 'as' stands for this word 'thing': in what case then, is 'as,' and what is the rule by which it is governed by 'saw'?

Q. Do you find from the foregoing, that 'as' may be in the objective, as well as in the nominative case?

Q. 'Do as well as you can.' Does the first 'as' describe the adverb, 'well,' that is, tell how well?

Q. What part of speech must it be then, if it describes or qualifies a verb, participle, adjective, or adverb?

Q. Had it described a noun, what part of speech would it have been?

Q. 'Do as well as you can.' Does or does not the second 'as' connect the phrases on each side of it? What part of speech must it be then, in this, and in all instances where it connects sentences?

Q. Can you substitute 'so' for the first 'as' and not destroy the sense?

Q. Hence, do you see, that we can always tell each part of speech by the sense, and sometimes by the word joined with it? Thus, when 'as' follows 'such,' what part of speech did you say it was? When you can use 'so' for 'as,' what part of speech is 'as'? When you can do neither, is it a relative, conjunction, or adverb?

Q. 'I will take either road.' 'I will take either this road or that.' In the first example, 'either,' is an adjective pronoun, in the second, a conjunction, will you tell me why?

Q. Is 'either,' in the last example, followed by 'or'? What part of speech is it in this case? In the first it is joined to a noun, what part of speech is it then?

Q. 'I will take all the fruit but two apples.' 'This is but doing our duty.' In these two sentences, 'but,' is used both as an adverb and a preposition, will you tell me which is the one, and which is the other? Why?

Q. Does the first 'but' mean the same as 'except,' and the last the same as 'only'?

Q. Can you then or can you not, distinguish them by their meaning?

Q. 'He works for me.' 'I submitted, for it was vain to resist.' What is 'me' governed by, in the first phrase? Does 'for,' in the second, mean the same as 'because'? What parts of speech are each then?

Q. 'Since things are so, we must part.' 'He has not seen me since that time.' 'We finished our studies some time since.' The word 'since' is used here for three different parts of speech. When it means 'because,' is it, or is it not a conjunction? When it is placed before a noun, and denotes relation between one noun and another, is it a preposition or adverb? When it simply tells when an action is performed, that is, relates to time, without having any noun after it, is it an adverb or a preposition?

Q. Do you, or do you not, see by the last example, that when a preposition does not govern any case, it is an adverb?

Q. 'If he has come, then I must go.' 'He came then.' Does the first 'then' refer to time, or does it mean 'therefore,' implying reason, cause, &c.? Is it then a conjunction or an adverb?

Q. Does the second 'then' refer simply to the time of coming? Is it then an adverb or conjunction?

Q. 'He is respected both on his own and on his father's account.' You have seen that 'both' is sometimes an adjective pronoun; but when it corresponds with 'and,' as in this example, is it an adjective pronoun, or conjunction?

Q. 'Yet love does them to slavery draw.' 'They attest facts they have heard, while they were yet heathen.' 'Yet,' in the first example, means 'nevertheless;' would you then call it an adverb or a conjunction? In the second it means 'still,' or 'at that time;' is it in this case a conjunction or an adverb?

Q. 'Ye take too much on you.' 'Thou shalt carry much seed out.' 'Thou art much mightier than we.' 'More men.' 'More ingenious men.' 'The desire of having more, will never have an end.' In these examples, 'much, and 'more' are each used for three different parts of speech. When

'much,' and 'more,' stand for quantity, are they nouns or adjectives? What part of speech are they when joined to nouns? What, when joined to adjectives, adverbs, &c.?

Q. 'The walk on the wall is delightful, and I frequently walk there with a friend.' What two different parts of speech is 'walk,' in this sentence?

Q. The foregoing are a few of the many words that are used in different senses, and consequently as different parts of speech. But by these illustrations, if you have paid good attention, can you or can you not tell what part of speech any word may be, in any sense in which it may be used?



## LESSON LIV.

### QUESTIONS

ON WORDS USED FOR DIFFERENT PARTS OF SPEECH.

- |   |  |
|---|--|
| Q. When is 'that' a relative?             | Q. When may any preposition be used as an adverb?                            |
| Q. When is it an adjective pronoun?       | Q. When is 'then' a conjunction?   |
| Q. When is it a conjunction?              | Q. When is 'then' an adverb?   |
| Q. When is 'as' a relative?               | Q. When is 'both' an adjective?  |
| Q. When is it a conjunction?              | Q. When is 'both' a conjunction?   |
| Q. When is it an adverb?                  | Q. When is 'yet' a conjunction?  |
| Q. When is 'either' a conjunction?        | Q. When is 'yet' an adverb?  |
| Q. When is 'either' an adjective pronoun? | Q. When are 'much' and 'more' nouns?   |
| Q. When is 'but,' a preposition?          | Q. When are they adjectives?   |
| Q. When is 'but' a conjunction?           | Q. When are they adverbs?  |
| Q. When is 'for' a preposition?           | Q. When is 'walk' a noun?  |
| Q. When is 'for' a conjunction?           | Q. When is it a verb?  |
| Q. When is 'since' a conjunction?         | Q. Are there any other words used for two or more different parts of speech? |
| Q. When is 'since' a preposition?         | Q. How can you distinguish them?   |
| Q. When is 'since' an adverb?             |  |

## EXERCISES FOR THE SLATE OR PAPER.

Q. Will you compose three sentences containing the word 'that' used for a different part of speech in each sentence?—Three, each containing the word 'as' used for a different part of speech? Two, having the word 'either' used as an adverb and conjunction? Two, having the word 'but' used as a preposition and conjunction? Two, having the word 'for' used as a conjunction and preposition? Three, having the word 'since' used for three different parts of speech? One, containing a preposition used as an adverb? Two, exemplifying the different parts of speech of 'yet'? Two, each having 'then' used as an adverb and conjunction? Two, having the word 'both,' used as an adjective and conjunction? Two, exemplifying the different uses of 'more' and 'much'? Two, containing the same word used as a noun in one, and as a verb in the other?

## LESSON LV.

## MENTAL EXERCISES.

Q. As the true object of grammar is not only to write correctly, but to speak so too, I will now direct your attention to some improper modes of speech, pronunciation, &c. frequently heard, but carefully to be avoided by accurate scholars.

Q. I will read the incorrect examples, will you repeat the correct ones which follow?

- |                             |                                 |
|-----------------------------|---------------------------------|
| Q. 'I should admire to go.' | Q. 'I am nicely, I thank you.'  |
| I should be pleased to go.  | I am well, I thank you.         |
| Q. 'Git your seat.'         | Q. 'This beef is mighty good,   |
| Get your seat.              | Sir.'                           |
| Q. 'An awful fellow.'       | This beef is very good, Sir.    |
| A disagreeable fellow.      | Q. 'James is to home.'          |
| Q. 'I am very poorly.'      | James is at home.               |
| I am very ill.              | Q. 'I guess I shall go home     |
| Q. 'He sot in the chair.'   | soon.'                          |
| He sat in the chair.        | I think I shall go home soon.   |
| Q. 'He had'nt ought to go.' | Q. 'I guess it rains a little.' |
| He ought not to go.         | I believe it rains a little.    |

- |  |  |
|--|--|
| Q. 'Do not pint your finger at me.'              | Q. 'Will you lay down after dinner?'           |
| Do not point your finger at me.                  | Will you lie down after dinner?                |
| Q. 'Will you close the shetter?'                 | Q. 'He belongs to meeting.'                    |
| Will you close the shutter?                      | He belongs to the church.                      |
| Q. 'Aro there a good many students in college?'  | Q. 'He must'nt go.'                            |
| Are there a great many students in college?      | He must not go.                                |
| Q. 'Do that the fust thing.'                     | Q. 'I wish I could get red of this head-ache.' |
| Do that the first thing.                         | I wish I could get rid of this head-ache.      |
| Q. 'I wish we could have the door shet.'         | Q. 'I see your brother the other day.'         |
| I wish we could have the door shut.              | I saw your brother the other day.              |
| Q. 'Jest look at them houses.'                   | Q. 'I have got to go and see my aunt.'         |
| Just look at those houses.                       | I must go and see my aunt.                     |
| Q. 'What a sight of churches that are town has.' | Q. 'Do not spile your book, my child.'         |
| What a number of churches that town has.'        | Do not spoil your book, my child.              |
| Q. 'I cant go there noways.'                     | Q. 'He sat out on his way home.'               |
| I cannot go there nowise.                        | He set out on his way home.                    |
| Q. 'I calculate to study hard this year.'        | Q. 'Mr. L. chaws tobacco.'                     |
| I intend to study hard this year.                | Mr. L. chews tobacco.                          |
| Q. 'I reckon so.'                                | Q. 'The nigger has run away.'                  |
| I think so.                                      | The negro has run away.                        |
| Q. 'Open the winder or I shall faint.'           | Q. 'Where do they set in church?'              |
| Open the window or I shall faint.                | Where do they sit in church.                   |
| Q. 'He learnt his lesson well.'                  | Q. 'Nary one of them saw the whale.'           |
| He learned his lesson well.                      | Neither of them saw the whale.                 |
| Q. 'Did your instructor learn you that?'         | Q. 'James made out to get home.'               |
| Did your instructor teach you that?              | James succeeded in getting home.               |
| Q. 'The lesson is extremely tough.'              | Q. 'The heft of it is very great.'             |
| The lesson is extremely hard.                    | The weight of it is very great.                |
| Q. 'He is otherways employed.'                   | Q. 'Do heft me, and see how much I weigh.'     |
| He is otherwise employed.                        | Do lift me, and see how much I weigh.          |
| Q. 'Shall I go or no?'                           | Q. 'I dare not resk it.'                       |
| Shall I go or not?                               | I dare not risk it.                            |
| Q. 'They done it poorly.'                        |  |
| They did it poorly.                              |  |
| Q. 'This 'ere is very pretty.'                   |  |
| This is very pretty.                             |  |

- Q. 'He het it hot.'  
He heated it hot.
- Q. 'The rain hendered my see-  
ing the city.'  
The rain hindered my seeing  
the city.
- Q. 'You have got some crock  
on your face.'  
You have got some smut on  
your face.
- Q. 'Be you going before nine  
o'clock?'  
Are you going before nine  
o'clock?
- Q. 'The water hiles.'  
The water boils.
- Q. 'He had a span of horses.'  
He had a pair of horses.
- Q. 'Are you fond of cowslops?'  
Are you fond of cowslips?
- Q. 'Mr. W. expected to have  
gone.'  
Mr. W. expected to go.
- Q. 'I live very fur from here.'  
I live very far from here.
- Q. 'The flower wilted and  
died.'  
The flower withered and  
died.
- Q. 'Could you get in the house?'  
Could you get into the house?
- Q. 'Cranberry sauce is very  
good.'  
Cranberry sauce is very  
good.
- Q. 'I took a peek into the room.'  
I took a peep into the room.
- Q. 'I never saw sich curious  
things.'  
I never saw such curious  
things.
- Q. 'When the ruff caught on  
fire all was in vain.'  
When the roof caught on  
fire all was in vain.
- Q. 'Iseldom ever ride.'  
I seldom ride.
- Q. 'He has no gardeen.'  
He has no guardian.
- Q. 'He is very good to go of  
arants.'  
He is very good to go of er-  
rands.
- Q. 'Would you rense them?'  
Would you rinse them?
- Q. 'He behaves awfully.'  
He behaves badly.
- Q. 'He is a very lcttle fellow.'  
He is a very little fellow.
- Q. 'Are you cleverly to-day?'  
Are you well to-day?
- Q. 'The lalock is in bloom.'  
The lilac is in bloom.
- Q. 'The boys were all drownd-  
ed.'  
The boys were all drowned.
- Q. 'I am a chunked fellow.'  
I am a sturdy fellow.
- Q. 'He combed the dander from  
his head.'  
He combed the dandruff  
from his head.
- Q. 'The horse's hull' is badly  
hurt.'  
The horse's hoof is badly  
hurt.
- Q. 'He is the composuist of  
many pieces.'  
He is the composer of many  
pieces.
- Q. 'I have a fine boss.'  
I have a fine horse.
- Q. 'The dreen is finished.'  
The drain is finished.
- Q. 'I begrutch the money I  
gave.'  
I grudge the money I gave.
- Q. 'There are many hous'n in  
town.'  
There are many houses in  
town.
- Q. 'I have not got none.'  
I have got none.
- Q. 'He is comin, walkin, or  
ridin.'  
He is coming, walking, or  
riding.
- Q. 'I would ruther go than not.'  
I would rather go than not.
- Q. 'He is a very musical man.'  
He is a very humorous man.

- Q. 'That is poor luther.'  
That is poor leather.
- Q. 'How perk he is to-day.'  
How lively he is to-day.
- Q. 'He fell down the sullar  
stairs.'  
He fell down the cellar stairs.
- Q. 'I wish I had two million  
such.'  
I wish I had two millions  
such.
- Q. 'The stick is twenty foot  
long.'  
The stick is twenty feet long.
- Q. 'How many pound do they  
weigh?'  
How many pounds do they  
weigh?
- Q. 'From whence does the  
noise come?'  
Whence does the noise come?
- Q. 'Do you know how many  
there is?'  
Do you know how many  
there are?
- Q. 'It was a tight match for us  
to do it.'  
It was with difficulty we did  
it.
- Q. 'You must do like he does-'  
You must do as he does.'
- Q. 'Oh, no, says I.'  
Oh, no said I.
- Q. 'He rode five mild.'  
He rode five miles.

◆◆◆◆◆

## LESSON LVI.

### MENTAL EXERCISES.

Q. I will in the next place present you with a list of prepositions, which are derived from the Latin and Greek languages, and which enter into the composition of a great many English words. If you study them correctly you will be able to understand easily the meaning of many of our words, of which they form an important part.

- A, AB, ABS—signify *from* or *away*: as, to *avert*, to turn from; to *abstract*, to draw away.
- AD—signifies *to* or *at*: as, to *adhere*, to stick to; to *admire*, to wonder at.
- ANTE—means *before*: as, *antecedent*, going before; to *antedate*, to date before.
- CIRCUM—means *round about*: as, to *circumnavigate*, to sail round.
- CON, COM, CO, COL—signify *together*: as, to *conjoin*, to join together; to *compress*, to press together; to *co-operate*, to work together; to *collapse*, to fall together.
- CONTRA—*against*: as, to *contradict*, to speak against.
- DE—signifies *from, down*: as, to depart, to retire from: to *deject*, to cast down.
- DI—asunder: as, *dilacerate*, to tear asunder.
- DIS—reverses the meaning of the word to which it is prefixed: as, to disagree, to dispossess.

- E, EX**—*out*: as, to *eject*, to throw out; to *exclude*, to shut out.
- EXTRA**—*beyond*: as, *extraordinary*, beyond the ordinary course.
- IN**—before an adjective, like *un*, signifies privation: as, *indecent*, not decent; before a verb it has its simple meaning: as, to *infuse*, to pour in; to *infix*, to fix in.
- INTER**—*between*: as, to *intervene*, to come between; to *interpose*, to put between.
- INTRO**—*into, inwards*: as, to *introduce*, to lead into; to *introspect*, to turn inwards.
- OB**—denotes opposition: as, to *object*, to oppose: to *abstract*, to block up; *obstacle*, something standing in opposition.
- PER**—*through*: as, to *perambulate*, to walk through: to *perferate*, to bore through.
- POST**—*after*, as, *post-meridian*, afternoon; *postscript*, written after, that is, after the letter.
- PRÆ**—*before*, as, to *pre-exist*, to exist before; to *prefix*, to fix before.
- PRO**—*forth or forwards*: as, to *protrud*, to stretch forth; to *project*, to shoot forwards.
- PRÆTER**—*past or beyond*: as, *preterperfect*, pastperfect: *preter-natural*, beyond the course of nature.
- RE**—*again or back*: as, *reprint*, to print again; to *retrace*, to trace back.
- RETRO**—*backwards, retrospective*: looking backwards; *retrograde*, going backwards.
- SE**—*aside, apart*: as, to *seduce*, to draw aside; to *secrete*, to put aside.
- SUB**—*under*: as, *subterranean*, lying under the earth; to *subscribe*, to *subsign*, to write under.
- SUBTER**—*under*: as, *subterfugious*, flowing under.
- SUPER**—*above, or over*: as, *superscribe*, to write above; to *super-ise*, to overlook.
- TRANS**—*over, beyond, from one place to another*: as, to *transport*, to carry over; to *transgress*, to pass beyond; to *transplant*, to remove from one soil to another.
- The Greek prepositions and particles, used in the composition of English words, are the following: *a, amph, anti, hyper*, &c.
- A**—signifies privation: as, *anonymous*, without name.
- AMPHI**—*both, or the two*: as, *amphibious*, partaking of both, or of two natures.
- ANTI**—*against*: as, *anti-monarchical*, against government by a single person; *anti-ministerial*, against the ministry.
- HYPER**—*over and above*: as, *hypercritical*, over or too critical.
- HYPO**—*under*, implying concealment or disguise: as, *hypocrite*, one dissembling his real character.
- META**—denotes change or transmutation; as, to *metamorphose*, to change the shape.
- PERI**—*round about*: as, *periphrasis*, circumlocution.
- SYN, SYM**—*together*: as, *synod*, a meeting or coming together; *sympathy*, fellow-feeling, feeling together.

**Q.** Here follows below a number of sentences exemplifying the signification and use of the foregoing prepositions:— These you will carefully peruse, and then I will examine you by the questions annexed to each sentence, first reading it to you. This is particularly important, as it will illustrate more fully the meaning of many terms constantly in use.

- 'His attention is abstracted.'  
'May God avert that evil.'  
'He abhorred the deed.'

**Q.** What is the meaning of **A, AB, OR ABS**? What is the meaning of 'abstracted'? Of 'avert'? Of 'abhorred'? What prepositions are used in the composition of these words?

- 'Adverb signifies added to a verb.'  
'William admired the mighty Andes.'  
'The wax adheres to the table.'

**Q.** What is the meaning of **AD**? What is the meaning of 'admired'? With what preposition are they compounded?

- 'No hostile hand can antedate my doom.'  
'The noun, with which the relative agrees, is called antecedent.'

