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DISTRICT OF MASSACHUSETTS, to wit — *District Clerk's Office.*

Be it remembered, That on the twenty-first day of January, A. D. 1830, in the fifty-fourth year of the Independence of the United States of America, Pe Kips and Marvin, of the said district, have deposited in this office the title of a book, the right whereof they claim as proprietors, in the words following, to wit:—

“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. Part I.”

In conformity to the act of the Congress of the United States, entitled, “An Act for the encouragement of learning, by securing the copies of maps, charts and books to the authors and proprietors of such copies during the times therein mentioned;” and also to an act, entitled, “An Act supplementary to an act, entitled, “An Act for the encouragement of learning, by securing the copies of maps, charts and books to the authors and proprietors of such copies during the times therein mentioned;” and extending the benefits thereof to the arts of designing, engraving and etching historical and other prints.”

JNO. W. DAVIS,
Clerk of the District of Massachusetts.

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RECOMMENDATIONS.

From the *American Journal of Education*, for January, 1830.

Here is, at last, an attempt to present the subject of grammar in an intellectual form to the mind of the learner. We cannot speak particularly of the work, with the same confidence, as to its accuracy in detail, as if we had had full opportunity to bring it to the test of experiment in the school-room; but its plan is very nearly that which has been repeatedly suggested in our pages, as what was required to render the study of grammar a suitable discipline for the young mind. The author's method is to draw the pupil into conversation about words, and to put such questions to him as lead his mind to the same conclusions that are usually laid down in books on grammar, in the shape of definitions and rules. The work is, as it ought to be, of a simple and elementary character; and the illustrations are of that familiar kind which will render the book suitable for general use in schools.

One great advantage of the plan of this work is, that the pupil's mind is kept in continual activity by the variety in the form of the lessons, some of which consist in the correction of improprieties of speech, and others in regular but short and easy exercises, to be written on paper or on the slate. The lessons in parsing are, with the exception of the concluding one, on the Constitution of the United States, presented in gradual accession, and blended with the conversation and oral exercises on each class of words. To most teachers, this work will probably be the more acceptable for the author's good sense in avoiding unnecessary peculiarities in his views of grammar; for, notwithstanding the originality of the plan, the results of the conversations and exercises will be found to correspond pretty nearly to the more formal and theoretic statements contained in Murray's Grammar; with this great advantage, that the pupil is enabled, by the arrangement of Mr. Smith's work not only to understand perfectly every step of his progress, but to obtain the results for himself, by the exertion of his own thoughts. The instructors generally, who have not seen this work, we could not, perhaps, describe it more accurately than by saying that it is nearly the same thing among books on grammar, that Colburn's works are among books on arithmetic. We hope the resemblance will hold in other respects also, and that this work on grammar will effect as great and as extensive a revolution in the mode of teaching in the branch of which it treats, as has been effected by the labors of Mr. Colburn in his department.

From the examination we have been able to give the “Practical Grammar” of Mr. Roswell C. Smith, we have been satisfied that it is by far the most natural system of teaching that important science which has ever come under our notice. We earnestly recommend it to the attention of all who are interested in the improvement of our common schools.

SAMUEL J. MAY, *Pastor of the Church in Brooklyn, Conn.*
JONATHAN GOING, *Chairman of the Board of Overseers of the Schools in Worcester Village.*
ISAAC GOODWIN, *Worcester.*
LEONARD WORCESTER, *Preceptor of the Latin Grammar School, Worcester.*
Nov. 26, 1829.

T. R. MARVIN, *PRINTER.*

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 grounds on which to form 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 su-

perfluous 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 be perceived, 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 an ordinary 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, the reasons why a thing is so, or why it is not so, are rarely 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 that you are not ignorant, but obstinate." Horne, however, persisted, and the master flogged. 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." This blunder is said actually to have occurred.

"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 from a desire 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 preclude 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 subject 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 number 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 this 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 added 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. Entertaining 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, and 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.

INTELLECTUAL AND PRACTICAL

GRAMMAR

PART I.

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 pursuing 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, with 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

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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 everything 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 hold 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*?

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 to receive from me 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 me 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. Are, then, the singular and plural forms 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. I 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 next proceed to the or-

der 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 are 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 this 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 or 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.' 'Moses' slate.' 'For righteousness' sake.' What other forms of expression may mean the same as these? We find *eagles'*, *Moses'*, 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?

NOMINATIVE, John (*catches a horse.*)

POSSESSIVE, John's (*horse.*)

OBJECTIVE, (*The horse bites* John.

Q. In how many cases is *John* used, in these three sentences?

Q. Will you repeat each case, commencing thus,

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.*

PLURAL.

NOMINATIVE CASE, *Boys.*

POSSESSIVE CASE, *Boys'.*

OBJECTIVE CASE, *Boys.*

Q. Will you decline *man*?

SIN.

NOMINATIVE CASE, *Man.*

POSSESSIVE CASE, *Man's.*

OBJECTIVE CASE, *Man.*

PLU.

— *Men.*

— *Men's.*

— *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*

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 *singular number* mean?

Q. What does *plural* mean?

Q. How many numbers do nouns have?

Q. Will you give an example 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 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 *in*, 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 it?

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 in 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 it?

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?

Q. How many articles are there in these sentences on the left, and why?

Q. Which are definite, and which indefinite, and why?

Q. To what does each belong?

Q. What is the rule for each?

Q. How many nouns are there?

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?

LESSON IX.

QUESTIONS ON THE ARTICLE.

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

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?

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 three 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?

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 ink-stand? 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 *beautifullest* 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*? *knarish*? *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,' show 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 both regularly and 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 it?

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 an adjective joined to?
 Q. What is a correct definition of adjectives?
 Q. Will you give an example of an adjective?
 Q. What is the meaning of *degree of comparison*?
 Q. How many degrees of comparison are there?
 Q. Which is the positive, and why?
 Q. Will you give an example?
 Q. What is the meaning of *comparative degree*?
 Q. Will you give an example?
 Q. What does the word *superlative* mean?