**Q.** What is the meaning of **ANTE**? What is the meaning of 'antedate'? Of 'antecedent'? With what proposition are these words compounded?

- 'Capt. Cook circumnavigated the globe.'

**Q.** What is the meaning of **CIRCUM**? Of 'circumnavigated'?

'The conjunction is used to connect words and sentences together.'

- 'Our interests are conjoined.'  
'The cotton was much compressed.'  
'Let us co-operate with the wise and good.'  
'A part of the engine callapsed.'

**Q.** What is the meaning of **COM. CON. CO. COL.**? What is the meaning of 'conjunction'? Of 'compressed'? Of 'co-operate'? Of 'collapsed'?

- 'He will depart to-morrow.'  
'He was dejected.'

**Q.** What is the meaning of **DE**? Of 'depart'? Of 'dejected'?

- 'His limbs were dilacerated.'

**Q.** What is the meaning of **DI**? Of 'dilacerated'?

- 'James and William disagree.'

'He is dispossessed of what he claimed to be his own property.'  
 Q. What is the meaning of DIS? Of 'disagree'? Of 'dispossessed'?

'He ejected the rogue.'  
 'He was excluded from the school.'

Q. What is the meaning of E? Of EX? Of 'ejected'? Of 'excluded'?

'Frank is an extraordinary scholar.'

Q. What is the meaning of EXTRA? Of 'extraordinary'?

'He infused the poison.'  
 'He is an indecent fellow.'  
 'A or an is an indefinite article.'

Q. What is the meaning of IN? Of 'infused'? Of 'indecent'? Of 'indefinite'?

'A wall intervened.'  
 'He interposed between them.'

Q. What is the meaning of INTER? Of 'intervened'? Of 'interposed'?

'He was introduced to the President.'

Q. What is the meaning of INTRO? Of 'introduced'?

'He objected to the undertaking.'  
 'The passage was obstructed.'  
 'He encountered an obstacle.'

Q. What is the meaning of OB? Of 'objected'? Of 'obstructed'? Of 'obstacle'?

'He perambulated the streets.'  
 'The board was perforated.'

Q. What is the meaning of PER? Of 'perambulated'? Of 'perforated'?

'The news came, post meridian.'  
 'A postscript was added to the letter.'

Q. What is the meaning of POST? Of 'post meridian'? Of 'postscript'?

'God is pre-existent.'  
 'These conditions were prefixed.'

Q. What is the meaning of PRÆ? of 'pre-existent'? Of 'prefixed'?

'All stood with their protended spears prepared.'  
 'A large stone was projected from the battlements.'

Q. What is the meaning of PRO? Of 'protended'? Of 'projected'?

'The verb was in the preterperfect tense.'  
 'It was a preternatural effort.'

Q. What is the meaning of PRÆTER? Of 'preterperfect'? Of 'preternatural'?

'The book was reprinted.'  
 'He retraced his steps.'

Q. What is the meaning of RE? Of 'reprinted'? Of 'retraced'?

'She was taking a retrospective view of her life.'  
 'Your improvement should be progressive, not retrograde.'

Q. What is the meaning of RETRO? Of 'retrospective'? Of 'retrograde'?

'She was seduced from the paths of rectitude.'  
 'He secreted his stolen treasure.'

Q. What is the meaning of SE? Of 'seduce'? Of 'secreted'?

'He subscribed for the paper.'  
 'Roused within the subterranean world.'  
 'He subsigned with his cross.'

Q. What is the meaning of SUB? Of 'subscribed'? Of 'subterranean'? Of 'subsigned'?

'He superscribed the letter.'  
 'He supervised the publication.'

Q. What is the meaning of SUPER? Of 'superscribed'? Of 'supervised'?

'English convicts are transported to Botany Bay.'  
 'He has transgressed the law.'  
 'The potato has been transplanted from America to Europe.'

Q. What is the meaning of TRANS? Of 'transported'? Of 'transgressed'? Of 'transplanted'?

'The secretary received an anonymous letter.'

Q. What is the meaning of A? Of 'anonymous'?

'The seal is an amphibious animal.'

Q. What is the meaning of AMPHI? Of 'amphibious'?

'He is an anti-mason.'  
 'A republican is anti-monarchical.'  
 'A part of the community are anti-administration.'

Q. What is the meaning of ANTI? Of 'anti-mason'? Of 'anti-monarchical'? Of 'anti-administration'?

'Dr. Blair's remarks are hypercritical.'

Q. What is the meaning of HYPER? Of 'hypercritical'?

'A hypocrite is detestable.'

Q. What is the meaning of HYPO? Of 'hypocrite'?

'He can metamorphose himself wonderfully.'

Q. What is the meaning of META? Of 'metamorphose'?

'He commenced his speech after much periphrasis.'

Q. What is the meaning of PERI? Of 'periphrasis'?

'The synod is assembled.'

'He feels sympathy for the unfortunate.'

Q. What is the meaning of SYN? Of SYM? Of 'synod'? Of 'sympathy'?

## LESSON LVII.

### MENTAL EXERCISES.

Q. We frequently find examples of words, formed not only in part, as those in the last lesson, but wholly from other languages. When such cases occur, it is desirable to know how to dispose of them. To do this, you are sensible we must know their signification. Of the following examples I will read those containing the terms alluded to, and will you give the sentences, which contain their meaning?

Q. 'Matter may be divided *ad infinitum*.' L.\*

Matter may be divided without end.

Q. 'Things should be estimated *ad valorem*.' L.

Things should be estimated according to their value.

Q. 'His *Alma Mater* has sent forth many excellent scholars.' L.

The University at which he was graduated, has sent forth many excellent scholars.

Q. '*Anglice*, this is the meaning.'

In English this is the meaning.

Q. 'He drew conclusions *a posteriori*.' L.

He drew conclusions from what followed.

Q. 'He drew conclusions *a priori*.' L.

He drew conclusions from what had gone before.

Q. 'The *beau monde* [pronounced bo-mond] are precise in

\* L. stands for Latin, that is, that the phrase made use of is a Latin one. F. French.

their manners.' F.

The fashionable world are precise in their manners.

Q. 'The contract was made *bona fide*.' L.

The contract was made in good faith.

Q. 'A *bon mot* [bo-mo] may provoke resentment.' F.

A witty repartee may provoke resentment.

Q. 'His manners are quite the *ton*.' F.

His manners are quite the fashion.

Q. 'His *chateau* [sha-to] is delightfully situated.' F.

His country seat is delightfully situated.

Q. 'That painting is a *chef d'œuvre* [shéf-deuvre.] F.

That painting is a master piece.

Q. 'He is *non compos mentis*.' L.

He is not of sound mind.

Q. 'The city was taken by a *Coup de main* [coo de min] F.

The city was taken by a daring effort.

Q. 'The people rebelled *en masse*.' [en mas.] F.

The people rebelled in a body.

Q. 'The motto of the U. S. is *E pluribus unum*.' L.

The motto of the U. S. is one formed of many.\*

Q. 'The Vice President of the U. S. is President of the Senate, *ex-officio*.' L.

The Vice-President of the U. S. is President of the Senate, by virtue of his office.

Q. 'An *ex parte* council is called. L.

A council on one side is called.

Q. 'Robinson's history contains a *fac simile* of the hand writing of the signers of our declaration of independence.' L.

The affair remains in the same state, as before.

Robinson's history contains an exact copy of the hand writing of the signers of our declaration of independence.

Q. 'The *fille de chambre* [fi-deschambre] has gone out.' F.

The chamber maid has gone out.

Q. 'The *gens d'armes* [shon-darme] paraded the streets.' F.

The police soldiers paraded the streets.

Q. 'The judge issued a writ of *habeas corpus*.' L.

The judge issued a writ by which (he said,) you may have the body.

Q. 'There is no *data* from which to calculate.' L.

There is nothing given from which to calculate.

Q. 'He made his *debut* [debu] last evening.' F.

He made his first appearance last evening.

Q. 'On some coin is stamped, *Dei gratia*.' L.

On some coin is stamped, by the grace of God.

Q. 'At Portsmouth is a naval *depot*, [da-po]. F.

At Portsmouth is a naval deposit.

Q. 'I am subject to *ennui*, [en-nui]. F.

I am subject to low spirits.

Q. 'He is good and she is good, *ergo* both are good.' L.

He is good and she is good, therefore both are good.

Q. 'There is an *Hotel Dieu* [O-tel-dieu]. F.

There is a house of God. (It usually means a hospital in French.)

Q. 'The affair remains *in statu quo*.' L.

The affair remains in the same state, as before.

\* Thirteen states formed a confederation.

- Q. 'Have you an *errata* in the book?' L.  
Have you a list of errors in the book?
- Q. 'The statement was false *in toto*.' L.  
The statement was false in every part.
- Q. 'His *ipse dixit* needs proof.' L.  
His assertion needs proof.
- Q. 'The king travelled *incognito* (or *incog.*) L.  
The king travelled disguised.
- Q. 'Imprimis, I will notice that circumstance.' L.  
In the first place I will notice that circumstance.
- Q. 'He came *in propria persona*.' L.  
He came in person.
- Q. 'I judge so, *ipso facto*.' L. }  
I judge so from the fact itself. }  
Q. 'Some men are fond of a }  
*jeu de motz*. [zhu-de-mo.] F. }  
Some men are fond of a pun. }  
Q. 'She is distinguished for *jeu }  
*d'esprit*. [zhu-despre.] F. }  
She is distinguished for her witty }  
speeches. }*
- Q. 'The *magna charta* of English liberty was obtained in the reign of John. L.  
The great charter of English liberty was obtained in the reign of John.
- Q. 'Memento mori.' L.  
Remember that thou must die.
- Q. 'The *minimum* duty is sufficient. L.  
The lowest duty is sufficient.
- Q. 'This work, will, I hope, contain *multum in parvo*.' L.  
This work will, I hope, contain much in a little space.
- Q. 'To succeed in that, was the *ne plus ultra* of his wishes.' L.  
To succeed in that, was the utmost extent of his wishes.
- Q. 'That remark was *apropos*. [appropo.] F.  
That remark was pertinent.
- Q. 'That was said *mal-apropos*. [*ma-lap-ro-po*] F.  
That was said unseasonably.
- Q. 'Washington was *pater patriae*.' L.  
Washington was the father of his country.
- Q. 'Some are employed *per diem*, others *per annum*.' L.  
Some are employed by the day, others by the year.
- Q. 'He believes that kings reign, *jure divino*.' L.  
He believes that kings reign by a divine right.
- Q. 'When this is said, *excunt omnes*.' L.  
When this is said, all go out.
- Q. 'My *quondam* tutor is dead.' L.  
My former tutor is dead.
- Q. 'Petits maitres [petite matre] poor things, are objects of pity.' F.  
Fops, poor things, are objects of pity.
- Q. 'I will take no part, *pro* or *con*.' L.  
I will take no part, for or against.
- Q. 'In the absence of Mr. A., I was appointed secretary, *pro tempore*, or *pro tem*.' L.  
In the absence of Mr. A., I was appointed secretary for the time being.
- Q. 'Although it will do no good, still I will do it *pro forma*.' L.  
Although it will do no good, still I will do it for form's sake.
- Q. 'He labored *pro bono publico*.' L.  
He labored for the good of the public.'
- Q. 'When sentence of death was passed on him, he heard it with much *sang froid* [song froy.] F.

- When sentence of death was passed on him, he heard it with great coolness, or without emotion.
- Q. 'Let the Bible be your *vade mecum*.' L.  
Let the Bible be your constant companion.
- Q. 'When wicked men bear sway, we exclaim, *O tempora, O mores!*' L.  
When wicked men bear sway, we exclaim, Oh, the times, Oh the manners!
- Q. 'Rouge [roozhe] beautifies the face, but not the mind.' F.  
Paint beautifies the face, but not the mind.
- Q. 'The meeting was adjourned *sine die*.' L.  
The meeting was adjourned without day, or indefinitely.
- Q. 'The case on trial was Johnson *versus* (vs.) Stokes. L.  
The case on trial was Johnson against Stokes.
- Q. 'The letter was sent *via* Boston.' L.  
The letter was sent by the way of Boston.
- Q. 'His *valet de chambre* [vala-de-shombre] constantly attends him.' F.  
His footman always attends him.
- Q. 'Vide such a page.' L.  
See such a page.
- Q. 'Johnson was appointed postmaster, *vice* Dickson, removed.' L.  
Johnson was appointed postmaster, in place of Dickson, removed.'
- Q. 'Some place the *summum bonum* in pleasure.' L.  
Some place the chief good in pleasure.
- Q. 'The bill passed, *nemine contradicente*, (*nem. con.*) L.  
The bill passed, no one opposing it.
- Q. 'The bill passed *una voce*.' L.  
The bill passed unanimously.
- Q. 'The priest went into the *sanctum sanctorum*.' L.  
The priest went into the most holy place.
- Q. 'He was acquitted by proving an *alibi*.' L.  
He was acquitted by proving himself elsewhere.
- Q. 'The robbers attacked him *vi et armis*.' L.  
The robbers attacked him with force and arms.
- Q. 'Things that are equal to the same are equal to one another, and *vice versa*.' L.  
Things that are equal to the same are equal to one another, and the reverse.
- Q. 'The business was done *secundum artem*.' L.  
The business was done according to art.
- Q. 'Miss C's head dress was quite *au fait*. [*o-fa*] F.  
Miss C's head dress was just as it should be.
- Q. 'The alteration may be made if it can be done *salvo sensu*.' L.  
The alteration may be made if it can be done, preserving the sense.
- Q. 'Good order, in school, is a *sine qua non*.' L.  
Good order, in school, is an indispensable requisite.
- Q. 'I will give an account of the transaction *salvo pudore*.' L.  
I will give an account of the transaction without offence to modesty.
- Q. *Quod erat demonstrandum*, or Q. E. D.' L.  
Which was to be proved.

## PART II.



Q. You now understand, it is hoped, how to class every word in the English language. Classing words, you doubtless know, is an exercise distinct from giving the rules for their agreement. Hence we shall need some name for each of these exercises. This then shall be our next object. You know perhaps that we have a word, *etymon*, which signifies an original word or root, and by taking the Greek word *logos*, a discourse, we can form a compound word of these two, and by a slight variation it will be ETYMOLOGY. Etymology, will then mean, literally, discoursing respecting the original signification of words, but in doing this it will be natural to notice their different sorts or classes, as nouns, verbs, and the various changes which they undergo; hence these exercises are generally called Etymology. Etymology then will treat of all the different Parts of Speech, viz. noun, article, adjective, pronoun, verb, participle, adverb, preposition, conjunction, and interjection.

The next name for which we are in immediate want is one for the due arrangement of these words in sentences. In the list of Greek prepositions, heretofore given, you will find that *syn*, means *with*, and there is a Greek word *taxo*, to *arrange*. By a little alteration of these words we form the compound word SYNTAX. By Syntax then, we are to understand that subject which treats of the due arrangement and agreement of words in a sentence.

We now have two names that will represent all the various exercises in language, which you have thus far been called upon to perform. Will it not be convenient, sometimes to have a single name for both subjects, to distinguish them from many others at school? The object of all the exercises in this work, is to teach you to speak and write agreeably to the usage of the best writers and speakers.

We will next find the name for these exercises of which we are now speakng. *Grammar*, in Greek, signifies a letter, and as a letter is the first element of language, we will call the whole subject of speaking or writing the English Language, according to established usage, by the general name of GRAMMAR.

When any Grammar treats of the leading principles equally applicable to all languages, it is called Universal or Philosophical Grammar. When it is confined to the peculiar expressions and

idioms of a single tongue, it is called Particular Grammar, or perhaps more commonly by the simple term, Grammar.

We have seen that the subject of Grammar includes Etymology and Syntax, and when words are arranged conformably to the rules of the latter, you know that they will form sentences. 'John learns his lesson,' is a simple sentence, so also is this. 'The industrious ant, in the time of summer, lays up food in abundance against the ravages of dreary winter,' because there is but one verb and one nominative in each of them. 'John learns his lesson, but Rufus loves play,' is a compound sentence, because it contains two nominatives and two verbs.

Hence we see that a simple sentence may contain several parts of speech, but it can contain only one finite\* verb, and one nominative to the verb. Also, that a compound sentence must contain at least two finite verbs, and two nominatives.

When two or more words are put together so as to make sense, forming either a sentence or part of a sentence, such expressions are called phrases.

#### QUESTIONS.

- |   |  |
|---|--|
| Q. What does the word <i>etymon</i> signify?                                      | Q. What does <i>Universal Grammar</i> mean?  |
| Q. What does the word <i>etymology</i> signify?                                   | Q. What does <i>Philosophical Grammar</i> mean?  |
| Q. Of what does etymology treat?  | Q. When is Grammar called <i>particular</i> ?  |
| Q. How many parts of speech are there?  | Q. Is the Grammar of which this work treats <i>Universal</i> , <i>Philosophical</i> , or <i>Particular</i> ? |
| Q. What are their names?  | Q. What constitutes a sentence?  |
| Q. What does <i>syn</i> signify, in composition?                                  | Q. How many kinds of sentences are there?  |
| Q. What does <i>syntax</i> mean?  | Q. What is a simple sentence?  |
| Q. Of what subject does it treat?   | Q. Must a simple sentence be confined to two parts of speech?  |
| Q. What is the meaning of the word <i>Grammar</i> , and what is the object of it? | Q. What is a compound sentence?  |
| Q. What is the true definition of <i>Grammar</i> ?                                | Q. What is a phrase?   |

Q. Notwithstanding you have learned all the properties of each part of speech, still you may not know the most convenient order of naming them. Besides, it will be best to observe always the same order, so as to be certain that you have omitted nothing. I therefore recommend to you to make yourself familiar with the following

#### PARSING TABLE.

- |   |  |
|---|--|
| ARTICLE.<br><i>A wise man.</i>          | A. An article, because it points out the meaning, or limits the meaning of the noun. |
| Q. What part of speech is 'A,' and why? |  |

\* *Finite* to distinguish them from those in the *infinitive* mode.

- |  |   |
|--|---|
| Q. Is it definite or indefinite, and why?  | A. Masculine, because it is the name of a male.   |
| A. Indefinite, because it does not mean any particular man.  | Q. Of what number, and why?   |
| Q. To what does it belong?   | A. The singular number, because it means but one.   |
| A. To man.   | Q. In what case is 'man,' and why?  |
| Q. What is the rule?   | A. In the nominative case, because it is the agent or subject spoken of.  |
| A. 'The indefinite article A, or AN, belongs to nouns in the singular number only.'  | Q. To what is it the nominative case, and why?  |
| ADJECTIVE.<br><i>A wise man.</i>   | A. It is nominative to 'practises,' because it determines or governs the person and number of 'practises.'                |
| Q. What part of speech is 'wise,' and why?   | Q. What is the rule for the nominative case?  |
| A. Wise is an adjective, because it describes the noun, man.   | A. 'The nominative case governs the verb.'  |
| Q. Will you compare it?  | VERB.<br><i>A wise man practises virtue.</i>  |
| A. POSITIVE wise, COMPARATIVE wiser, SUPERLATIVE wisest.   | Q. What part of speech is 'practises,' and why?   |
| Q. Is it regularly or irregularly compared, and why?   | A. 'Practises' is a verb, because it denotes action or being.   |
| A. It is regularly compared, because it forms its comparative by adding R to the positive, and the superlative by adding ST to the same. It can also be regularly compared by more and most. | Q. Will you name its principal parts?   |
| Q. To what does it belong, and why?  | A. PRESENT practise, IMPERFECT practised, PERFECT PARTICIPLE practised.   |
| A. It belongs to 'man,' because it describes 'man.'  | Q. Is it a regular or irregular verb, and why?  |
| Q. What is the rule for it?  | A. Practises is a regular verb, because its imperfect tense and perfect participle are formed by adding V to the present. |
| A. 'Adjectives belong to nouns.'   | Q. In what mode is it, and why?   |
| NOUN.<br><i>A wise man practises virtue.</i>   | A. It is in the indicative mode, because it simply declares a thing.  |
| Q. What part of speech is 'man,' and why?  | Q. In what tense is it, and why?  |
| A. Man is a noun, because it is the name of a person.  | A. It is in the present tense, because it denotes that the action is doing now.   |
| Q. Is it proper or common, and why?  | Q. Will you conjugate it?   |
| A. It is a common noun, because it is a general name.  | A. SINGULAR.<br>1st Per. I practise.<br>2d Per. Thou practisest.  |
| Q. Of what person is 'man,' and why?   |   |
| A. It is of the third person, because it is spoken of.   |   |
| Q. Of what gender is 'man,' and why?   |   |

- 3d Per. He, she, it, or man practises.
- PLURAL.
- 1st Per. We practise.  
2d Per. Ye or you practise.  
3d Per. They practise.
- Q. In what person is 'practises,' and why?  
A. It is in the third person, because its nominative 'man,' is of this person.
- Q. In what number is it, and why?  
A. It is of the singular number, because its nominative 'man' is.
- Q. What does it agree with, and what is the rule?  
A. It agrees with its nominative man. 'A verb agrees with its nominative in number and person.'
- PARTICIPLE.
- I saw James running.*
- Q. What part of speech is 'running,' and why?  
A. Running is a participle, because it both describes and implies action.
- Q. What verb is it from?  
A. From the verb 'run.'
- Q. Will you name the principal parts?  
A. PRESENT RUN, IMPERFECT run, PERFECT PARTICIPLE, run.
- Q. What kind of verb is 'run,' and why?  
A. It is an irregular verb, because it does not form its imperfect tense and perfect participle by adding D or ED to the present.
- Q. Is it a present, perfect, or compound perfect participle, and why?  
A. It is a present participle, because it denotes present time.
- Q. What does it refer to, and why?  
A. It refers to James, because it is James that is running.
- Q. What is the rule for it?  
A. 'Participles belong to nouns.'
- PRONOUN RELATIVE.
- I saw James who was hurt.*
- Q. What part of speech is 'who,' and why?  
A. It is a pronoun, because it stands for the noun, James.
- Q. Is it a relative or personal pronoun, and why?  
A. It is a relative pronoun, because it refers to James for an antecedent.
- Q. What is its person, and why?  
A. It is of the third person, because its antecedent is.
- Q. Of what number is it, and why?  
A. It is of the singular number, because its antecedent is.
- Q. What is its gender, and why?  
A. Masculine, because its antecedent is of that gender.
- Q. With what does it agree?  
A. With James, its antecedent.
- Q. What is the rule?  
A. 'Pronouns must agree with the nouns for which they stand, in gender, number and person.'
- Q. In what case is 'who,' and why?  
A. It is in the nominative case, because it stands for an agent or subject of the verb.
- Q. To what verb is it the nominative case?  
A. To 'was.'
- Q. What is the rule?  
A. 'The nominative case governs the verb.'
- PRONOUN PERSONAL.
- This is parsed in the same manner as the relative, excepting that we tell why it is personal instead of relative.*
- ADVERB.
- James acts nobly.*
- Q. What part of speech is 'nobly,' and why?  
A. It is an adverb, because it is

- added to the verb to describe its action.
- Q. What does it qualify or describe, and what is the rule?  
A. It qualifies the verb acts.—'Adverbs qualify verbs, participles, adjectives, and other adverbs.'
- PREPOSITION.
- James went from the city to the country.*
- Q. What part of speech do you call 'from' and 'to,' and why?  
A. Prepositions, because they are placed before the nouns, city and country, to show the relation between them.
- CONJUNCTION.
- James and John write.*
- Q. What part of speech is 'and'?
- A. It is a conjunction, because it connects together James and John.
- Q. Is it copulative or disjunctive, and why?  
A. Copulative, because it connects the words together, and also connects the sense of the sentence.
- NOTE TO TEACHERS.—The pupil should be required at an early stage of his parsing, always to give the reason for each step in the process. The subject, in this way, will be more clearly understood and consequently more interesting to the scholar. To do this particularly, may be somewhat troublesome, at first, but it will eventually prove the most certain, as well as most expeditious method of learning Grammar.

## SYNTACTICAL EXERCISES.

## RULE I.

The nominative case governs the verb in number and person.

## RULE II.

A verb must agree with its nominative in number and person.

## EXAMPLES.

*Nouns.—Regular Neuter Verbs—Indicative Mode.*

Henry walks.	Rufus returned.
Boys play.	Susan will dance.
Men sinned.	James will shout.
James has departed.	George has replied.
Rufus has triumphed.	Washington had retired.
Americans will flourish.	Diamonds sparkle.
Mankind shall pass away.	Birds migrate.
Trees shall have blossomed.	Peace will endure.
George will have expired.	

*Regular Neuter Verbs—Potential Mode.*

John may retire.	Stephen may have remained.
William can rejoice.	Susan can have remembered.
Susan might weep.	Harriet might have apologised.
Mary could return.	Animals could have breathed.
Waterfalls should roar.	William should have cared.
George should remain.	Augustus could have lived.

*Auxiliary Verb, Do.*

James does mourn.	Oxen do low.
Peter did laugh.	Stephen does play.
Thomas does sneeze.	William did deliberate.
Mary does reply.	Caesar did triumph.
Boys do quarrel.	Peter did dream.

*Interrogative Form. Regular Neuter Verbs.*

Does James play?	May Nancy remove?
Did Thomas jump?	Can justice remain?
Has Susan laughed?	Could roses bloom?
Had Mary rejoiced?	Would Peter stay?
Shall William return?	Should philosophy prevail?
Shall Joseph have cared?	Might Jane return?
May Caesar have triumphed?	Could John have dreamed?

## EXERCISES FOR THE SLATE OR PAPER.

Q. Will you write on the slate the same nominative, to six different verbs? Six different nominatives, and the same regular neuter verb? Six different nominatives, and six different irregular verbs, each in a different tense? Six, three in different tenses, but in the same mode, and three in different modes, but the same tense? Write four names of wild beasts as nominatives each to an irregular verb? Write six names of birds that soar in the air, and each the nominative to six different verbs, in a different mode or tense? Will you parse all the sentences which you have now composed?

## RULE III.

The indefinite article **A** or **AN** belongs to nouns in the singular number only.

## RULE IV.

The definite article **THE**, may belong to nouns either of the singular or plural number.

## EXAMPLES.

*Articles, Nouns, irregular neuter Verbs, indicative, and potential modes.*

The boys fall.	The boys may freeze.
A man wept.	A snake can bite?
The wind has blown.	The cows should come.
The sun had risen.	The grass might grow.
A bird will fly.	A dog may have run.
An apple will have hung.	The men should have rode.

*Interrogative form. Regular neuter Verb.*

Do the men dream?	May the houses burn?
Did the man perish?	Can the streams stop?
Has a bird escaped?	Could the girls return?
Had the boys jumped?	May the roses have bloomed?
Will men reform?	Should the houses burn?
Shall grass have withered?	Would the man have subsisted?

## EXERCISES FOR THE SLATE OR PAPER.

Q. Will you write down six proper examples, under the rules for the articles? Six irregular verbs, each in a different mode or tense, with six different nominatives, and to each of these nominatives prefix an article? Six agents commencing with a vowel, and an article before each, also six regular neuter verbs? Write down as many nouns as you can think of, that begin with a vowel, before which it shall be proper to use **A**? Write ten nouns, beginning with a consonant, before which it is proper to use **A**? Six verbs in the potential mode, with the same nominative to each? Will you parse all the sentences which you have now written?

## RULE IV.

Active verbs govern the objective case.

## EXAMPLES.

*Regular Active Verbs. Nouns.*

William calls George.	The lamp-lighter should light the street.
Rufus loved Thomas.	The maid may have observed the direction.
Harriet feared the enemy.	The lady would have procured the fan.
George has opened the door.	James must demand the goods.
The sun will furnish light.	Thomas can injure the performance.
The man will have delighted George.	
A thief may suffer punishment.	

*Irregular Active Verbs.*

James may catch the thief.	The man does hear the noise.
Thomas may strike Charles.	A woman sold the thread.
William would read the book.	George knew the voice.
Harriet may have made an apron.	William has smitten the robber.
Susan would have seen the giant.	The wind will shake the tree.

## EXERCISES FOR THE SLATE OR PAPER.

Q. Will you write six sentences, each having the same nominative and verb, but different objects? Six, having different nominatives, different regular active verbs, and different objects? Six, having the same objects, but different irregular active verbs, and the nominatives to each, the names of things you love best? Six, like the last, excepting the nominatives to be the names of things which you hate most? Will you parse all the sentences which you have now composed.

## RULE V.

Adjectives belong to nouns which they describe or define.

## EXAMPLES.

*Regular and Irregular Verbs. Adjectives.*

An industrious man gains wealth. An idle fellow will find poverty.

Diligent boys should receive praise.  
 The auctioneer will sell good books.  
 Frank will purchase a poor knife.  
 William may obtain a cheap library.  
 The committee will visit the school.

Two children disturb the people.  
 Twenty shillings make one pound.  
 Twelve pence make one shilling.  
 Sixteen drams make one ounce.  
 Sixteen ounces make one pound.  
 Honesty gains many friends.  
 An instructor will love good boys.

*Adjectives. Irregular Neuter Verb To be.*

John is industrious.  
 William was playful.  
 Susan has been pretty.  
 Mary had been beautiful.  
 The man shall be diligent.  
 Joseph shall have been intelligent.  
 Peter will have been illiterate.  
 The boys are lazy.

The man may be innocent.  
 The soldiers should be brave.  
 The man may have been patient.  
 The maids would have been absent.  
 William must be attentive.  
 Susan must be diligent.

EXERCISES FOR THE SLATE OR PAPER.

Q. Will you write down six sentences, each having the same article, nominative, verb, and object, but a different adjective? Six, having the same irregular neuter verb, to be, the same nominative, but different adjectives, placed after the verb? Six, each having for a nominative the noun 'house,' also the irregular verb, 'to be,' in a different tense, and six different adjectives denoting color? Six, in like manner with the last, but the adjective denoting the size of the house?

Q. Will you parse all the sentences which you have now composed?

RULE VI.

Prepositions govern the objective case.

EXAMPLES.

*Prepositions, &c.*

Up the house.	According to his plan
Over the hill.	As to the object.
Behind the mountain.	Concerning the affair.
Between the streets.	Of the merit.
Among the apples.	From the city.
Down the rocks.	Within the precincts.
On the summit.	During the trial.

*Active Verbs, Prepositions, Nouns, &c.*

James caught John in the water.	James brought the book to the house.
William found Thomas on the hill.	Harriet washes the dishes in the kitchen.

Susan washes the floor with cold water.  
 Mary will finish the task in a few minutes.  
 John will remind Charles of his duty.

Thomas will make pens with a good knife.  
 He executed the work according to the plan.

*Passive and active Verbs.*

James loves Charles.	The Senate may impeach the President.
Charles is loved by James.	They will be forgotten by all good people.
William lamented the death of Rufus.	The money was lent on pledge.
The death of Rufus was lamented by William.	Good security was given to the Court.
The boys caught the thief in the barn.	The solid walls were shaken to the ground.
The thief was caught by the boys in the barn.	The garment was woven without seam.
A good man will be respected among his acquaintances.	William was reproved by his master.
The soldiers will be discharged in a few days.	The school was increased while under his care.
The pursuers should have assisted at Boston.	The end crowns the work.

EXERCISES FOR THE SLATE OR PAPER.

Q. Will you write down the noun 'house,' and place ten prepositions, or more, before it, in separate phrases, that will make sense? Will you write six sentences illustrating the use of Rule V.? Six, each having different nominatives, different passive verbs, and different objects of different prepositions? Will you write six sentences, each having an agent, an active verb, an object, a preposition, and a noun governed by the preposition? The same in the passive form, by making the objects of the former examples, the nominatives in these? Six sentences, each containing a passive verb, and then make the nominatives the objects, by altering the verbs to passive ones, retaining the same meaning?

Will you parse all the sentences which you have now written?

RULE VII.

The possessive case is governed by the noun which follows it, that being the name of the thing possessed.

EXAMPLES.

*Prepositions, Nouns, Verbs.*

James borrowed John's book.	George's mother will reward him.
John borrowed the book of William.	William will visit Mr. Henry's school.
William's hat is lost.	The sister of the wife of William is in town.
The hat of William is lost.	
Mary found Susan's bonnet.	
The boys' hats are misplaced.	

William's wife's sister is in town.  
 For convenience' sake, James adopts John's method.  
 Rufus's mother made Henry's ball.

Thomas's hat was bought in the town of Woodstock.  
 Children's shoes are made in many places.

## EXERCISES FOR THE SLATE OR PAPER.

Q. Will you write down your given name, in the possessive case, possessing book? Both your names possessing book? Make the name 'James,' to possess twelve other names? Make each of these names stand as agents? Make each agent do something? Make the words expressing their actions regular active verbs? Write after each verb, as an object, what they do? Qualify each, object by a describing word? Next will you state when each action takes place? Will you change the following expressions to others, meaning the same, by changing one noun in each to the possessive case, viz. 'The pen of Charles,' 'The knife of William,' 'The son of Bonaparte,' 'A man of the king.'

Now will you go back and parse the sentences which you have been directed to compose?

## RULE VIII.

Pronouns must agree with their antecedents, and the nouns for which they stand, in gender, number, and person.

## EXAMPLES.

*Personal Pronouns in three cases, Conjunctions, Verbs, Nouns, &c.*

The instructor loves William because he learns his lessons.  
 Susan made a pincushion, and she gave it to little Mary.  
 Rufus bought an excellent apple and gave it to his little sister.  
 The hunter killed a great many

birds and they were sold by him for twenty cents.  
 James carried his dinner to school.  
 A good boy loves his book, and he will rise in the morning, in season, with the utmost alacrity.

*Personal Pronouns, in three cases, Antecedents frequently understood*

I love him for his amiableness.  
 Thou lovest her for her beauty.  
 He shuns me because I offended him.  
 We have deceived them to our sorrow.  
 You will surpass us in knowledge.  
 They commended thee in high terms.  
 She has respected him on all occasions.

I have esteemed her for her piety.  
 They had deterred him from sin.  
 They assist his brother because he is needy.  
 His reputation stands high in the state.  
 My duty is plain, and I will perform it.  
 We shall run after him.  
 Thou wilt return in time.

We shall have prevailed with difficulty.  
 I may search the house for it.  
 We may deceive ourselves but not God.  
 We might learn the lesson before them.

They could neglect the lesson.  
 Thou wouldst persecute them.  
 He should convince her.  
 Thou mayst have blessed him.  
 She may have despised reproof.  
 I might have searched the cellar.

*Subjunctive Mode, Verbs, Nouns.*

If I do love him for his amiableness.  
 If you transgress you will be punished.  
 If I have erred in my opinion.  
 If he study the book he will learn the lesson.  
 If John sing nobody will thank him.  
 If Harry have.  
 If William may go.

If Susan could remain.  
 Unless she stay at home.  
 Although we depart in peace.  
 If I were angry, I was not conscious of it.  
 Were I immaculate.  
 If I be sorrowful.  
 If Susan determine she will perform.  
 Unless he return we can do nothing.

*Interrogatively.*

Do I love him for his amiableness?  
 Have they deceived me to my sorrow?  
 Did I mistake the road by his information?  
 Have I seen him and did he not know me?  
 Shall I reprove them for their negligence?

Should he remain at home?  
 Will Thomas decide the question?  
 Can William do it without difficulty?  
 Must John repeat the request?  
 Did she appear in her new dress?

## EXERCISES FOR THE SLATE OR PAPER.

Q. Will you write down four sentences each containing a nominative, verb, object, preposition, pronoun in the possessive case, and a noun by which the pronoun is governed? Will you write the same interrogatively? Six sentences each having different pronouns, the same irregular neuter verb, and the antecedents understood? Will you write the same interrogatively? Will you parse all the sentences which you have now written?

## EXAMPLES.

*Personal and Relative Pronouns, Antecedents Expressed.*

I love the man who practises virtue.  
 He respects the boy who improves his time.  
 I admire the patriot who sheds his blood for his country.  
 William made a whistle for his

little brother, who was at home.  
 I found Charles whom you desired to see.  
 I obtained an interview with the man to whom you applied.