- Q. What is the meaning of *superlative degree*?
 Q. What are they?
 Q. Will you give an example of an adjective regularly compared?—one there of comparing adjectives?
 Q. How many different ways are there of comparing adjectives? 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?'
 Will you write three 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?
 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.
 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?

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 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, 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.

<i>First Person Singular.</i>		<i>First Person Plural.</i>	
Nom. I have a name.		WE have a name.	
Poss. The name is MINE, or MY name.		The name is OURS, or OUR name.	
Obj. The name belongs to ME.		The name belongs to US.	
<i>Second Person Singular.</i>		<i>Second Person Plural.</i>	
Nom. THOU hast a name.		YE or YOU have a name.	
Poss. The name is THINE, or THY name.		The name is YOURS, or YOUR name.	
Obj. The name belongs to THEE.		The name belongs to YOU.	
<i>Third Person Sing. (Mas.)</i>		<i>Third Person Plu. (Mas.)</i>	
Nom. HE has a name.		THEY have a name.	
Poss. The name is HIS, or HIS name.		The name is THEIRS, or THEIR name.	
Obj. The name belongs to HIM.		The name belongs to THEM.	
<i>Third Person Sing. (Fem.)</i>		<i>Third Person Plu. (Fem.)</i>	
Nom. SHE has a name.		THEY have a name.	
Poss. The name is HERS, or HER name.		The name is THEIRS, or THEIR name.	
Obj. The name belongs to HER.		The name belongs to THEM.	
<i>Third Person Sing. (Neuter.)</i>		<i>Third Person Plu. (Neuter.)</i>	
Nom. IT has a name.		THEY have a name.	
Poss. The name is ITS, or ITS name.		The name is THEIRS, or THEIR name.	
Obj. The name belongs to IT.		The name belongs to THEM.	

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 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? Will you decline them?

Q. How many of the third person? Will you 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*, *thymself*, *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 it?

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 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 person 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 three 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. What is the meaning of *personal pronouns*?
- Q. How many pronouns are there in all?
- Q. What is the use of pronouns?
- Q. Why were they invented?
- Q. How many personal pronouns are there, properly speaking?
- Q. How many pronouns are there of the first person?
- Q. Will you decline them?
- Q. How many are there of the second person?
- Q. Will you decline them?
- Q. How many are there of the third person?
- Q. Will you decline them?
- Q. How many numbers have pronouns?
- Q. How many persons?
- Q. How many cases have they?
- Q. To which of the pronouns has gender respect?
- Q. Will you decline the masculine?
- Q. Will you decline the feminine?
- 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? one, containing two personal pronouns, the one in the nominative and the other in the objective case? one, containing an article, adjective, noun, and personal pronoun? one, containing a noun in the nominative case, an adjective in the superlative degree, and a pronoun in the third person plural, objective case? one, in which there shall be a masculine agent, and the object a masculine pronoun? one, in which there shall be two pronouns, and neither of them in the third person? 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*? Will you write down a sentence, which shall have a pronoun in the nominative case, and also one in the possessive case? 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 *relatives* 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 chaise.'
- '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?

	<i>Sing.</i>	<i>Plur.</i>
<i>Nom.</i>	Who,	Who.
<i>Poss.</i>	Whose,	Whose.
<i>Obj.</i>	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 avoid 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 men *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 *any thing 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 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 by which pronouns agree 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?

Q. How many relative pronouns are there here?

Q. What words are their antecedents?

Q. What is their gender, number and person?

Q. Is there any rule for their agreement?

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 case?
 Q. What is the noun to which pronouns refer, or for which they stand, 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. 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 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*? Will you write a sentence, in which it is proper to use *which*? one, with a masculine antecedent? one, with a neuter antecedent? one, in which it is more elegant to use *that* than *who*? one, in which it is more elegant to use *that* than *which*? Write a sentence containing *whose*; one, containing *whom*; one, containing *which*, in the objective case. Write *who* and *which* in interrogative sentences. Write two sentences, one containing *which*, and the other *what*, both interrogative pronouns. Write a sentence containing an article, adjective and noun of the neuter gender; one, containing an article, an adjective in the superlative degree, and a masculine agent? one, containing an article, adjective and agent, also an object with an article, and an adjective agreeing with the object.
- 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 — 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 loved 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?'
- Will you now inform me how many parts of speech you have used in filling up these sentences? 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 other 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 ?
 Q. '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, implies *action*. 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. 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 verbs *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? Write the same meaning, by making the verb passive. Write down six different agents, six different objects, and connect each by the same verb. Will you now change each of these six verbs to passive ones, and not alter the sense? Will you write a different verb to six different agents having the same object? Will you write the same verbs in the passive, retaining the same meaning? Will you write down as many verbs as you can think of, with the same agents and the same objects? 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 propriety, 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 winks.' Does James wink any thing? Has *winks* 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 any thing 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 any thing 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. Do not *James* and *boy* mean 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? 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? Write as many neuter verbs as you can find proper agents for. Will you write a sentence containing the article *an*, an adjective in the superlative degree, and an active verb with a masculine object? Write an agent and verb, with an object after the verb. Write the same verb in a passive form. 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, 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 in 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 *junctum*) 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, in which the verb is not found, 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?—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 *infinitive* 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 *potential mode* imply?

Q. Will you give an example?

Q. What does *subjunctive* mean?

Q. What does *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 *imperative mode* imply?

Q. Why are verbs denoting entrea-

ty 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?

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 to-day*, 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.' 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 they denote past time before another past time,' or simply, 'Because they denote 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* refers to something that is to come. Will not *future*, then, be a good name for this tense?

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 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?—is 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. Will you define the *imperfect tense*?
- Q. Why is it called *imperfect*?
- Q. How may it be distinguished?
- Q. Will you give an example?
- Q. Will you define the *perfect tense*?
- 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. Will you define the *first future*?
- Q. Why called *future*?
- Q. Will you give an example?
- Q. What is the sign of this tense?
- Q. Will you define the *second future*?
- 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, having 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? 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 it 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*, from *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 acting 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 it?

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 <i>participle</i> ? | Q. What is the <i>compound perfect participle</i> ? |
| Q. Why does it have this name? | Q. Why does it have this name? |
| Q. Does a participle describe? | Q. What is the sign of a compound perfect participle? |
| Q. How, then, can you distinguish it from an adjective by the sense? | Q. If any participle, when <i>having</i> is not joined with it, will make sense joined with <i>having</i> , is it a compound or a perfect participle? |
| Q. How many participles are there? | Q. From what are participles derived? |
| Q. What are their names? | Q. Will you form a present participle from <i>despise</i> ? from <i>mourn</i> ? <i>delay</i> ? |
| Q. What is a <i>present participle</i> ? | |
| Q. Will you give an example? | |
| Q. What does it generally end in? | |
| Q. What is a <i>perfect participle</i> ? | |
| Q. Why does it have the name of <i>perfect</i> ? | |

EXERCISES FOR THE SLATE OR PAPER.

Q. 'I went to the review ground, and saw the people there eating, drinking, playing, marching, exercising, buying, selling, running, forming lines, 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?

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. Will you write 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 —', 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; 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 Pronouns, 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 varies 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 it?

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 the rule?

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 eaten fast,' or 'ate 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?'

'James sat here,' or 'set here?'

'James has sit here,' or 'has sat here?'

'James set,' or 'sat his trap?'

'The hen sits,* or 'sets to hatch?'

Q. Would you say, 'I have began,' or 'have begun?' 'She began,' or 'begun?' Why?

* "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.

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 bidden him be still?'

Q. Another mistake, which occurs with good speakers more frequently, perhaps, than any other, is the wrong pronunciation 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 James done? 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 *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 that the verb is, and why? What is the rule for its agreement?

Q. You have learned that the nominative case is the agent:

* 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.

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, still? 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 a 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 him.'

'They saw the fox catching a goose.'

'I love the man who practises virtue.'

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 some-

times 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, than 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*, 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 make the corrections as I read them 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 poor be prospered?' |
| 'William wrote now.' | 'I did saw him teaching.' |
| 'A girls run.' | 'Did I seen him weeping?' |
| 'Him that came departed.' | 'Sinners is unhappy.' |
| 'How dost thee do, Samuel?' | 'Is sinners unhappy?' |
| 'Art thee well?' | 'The man which comes.' |
| 'Has thee been home?' | 'The most great pains has been taken.' |
| 'Them that seek wisdom shall find it.' | 'The most properest to be said.' |
| 'Git me a book.' | |
| '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? Now, will you make each one of the nouns, which you have written down, do something? Next, will you write what they do for objects? Will you write phrases enough to embrace all the personal pronouns? enough to embrace all the relative pronouns? 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. Will you write four phrases 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. Will you write six phrases in the subjunctive mode? ten, having the pronoun *I* and a different variation of 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.	Per. Pr.	Rel. Pr.	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					

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:—

<p>INDICATIVE MODE.</p> <p><i>Passive Verb.</i></p> <p>THEN I am struck by Charles at home.</p> <p>THEN I was by Charles at home.</p> <p>THEN I have been struck by Charles at home.</p> <p>THEN I had by Charles at home.</p> <p>THEN I shall or will be struck by Charles at home.</p> <p>THEN I should have been struck by Charles at home.</p>	<p><i>Neuter Verb.</i></p> <p>AND I am at home.</p> <p>AND I was at home.</p> <p>AND I have been at home.</p> <p>AND I had at home.</p> <p>AND I shall or will be at home.</p> <p>AND I should have been at home.</p>
<p>POTENTIAL MODE.</p> <p>THEN I may be struck by Charles at home.</p> <p>THEN I might, could, would or should be struck by Charles at home.</p> <p>THEN I may have been struck by Charles at home.</p> <p>THEN I might, could, would or should have been struck by Charles at home.</p>	<p>AND I may or can be at home.</p> <p>AND I might, could, would or should be at home.</p> <p>AND I may have been at home.</p> <p>AND I might, could, would or should have been at home.</p>
<p>SUBJUNCTIVE MODE.</p> <p>THEN If I be struck by Charles at home.</p> <p>THEN If I were by Charles at home.</p>	<p>AND If I be at home.</p> <p>AND If I were at home.</p>
<p>IMPERATIVE MODE.</p> <p>THEN Be struck, or do thou be struck, at home.</p>	<p>AND Be thou, or do thou be at home.</p>
<p>INFINITIVE MODE.</p> <p>THEN To be struck at home.</p> <p>THEN To have been struck at home.</p>	<p>AND To be at home.</p> <p>AND To have been at home.</p>
<p>PARTICIPLES.</p> <p>THEN Being struck at home.</p> <p>THEN Struck at home.</p> <p>THEN Having been struck at home.</p>	<p>AND Being at home.</p>
<p><i>Active Verb.</i></p> <p>Pres. Charles strikes or does strike me at home.</p> <p>Imp. Charles is striking me at home.</p> <p>Per. Charles has struck me at home.</p> <p>Pl. Charles shall or will strike me at home.</p> <p>Id. Fut. Charles shall or will strike me at home.</p> <p>Sl. Fut. Charles shall have struck me at home.</p>	<p>Pres. Charles may or can strike me at home.</p> <p>Imp. Charles might, could, would or should strike me at home.</p> <p>Per. Charles has struck me at home.</p> <p>Fut. Charles might, could, would or should have struck me at home.</p>
<p>Pres. Charles strikes thou, or do thou strike, me at home.</p> <p>Imp. Charles is striking me at home.</p> <p>Per. Charles has struck me at home.</p> <p>Fut. Charles might, could, would or should strike me at home.</p>	<p>Pres. Charles may or can strike me at home.</p> <p>Imp. Charles might, could, would or should strike me at home.</p> <p>Per. Charles has struck me at home.</p> <p>Fut. Charles might, could, would or should have struck me at home.</p>
<p>Pres. Charles strikes me at home.</p> <p>Imp. Charles is striking me at home.</p> <p>Per. Charles has struck me at home.</p> <p>Fut. Charles might, could, would or should strike me at home.</p>	<p>Pres. Charles may or can strike me at home.</p> <p>Imp. Charles might, could, would or should strike me at home.</p> <p>Per. Charles has struck me at home.</p> <p>Fut. Charles might, could, would or should have struck me at home.</p>