Rufus met his cousin whom you know.	inferred from all things that are in the world.
An industrious man will make a friend of all those to whom his reputation is known.	James is grateful to his benefactor who has been kind to him.
The beast which bit him died.	We must do our duty to our neighbors, if they be not neighborly to us.
The measures which he adopts will succeed.	We made peace with the people whom he had conquered.
My parents, whom I love, are kind to me.	I saw the man whose book I borrowed.
They that are foolish will be displeased with the affair.	I know many men whose faults I will not mention.
The existence of God, which no man can disbelieve, may be	

## EXERCISES FOR THE SLATE OR PAPER.

Q. Will you write down six sentences, each having a relative pronoun in it? Six, each having a relative pronoun in the possessive case? Six, each having a relative pronoun the antecedent of which is not the name of a person? Six, having antecedents the nominative cases to the verbs after the relative? Six, having in each a relative governed by the noun after?

Will you parse all the sentences which you have now composed?

## RULE IX.

Nouns signifying the same thing agree in case

## EXAMPLES.

Brown, the merchant, has arrived in town.	Susan, the seamstress, will mend your coat which you left in your room.
I saw Stokes, the apothecary, in the market.	William met Thomas, the son of him who was murdered by Peter, the black man.
I met Johnson, the broker, in a waggon.	Cicero, the orator, spoke for Milo.
John the Baptist, preached in the wilderness.	
Paul the apostle, preached at Rome.	

## EXERCISES FOR THE SLATE OR PAPER.

Q. Will you write six sentences, each having a noun agreeing with another noun? Six, each having an object and a noun agreeing with the object? Six having a relative pronoun in each? Six, each having a noun agreeing with another noun, and a verb in the potential mode but a different tense? Six having a personal pronoun in each, and a verb in the indicative mode, but in a different tense? Six having nouns as agents, and the verbs in the subjunctive mode, and in different tenses? Six, having objects described by different adjectives? Six having nouns in the possessive case?

Will you parse the sentences which you have now written?

## RULE X.

The infinitive mode may follow verbs, participles, adjectives, nouns and pronouns.

## EXAMPLES.

*The Infinitive Mode after Verbs.*

George loves to read.	Peter may learn to read.
William desires to learn.	He could learn to cipher.
Rufus is determined to play.	Could he learn to cipher?
Is Rufus determined to play?	Did she endeavor to excel
She expected to come to town.	Thomas.

*The Infinitive Mode after Participles, Adjectives, &c.*

He was learning to write.	The boys are waiting to be excused.
Susan was learning to sing.	The enemy was attempting to scale the wall.
William was apt to make mistakes.	Charles is eager to learn.
The fourth of July is a day to be remembered by Americans.	They supposed him to be intelligent.
William is a boy worthy to be loved.	

## RULE XI.

Verbs that follow bid, dare, let, see, need, make, hear, feel, and some others, are in the infinitive mode without the sign *to*.

## EXAMPLES.

James, let us depart.	He felt the blood curdle in his veins.
William bid him do it.	I will let you have it.
I could hear her speak.	Our instructor makes us study.
He would not dare speak to him.	They need not do it.
Can he make me submit?	He will make the boys yield.
Did you see him die?	Let the girls study.

## EXERCISES FOR THE SLATE OR PAPER.

Q. Will you compose six sentences, each having the same agent, the same finite verb followed by different verbs in the infinitive mode? Six, each having a different verb in the infinitive mode passive? Six having verbs in the infinitive mode following participles? Six, having verbs in the infinitive following adjectives? Six, having verbs in the infinitive following nouns and pronouns? Will you write six proper examples under each of the foregoing rules? Will you parse all the sentences which you have now written?

## RULE XII.

Any verb may have the same case after it, when both words refer to the same person or thing.

## EXAMPLES.

*Irregular Neuter Verb to be, Nouns, &c.*

James is a good boy.	I met the boy who was the best scholar in the town school.
Mary is an excellent scholar.	Eugene will be the man whom the people, at some future day, will make President of the United States.
Thomas will be a great statesman.	
William may be a wise man.	
James might be an excellent artist.	

*Passive and Neuter Verbs having the same case after them as before them.*

I took her to be the seamstress.	She has been considered a lady.
She will become a lady.	Mary will be judged a thief.
By mistake I took William to be 'Thomas.	A virtuous man is esteemed a valuable member of society.
She walks a queen.	The book is entitled, 'The Orphan.'
Many men consider happiness the chief good.	He is styled Colonel of the horse.
William has grown to be a great boy.	He was chosen Governor.
I will reckon him as one boy.	William was elected a Captain.
He was called John by his parents.	She is rated a ship of the line.

## EXERCISES FOR THE SLATE OR PAPER.

Q. Will you make the verb in the following phrase, passive, 'We called him John,' without affecting its meaning? Write four passive verbs that admit the same case after them as before them?

Will you write six sentences, each verb having the same case after it as before it? Will you write six examples under Rule VIII? Six under Rule VII? Six under Rule VI? Six under Rule V? Six under Rule IV? Six under Rule III? Six under Rule II? Six under Rule I?

Will you parse the sentences which you have now written?

## RULE XIII.

Participles belong to Nouns.

## EXAMPLES.

*Present Participles, Nouns.*

James is running.	Rufus found Thomas fighting.
William was jumping.	Susan caught her ball rolling.
Thomas has been fishing.	He may have been studying.
William shall be playing.	She will be dancing.
Rufus came running to his father.	The bashaw was reclining on his sofa, smoking tobacco.
He was reposing in the shade.	

## RULE XIV.

The objective case may be governed by active participles.

## EXAMPLES.

James was catching fish in the pond.	The officer was forming the line.
Susan has been writing a long letter.	Washington was observing the motions of the British troops.
He was reading poetry.	William came dragging Peter by the arm.
The enemy, believing themselves safe, were taken by surprise.	

*Participial Adjectives.*

Charles saw a murmuring stream.	A deserted man committed suicide.
His glowing hopes are banished.	The conquered army had no hope of relief.
Rufus is a spoiled child.	He was an abandoned child.
William has been a forsaken child.	Children, spoiled by indulgence, are unhappy beings.

## EXERCISES FOR THE SLATE OR PAPER.

Q. Will you write ten sentences, each having the same agent and verb, but a different participle? Ten sentences, each of which shall have a participle agreeing with one noun, and governing another? Ten phrases, consisting of nouns, articles, and prepositions governing the nouns? Ten, each containing a personal pronoun, a different mode or tense of the verb 'to be,' and a nominative case after the verb? Six, exemplifying the principle that nouns, when they signify the same thing, must agree in case?

Will you parse all the sentences which you have now composed?

## RULE XV.

The objective case may be governed by participial nouns.

## EXAMPLES.

William derives pleasure from perusing useful books.	She is fond of starting disputes.
Mary never feared losing a friend.	No instructor should delight in punishing boys.
A good man is above doing a mean action.	Parents are pleased at seeing the progress of their children.
You feel no discouragement from undertaking the study of the science.	James is making great efforts to learn.
I dislike calling names.	John's reading has been useful in improving his taste in composition.
George spends his time in amusing his friends.	

*Participial Nouns.*

Reading is taught in most schools.	In the formation of his sentences he was very exact.
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Drawing is considered useful. By the observing of these rules  
 Surveying is a necessary part of he accomplished his purpose.  
 education. The art of pleasing is carried to  
 Do you teach writing? a great pitch in France.  
 Intemperate drinking has ruined John's being carressed made  
 many people. him haughty.

## EXERCISES FOR THE SLATE OR PAPER.

Q. Will you write six sentences, in which there are six different participles governing the objective case? Six, in which participles are used as nouns? Six in which participles are used as adjectives? Six, exemplifying Rule XIII? Six, exemplifying the principle that prepositions govern the objective case? Six, under the Rule by which the objective case is governed by active verbs? Six, each having a verb in the subjunctive mode, but in a different tense? Write the same interrogatively?

Will you parse all the sentences which you have written?

## RULE XVI.

Adverbs qualify verbs, participles, adjectives, and other adverbs.

## EXAMPLES.

*Adverbs qualifying Verbs.*

James acted his part nobly.	Jane sings sweetly.
Rufus was diligently employed.	He looked frowningly.
The soldiers marched slowly.	They will soon return.
Henry is improving rapidly.	He writes admirably.

*Adverbs qualifying Participles.*

The boys were playing pleasantly.	He was found playing busily.
John was running carelessly.	Andrew was abusing him shamefully.
She was not playing.	I saw James eagerly engaged in jumping the rope.
John being much caressed became insolent.	The wind is blowing violently.

*Adverbs qualifying Adjectives.*

He was remarkably industrious.	James paid a much greater sum than Peter.
Susan was more diligent than Mary.	Very few people have too much money in their own estimation.
Mary is the most intelligent.	
Thomas is very studious.	

*Adverbs qualifying other Adverbs.*

The boys write very well.	Susan is admirably well calculated for her situation.
William writes much better than he reads	Mary was very early engaged.
The boys read more frequently than formerly.	Charlotte walks too fast to appear graceful.

## EXERCISES FOR THE SLATE OR PAPER.

Q. Will you write down six sentences, each containing an adverb qualifying a verb? Six, having adverbs qualifying participles?

Six having adverbs qualifying adjectives? Six having adverbs qualifying other adverbs? Six proper examples under Rule XIV? Six, under Rule V? Six, under Rule IV? Six, under Rule VII? Six having active verbs? Write the same meaning and make the verbs passive? Six sentences having the verbs in the potential mode? Six sentences each having at least an article, an adjective, a noun, and a verb in the subjunctive mode, but differing in tense? Six, each having a neuter agent, a neuter verb, and write an object after each if you can do it and make sense?

Will you parse the sentences which you have now written?

## RULE XVII.

A noun of the second person is in the nominative case independent.

*Note*—A verb in the imperative mode, always agrees with thou or you expressed or understood.

## EXAMPLES.

*Nouns. Imperative Mode.*

James, mind your book.	John, do bring some water.
Thomas, attend to your writing.	William, get some wood.
My child, do not tear your book.	Do, James, visit me.
Dear sir, do not forget the request.	Peter, finish your copy.

*Different Modes.*

My lords, I rise with astonishment.	me to be your fourth corporal.
Gentlemen of the jury, my client has suffered no ordinary embarrassment.	My young friends, in a short time you will be men, think of this fact and improve the fleeting and pleasing hours of youth in acquiring treasures of knowledge, that will enable you to act your several parts in life with becoming dignity.
I now take my leave of you, my dear children, expecting never to see you again.	
Fellow soldiers, I return you my sincere and hearty thanks for the honor you have conferred on me, by choosing	My country, my friends, and my relatives, farewell, forever.

## EXERCISES FOR THE SLATE OR PAPER.

Q. Will you write six sentences, each having a nominative case independent, and a different verb in the imperative mode? Six, each having the same nominative independent, but the verbs in different modes or tenses? Six, each having a relative pronoun governed by the verb after it? Six, in which the relative is governed by a preposition either before or after it? Six having personal pronouns governed by prepositions? Six having personal pronouns in the nominative case?

Will you parse the sentences which you have now written?

## RULE XVIII.

A noun or pronoun joined with a participle, independently, is in the nominative case absolute.

## EXAMPLES.

The soldiers retreating, victory was lost.	The general being killed, the soldiers fled.
The sun being risen, we will rise.	These conditions being observed, the bargain was a mutual benefit.
There were none left to support him, his brother being dead.	The chaise being gone, we went in a wagon.
William consenting, I will assist you.	The school being dismissed, the scholars went directly to their several homes.

## EXERCISES FOR THE SLATE OR PAPER.

Q. Will you write five sentences each having a noun in the case absolute? Five having nouns in the case absolute, and the verbs in the indicative mode? Six examples illustrating the principle of the first; second, and fifteenth Rules?

Will you parse what you have now written?

## RULE XIX.

Conjunctions connect nouns and pronouns of the same case, verbs of the same mode and tense, and participles of the same kind.

## EXAMPLES.

John sits between Charles and me.	He was angry with Charles and Rufus.
This man receiveth sinners and cateth with them.	I saw James and Joseph playing and running <del>at</del> the Mall.
He or James will go.	John came neither eating nor drinking
The word of God grew and multiplied.	

## RULE XX.

Two or more nouns or pronouns, in the singular number, connected together by a copulative conjunction, must have verbs and pronouns agreeing with them in the plural number.

## EXAMPLES.

William and Charles run.	I saw James and Thomas, and
Thomas and Harry are good boys.	they said they were going to church.
Harriet and Susan learn to read very well.	James and Frank, do you know that you must get your lessons?

The man and boy are in town.	Thomas and William can learn their lessons.
Mary and Harriet love each other.	Mary and her sister will assist us, if we oblige them in this business.
Do Charles and his little brother make much noise in school?	

## EXERCISES FOR THE SLATE OR PAPER.

Q. Will you write six sentences, each containing two agents, of the singular number, a verb in the potential mode, a preposition, and an object after the preposition? Six proper examples under Rule XVIII? Six, under Rules I and II?

Will you parse each of the sentences which you have now written?

## RULE XX.

A noun, singular in form but plural in meaning, requires verbs and pronouns of the plural number to agree with it.

## EXAMPLES.

The people build their own houses.	The community are not so easily deceived.
A part row the boat and a part hoist the sails.	The Faculty were divided in their opinion.
The multitude were enraged and committed many excesses.	The jury have not agreed in their verdict.

## EXERCISES FOR THE SLATE OR PAPER.

Q. Will you write three nouns of the singular form which will require verbs in the plural to agree with them? Six sentences exemplifying Rule XVIII? Six, each having an active verb? Change the verbs in the last six examples to the passive form, and retain the same meaning? Will you write six sentences each having a noun or pronoun in the possessive case? Write a sentence having the names of the boys in your class used as agents? One having the same names used as objects? One, having the same names used in the possessive case?

Will you parse all the sentences which you have now written?

## RULE XXI.

The infinitive mode or part of a sentence is sometimes used as the nominative case to a verb in the third person singular.

## EXAMPLES.

*The Infinitive Mode the Nominative Case.*

To study is delightful.	To transgress is sinful.
To run is tiresome.	To err is human.
To declaim is not to argue.	To swim is an agreeable exercise.
To improve was his aim.	To confound is not to convince.
To exercise increases strength.	
To talk is not to reason.	

To begin is one thing, to finish is another. To punish our enemies is to forgive them.

*Part of a Sentence used as a Nominative to a Verb.*

To see the sun is pleasant. His having been at school, did not benefit him.  
 To expect success by such means was visionary. Thou shalt not covet, is an imperative obligation.  
 That we shall succeed is very doubtful. That God will exist forever, is plainly to be inferred from reason, and is directly taught by revelation.  
 That he should make others happy, was to his debased feelings, a certain source of misery.

EXERCISES FOR THE SLATE OR PAPER.

Q. Will you write down six sentences in which the infinitive mode shall be nominative to the verb? Six, having the same agents and verbs, but different active participles? Write an object after each of the participles in the last sentences? Write after these same objects a preposition and a noun by which it may be governed? Six sentences each having a passive verb? Will you parse the sentences which you have now composed?

RULE XXII.

The Infinitive Mode is often independent.

EXAMPLES.

To conclude, I shall make a few remarks. To be sure, I was not afraid.  
 To come to the point, where were you? To proceed, I expect that the sacrifice must be made.  
 To confess the truth, I was much in fault. To speak plainly, I heard him declare it.

RULE XXIII.

Nouns signifying time, direction, distance, measure, and price, may be put in the objective case without a preposition.

EXAMPLES.

He lived twenty years. This book is worth a dollar.  
 He was confined thirty years. The building was appraised a thousand dollars.  
 They were carried six hundred miles. The city is thirty miles distant.  
 The flag staff is sixty feet high. The wall was twenty feet in thickness.  
 The earth is twenty-five thousand miles in circumference. Cooke was three years in performing a voyage round the world.  
 The last summer, I visited St. Helena.  
 He went a voyage to India.

Congress was in session six months. They went that way.  
 He resides twenty miles from Boston. The cloth was four dollars a yard.  
 The horse cost seventy dollars.

EXERCISES FOR THE SLATE OR PAPER.

Q. Will you write down six sentences each containing an infinitive mode used independently? Six, each having an infinitive mode used as the nominative case to a verb? Six, having infinitives following other verbs, without the sign *to* before them? Six, having infinitives in the perfect tense, following other verbs? Six, having nouns in the case absolute? Six, having nouns of measure, distance, direction, time, &c. in the objective case? Will you parse what you have now composed?

RULE XXIV.

Active verbs of asking, teaching, and some others, are followed by two objective cases, the one of a person the other of a thing.

EXAMPLES.

The instructor taught me grammar. My little boy asked me some questions which were puzzling.  
 The mathematician teaches me something every day. We gave him a peach.  
 He who teaches William reading has come to see him. He wrote me a letter last week which miscarried, and I did not get it till yesterday.  
 I gave him many books, which will most probably be of service to him. Will you refuse me that favor?  
 Bring me my shoes. Oh! grant me this one request.  
 Bring him and me a knife. Bring me a whip.  
 Send me a servant.

RULE XXV.

Passive verbs of asking, teaching, and some others, are followed by an objective case.

EXAMPLES.

I understood that Thomas was taught grammar by Mr. A. who are asked questions for the sake of information, and very many are asked idle and impertinent questions.  
 William was asked the question. That person was asked his name, his residence and his business.  
 Peter was taught music by a proficient. James was taught the Spanish language.  
 Mary and Amey were taught history at the same school and at the same time.  
 There are very many persons

## RULE XXVI.

Interjections require the objective case of a pronoun of the first, and the nominative case of the second person.

## EXAMPLES.

O, thou persecutor!	Hail, thou, who art highly favored!
O, ye hypocrites!	Oh, traitor! you shall perish.
Oh, me! Ah me!	O, my beloved Arthur! I will avenge your cause.
O my father! I cannot bear it.	