* 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 these 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, 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 by Charles 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, using *loves*, as a principal verb, in the place of *strikes*? Will you read the Table, using *desire* in place of *strikes*? using *see*? using *hate*? using *bind*? using *catch*? 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 striketh, 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 mayst 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, that 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, using *love* instead of *strike*? Will you repeat the whole Table, interrogatively, 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, 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.

- Singular. 1. I am. 2. Thou art. 3. He, she or it is. Plural. 1. We are. 2. Ye or you are. 3. They are.

Imperfect Tense.

- 1. I was. 2. Thou wast. 3. He was. Plural. 1. We were. 2. Ye or you were. 3. They were.

Perfect Tense.

- Singular. 1. I have been. 2. Thou hast been. 3. He hath or has been. Plural. 1. We have been. 2. Ye or you have been. 3. They have been.

Pluperfect Tense.

- 1. I had been. 2. Thou hadst been. 3. He had been. Plural. 1. We had been. 2. Ye or you had been. 3. They had been.

First Future Tense.

- Singular. 1. I shall or will be. 2. Thou shalt or wilt be. 3. He shall or will be. Plural. 1. We shall or will be. 2. Ye or you shall or will be. 3. They shall or will be.

Second Future Tense.

- 1. I shall have been. 2. Thou wilt have been. 3. He will have been. Plural. 1. We shall have been. 2. Ye or you will have been. 3. They will have been.

IMPERATIVE MODE.

- 1. Be thou, or do thou. 2. Be ye or you, or do ye. 3. Be they.

POTENTIAL MODE.—Present Tense.

- 1. I may or can be. 2. Thou mayst or canst be. 3. He may or can be. Plural. 1. We may or can be. 2. Ye or you may or can be. 3. They may or can be.

Imperfect Tense.

- 1. I might, could, would or should be. 2. Thou mightst, couldst, wouldst or shouldst be. 3. He might, could, would or should be. Plural. 1. We might, could, would or should be. 2. Ye or you might, could, would or should be. 3. They might, could, would or should be.

ACTIVE VERB:

INDICATIVE MODE.—Present Tense.

- Singular. 1. I love. 2. Thou lovest. 3. He, she or it loveth or loves. Plural. 1. We love. 2. Ye or you love. 3. They love.

Imperfect Tense.

- 1. I loved. 2. Thou lovedst. 3. He loved. Plural. 1. We loved. 2. Ye or you loved. 3. They loved.

Perfect Tense.

- 1. I have loved. 2. Thou hast loved. 3. He hath or has loved. Plural. 1. We have loved. 2. Ye or you have loved. 3. They have loved.

Pluperfect Tense.

- 1. I had loved. 2. Thou hadst loved. 3. He had loved. Plural. 1. We had loved. 2. Ye or you had loved. 3. They had loved.

First Future Tense.

- 1. I shall or will love. 2. Thou shalt or wilt love. 3. He shall or will love. Plural. 1. We shall or will love. 2. Ye or you shall or will love. 3. They shall or will love.

Second Future Tense.

- 1. I shall have loved. 2. Thou wilt have loved. 3. He will have loved. Plural. 1. We shall have loved. 2. Ye or you will have loved. 3. They will have loved.

IMPERATIVE MODE.

- 1. Love thou, or do thou. 2. Love ye or you, or do ye love. 3. Love they.

POTENTIAL MODE.—Present Tense.

- 1. I may or can love. 2. Thou mayst or canst love. 3. He may or can love. Plural. 1. We may or can love. 2. Ye or you may or can love. 3. They may or can love.

Perfect Tense.

- Singular. 1. I may or can have been. 2. Thou mayst or canst have been. 3. He may or can have been. Plural. 1. We may or can have been. 2. Ye or you may or can have been. 3. They may or can have been.

Pluperfect Tense.

- 1. I might, could, would or should have been. 2. Thou mightst, couldst, wouldst or shouldst have been. 3. He might, could, would or should have been. Plural. 1. We might, could, would or should have been. 2. Ye or you might, could, would or should have been. 3. They might, could, would or should have been.

SUBJUNCTIVE MODE.—Present Tense.

- 1. If I be. 2. If thou be. 3. If he be. Plural. 1. If we be. 2. If ye or you be. 3. If they be.

Imperfect Tense.

- 1. If I were. 2. If thou wert. 3. If he were. Plural. 1. If we were. 2. If ye or you were. 3. If they were.

INFINITIVE MODE.

Present Tense. 'To be.' Perfect. 'To have been.'

PARTICIPLES.

Present. Being. Perfect. Been. Compound Perfect. 'Having been.'

Imperfect Tense.

- Singular. 1. I might, could, would or should love. 2. Thou mightst, couldst, wouldst or shouldst love. 3. He might, could, would or should love. Plural. 1. We might, could, would or should love. 2. Ye or you might, could, would or should love. 3. They might, could, would or should love.

Perfect Tense.

- 1. I may or can have loved. 2. Thou mayst or canst have loved. 3. He may or can have loved. Plural. 1. We may or can have loved. 2. Ye or you may or can have loved. 3. They may or can have loved.

Pluperfect Tense.

- 1. I might, could, would or should have loved. 2. Thou mightst, couldst, wouldst or shouldst have loved. 3. He might, could, would or should have loved. Plural. 1. We might, could, would or should have loved. 2. Ye or you might, could, would or should have loved. 3. They might, could, would or should have loved.

SUBJUNCTIVE MODE.—Present Tense.

- 1. If I love. 2. If thou love. 3. If he love. Plural. 1. If we love. 2. If ye or you love. 3. If they love.

Imperfect Tense.

- 1. If I loved. 2. If thou lovedst. 3. If he loved. Plural. 1. If we loved. 2. If ye or you loved. 3. If they loved.

INFINITIVE MODE.

Present. 'To love.' Perfect. 'To have loved.'

PARTICIPLES.

Present. Loving. Perfect. Loved. Compound Perfect. 'Having loved.'

* The remaining tenses of the subjunctive are varied like the indicative and potential modes.

PASSIVE VERB.

INDICATIVE MODE.—Present Tense.

- | | |
|--------------------|-------------------------|
| Singular. | Plural. |
| 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. | Plural. |
| 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. | Plural. |
| 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. | Plural. |
| 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. | Plural. |
| 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. | Plural. |
| 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. | Plural. |
| 1. Be thou loved, or do thou be loved. | 2. Be ye or you loved, or do ye 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. |

- | | |
|---------------------------------------|-----------------------------------|
| Potential Mode.—Present Tense. | Plural. |
| 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. | Plural. |
| 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. | Plural. |
| 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.

- | | |
|--|---|
| Singular. | Plural. |
| 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.

- | | |
|----------------------|---------------------------|
| Singular. | Plural. |
| 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.

- | | |
|------------------------|-----------------------------|
| Singular. | Plural. |
| 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.

- | | |
|----------------------------------|----------------------------------|
| Singular. | Plural. |
| 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.

- | | |
|------------------------------|---------------------------------|
| Singular. | Plural. |
| 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.

- | | |
|------------------------------------|---|
| Singular. | Plural. |
| 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.

- | | |
|-----------------------------------|--|
| Singular. | Plural. |
| 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.

- | | |
|---|-------------------------------------|
| Present Tense. To be loved. | Perfect. To have been loved. |
| Present. Being loved. | Perfect or Passive. Loved. |
| Compound Perfect. Having been loved. | |

PARTICIPLES.

- | | |
|---|-----------------------------------|
| Present. Being loved. | Perfect or Passive. Loved. |
| Compound Perfect. Having been loved. | |

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* to the perfect 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, imperfect and perfect participle; thus, 'PRES. write, IMP. wrote, 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. Part.
Abide	abode	abode	Mow	mowed	mown R.
Arise	arose	arisen	Pay	paid	paid
Awake	awoke	awakened R.	Read	read	read
Beat	bore	bore	Rend	rent	rent
Beat	bore	bore	Rid	rode	rode, or ridden
Begin	began	begun	Ride	rode, rang	rode
Bend	bent	bent R.	Ring	rose	risen
Berave	berelt	berelt R.	Rive	rived	riven
Beseech	besought	besought	Run	ran	run
Bid	bade	bidden, bid	Saw	sawed	sawn
Bind	bound	bound	Say	said	said
Bite	bit	bitten, bit	See	saw	seen
Bleed	bled	bled	Seek	sought	sought
Blow	blew	blown	Sell	sold	sold
Break	broke	broken	Send	sent	sent
Breed	bred	bred	Set	set	set
Bring	brought	brought	Shake	shook	shaken
Build	built	built	Shape	shaped	shaped, shapen R.
Burst	burst	burst	Shave	shaved	shaven R.
Buy	bought	bought	Shear	sheared	sheared
Cast	cast	cast	Shed	shed	shed
Catch	caught	caught R.	Shine	shone	shone R.
Chide	chidden	chidden, child	Show	showed	shown
Choose	chose	chosen	Shoe	shod	shod
Cleave R.			Shoot	shot	shot
Cleave	cleave, or clove	cleave, or cloven	Shrink	shrank	shrank
Cling	clung	clung	Shred	shred	shred
Clothe	clothed	clothed	Shut	shut	shut
Come	came	come	Sing	sung, sang	sung
Cost	cost	cost	Sink	sunk, sank	sunk
Crow	crept	crept R.	Sit	sat	sat
Creep	crept	crept	Slay	slew	slain
Cut	cut	cut	Sleep	asleep	asleep
Dare	dared	dared	Slide	slid	slidden
Deal	dealt	dealt R.	Sling	slung	slung
Dig	dug	dug R.	Slit	slit	slit
Do	did	done	Slit	slit	slit, slit R.
Draw	drew	drawn	Smit	smote	smitten
Drive	drove	driven	Sow	sowed	sown R.
Drink	drank	drunk	Speak	spoke	spoken
Dwell	dwelt	dwelt R.	Speed	sped	sped
Eat	ate	eaten	Spend	spent	spent
Fail	fell	fallen	Spill	spilt	spilt R.
Faith	felt	felt	Spin	spun	spun
Faith	felt	felt	Spit	spit, spat	spit, spitten
Fight	fought	fought	Split	split	split
Find	found	found	Spread	spread	spread
Flee	fled	fled	Spring	sprung	sprung
Fling	flung	flung	Stand	stood	stood
Fly	flew	flown	Steal	stole	stolen
Forget	forgot	forgotten, forgot	Stick	stuck	stuck
Forake	forsook	forsoaken	Sting	stung	stung
Freeze	froze	frozen	Stink	stunk	stunk
Get	got	got	Stride	strode, or strid	stridden
Gift	gilt	gilt R.	Strike	struck	struck, or stricken
Girl	girt	girt R.	Strug	strug	strug
Give	gave	given	Strive	strove	striven
Go	went	went	Strow, or	strowed, or	strown, strowed
Grave	graved	graven	Strew	strewed	strewed
Grind	ground	ground	Swear	swore	sworn
Grow	grew	grown	Sweat	sweat	sweat
Have	had	had	Swell	swelled	swollen R.
Hang	hung	hung R.	Swim	swam	swum
Hear	heard	heard	Swing	swung	swung
Hew	hewed	hewn R.	Take	took	taken
Hide	hid	hidden	Teach	taught	taught
Hold	held	held	Tear	tore	torn
Hurt	hurt	hurt	Tell	told	told
Keep	kept	kept	Think	thought	thought
Knit	knit	knit R.	Thrive	throve	thriven
Know	knew	known	Throw	threw	thrown
Lade	laded	laden	Thrust	thrust	thrust
Lay	laid	laid	Treat	trod	trod
Lead	led	led	Wax	waxed	waxed R.
Leave	left	left	Wear	wore	worn
Lend	lent	lent	Weave	wove	woven
Let	let	let	Weep	wept	wept
Lieff	lain	lain	Win	won	won
Load	loaded	laden R.	Wind	wound	wound
Loze	lost	lost	Work	wrought	wrought R.
Make	made	made	Wring	wrung	wrung
Meet	met	met	Write	wrote	written