## EXERCISES FOR THE SLATE OR PAPER.

Q. Will you write down six proper examples to illustrate the principle of the last two rules? Six interrogative sentences? Six in the subjunctive mode? Six in the imperative mode? Six having nouns of the masculine gender and plural number? Three, in which it is proper to use an objective case after an interjection? Six, having a nominative case correctly used after an interjection? Will you parse the sentences which you have now written?

Adjectives agreeing with nouns understood.

NOTE.—When this is the case the adjective should first be made to belong to the noun understood, then it may be parsed as the noun would be in its place.

## EXAMPLES.

We honor the brave.	We readily pardon the penitent.
The wise are commonly happy.	Blessed are the poor in spirit.
Despise not the poor.	The wicked shall be punished.
The rich are often miserable.	The virtuous sometimes suffer from the misconduct of the vicious.
The merciful shall obtain mercy.	Mr. H. attempts to rise to the sublime, but sinks to the ridiculous.
The young should respect the aged.	
The idle may expect poverty.	
The hand of the diligent increaseth riches.	
God will bless the humble.	

*Adjective Pronouns used as Nouns.*

This pleases me.	One came after the other and then both were here.
That displeases you.	It is the same to me.
I shall ask for these.	Many are called but few chosen.
You may have those.	The first shall be last and the last shall be first.
I will do my duty, let others do as they will.	If you choose the former, I will take the latter.
Others may choose this, I prefer that.	The desire of getting more will continually stimulate us to action.
I will take none this time.	Either will do.
One likes to be his own master.	
All need forgiveness.	

*Adjective Pronouns used as Adjectives.*

These men must be punished.	Some men use all diligence to make themselves rich.
This man is intelligent but those women are ignorant.	If ye do such things ye shall perish.
Each man must account for himself.	I can find another man.
All things are mutable.	You have your own book.
Either road will conduct you to the city.	Several persons were present, who appeared to be pleased with the performances.
Every man, without exception, commits sin.	

## EXERCISES FOR THE SLATE OR PAPER.

Q. Will you write down six examples of the proper use of the adjective, without the noun? Six, having adjective pronouns used for nouns? Six, having adjective pronouns used for adjectives? Six, each having a verb in the infinitive mode? Six sentences, each having an irregular neuter verb, each in a different mode or tense from the others? Six, each having a different mode or tense of the verb 'to be'? Six interrogative sentences, each having a verb in a future tense? Six, each having an adverb qualifying a verb? Six, having an adverb qualifying either an adjective or participle?

Will you parse the sentences which you have now written?

Relative pronouns referring to personal pronouns.

## EXAMPLES.

Thou, who art my friend, must assist me.	Thou, that art the counsellor of the inexperienced canst advise us.
I, who live by your charities, am grateful.	I, that have received favors, am disposed to requite them.
We who are learned think others might be so, if they would study.	He who shuns vice does generally practise virtue.
He gave the book to me who am the second owner.	He who did thus, was a righteous man.
Ye, who have done wrong once, do so no more.	I am he that speaketh these things.

*The Conjunction, As, used as a Relative Pronoun.*

Such as fought received a pension.	Such as were worthy were appointed.
Assistance was offered to such as required it.	I suppose they were such as you could not respect.
You may take such books as please you.	To all such as were fond of parties, invitations were sent.
I ask not alms of such as have no regard for the unfortunate poor.	They gave such quantities as they chose.

The duties were such as human nature does not willingly perform. But to as many as received him. Such things as you do, I despise.

*The Compound Relative Pronoun.*

I reject that which you offer.	He will accomplish any thing which he attempts.
I reject what you offer.	
William demands that which I do not choose to give.	He will accomplish whatever he attempts.
They know that which is their duty.	He who comes may see it. Whoever comes may see it.
They know what is their duty.	I aspire to every thing that is excellent.
That which is right I will do.	I aspire to whatever is excellent.
What is right I will support.	Let us do the thing that our hand findeth to do with our might.
That which is best I prefer.	What grieves me is that the man died by my neglect.
I prefer what is best.	
He may attempt that which is noble.	
He may attempt what is noble.	

*Interrogative Pronouns used as Nouns.*

Who comes here?	Which commenced the difficulty?
Whom did you see?	
Which will you take?	Who can tell what is to be hereafter?
Whose book have you?	Of whom did you make this inquiry?
What is to be done?	To whom shall I apply?
William, what do you wish?	Whose book was that which I burned?
Whom do you expect?	What is your occupation?
Who conducted you to this place?	What did I command you to do?
What do you mean?	What must I do?
James, inquire for me what those men did?	

*Interrogative Pronouns used as Adjectives.*

Which thing do you prefer?	What man will ask such a favor?
Which boy will do it?	By what authority do you arraign me?
For what purpose did you take that pen?	I would just inquire which boy.
For what man can think of doing that thing?	Through what troubles have we passed?
Which road will you take?	

*Compound Personal Pronouns.*

I blame myself.	John exalts himself.
You should govern yourself.	He himself is absent.
He loves himself.	You should not commend yourself.
She will protect herself.	

Henry and Rufus have furnished themselves with all things necessary for school. We pronounce ourselves just. If you please yourselves it is sufficient.

EXERCISES FOR THE SLATE OR PAPER.

Q. Will you write down six sentences having the relative pronouns 'who,' 'what,' or 'whom,' referring to personal pronouns? Six, having the relative pronoun, 'which,' in each? Six, having the relative, 'that,' in each, used elegantly for 'who' or 'which'? Six, each having interrogative pronouns used as nouns? Six, each having interrogative pronouns used as adjectives? Six, each having a compound personal pronoun?

Will you parse what you have now composed?

Adjectives, Prepositions, &c. used as Adverbs.

EXAMPLES.

At last the man came.	He has at the most but forty scholars.
In general, he performed his part well.	In short, he was most unmerciful.
At length the time arrived when he was to depart.	I smoke a cigar now and then.
The more I hear him the better I like him.	More than this, I do not believe he has seen him.
He is not a whit better than his brother. [is]	In fine, we would not hear any remarks from him.
He was not at all displeased.	Thus, what with the war, what with the pestilence, what with the famine, I am poor and wretched.
He was jumping, wrestling and what not.	
He will come by and by.	

*Contraction of the Auxiliaries, Have and Had.*

I've proved you, John.	I'd gone when you came.
You've had your day.	She'd just dismissed the school, as I entered.
They've taken him.	

*Contraction of Will and Would.*

I'll do it for you.	He'd sometimes laugh and sometimes cry.
I'll not do it if you do.	They'd sing songs till midnight, if they were urged.
He'll satisfy you.	He determined he'd not do it.
I'll not stir from my seat.	
I'll finish my task before he'll require me to recite it.	

*Contraction of It, and Is, Can not, and Will not.*

'Tis true she's dead.	And so she's safely returned.
I'm sorry but I can't help her.	He's miserable and he won't be comforted.
That man's a fool.	You can't endure so much fatigue.
He won't come for they won't permit him.	
'Twas a rare maiden,	

## EXERCISES FOR THE SLATE OR PAPER.

Q. Will you write down six sentences having three or more words used as adverbs? One, having a contraction of 'will'? Another of 'would'? Another of 'it'? Another of 'am'? Another of 'is'? Another of 'can'? Another of 'can' and 'not'? Another of 'will' and 'not'? Two sentences, each containing all the parts of speech? Two, each having four parts of speech? Two, each having six parts of speech? Two, each having eight parts of speech? Two, each having nine parts of speech? Two, each having thirteen active participles? Two, each having ten prepositions? Two, each having a passive verb? Two, each having an adverb qualifying an adverb?

Will you parse the sentences which you have now composed?

*Omission of the principal Verb after Than, and Is.*

Harriet is fairer than Mary. [is.]	Thomas was not so benevolent as Rufus.
James is a better scholar than William.	William is more studious than his sister Mary.
Thomas is not so rich as you.	She is more talkative and lively than her brother, but not so well informed.
She is more beautiful than her daughter.	Ellen is not so beautiful as Ann.
Alexander flourished earlier than Cicero, and the latter was more eloquent than the former.	

*Omission of the Verb after an Interrogative sentence.*

Who comes here? James.— (Comes.)	Who commanded that regiment? Robert Norton.
What will make me respectable and happy? Virtue.	Who is the President of the United States? Andrew Jackson.
What enabled our pilgrim forefathers to brave the terrors of the ocean and wilderness? Religion.	Who made those chairs? Johnson, the cabinet maker.

*Omission of the principal Verb.*

He will do it when he can. (do.)	I have not recited, have you?
Harriet promised to do every thing that she could.	Yes, I have; but Thomas has not, because he was not prepared.
Thomas will not sing, but Mary will.	He entertained me just as I would you, in similar circumstances
Harriet shall ride, but you shall not.	
When Adam thus to Eve. —	To whom thus Adam. —

*Omission of the Auxiliaries, Shall and Will.*

NOTE.—In sentences in which there are several verbs connected by *and*, the auxiliary is usually omitted excepting before the first verb.

James will come and go to town with you.  
No more shall nation against nation rise,  
Nor ardent warriors meet with hateful eyes,  
No more the rising sun shall gild the morn  
And evening Cynthia fill her silver horn.

*Omission of the Verb to Be.*

Hushed is the harp, the minstrel gone.  
Sweet the pleasure after pain,  
A child of freedom thou,—  
Thy birthright the tall cliff and sky beyond.

*The Auxiliary Verb, May, understood.*

Be mine the lot.	Who will entreat the Lord, that he spare our lives?
God bless you.	We may die, die colonists, die slaves.
Live long and be happy.	

*The Auxiliary Verbs, Might, Could, Would, and Should, understood.*

I could not think, nor speak, nor hear.	and break the chains of slavery? Yes, or die in the attempt.
He might not weep, nor laugh, nor play.	What wouldst thou have me do, defy his power, condemn the laws?
Should I punish you and make you repeat the foul deed.	
Would you save your country,	

*The Conjunction before the Subjunctive Mode, understood.*

If he relent, submit, and crave forgiveness.  
Unless good order be restored, and the former officers be re-elected, there will be an end to the due administration of justice.  
It were not just to expose him, since he did as well as he could.  
He were a fiend in human form, to practise such cruelties.

## EXERCISES FOR THE SLATE OR PAPER.

Q. Will you write down three sentences in which it shall be proper to omit the principal verb after 'than' and 'as'? Six, in which it is customary to omit both the auxiliary and the principal verb? Six, having an omission of the principal verb after an auxiliary? Six, having a proper omission of the auxiliary verbs 'shall' and 'will'? Six proper examples under Rule I? Six, under Rule II? Rule III? Rule IV? Rule V? Rule VI? Rule VII? Rule VIII? Rule IX? Rule X?

Will you parse what you have now composed?

The conjunction understood before a verb in the subjunctive mode.

NOTE.—This form of the subjunctive is the same as the interrogative form, with this difference, there is no question asked, and consequently no interrogation point.

Had the pursuers caught him, he would have been obliged to return.

O, had I the wings of a dove, I would fly to the uttermost parts of the earth.

Had I but served my God, with half the zeal I served my king.

Wert thou my brother, I would assist thee.

Wert thou to proffer what I do not ask.

**NOTE**—In the examples that follow, by omitting the conjunction, the form of the verb is the same as that sometimes used by poets in interrogative sentences.

Come he poor, or rich, I will receive my son.

Were he tenfold more the richer, I would not fear him.

Bring they peace or war, 'tis the same.

Had I my sight I would follow him to the remotest corners of the earth.

*The Conjunction understood.*

Wife, children, servants, all,

I hear thee, view thee, gaze o'er all thy charms.

He enjoys a peace, a dignity, an elevation of mind.

Hurry is the mark of a weak mind, despatch, of a strong one.

He exercises authority with moderation, administers reproof with tenderness, confers favors with ease and modesty.

*The Prepositions To or Unto understood after Like.*

Milk, like water, runs,

The mountains shook like frightened sheep,

Like lambs the little hillocks leap.

Like an oak on some cold mountain's brow,

Like one who sees a serpent in his way.

Like Cato firm, like Aristides just,

Like rigid Cincinnatus, nobly poor.

EXERCISES FOR THE SLATE OR PAPER.

**Q.** Will you search different books, and having found three sentences in which the conjunction is understood before the verb, write three others of the same kind? Write three sentences in which the conjunction 'and' is understood? Six sentences, in which the preposition 'to' or 'into' is understood after 'like'? Six proper examples under Rule XI? Six, under Rule XII? Six, in the interrogative form? Six, each having a noun in the possessive case? Six, each having a pronoun in the possessive case? Six, each having the preposition 'of' and then change the form of expression retaining the same meaning? Six proper examples under Rule XIII? Six, under Rule XIV? Six, under Rule XV?

Will you parse the sentences which you have now written?

The nominative case placed after a verb.

There lived a man.

Then came the scribes and Pharisees.

The dogs did bark, the children screamed.

Up flew the windows all.

Sinack went the whip, round went the wheels,

Were never folks so glad.

Such is the power of mighty love.

Quoth Mrs. Gilpin, that's well said.

— Where stand of old

Myriads, between two brazen mountains lodged.

Thrice rung the bell.

Go thou, Omar, said the old man.

Why tarries she on England's shores?

There would be no occasion, my Lords.

Through all her train the soft infection ran.

*The Objective Case before the Verb.*

Music the fiercest grief can charm.

Thus God the heaven created, thus the earth.

And vital virtue infused and vital warmth

Throughout the fluid mass.

Tyrants no more their savage nature kept,

And foes to virtue wondered how they wept.

In pitying love, we but our weakness show.

Me glory summons to the martial scene.

The pious maids their mingled sorrow shed.

When Cheerfulness, a nymph of healthiest hue,

Her bow across her shoulder slung.

*The Auxiliary separated from the principal Verb.*

If that check should ever be removed, if the crown should by corrupt means, by places, pensions and bribes, get the absolute direction of our two houses of parliament, our constitution will from that moment be destroyed.

EXERCISES FOR THE SLATE OR PAPER.

**Q.** Will you search different books and having found three examples in which the nominative case is placed after the verb, write them down? Three others, in which the objective case comes before the verb? Six proper examples under Rule XVI? Six, under Rule XVII? Six, under Rule XVIII? Six, under Rule XIX? Six, under Rule XX?

Will you parse what you have now written?

*The same word used for two or more different parts of speech.*

— Edward and Richard,

With fiery eyes, sparkling for very wrath,

Are at our backs.

He sails for Boston.

Old husbandmen I at Sabinum knew,  
 Who for another year dig, plough and sow.  
 For never man was yet so old,  
 But hoped his life one winter more to hold.

I live as I did, I think as I did, I love you as I did, but all these to no purpose: the world will not live, think, nor love, as I do.

Is it not every man's interest that there should be such a government of the world, as designs our happiness, as would govern us for our advantage?

Each man's mind has some peculiarity, as well as his face.  
 You know that he is that rogue that committed that theft.  
 Either man of us can go either the one way, or the other.

James may stay, but Rufus shall not.  
 I will take all the melons but two.

Did but man consider the true notion of God, He would appear to be full of goodness.

Though I treated him kindly, yet he forsook me.  
 Your education is not yet completed.  
 He loves both boys; still both are not deserving of his love.  
 Both you and the instructor are censurable.  
 You should be content with what you possess.  
 What change is to be made in my circumstances?  
 What shall I do, for I am undone.

And what\* with thy care of him, and the old woman's, and his boy's, and mine, we might recruit him again at once, and set him upon his legs.

What,† though in solemn silence, all  
 Move round the dark terrestrial ball?

What,† couldst thou not watch one hour?

The Jews fast often. A true fast is abstaining from iniquity. That man is a fast walker. He walks very fast. Joseph's brethren came and bowed down themselves before him. His elder brethren came before Benjamin did. James went after his book. He came after I did. The water in this well is good. A well man often becomes a sick man.

The scholar who conducts well does as all others will wish they had done, when they shall arrive at manhood. Yesterday was a fine day. I rode out yesterday. I shall go to-morrow. To-morrow may be fairer than to-day. The eagle soared above the clouds and beneath the sun. View the heavens above, and the earth beneath. He ran through the court, along the wall. She looked around and then ran along. He is much engaged. William has seen much of the world. Much gold is corrupting to the mind of man.

Will you repeat your lesson before he comes? If you repeat it before, he will be pleased.

\* Adverb.

† Interjections.

#### EXERCISES FOR THE SLATE OR PAPER.

Q. Will you write down three sentences, each having *that* used for three different parts of speech? Three, having *as* in like manner used in each? Also, three having *both*? Three, having *what* used for a different part of speech in each? Three having *but* used in the same manner? Three having *either* used for a different part of speech in each? Three having *for* used in like manner? Six proper examples under Rule XXI? Six, under Rule XXII? Six, under Rule XXIII? Six, under Rule XXIV? Six, under Rule XXV? Six, under Rule XXVI? Six, under Rule XXVII?

#### PROMISCUOUS EXERCISES.

If we knew how much the pleasures of this life deceive and betray their unhappy votaries; and reflected on the disappointments in pursuit, the dissatisfaction in enjoyment, or the uncertainty of possession, which every where attend them; we should cease to be enamoured with these brittle and transient joys; and should wisely fix our hearts on those virtuous attainments, which the world can neither give nor take away.

'Tis midnight: on the mountains brown  
 The cold round moon shines deeply down;  
 Blue roll the waters, blue the sky  
 Spreads like an ocean hung on high,  
 Bespangled with those isles of light,  
 So wildly, spiritually bright;  
 Who ever gazed upon them shining,  
 And turned to earth without repining,  
 Nor wish'd for wings to flee away,  
 And mix with their eternal ray?  
 The waves on either shore lay there  
 Calm, clear, and azure as the air;  
 And scarce their foam the pebbles shook,  
 But murmured meekly as the brook.  
 The winds were pillowed on the waves,  
 The banners drooped along their staves,  
 And, as they fell around them furling,  
 Above them shone the crescent curling;  
 And that deep silence was unbroke,  
 Save where the watch his signal spoke.  
 Save where the steed neighed off and shrill,  
 And echo answered from the hill,  
 And the wild hum of that wild host  
 Rustled like leaves from coast to coast,  
 As rose the Muezzin's voice in air  
 In midnight call to wonted prayer.