* To bring forth. † To carry. ‡ To stick, or adhere. § To split. ¶ To venture. ** Pronounced ek. †† To lie down. ‡‡ Ridden is nearly obsolete. §§ 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 chief 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 some time 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.'
- 'They have drew water.'
- 'The snake creep yesterday.'
- 'I done it, sir.'

'They drive me away yesterday.'
 'They have did it.'
 'Boys ate now too fast.'
 'She fallen from a tree.'
 'The birds have flew away.'
 'I forsaken him.'
 'He has get his place.'
 'They gone yesterday.'
 'William has gave his book away.'
 'When the grass is grew.'
 'I known him a long time.'
 'They have laded the ship.'
 'They laden the ship.'
 'The sun has rose; let us risen.'
 'I seen him at play.'
 'They sat their trap.'
 'The oak is shook.'

'The men sawn the wood.'
 'The bird has sit some time.'
 'They slain him.'
 'The man was slew.'
 'The soldiers smit him.'
 'They speak to me yesterday.'
 'Charles stolen my cake.'
 'The boys have strove to excel.'
 'The wind strown the seeds.'
 'He swimmied over the river.'
 'He was took in his own guile.'
 'The instructor taught me well.'
 'He thrown the ball.'
 'He has wrote his copy.'
 'He come to school.'

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.'
 'They began to improve their time.'
 'Envy nourishes many bad passions.'
 'The man whom my friends support misuses them.'

'William's hat was lost.'
 'James wrote his last copy.'
 'Human nature commits many errors.'
 '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?

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 a variation of the verb *to be*, in a different mode, tense, number or person? 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 part of speech, would or would not *adverb* be a good name for these describing words?

Q. When we parse 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 very 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. 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, 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?

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?

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 ran 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 showing 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 it 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 fireplace, 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, 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 dependency? 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, to which you may refer at pleasure. Will you tell me which are the prepositions, as I read the phrases to you?

'Of the man.'	'Amidst the troubles.'	'Towards the house.'
'Out of the house.'	'Between the buildings.'	'Althwart his purpose.'
'To the house.'	'Betwixt the houses.'	'Except one book.'
'For the house.'	'Beneath the house.'	'Across the street.'
'By the house.'	'From the town.'	'Over the hill.'
'With the house.'	'Beyond the city.'	'Against the post.'
'Within the house.'	'At the hill.'	'Amongst the boys.'
'Without the house.'	'Instead of that word.'	'Upon the top.'
'Around the house.'	'Notwithstanding the difficulty.'	'On the brow.'
'In the house.'	'Concerning his case.'	'Off his guard.'
'Into the house.'	'Touching his case.'	'Before the house.'
'Over the house.'	'Throughout the house.'	'Down the hill.'
'Under the house.'	'According to the custom.'	'Up the hill.'
'Through the house.'	'Behind the hill.'	'Near the city.'
'About the house.'	'Beside the house.'	
'Below the house.'		

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 casts 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. Is a preposition ever compounded with a verb?

Q. What is a proper definition of *prepositions*? Q. Will you mention a few prepositions?

Q. What case does the preposition govern? 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 relation? 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 the comparative adverb? twenty sentences, having the same nominatives, the same irregular verbs, also a different irregular verb, in the infinitive mode, in each, and a different object after each?

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 those 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 disjoint 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 disjointing 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 disjoint 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 disjointing 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 disjoint the sense, ought we not to make a distinction between them?

Q. We have already named those that disjoint 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 disjoint 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 show, 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 you some sentences containing the principal copulative conjunctions. Will you tell which they are, as I read them to you?

'If I write.' 'Since truth and consistency are

'James and John write, it is of vain.

'I study that I may learn.' 'I punished you because you deserve it.'

'If you say so, then I am right.'

'It will operate both for your good and mine.'

'For I must learn, I must have 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 chide 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 copulative 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 to him and me.' 'I do not believe him, nor her, nor you.' 'You do not care for him or me.' '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 came with me and thou.' 'He will write for you or she.' 'He promised them and I.' 'Will you permit James and I to go out?' 'Will you permit James and I to read the letter?' 'She and him are very unhappy 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.' 'Seeing the forts, and having been much gratified, he remained there some time.' 'I saw the boat, and have been much pleased with it.'

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?' 'William's brother and us is going to play together.'

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 do conjunctions connect?
- Q. How many kinds of conjunctions are there?
- Q. What are they?
- Q. What is the meaning of the word *copulative*?
- Q. What is a copulative conjunction?
- Q. What is the meaning of the word *disjunctive*?
- Q. What does a disjunctive conjunction do?
- Q. What does it express?
- Q. How can you tell a conjunction from a preposition?
- Q. How many conjunctions can you remember?

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?
- 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?
- 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 it?

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 give the reason for it?

QUESTIONS ON THE INTERJECTIONS.

- 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?
- Q. 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. 'One 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?

	<i>Sing.</i>
<i>Nom.</i>	<i>One.</i>
<i>Poss.</i>	<i>One's.</i>
<i>Obj.</i>	<i>One.</i>

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?

	<i>Plur.</i>
<i>Nom.</i>	<i>Ones.</i>
<i>Poss.</i>	<i>Ones'.</i>
<i>Obj.</i>	<i>Ones.</i>

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*?

	<i>Sing.</i>		<i>Plur.</i>
<i>Nom.</i>	<i>Other.</i>	<i>Nom.</i>	<i>Others.</i>
<i>Poss.</i>	<i>Other's.</i>	<i>Poss.</i>	<i>Others'.</i>
<i>Obj.</i>	<i>Other.</i>	<i>Obj.</i>	<i>Others.</i>

Q. 'One man will injure another.' Is *another* singular or plural?

Q. True; it is singular; and can we, then, ever say *another*, meaning more than one? Will you decline *another*, it being, as we have seen, used only in the singular?

	<i>Nom.</i>	<i>Another.</i>
	<i>Poss.</i>	<i>Another's.</i>
	<i>Obj.</i>	<i>Another.</i>

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 or unlimited manner.

Q. Will you point out the following adjective pronouns in the manner last described?

'Each man has a part.'
'Every of the clauses and conditions.'

'Neither office is filled, but *neither* of the offices will suit the candidates.'

'The four beasts had *each* of them six wings.'

'Impart to *every* man his due.'
'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.'

'Both boys are here.'
'The *last* shall be *first*, and the *first* shall be *last*.'

'I saw the *first* man go in, and the *last* man come out.'

'*Many* are called, but *few* chosen.'
'There are *numy* men, but *few* philosophers.'

'A third is like the *former*.'
'In *former* times.'

'The difference between reason and revelation, and in what sense the *latter* is superior.'

'Hath not navigation discovered, in these *latter* times, whole nations at the bay of Saldonia?'

'They that would have *more* and *more* can never have enough.'

'Give me *more* love or *more* disdain.'

'I am not worthy of the *least* of the mercies showed to thy servant.'

'The *least* favor will be acceptable.'
'The tenor of man's life holds on the same.'

'I saw the *same* things to-day.'
'He began to upbraid the cities wherein *most* of his mighty works were done.'

'*Most* men pursue pleasure as their chief good.'

'He came unto his *own*, and his own received him not.'

'I will attend to my *own* concerns.'
'Several of my unknown correspondents.'

'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.

'It is not material *what* names are assigned to thee.'

'In *whatever* condition I am, I will be content.'

'This is the book *itself*.' Self is used here for the sake of emphasis.

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 it?

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 men.' '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 houses?'	'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 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. 'Mary 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' 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 *latter* 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 neighbors' 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.'
- 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 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 six 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 two 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. 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 sentence: 'John went — the house — the room — garden — wall — the boat — the river — the hill — the top of it — its side — his brother and sister.' What part of speech do you call the words which you have supplied in this sentence?

Some of the conjunctions, you recollect, are *and*, *if*, *that*, *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.'

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? Will you write two sentences, each containing an interjection? Will you write a sentence containing all the different parts of speech?

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?

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 it?

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 yirtue the whole estate devolved on is lost.' him.
'John's father having died, 'The sun having arisen, all things appeared lovely.'

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 much in fault.' 'To proceed, I expect 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 it?

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 worthy to be regarded.'
'He was endeavoring to learn.' '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 it?

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 him to write.' 'He endeavored to make

'I saw John trying to swim.' progress in his studies.'

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

'Man likes to associate with the 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 *to*; 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 it?

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.'

LESSON XLVIII.

MENTAL EXERCISES.

Q. In speaking of the boys in any school, would you say, 'A part of the boys *is* out,' or 'a part of the boys *are* out?' What are out? Is it, or is it not, the word '*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 a 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 a 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 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 EXERCISE.

Q. 'He walked a mile.' Did he walk any thing? Does *walk-ed*, 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 it?

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 objects 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 it?

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 it?

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.'	'The emperor forbid Theresa his presence.'
'The question was asked him.'	'He taught me grammar.'
'He was asked the question.'	'He wrote me a letter.'
'A letter was written me.'	'They allowed him his seat.'
'The bishops and abbots were all allowed their seats in the house of lords.'	'Theresa was forbid the presence of the emperor.'
	'The presence of the emperor was forbid Theresa.'

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 *ornaments*? 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 the rule?

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.'

LESSON LII.

MENTAL EXERCISES.

Q. 'He does nothing.' Does this mean that he does any thing?

Q. 'He does not do nothing.' Does this phrase mean the same as the last?

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,' 'I am poor. I do not possess
nor semblance of disguise.' no property.'

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 <i>that</i> a relative? | Q. When may any preposition be used as an adverb? |
| Q. When is it an adjective pronoun? | Q. When is <i>then</i> a conjunction? |
| Q. When is it a conjunction? | Q. When is <i>then</i> an adverb? |
| Q. When is <i>as</i> a relative? | Q. When is <i>both</i> an adjective? |
| Q. When is it a conjunction? | Q. When is <i>both</i> a conjunction? |
| Q. When is it an adverb? | Q. When is <i>yet</i> a conjunction? |
| Q. When is <i>either</i> a conjunction? | Q. When is <i>yet</i> an adverb? |
| Q. When is <i>either</i> an adjective pronoun? | Q. When are <i>much</i> and <i>more</i> nouns? |
| Q. When is <i>but</i> a preposition? | Q. When are they adjectives? |
| Q. When is <i>but</i> a conjunction? | Q. When are they adverbs? |
| Q. When is <i>for</i> a preposition? | Q. When is <i>walk</i> a noun? |
| Q. When is <i>for</i> a conjunction? | Q. When is it a verb? |
| Q. When is <i>since</i> a conjunction? | Q. Are there any other words used for two or more different parts of speech? |
| Q. When is <i>since</i> a preposition? | Q. How can you distinguish them? |
| Q. When is <i>since</i> 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. 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, ΕΤΥΜΟΝ, which signifies an original word or root; and by taking the Greek word ΛΟΓΟΣ, a *discourse*, we can form a compound word of these two, and by a slight variation, it will be ΕΤΥΜΟΛΟΓΙΑ. *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. The Greek preposition *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 speaking. *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*.