Know ye the land where the cypress and myrtle  
 Are emblems of deeds that are done in their clime?  
 Where the rage of the vulture, the love of the turtle,  
 Now melt into sorrow, now madden to crime?  
 Know ye the land of the cedar and vine,

Where the flowers ever blossom, the beams ever shine;  
 Where the light wings of Zephyr, oppress'd with perfume,  
 Wax faint o'er the gardens of Gul\* in her bloom;  
 Where the citron and olive are fairest of fruit,  
 And the voice of the nightingale never is mute:  
 Where the tints of the earth, and the hues of the sky,  
 In colour though varied, in beauty may vie,  
 And the purple of Ocean is deepest in dye;  
 Where the virgins are soft as the roses they twine,  
 And all, save the spirit of man, is divine?  
 'Tis the clime of the east; 'tis the land of the Sun--  
 Can he smile on such deeds as his children have done?  
 Oh! wild as the accents of lover's farewell  
 Are the hearts which they bear, and the tales which they tell.

### FALSE SYNTAX,

*Including more critical rules for correcting grammatical errors.*

#### RULE I.

A verb must agree with its nominative case in number and person.

*Examples to be corrected.*

Thou does hate instruction.	Our books is torn.
I writes better than he.	In some respects I were in fault.
Do it rain?	When is their tongues at rest?
Thou may learn.	The wind have blown the leaves.
I knows but cares not.	The mechanism of clocks and watches were unknown a few centuries ago.
The animals was exhibited.	Disappointments sinks the heart of man, but the renewal of hope, give consolation.
Evil communications corrupts good manners.	The smiles that encourage severity of judgment, hides malice and insincerity.
They was in much trouble.	The number of inhabitants in England and Ireland do not exceed sixteen millions.
The boys is lazy and they must be punished.	A variety of pleasing objects charm the eye.
He was speaking to them but they was not attentive.	In the conduct of Farmerio, a mixture of wisdom and folly were very conspicuous.
The number of inhabitants in England and Ireland do not exceed sixteen millions.	Has the goods been sold to advantage, and did thou embrace the proper season?
A variety of pleasing objects charm the eye.	He dare not act contrary to his instructions.
In the conduct of Farmerio, a mixture of wisdom and folly were very conspicuous.	Fifty pounds of wheat, contains forty pounds of flour.
Has the goods been sold to advantage, and did thou embrace the proper season?	The inquisitive and curious is generally talkative.
He dare not act contrary to his instructions.	Great pains has been taken to reconcile the parties.
Fifty pounds of wheat, contains forty pounds of flour.	I am sorry to say it, but there were more equivocators than one.
The inquisitive and curious is generally talkative.	
Great pains has been taken to reconcile the parties.	
I am sorry to say it, but there were more equivocators than one.	

\* Gul—The Ross.

'The sincere is always esteemed.

There is many occasions in life, in which silence and simplicity is true wisdom.

The generous never recounts minutely the actions they have done, nor the prudent, those they will do.

He need not proceed in such haste.

The business that related to ecclesiastical meetings, matters, and persons, were to be ordered according to the king's direction.

In him were happily blended true dignity, with softness of manners.

The support of so many of his relations were a heavy tax upon his industry; but thou knows he paid it cheerfully.

What avails the best sentiments, if persons do not live suitably to them?

'Death is the wages of sin.' 'The wages of sin is death.'

*From these two examples, we derive the following*

#### RULE II.

When a verb comes between two nouns, either of which may be considered the nominative, it may agree with either of them; but some regard must be had to what is more naturally it nominative.

*Examples to be corrected.*

The wages of sin are death.	The crown of virtue is peace and honor.
His meat were locusts and wild honey.	His chief occupation and enjoyment were controversy.
A great cause of the low state of industry was the restraints put upon it.	

'James, thou and I are attached to our country, and we will shed our blood in its defence.'

In this example it would manifestly be improper, besides it would pervert the sense, to substitute 'their,' or 'your,' for 'our;' likewise, either 'they' or 'you' for 'we.' This arises from the circumstance of the pronoun I being in the first person, and at the same time the nominative case.

'James and thou may divide it among you.' Here 'you' is used because one of the nominatives is 'thou.'

*From these remarks we derive the following*

#### RULE III.

When several nominatives, of different persons, are connected by a copulative conjunction, the verb will agree in person with the first rather than the second, and with second, rather than the third.

*Examples to be corrected.*

Thou and the gardener must share the blame among them.  
My sister and I are daily employed in their respective occupations.

## EXERCISES FOR THE SLATE OR PAPER.

Q. Will you write down six violations of Rule I? Six, of Rule II? Six, of Rule III?

Will you correct each expression which you have now written down? Will you write six sentences in the subjunctive mode? Four, in the potential mode, each in a different tense? Six interrogative sentences? Six, each containing a noun of measure, distance, direction, &c.?

Will you parse the sentences which you have now composed?

## RULE IV.

Two or more nouns or pronouns, in the singular number, connected by a copulative conjunction, expressed or understood, must have verbs and pronouns agreeing with them in the plural number.

*Examples to be corrected.*

Does George and William writes?	Industry and perseverance overcomes all difficulties.
Charles and William resides in Boston.	Moth and rust doth corrupt.
William and Thomas is out.	Was John and William playing?
Idleness and ignorance is disgraceful.	Thomas and Harry has been fighting.
Time and tide waits for noman.	Is your brother and sister at home?
Mercy and judgment is the song.	Innocence and happiness dwells together.

Idleness and ignorance is the parent of many vices.

Wisdom, virtue, happiness, dwells with the golden mediocrity.

In unity consists the welfare and security of every society.

His politeness and good disposition, was on failure of their effect, entirely changed.

Patience and diligence, like faith, removes mountains.

Humility and knowledge, with poor apparel, excels pride and ignorance under costly attire.

The planetary system, boundless space, and the immense ocean, affects the mind with sensations of astonishment.

Humility and love, whatever obscurities may involve religious tenets, constitutes the essence of true religion.

Religion and virtue, our best support and highest honors, confers on the mind principles of noble independence.

What signifies the counsel and care of preceptors, when youth think they have no need of assistance?

James or John comes.—In answering this question who comes? We find it to be one or the other, not both, consequently the verb may agree with either.

'James or the girls are out.'—'The girls or James are out.' In both these examples, you see at once, that it is better to say 'are' than 'is.' Consequently, when two nominatives, the one singular and the other plural, are connected by a disjunctive conjunction, the verb must agree with the plural nominative.

'James or I are in fault.' 'I or James is in fault.' The propriety of these expressions is obvious, but do you notice that the verb agrees in person with the one nearest to it?

From these illustrations we derive the following :

## RULE V.

When two nominatives are connected by a disjunctive conjunction, the verb may agree with either, but, if they are of different persons or numbers, the verb will agree with the plural nominative, in number, and with the one nearest to it, in person.

*Examples to be corrected.*

James or Harry are industrious.	I or thou are the person, who must undertake the business.
Mary or her mother are coming.	He or I is in fault.
Neither James nor Thos. write.	Neither he nor I knew any thing about it.
James or Harry are absent.	Either his patience or his purse were exhausted.
Either thou or I are greatly mistaken.	Either the master or his pupils is in fault.

The cares of this life, or the deceitfulness of riches, has choked the seeds of virtue in many a promising mind.

*Remarks.* 'The philosopher and poet was banished.' In this sentence the meaning is, that one man, who is both a philosopher and poet, was banished: consequently as there is but one agent, the verb must of course be singular.

"Nor were the young fellows so wholly lost to a sense of right as pride and conceit has since made them affect to be. Rambler No. 97." That is, as pride *has* and conceit *has*. Here the use of the singular verb must be justified on the principle of considering it to be understood after each nominative, and that which is expressed agreeing only with the last. Such violations of the above rule are common among good writers.

## EXERCISES FOR THE SLATE OR PAPER.

Q. Will you write down six examples, each having two nouns connected by a copulative conjunction exemplifying Rule IV? Six sentences each containing two nouns connected by a disjunctive conjunction? Six, having two nominatives connected as in the last examples, but one of them plural? Six, each having two

nominatives but of different persons? Six, containing violations of Rule IV? Six having violations of Rule V? Will you correct the examples which you have written under Rules IV and V?

Will you parse all the sentences which you have now written?

RULE VI.

A noun, singular in form, but plural in meaning, will have verbs, nouns, and pronouns agreeing with it in the plural number.

*Examples to be corrected.*

NOTE.—In some of the following examples, a singular noun will require a verb singular as usual. This is designed to tax the ingenuity of the learner.

The people rejoices in that which should give it sorrow.

The flock, and not the fleecce, are, or ought to be the objects of the shepherd's care.

The court have just ended, after having sat for a long time.

The crowd were so great, that the judges, with difficulty, made their way through them.

The corporation consist of a mayor, alderman and common council.

The British parliament are composed of king, lords, and commons.

When the nation complain, the rulers should listen to their voice.

In the days of youth, the multitude eagerly pursues pleasure as its chief good.

The church have no power to inflict corporeal punishment.

The fleet were seen sailing up the channel.

The regiment consist of a thousand men.

The meeting have established several salutary regulations.

The council was not unanimous, and it separated.

The fleet is all arrived, and is moored in safety.

The people draweth near to me with their mouth, and honoreth me with their lips, but their heart is far from me.

The committee was divided in its sentiments, and it has referred the business to a general meeting.

The committee were very full, when this point was decided.

Why do this generation wish for greater evidence?

The remnant of the people were persecuted.

Never were any people so much infatuated as the Jewish nation.

The shoal of herrings were of an immense extent.

No society are chargeable with the conduct of their particular members.

EXERCISES FOR THE SLATE OR PAPER.

Q. Will you compose six sentences, each containing violations of Rule VI? Will you correct the examples which you have now written? Will you write six interrogative sentences in the potential mode? Six each exemplifying the elegant and different

use of the relative 'that' for 'who' or 'which'? Ten nouns, the names of different curiosities in a museum? Ten, the names of different farming utensils? Ten, the names of different mechanics' tools? Ten, the names of different kinds or species of fishes? Ten, the names of different persons in scripture? Join different adjectives of the superlative degree with each of these scriptural names? Write ten names of different women in scripture? Join an adjective in the positive degree with each of these names? Two sentences, each containing a passive verb? Six, each having a different neuter verb? Two, each having a neuter passive verb? Two sentences, each containing all the different parts of speech? Will you parse the sentences which you have now written?

RULE VII.

The infinitive mode may follow verbs, participles, adjectives, nouns and pronouns.

'The eagle was so high as not to be seen.' By this example we see that the infinitive mode may follow the conjunction 'as.'

'He desired no more than to know his imperfections.' Here, to know,' follows 'than.' Hence we derive the following:

RULE VIII.

The infinitive mode may follow THAN OR AS.

RULE IX.

Verbs that follow bid, dare, let, see, need, make, hear, feel, and some others, are in the infinitive mode without the sign TO.

*Examples to be corrected.*

It is better to live on a little than outlive a great deal.

You ought not walk too hastily.

I wish him not wrestle with his happiness.

You need not to solicit him.

I dare not to proceed so hastily.

I have seen some young persons to conduct themselves very discreetly.

I saw it to move. He dares not to read. I let him to go. We saw them to walk. I feel it to move. I heard him to speak.

'I found him better than I expected to find him.' This is manifestly better than to say 'expected to have found him.'

'It is long since I commanded him to do it.' 'To have done it,' would be alike inconsistent with good sense, and good grammar. Expected, commanded, &c. are verbs expressive of hope, command, &c. Hence we derive the following

RULE X.

Verbs expressive of hope, desire, intention, or command, are invariably followed by the present of the infinitive.

**NOTE.** Other verbs will of course depend on their difference in times, thus, when an infinitive is used to express time that passed prior to that of the verb before it, the perfect tense is to be used; in other cases, the present.

*Examples to be corrected.*

When you went, I expected to have written.  
When I passed your house, I intended to have called.  
I always intended to have rewarded him according to his merit.  
We have done no more than it was our duty to have done.  
From the little conversation I had with him, he appeared to have been a man of letters.

EXERCISES FOR THE SLATE OR PAPER.

**Q.** Will you write six sentences, in which the infinitive mode follows verbs? Six, in which the infinitive follows participles? Six, in some of which the infinitive shall follow adjectives, and in some shall follow pronouns? Six violations of Rule IX? Six, of Rule X? Will you correct the last twelve examples which you have written? Will you write three proper examples under Rule VIII? Will you parse the sentences which you have now composed?

RULE XI.

The infinitive mode or part of a sentence, and oftentimes a whole sentence, may be used as a nominative case, and may have an adjective belonging to it.

RULE XII.

The infinitive mode when used as the nominative case, requires the verb to be of the third person singular.

RULE XIII.

The infinitive mode is often made absolute, that is, used independently of the rest of the sentence.

*Examples to be corrected.*

To see the sun are pleasant. That he had always acted honestly was a great consolation.  
To practice virtue are praiseworthy.

To do unto all men, as we would that they, in similar circumstances should do unto us, constitute the great principle of virtue.

From a fear of the world's censure, to be ashamed of the practice of precepts, which the heart approves and embraces, mark a feeble and imperfect character.

The erroneous opinion which we form concerning happiness and misery, gives rise to all the mistaken and dangerous passions that embroils our life.

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

That it is our duty to promote the purity of our minds and bodies, to be just and kind to our fellow creatures, and to be pious and faithful to Him that made us, admit not of any doubt in a rational and well informed mind.

EXERCISES FOR THE SLATE OR PAPER.

**Q.** Will you write down six proper examples under Rule XII? Six, under Rule XIII? Six, under Rule XI? Six, each having a passive verb in a different mode or tense? Will you write the same meaning by giving the verbs an active form? Will you write six sentences, having the verb 'to be,' in a different mode or tense in each? Write sentences enough to contain all the variations of the verb 'to be,' in every mode and tense?

Will you parse what you have now written?

It is of the nature of both the articles to determine or limit the thing spoken of. *A* determines it to be one single thing of the kind, leaving it still uncertain which: *the* determines which it is, or of many, which they are.

The following passage will serve as an example of the different uses of *a* and *the*, and of the force of the substantive without any article. '*Man* was made for society, and ought to extend his good will to all men: but *a man* will naturally entertain a more particular kindness for *the men*, with whom he has the most frequent intercourse; and enter into a still closer union with *the man* whose temper and disposition suit best with his own.'

As the articles are sometimes misapplied, it may be of some use to exhibit a few instances: 'And I persecuted this way unto *the* death.' The apostle does not mean any particular sort of death, but death in general:—the definite article therefore is improperly used: it ought to be: "unto death," without any article.

"When he, the Spirit of Truth, is come, he will guide you into all truth;" that is, according to this translation, "into all truth whatsoever, into truth of all kinds;" very different from the meaning of the evangelist, and from the original, "into all *the* truth;" that is, "into all evangelical truth, all truth necessary for you to know."

'Who breaks a butterfly upon *a* wheel?' it ought to be, '*the* wheel,' used as an instrument for the particular purpose of torturing criminals. 'The Almighty, for *a* given reason to *a* man to be a light unto him:' it should rather be, 'to *man*,' in general.—'This day is salvation come to this house, forasmuch as he also is *the* son of Abraham:' it ought to be, '*a* son of Abraham.'

These remarks may serve to show the great importance of the proper use of the article, and the excellence of the English language in this respect; which, by means of its two articles, does most precisely determine the extent of signification of common names.

**NOTE.** A nice distinction of the sense is sometimes made by the

use or omission of the article *a*. If I say, 'He behaves with a little reverence,' my meaning is positive. If I say, 'He behaved with little reverence,' my meaning is negative. And these two are by no means the same, or to be used in the same cases. By the former, I rather praise a person; by the latter, I dispraise him. For the sake of this distinction, which is a very useful one, we may better bear the seeming impropriety of the article *a* before nouns of number. When I say, 'There were few men with him;' I speak diminutively, and mean to represent them as inconsiderable: whereas, when I say; 'There were *a* few men with him;' I evidently intend to make the most of them.

In general, it may be sufficient to prefix the article to the former, of two words in the same construction; though the French never fail to repeat it in this case.

'There were many hours, both of the night and day, which he could spend, without suspicion, in solitary thought.' It might have been 'of the night and of the day.' And, for the sake of emphasis, we often repeat the article in a series of epithets. 'He hoped that this title would secure him *an* ample and *an* independent authority.'

In common conversation, and in familiar style, we frequently omit the articles, which might be inserted with propriety in writing, especially in a grave style. 'At worst, time might be gained by this expedient.' 'At the worst,' would have been better in this place. 'Give me here John Baptist's head.' There would have been more dignity in saying, 'John *the* Baptist's head:' or, 'The head of John the Baptist.'

*From these remarks we derive the following:*

RULE XIV.

The articles are often properly omitted; when used, their meaning should be carefully regarded.

RULE XV.

The indefinite article *A* OR *AN*, belongs to a noun in the singular number only.

RULE XVI.

The definite article *THE*, belongs to nouns of the singular or plural number.

*Examples to be corrected.*

The fire, the air, the earth and the water, are four elements for the philosophers.

Reason was given to a man to control his passions.

A man is the noblest work of the creation.

Wisest and best men sometimes commit errors.

He is a much better writer than a reader.

The king has conferred on him the title of a duke.

There are some evils of life which equally affect prince and people.

We are placed here 'under a trial of our virtue.'

The virtues like his are not easily acquired.

The profligate man is seldom or never found to be the good husband, the good father, or the beneficent neighbour.

True charity is not the meteor, which occasionally glares; but the luminary, which dispenses benignant influence.

So bold a breach of order called for little severity.

As his misfortunes were the fruit of his own obstinacy, a few persons pitied him.

There were so many circumstances, attending his conduct, particularly his open confession, that he found few friends.

The fear of shame, and desire of approbation, prevent many bad actions.

In this business, he was influenced by a just and generous principle.

At worst, I could but incur a gentle reprimand.

At best, his gift was but a poor offering.

RULE XVII.

Adjectives belong to nouns.

RULE XVIII.