* *Finite*, to distinguish them from those in the *infinitive* mode.

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, Philosophical or Particular</i> ? |
| Q. What are their names? | Q. What constitutes a <i>sentence</i> ? |
| 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 <i>simple</i> 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 <i>compound</i> sentence? |
| Q. What is the true definition of <i>Grammar</i> ? | Q. What is a <i>phrase</i> ? |

LESSON LVI.

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 <i>admire</i> to go.' | Q. 'Will you close the <i>shetter</i> '? |
| I should <i>be pleased</i> to go. | Will you close the <i>shutter</i> ? |
| Q. 'Git your seat.' | Q. 'Are there a <i>good</i> many students in college?' |
| Get your seat. | Are there a <i>great</i> many students in college? |
| Q. 'An <i>awful</i> fellow.' | Q. 'Do that the <i>fast</i> thing.' |
| A <i>disagreeable</i> fellow. | Do that the <i>first</i> thing. |
| Q. 'I am very <i>poorly</i> .' | Q. 'I wish we could have the door <i>shet</i> .' |
| I am very <i>ill</i> . | I wish we could have the door <i>shut</i> . |
| Q. 'He <i>sot</i> in the chair.' | Q. 'Jest look at <i>them</i> houses.' |
| He <i>sat</i> in the chair. | Just look at <i>those</i> houses. |
| Q. 'He <i>had'nt</i> ought to go.' | Q. 'What a <i>sight</i> of churches that are town has!' |
| He <i>ought not</i> to go. | What a <i>number</i> of churches that town has! |
| Q. 'I am <i>nicely</i> , I thank you.' | Q. 'I <i>can't</i> go there <i>noways</i> .' |
| I am <i>well</i> , I thank you. | I <i>cannot</i> go there <i>nowise</i> . |
| Q. 'This beef is <i>mighty</i> good, sir.' | Q. 'I <i>calculate</i> to study hard this year.' |
| This beef is <i>very</i> good, sir. | I <i>intend</i> to study hard this year. |
| Q. 'James is <i>to</i> home.' | Q. 'I <i>reckon</i> so.' |
| James is <i>at</i> home. | I <i>think</i> so. |
| Q. 'I <i>guess</i> I shall go home soon.' | |
| I <i>think</i> I shall go home soon. | |
| Q. 'I <i>guess</i> it rains a little.' | |
| I <i>believe</i> it rains a little. | |
| Q. 'Do not <i>point</i> your finger at me.' | |
| Do not <i>point</i> your finger at me. | |

- Q. 'Open the *winder*, or I shall faint.'
Open the *window*, or I shall faint.
- Q. 'He *learnt* his lesson well.'
He *learned* his lesson well.
- Q. 'Did your instructor *learn* you that?'
Did your instructor *teach* you that?
- Q. 'The lesson is extremely *tough*.'
The lesson is extremely *hard*.
- Q. 'He is *otherwise* employed.'
He is *otherwise* employed.
- Q. 'Shall I go or *no*?'
Shall I go or *not*?
- Q. 'They *done* it poorly.'
They *did* it poorly.
- Q. 'This *'ere* is very pretty.'
This is very *pretty*.
- Q. 'Will you *lay* down after dinner?'
Will you *lie* down after dinner?
- Q. 'He belongs to *meeting*.'
He belongs to *the church*.
- Q. 'He *must'nt* go.'
He *must not* go.
- Q. 'I wish I could get *red* of this headache.'
I wish I could get *rid* of this headache.
- Q. 'I *see* your brother the other day.'
I *saw* your brother the other day.
- Q. 'I *have got* to go and see my aunt.'
I *must* go and see my aunt.
- Q. 'Do not *spile* your book, my child.'
Do not *spoil* your book, my child.
- Q. 'He *sat* out on his way home.'
He *set* out on his way home.
- Q. 'Mr. L. *chaws* tobacco.'
Mr. L. *chews* tobacco.
- Q. 'The *nigger* has run away.'
The *negro* has run away.
- Q. 'Where do they *set* in church?'
Where do they *sit* in church?
- Q. 'Nary one of them saw the whale.'
Neither of them saw the whale.
- Q. 'James *made out* to get home.'
James *succeeded in* getting home.
- Q. 'The *heft* of it is very great.'
The *weight* of it is very great.
- Q. 'Do *heft* me, and see how much I weigh.'
Do *lift* me, and see how much I weigh.
- Q. 'I dare not *resk* it.'
I dare not *risk* it.
- Q. 'He *het* it hot.'
He *heated* it hot.
- Q. 'The rain *hendered* my seeing 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 *biles*.'
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. 'Cramberry 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. 'I *weldom ever* ride.'
I *seldom* ride.

- Q. 'He has no *gardeen*.'
He has no *guardian*.
- Q. 'He is very good to go of *ar-rants*.'
He is very good to go of *errands*.
- Q. 'Would you *rense* them?'
Would you *rinse* them?
- Q. 'He behaves *awfully*.'
He behaves *badly*.
- Q. 'He is a very *leetle* fellow.'
He is a very *little* fellow.
- Q. 'Are you *cleverly* to-day?'
Are you *well* to-day?
- Q. 'The *laloc* is in bloom.'
The *lilac* is in bloom.
- Q. 'The boys were all *drowned*.'
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 *huff* 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 *hoss*.'
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*.

N. B.—PART II. contains progressive exercises in syntactical parsing, more critical rules for parsing and composition, and numerous exercises in false syntax. It has the Constitution of the United States, with the Amendments, for promiscuous parsing; also, a complete treatise on Prosody; the whole interspersed with frequent exercises in composition. There is also a key to the definition of English words, and a familiar illustration of the French and Latin phrases and terms in general use.