The adjective pronouns, *THIS* and *THAT*, belong to nouns of the singular number; *THESE* and *THOSE*, and all others, implying more than one, belong to nouns of the plural number.

*Examples to be corrected.*

He will not come this two hours.

I have loved her this four years.

I like this houses. I do not like that horses. I have known him this six years. I do not like those kind of trifles. I never read those sort of books. Listen to no dictates but that of truth. I bought this scissors, and that tongs, and that snuffers. Where is those horse? Who owns those book. I want another knives. I do not like these kind of indulgences. They disliked those sort of favors. If there should be other opportunity. I must have another books before I can learn.

Each kinds of goods will be sold. You have been playing this two hours. He found two horses, and he stole them all. You have three knives, and I want them both. The chasm was twenty foot broad. I have two canes, and you may have any of them. The mean is suited to the end. By this mean he became poor.— Industry is the mean of obtaining competency.

RULE XIX.

The personal pronoun *THEM*, should not be used instead of *THESE* OR *THOSE*.

*Examples to be corrected.*

Bring me them scissors.

I cannot give any credit to them stories.

I want them books. Do you know them young ladies? Who owns them horses? Observe them three persons. What is the price of them handkerchiefs? Them are one dollar. I wish to see them knives. Where is them boys?

## RULE XX.

Double comparatives and superlatives should be avoided.

*Examples to be corrected.*

He is the most happiest man. The thing would appear more fairer. She is the more prettier of the two. He is more wiser than they. He is the most cruellest man I ever saw. Cicero was one of the most eloquentest men that ever lived. We are more happier than they. One star appears more brighter than another. It was the most best action I ever heard of.

## RULE XXI.

Adjectives that have in themselves a superlative signification do not admit the forms of comparison.

*Examples to be corrected.*

Virtue confers the most supreme dignity on man; and should be his chiefest desire. After the most straightest sect of our religion, I lived a Pharisee. His work is perfect; his brother's more perfect; and his father's the most perfect of all. The most perfect man does not always right, although he may act righter than others. The French language is more universally spoken than the English. That is become the most universal.

## RULE XXII.

When a comparison is made between two things only, the comparative degree should be used, but when between two or more things, the superlative should be used.

*Examples to be corrected.*

Thomas is the best scholar of the two.	In performing subtraction, the least number must be placed under the greatest.
Stephen is the best linguist of the two.	William and Thomas ran a race, but which ran the fastest of the two?
Of the houses which were sold, which was the best?	Which has the greatest number of inhabitants, France or England?
William, and Mary, and Thomas, are three good scholars, but which is the better?	

## RULE XXIII.

The pronoun, WHAT, should never be used instead of the relatives, WHO, WHICH, OR THAT, or the conjunction that.

*Examples to be corrected.*

I am the boy what you wanted.	Thomas knew not but what he
James learns no lesson what is given him.	might stay from school when he pleased.
Stephen could not be persuaded but what he must leave.	He knew not but what his father was in the house.

## EXERCISES FOR THE SLATE OR PAPER.

Q. Will you write six sentences being proper examples under Rule XVII? Six, under Rule XVIII? Six under Rule XIX? Six, under Rule XX? Six, under Rule XXI? Six, under Rule XXII? Six, under Rule XXIII? Two sentences, each having a neuter verb? Two, each having a defective verb? Two, each having a neuter passive verb?

Will you parse the sentences which you have written?

## RULE XXIV.

Adverbs qualify verbs, participles, adjectives, and other adverbs.

## RULE XXV.

Adverbs should generally be placed before adjectives, after verbs active or neuter, and frequently between the auxiliary and the verb.

## RULE XXVI.

An adjective should not be used for an adverb, nor an adverb for an adjective.

'Exceedingly lovely.' This does not sound so well as 'exceeding lovely.' Hence, when the adjective to which the adverb is joined ends in LY the termination of the adverb when similar, is dropped, as 'exceeding,' for 'exceedingly.'

*Examples to be corrected.*

He is an exceeding honest man. They are extreme unwilling. It was exceeding well written. It is current reported. The house is bad constructed. He was extreme careful. It was very proper spoken. It is excellent well written.

I hope for a soon and fortunate escape. His health is indifferently. His conduct was not agreeably to his friends.

The soonest way is not always the best way.

## EXERCISES FOR THE SLATE OR PAPER.

Q. Will you write six proper examples under Rule XXIV?

Six, under Rule XXV? Six, each having a preposition? Six, each having an active participle?

Will you parse what you have now composed?

RULE XXVII.

Two negatives destroy one another, or are equivalent to an affirmative, therefore, but one should be used in a negative sentence.

*Examples to be corrected.*

I cannot, by no means, allow it. He will not, by no means, consent.

There cannot be nothing more insignificant than vanity.  
Nothing never affected her so much as her child's misconduct.  
Be honest, nor take no shape nor semblance of disguise.  
Do not interrupt me yourselves, nor let no one disturb me.  
We need not, nor do not, confine them to narrow limits.  
I will not write at present, nor at no other time.  
Neither riches nor honors, nor no such perishing goods, can satisfy the desires of an immortal spirit.

EXERCISES FOR THE SLATE OR PAPER.

Q. Will you compose three sentences in which there shall be two negatives? Three affirmative sentences, each containing two negatives? Three sentences, each containing but one negative? Will you write six proper examples under Rule I? Six, under Rule II? Six, under Rule III? Six, under Rule IV? Will you parse what you have now written?

RULE XXVIII.

Pronouns must agree with their antecedents, or the nouns for which they stand, in gender, number, and person.

'I am the man who *commands* you,' or 'I am the man who *command* you.' By these examples we see that the relative, 'who,' may agree with 'I' or 'man' for its antecedent. Hence we derive the following

RULE XXIX.

When the relative is preceded by two nominatives, of different persons, it may agree with either according to the sense.

'I am the Lord that make all things, that stretch forth the heavens above,' or, 'I am the Lord that maketh all things, that stretcheth forth the heavens above.'

By these examples we learn that if we make the relative agree with one antecedent, in person, it must continue to agree with the same; hence we derive the following

RULE XXX.

When it has been determined that the relative shall agree

with a certain antecedent, that agreement must be preserved throughout the sentence.

'The woman who came here last week, and who has been sick, went away this morning.'

If we should say 'the woman that came,' &c. and 'who has been sick,' or 'The woman who came,' and 'that has been sick,' it would be obviously contrary to good usage; hence we derive the following

RULE XXXI.

When several relatives refer to the same antecedent, they must not be changed.

RULE XXXII.

The relative THAT, should be used instead of WHO or WHICH,

1. To avoid a repetition of 'who' or 'which,' when they refer to different antecedents.
2. When both persons and things are antecedents.
3. After the adjective 'same.'
4. After the superlative degree.
5. After the relative 'who.'
6. When little children are the subjects of discourse, we can use 'which' or 'that.'
7. When the name of a person is used merely as a name, and does not refer to the person.

'You have been quite sick and I knew nothing of it.'

Here it is apparent that 'it' refers to the fact of his being sick, consequently we have the following

RULE XXXIII.

The neuter pronoun, IT, frequently refers to a whole sentence, or something understood.

'Each man loves his own.' 'Neither of the apples was ripe.' In these examples, you perceive that 'each,' and 'neither,' require singular verbs, nouns, &c. Hence for such pronouns we have the following

RULE XXXIV.

The adjective pronouns EACH, EVERY, EITHER, NEITHER, must have verbs and adjectives agreeing with them in the singular number.

'Every hundred years constitutes a century.' Here, the verb 'constitutes,' is singular, notwithstanding its nominative 'years,' is plural, because it includes the idea of one whole; consequently we have this

## RULE XXXV.

The pronoun, **EVERY**, may agree with a plural noun, having a collective idea, in which case the noun may take a verb singular.

## RULE XXXVI.

In speaking of persons or things, **THIS** and **THOSE** refer to the latter or last mentioned; **THAT** and **THOSE** to the former or first mentioned.

'On which side soever I turn my each eyes.' 'On whichsoever side,' &c. In these expressions, you can at once discover a want of ease and elegance in the latter, which the former possesses. In the one case, the compound word 'whichsoever' is divided; in the other it is not. Hence we derive the following

## RULE XXXVII.

**WHICHSOEVER**, **WHOSOEVER**, **WHATSOEVER**, and the like, are sometimes elegantly divided.

*Examples to be corrected.*

They which seek wisdom will certainly find him. My book fell into the fire, and she was burnt. I saw but one bird and I shot him. That house is yours, and he is well built. I have lost my cane, will you find him for me. Here she is. This pen is bad, she must be mended. That is a beautiful woman, he has fine black eyes. Take this knife, and give her to thy brother.

The man which exalts himself, will certainly be abased.

I do not think that any one should incur censure for being tender of their reputation. Let each esteem others better than themselves. Every one ought to have their freedom.

Each of them, in their turn, receive the benefits to which they are entitled. Every man and every woman were numbered.

Every person, whatever be their station, are bound by the duties of morality and religion.

Neither of those women seem to have any idea that their opinions may be ill-founded.

I do not think that either of those boys know themselves to be in danger.

Thy memory is good, but you do not exercise it.

Dost not thou perceive that all will be yours?

Your father knows thy perverseness.

We are dependent on each others' assistance. Whom is there that can subsist by himself?

I have bought two hats, will you have any of them? Yes, I will have them all. Here are three canes, and you may have them both. Either of them are good. Neither of them are bad. Much people were in that places. Every one of them look well to themselves. Each of them are careful for nothing, but themselves.

Who do you see? Who did you come with? He is the man who I saw yesterday. The lady who you went to see, is in the court.

try. This is the man who you have fed and clothed, and to which you have lent so much money. He who you hate, so bitterly, is your friend. Who did you hear preach? Who do you speak to? Who is she married to? Does that boy know who he speaks to? Who did he wait on to the assembly? Who do you live with?

Whosoever you please to send, I will receive.

Consider what thou art about to do, before you begin your work; lest thou labor in vain, and the fruit of your endeavors turn to no end. Weigh thy strength and thy design, lest you faint under your burden, and fall short of the recompense of your toil. Commend not thyself with thy lips; but let your own actions speak in your behalf.

He instructed and fed the crowds who surrounded him.

Sidney was one of the wisest and most active governors, which Ireland had enjoyed for several years.

He was the ablest minister which James ever possessed.

The court, who gives currency to manners, ought to be exemplary.

I am happy in the friend which I have long proved.

The child whom we have just seen, is wholesomely fed, and not injured by bandages or clothing.

He is like a beast of prey, who destroys without pity.

Having once disgusted him, he could never regain the favour of Nero, who was indeed another name for cruelty.

Flattery, whose nature is to deceive and betray, should be avoided as the poisonous adder.

Who of those men came to his assistance?

We are dependent on each other's assistance: whom is there that can subsist by himself?

If he will not hear his friend, whom shall be sent to admonish him?

They, who much is given to; will have much to answer for.

It is not to be expected that they, whom in early life, have been dark and deceitful, should afterwards become fair and ingenuous.

They who have labored to make us wise and good, are the persons who we ought to love and respect, and who we ought to be grateful to.

The persons, who conscience and virtue support, may smile at the caprices of fortune.

From the character of those who you associate with, your own will be estimated.

That is the student who I gave the book to, and whom, I am persuaded, deserves it.

Of whom were the articles bought? Of a mercer; he who resides near the mansion house.

Was any person besides the mercer present? Yes, both him and his clerk.

Who was the money paid to? To the mercer and his clerk.

Who counted it? Both the clerk and him.

I acknowledge that I am the teacher, who adopt that sentiment, and maintains the propriety of such measures.

Thou art a friend that has often relieved me, and that has not deserted me now in the time of peculiar need.

I am the man who approves of wholesome discipline, and who recommend it to others; but I am not a person who promotes useless severity, or who object to mild and generous treatment.

I perceive that thou art a pupil, who possesses bright parts, but who has cultivated them but little.

Thou art he who breathest on the earth with the breath of spring, and who covereth it with verdure and beauty.

I am the Lord thy God, who teacheth thee to profit, and who lead thee by the way thou shouldst go.

Thou art the Lord who did choose Abraham, and broughtest him forth out of Ur of the Chaldees.

EXERCISES FOR THE SLATE OR PAPER.

Q. Will you write four proper examples under Rule XXIX? Four, under Rule XXX? Four, under Rule XXXI? Four, under Rule XXXII? Four, under Rule XXXIII? Four, under Rule XXXIV? Four, under Rule XXXV? Four, under Rule XXXVI? Four, under Rule XXXVII? Four, under Rule V? Four, under Rule VI? Four, under Rule VII? Four, under Rule IX? Will you write a sentence containing the nine parts of speech? Will you parse the sentences which you have now written?

NOTE. 'Joseph dreamed a dream.' To dream you know is generally considered a neuter verb, but what did Joseph dream? *Ans.* A dream. In this case, then, you see that 'dream' is really active. The rule generally adopted by grammarians in such cases is, "Neuter verbs govern nouns of a signification similar to their own." But if the pupil is taught as he should be, he will make the sense his only guide in determining to what class each word belongs. Consequently, when a verb has an active meaning, he will pronounce it active, and the reverse. A distinction like that made above, concerning verbs, will therefore be wholly unnecessary.

RULE XXXVIII.

The objective case is governed by active verbs.

'I have got a book.' 'I have got to go.' These expressions are evidently improper. They should read thus: 'I have a book.' 'I must go,' or 'I am obliged to go.' The incorrectness, as you have doubtless observed, consists in adding 'got' to 'have,' and in using 'have got,' for 'must' or 'am obliged.' Hence we derive the following:

RULE XXXIX.

The word GOT should not be added to 'HAVE,' (meaning to possess,) nor used with HAVE instead of 'MUST,' or 'AM OBLIGED.'

RULE XL.

Any verb may have the same case after it as before it, when both nouns mean or refer to the same person or thing.

RULE XLII. Active verbs of asking, teaching, and some others, are followed by two objective cases.

Examples to be corrected.

They who opulence has made proud, and who luxury has corrupted, cannot relish the simple pleasures of nature.

You have reason to dread his wrath, which one day will destroy ye both.

Who have I reason to love so much as this friend of my youth?

Ye, who were dead, hath he quickened.

Who did they entertain so freely?

The man who he raised from obscurity, is dead.

Ye only have I known of all the families of the earth.

He and they we know, but who are you?

She that is idle and mischievous, reprove sharply.

Who did they send to him on so important an errand?

That is the friend who you must receive cordially, and who you cannot esteem too highly.

He invited my brother and I to see and examine his library.

We should fear and obey the author of our being, even He who has power to reward or punish us forever.

They who he had most injured, he had the greatest reason to love.

Whatever others do, let thou and I act wisely.

Let them and we unite to oppose this growing evil.

I shall see she. When did you hear they? I must not tell thou. Ye have I chosen. We, your friends, ye ought to remember. He that is idle, reprove thou sharply. He and they we know, but who art thou? He that committed the offence thou shouldst punish, and not I who am innocent. They fear thou, but love we. Whatever others do, let thou and I perform our duty. I have got my lesson. Is this your pen? No, I have got mine. I have got to go to the wharf, and to get some wood. I have got to go to the store, and to get some corn. I have got to go to town to-day. What have you got to get, after you get there? Whose book is that which you have got?

EXERCISES FOR THE SLATE OR PAPER.

Q. Will you write down six proper examples under Rule XXXVII? Six, under Rule XXXVIII? Six, under Rule XXXIX? Six, under Rule XL? Six, under Rule XLI? Six, under Rule XVI? Six, under Rule XVII? Six, under Rule XVIII? Six, under Rule XIX? Six, under Rule XX? Six, each having a possessive case of a noun or pronoun? Six, each having an interjection? Will you parse what you have now written?

RULE XLII.

The objective case may be governed by prepositions.

'We were near him,' 'It looks like him,' 'It is worthy the attention;' that is, 'We were near to him,' 'It looks like unto him,' 'It is worthy of the attention.' In the first examples, we see that the objective case is governed by prepositions understood; also that it is more elegant to omit them. Hence we derive the following

## RULE XLIII.

The objective case, after the verbs LIKE and UNLIKE, is governed by the prepositions TO or UNTO, and after WORTHY, by the preposition OF.

'He went a hunting,' that is, *on* a hunting.' Here a participial noun is governed by the preposition *on* understood. As such examples frequently occur, we have the following

## RULE XLIV.

Participial nouns may be governed by the preposition *on*, understood.

'I saw him go past yesterday.' This should be, 'I saw him go by,' or, 'I saw him pass,' or, 'I saw him pass by,' yesterday. Hence for the correct use of *by* instead of *past*, we have the following

## RULE XLV.

The word PAST should not be used in the sense of *BY*.

*Examples to be corrected.*

I will send by he. He spoke to thou. I am the next after he. You prefer them to he. I hope you are not displeased with we. A fool is not long consistent with himself. They took blame to themselves. I shall wait on ye to the park. I rejoice with thou. I saw him go past our house. He went past an hour ago.

We are all accountable creatures, each for theirselves.

They willingly, and of theirselves, endeavored to make up the difference.

He laid the suspicion upon somebody, I knew not who, in the company.

I hope it is not I who he is displeased with.

To poor we there is not much hope remaining.

Does that boy know who he speaks to? Who does he offer such language to?

It was not he that they were so angry with.

What concord can subsist between those who commit crimes, and they who abhor them?

The person who I travelled with, has sold the horse which he rode on during our journey.

It is not I he is engaged with.

Who did he receive that intelligence from?

## EXERCISES FOR THE SLATE OR PAPER.

Q. Will you write six proper examples under Rule XLIII? Six,

under Rule XLIV? Two, under Rule XLV? Six, under Rule XXI? Six, under Rule XXII? Six, under Rule XXIV? Six, under Rule XXV? Sixteen, with a preposition in each?

Will you parse what you have now composed?

## RULE XLVI.

Participles refer to nouns.

## RULE XLVII.

The objective case may be governed by active participles.

## RULE XLVIII.

The objective case may be governed by participial nouns.

## RULE XLIX.

The possessive case may be governed by a single participial noun, or a compound one.

'You will oblige me by sending of them,' or 'by the sending them.' 'Sending,' you know, is a participial noun, and governed by the preposition before it, but does the sense appear to be as well expressed, as if written thus? 'You will oblige me by sending them,' or, 'by the sending of them,' either omitting the article *the*, before, and the preposition *of*, after the word, or else retaining both? Hence we derive the following:

## RULE L.

The article THE before a participial noun, and the preposition OF after one, should either both be used, or both be omitted.

## RULE LI.

Participles have the same case after them as before them, in like manner as verbs do, from which they are derived.

## RULE LII.

An auxiliary verb should not be joined with the imperfect tense, instead of the perfect participle.

*Examples to be corrected.*

Esteeming theirselves wise, they became fools.

Suspecting not only ye, but they also, I was studious to avoid all intercourse.

I could not avoid considering, in some degree, they as enemies to me; and he as a suspicious friend.

From having exposed himself too freely in different climates, he entirely lost his health.

By observing of truth, you will command esteem, as well as secure peace.

He prepared them for this event, by the sending to them proper information.

A person may be great or rich by chance; but cannot be wise or good, without the taking pains for it.

Nothing could have made her so unhappy, as the marrying a man who possessed such principles.

The changing times and seasons, the removing and setting up kings, belong to Providence alone.

The middle station of life seems to be the most advantageously situated for gaining of wisdom. Poverty turns our thoughts too much upon the supplying our wants; and riches upon the enjoying our superfluities.

Pliny, speaking of Cato the Censor's disapproving the Grecian orators, expressed himself thus.

Propriety of pronunciation is the giving to every word that sound, which the most polite usage of the language appropriates to it.

The not attending to this rule, is the cause of a very common error.

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

NOTE.—When *their* or *our*, precedes the participial noun, they will not, on this account, form an exception to Rule L.

There will be no danger of their spoiling their faces, or of their gaining converts.

For his avoiding that precipice, he is indebted to his friend's care.

It was from our misunderstanding the directions, that we lost our way.

In tracing of his history, we discover little that is worthy of imitation.

By reading of books written by the best authors, his mind became highly improved.

By too eager pursuit, he run a great risk of being disappointed.

He had not long enjoyed repose, before he began to be weary of having nothing to do.

He was greatly heated, and drunk with avidity.

Though his conduct was, in some respects, exceptionable, yet he dared not commit so great an offence, as that which was proposed to him.

A second deluge learning thus o'er-run;

And the monks finished what the Goths begun.

If some events had not fell out very unexpectedly, I should have been present.

He would have went with us, had he been invited.

He returned the goods which he had stole, and made all the reparation in his power.

They have chose the part of honor and virtue.

His vices have weakened his mind and broke his health.

He had mistook his true interest, and found himself forsook by his former adherents.

The bread that has been eat is soon forgot.

No contentions have arose amongst them since their reconciliation.

The cloth had no seam, but was wove throughout.

The French language is spoke in every state in Europe.

His resolution was too strong to be shook by slight opposition.

He was not much restrained afterwards, having took improper liberties at first.

He has not yet wore off the rough manners, which he brought with him.

You who have forsook your friends, are entitled to no confidence.

They who have bore a part in the labor, shall share the rewards.

When the rules have been wantonly broke, there can be no plea for favor.

He writes as the best authors would have wrote, had they writ on the same subject.

He heapt up great riches, but past his time miserably.

He talkt and stampt with such vehemence, that he was suspected to be insane.

It being her who was implicated, we did not proceed to extremities.

Did you hear of the President passing through New-York?

We heard of the fleet sailing up the Channel.

Did you hear of my horse running to-day?

I heard of a sick man going to church yesterday.

Intelligence has just been received, of a great battle having been fought in Portugal.

#### EXERCISES FOR THE SLATE OR PAPER.

Q. Will you write down six proper examples under Rule XLVI? Six, under Rule XLVII? Six, under Rule XLVIII? Six, under Rule XLIX? Six, under Rule L? Six, under Rule LI? Six, under Rule LII? Six, under Rule LIII? Six, under Rule XXVI? Six, under Rule XXVII? Six, under Rule XXVIII? Six, under Rule XXIX? Six, under Rule XXX? Six, each having an interjection? Six, each having a subjunctive mode, in different tenses? Four, in the potential mode, but in different tenses? The same four interrogatively?

Will you parse what you have now written?

#### RULE LIII.

The possessive case of nouns or pronouns is governed by the noun following it, which is the name of the thing possessed.

#### RULE LIV.

The possessive case should always be distinguished by an apostrophe.

## RULE LV.

When nouns end in *es* or *ss*, the apostrophe alone is added, without an additional *s*.

'He is at the President's,' that is, 'President's house.' This is a customary mode of speaking, when the name of the thing possessed is obvious. Hence we have the following

## RULE LVI.

When the name of the thing possessed is obvious, it is omitted.

'Paul, the Apostle's advice.' In such examples as this, in which the name possessed, is described by two or more nouns, it is customary to annex the sign of the possessive only to the last. Hence we derive the following

## RULE LVII.

When the name possessed is described by two or more foregoing nouns, the sign of the possessive case, is annexed only to the last.

*Examples to be corrected.*

My ancestors virtue is not mine.

His brothers offence will not condemn him.

I will not destroy the city for ten sake.

Nevertheless, Asa his heart was perfect with the Lord.

A mothers tenderness and a fathers care are natures gifts for mans advantage.

A mans manner's frequently influence his fortune.

Wisdoms precepts' form the good mans interest and happiness.

And he cast himself down at Jesus feet.

Moses rod was turned into a serpent.

For Herodias sake, his brother Phillips wife.

If ye suffer for righteousness's sake, happy are ye.

Ye should be subject for conscience's sake.

What can be the cause of the parliament neglecting so important a business?

Much depends on this rule being observed.

The time of William making the experiment at length arrived.

It is very probable that this assembly was called to clear some doubt which the king had, about the lawfulness of the Hollanders their throwing off the monarchy of Spain, and their withdrawing entirely their allegiance to that crown.

If we alter the situation of any of the words, we shall presently be sensible of the melody suffering.

Such will ever be the effect of youth associating with vicious companions.

## EXERCISES FOR THE SLATE OR PAPER.

Q. Will you write six sentences, each having a proper example under Rule LIV? Six, under Rule LV? Six, under Rule

LVI? Six, under Rule LVII? Six, under Rule LVIII? Six, under Rule XXXI? Six, under Rule XXXII? Six, under Rule XXXIII? Six, under Rule XXXIV? Six, under Rule XXXV?

Will you parse what you have now composed?

## RULE LVIII.

Conjunctions connect verbs, nouns and pronouns of the same cases, adjectives with adjectives, adverbs with adverbs, also different members of the same sentence.

'Thomas, and John, and William, and Harry, will accompany him.' By omitting all these conjunctions, but the last, you must be sensible that the sense is much better expressed. Besides, it is not customary to insert the conjunction between several words under the same government, except when we wish to render a sentence emphatical, as 'James, and John, and Thomas, must all be punished.' Hence we have the following

## RULE LIX.

When there are more than two words connected, the conjunction is omitted except before the last.

## RULE LX.

When we wish to render a sentence emphatical, the conjunction is not omitted.

'I do see and hear him,' not 'do see and do hear him,' unless to add force or emphasis: consequently we have the following

## RULE LXI.

When two compound tenses are connected by a conjunction, the auxiliary is generally omitted before the latter verb.

'William desires to learn and study,' not 'to study.' 'He appears to have read and studied,' not 'to have studied.' From these examples we derive the following

## RULE LXII.

When two verbs in the infinitive mode, are connected by a conjunction, the signs *TO* and *TO HAVE* are omitted before the latter verb.

'William has read to me often, and he will read to me again.'

In this sentence because the latter verb is in a different tense, its nominative is not omitted. From this example we derive the following

## RULE LXIII.

When two verbs, of different tenses, are connected, the nominative case should be repeated.

*Examples to be corrected.*

I will say it between you and I. You will wait on him and she to the play. Don't you recollect that he spoke to you and I about the affair, and requested you and I not to mention it. He came with me and thou. He will write by you or she. He promised them and we. Will you permit Ralph and I to see the letter? She and him and I will read alternately. The affair is to be settled between you and they. Please to let Samuel and I read? May Peter and William and I go out?

My brother and him are very attentive to their studies.

You and us enjoy many privileges.

She and him are very unhappily connected.

Between him and I there is some disparity of years, but none between him and she.

Did he not tell thee his fault, and entreated thee to forgive him?

If he understand the subject, and attends to it industriously, he can scarcely fail of success.

If a man have an hundred sheep, and one of them is gone astray, doth he not leave the ninety and nine, and goeth into the mountains, and seeketh that which is gone astray?

I saw the work, and have been much pleased with it. I had been acquainted with him, and have been pleased with him. He does drink, and spends his time idly. He wrote well and did speak eloquently. He desired to hear and to have seen. He was to have been admonished, and to have a slight punishment. Seeing the performance, and having been much gratified, he remained there a long time.

His courage and fidelity and activity entitled him to command. He can read and can write. I might have seen and might have known it. He loves to read and to write and to cipher.

We have met with many disappointments, and shall probably meet with many more.

Rank may confer influence, but will not necessarily produce virtue.

He does not want courage, but is defective in sensibility.

These people have indeed acquired great riches, but do not command esteem.

He might have been happy, and is now convinced of it.

Learning strengthens the mind; and, if properly applied, will improve our morals.

## EXERCISES FOR THE SLATE OR PAPER.

Q. Will you write six proper examples under Rule LIX? Six, under Rule LX? Six, under Rule LXI? Six, under Rule LXII? Six, under Rule LXIII? Six, under Rule LX? Six, under Rule XXXVI? Six, under Rule XXXVII? One, under each of the following Rules, viz: XXXVIII, XXXIX, XL, XLI, XLII, XLIII, XLIV, XLV, XLVI, XLVII, XLVIII, XLIX, L? Six, each having a possessive case, and the governing noun an object of an active verb, in the indicative mode, each in a different tense?

Will you parse what you have now composed?

## RULE LXIV.

The subjunctive form of the verb, should be used only after, or without conjunctions, when the idea of doubt, and future time are both implied.

'Alfred than whom a greater king, never reigned.'

'Beelzebub, than whom, Eaton excepted, none higher sat.' In these examples the relative 'whom' must be governed by *than*, if it is governed at all; but 'than,' you know, is a conjunction. It is somewhat remarkable that in such instances, if the personal pronoun were used, it would be the nominative case, thus; 'A greater king never reigned than he,' that is, 'than he was.' Hence we derive the following

## RULE LXV.

The conjunction *THAN* is sometimes placed before an objective case, followed by an adjective of the comparative degree.

## RULE LXVI.

The conjunction *AS* placed after *SUCH* or *MANY* is sometimes used as a relative pronoun.

*Examples to be corrected.*

If he acquires riches, they will corrupt his mind, and be useless to others.

Though he urges me yet more earnestly, I shall not comply, unless he advances more forcible reasons.

I shall walk in the fields to-day, unless it rains.

As the governess were present, the children behaved properly.

She disapproved the measure, because it were improper.

Though he be high, he hath respect to the lowly.

Though he were her friend, he did not attempt to justify her conduct.

Whether he improve or not, I cannot determine.

Though the fact be extraordinary, it certainly did happen.

Remember what thou wert, and be humble.

O! that his heart was tender, and susceptible of the woes of others.

Shall then this verse to future age pretend,

Thou wert my guide, philosopher, and friend?

Despise not any condition, lest it happens to be your own.

Let him that is sanguine, take heed lest he miscarries.

Take care that thou breakest not any of the established rules.

If he does but intimate his desire, it will be sufficient to produce obedience.

At the time of his return, if he is but expert in the business, he will find employment.

If he do but speak to display his abilities, he is unworthy of attention.

If he be but in health, I am content.

If he does promise, he will certainly perform.

Though he do praise her, it is only for her beauty.

If thou dost not forgive, perhaps thou wilt not be forgiven.

If thou do sincerely believe the truths of religion, act accordingly.

His confused behavior made it reasonable to suppose that he were guilty.

He is so conscious of deserving the rebuke, that he dare not make any reply.

His apology was so plausible, that many befriended him, and thought he were innocent.

If one man prefer a life of industry, it is because he has an idea of comfort in wealth; if another prefers a life of gaiety, it is from a like idea concerning pleasure.

No one engages in that business, unless he aim at reputation, or hopes for some singular advantage.

Though the design be laudable, and is favorable to our interest, it will involve much anxiety and labor.

Unless he learns faster, he will be no scholar.

Though he falls, he shall not be utterly cast down.

On condition that he comes, I will consent to stay.

However that affair terminates, my conduct will be unimpeachable.

If virtue rewards us not so soon as we desire, the payment will be made with interest.

'Till repentance composes his mind, he will be a stranger to peace.

Whether he confesses, or not, the truth will certainly be discovered.

If thou censur'st uncharitably, thou wilt be entitled to no favor.

Though, at times, the ascent to the temple of virtue, appears steep and craggy, be not discouraged. Persevere until thou gain'st the summit: there, all is order, beauty, and pleasure.

If Charlotte desire to gain esteem and love, she does not employ the proper means.

Unless the accountant deceive me, my estate is considerably improved.

Though self-government produce some uneasiness, it is light, when compared with the pain of vicious indulgence.

Whether he think as he speaks, time will discover.

Though virtue appear severe, she is truly amiable.

Though success be very doubtful, it is proper that he endeavors to succeed.

If thou have promised, be faithful to thy engagement.

Though he have proved his right to submission, he is too generous to exact it.

Unless he have improved, he is unfit for the office.

If thou had succeeded, perhaps thou wouldst not be the happier for it.

Unless thou shall see the propriety of the measure, we shall not desire thy support.

Though thou will not acknowledge, thou canst not deny the fact.

If thou gave liberally, thou wilt receive a liberal reward.

Though thou did injure him, he harbors no resentment.

It would be well, if the report was only the misrepresentation of her enemies.

Was he ever so great and opulent, this conduct would debase him.

Was I to enumerate all her virtues, it would look like flattery.

Though I was perfect, yet would I not presume.

If thou may share in his labors, be thankful and do it cheerfully.

Unless thou can fairly support the cause, give it up honorably.

Though thou might have foreseen the danger, thou wouldst not have avoided it.

If thou could convince him, he would not act accordingly.

If thou would improve in knowledge, be diligent.

Unless thou should make a timely retreat, the danger will be unavoidable.

I have labored and wearied myself, that thou may be at ease.

He enlarged on those dangers, that thou should avoid them.

Charles XII, of Sweden, than who a more courageous person never lived, appears to have been destitute of the tender sensibilities of nature.

Salmus (a more learned man than him has seldom appeared) was not happy at the close of his life.

#### EXERCISES FOR THE SLATE OR PAPER.

Q. Will you compose six proper examples under Rule LXV? Six, under Rule LXVI? Six, under Rule L? Six, having a proper noun, different in each? Six, each having the definite article properly used? Six, each having the indefinite article A, properly used before words beginning with a consonant? Six, each having a plural noun? Six, each having a noun of the neuter gender? Six, each having a noun of the second person placed independent? Six, each having an adjective in the superlative degree? Six, each having a numeral adjective? Six, each having an adjective pronoun? Six, being proper examples under Rule LI? Six, under Rule LII? Six, under Rule LIII? Six, under Rule LIV? Will you parse what you have now composed?

#### RULE LXVII.

When two or more nouns come together signifying the same thing, they agree in case.

#### RULE LXVIII.

A noun or pronoun joined with a participle, independent

of the rest of the sentence, is the nominative case absolute.

RULE LXIX.

Interjections require the objective case of a pronoun of the first person, but nominative of the second.

RULE LXX.

Nouns signifying time, direction, distance, measure and price, are frequently in the objective case, without a preposition.

*Examples to be corrected.*

Solomon was of this mind; and I have no doubt he made as wise and true proverbs, as any body has done since; him only excepted, who was a much greater and wiser man than Soloman.

—Him destroy'd,  
Or won to what may work his utter loss,  
All this will soon follow.

Whose gay top  
Shall tremble, him descending.

Ah! unhappy thee, who art deaf to the calls of duty and of honor.

Oh! happy we, surrounded with so many blessings.

EXERCISES FOR THE SLATE OR PAPER.

Q. Will you write down six proper examples under Rule LXVIII? Six under Rule LXIX? Six under LXX? Six each in the imperative mode? Six in the potential mode each in a different tense? Two, each having an infinitive mode and perfect tense? Six, each having the verb, 'to be,' either in a different mode or tense? Six, in the subjunctive mode, passive? Six, having two, and but two, different parts of speech? Six, each having four different parts of speech? Six each having five different parts of speech? Six, each having six different parts of speech? Six, each containing seven different parts of speech? Six, each containing eight different parts of speech? Six, each containing nine different parts of speech?

Will you parse what you have now written?

CONSTITUTION

OF  
THE UNITED STATES.

PROMISCUOUS EXERCISES IN SYNTACTICAL PARSING.

We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquillity, provide for the common defence, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

ART. I.—SEC. 1. All legislative powers herein granted, shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

SEC. 2. The House of Representatives shall be composed of members chosen every second year, by the people of the several States: and the electors in each State shall have the qualifications requisite for electors of the most numerous branch of the State Legislature.

No person shall be a Representative who shall not have attained to the age of twenty five years, and been seven years a citizen of the United States, and who shall not, when elected, be an inhabitant of that State in which he shall be chosen.

Representatives and direct taxes shall be apportioned among the several States, which may be included within this union, according to their respective numbers, which shall be determined by adding to the whole number of free persons, including those bound to service for a term of years, and excluding Indians not taxed, three fifths of all other persons. The actual enumeration shall be made within three years after the first meeting of the Congress of the United States, and within every subsequent term of ten years, in such manner as they shall by law direct. The number of Representatives shall not exceed one for every thirty thousand; but each State shall have at least one Representative; and until such enumeration shall be made, the State of New-Hampshire shall be entitled to choose three, Massachusetts eight, Rhode-Island and Providence Plantations one, Connecticut five, New-York six, New Jersey four, Pennsylvania eight, Delaware one, Maryland six, Virginia ten, North Carolina five, South Carolina five, and Georgia three.