

ENGLISH GRAMMAR

MADE PLEASANT AND PRACTICABLE:

THE PARTS WHICH SHOULD BE COMMITTED TO MEMORY

BEING VERSIFIED

AND PREPARED, AS MUSICAL EXERCISES,

FOR THE USE OF SCHOOLS AND CLASSES;

According to a plan of instruction which has been tried

In other Branches of Education

WITH THE HAPPIEST EFFECTS.

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UNIVERSITY OF COLO. 1873

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PREFACE.

The disposition to multiply English Grammars has lately manifested itself to such a degree that a new work of this kind may be thought more unnecessary than the "fifth wheel to a wagon." Such an opinion can prevail, however, only among those who have never undertaken to give instructions in this branch of knowledge; for all who have ever attempted to teach English grammar will confess that something is still required to make the study more agreeable to the pupil, and the process of instruction less laborious to the teacher. Young people often show a repugnance to this study, as it is usually conducted; and in proportion as it fails to excite an interest in the mind of the learner, the task of the instructor becomes less "delightful." If any part of the great highway of education requires smoothing and embellishment, grammar is that part. The complaint which is so often made, that the details of the science are dry and irksome, is not without some foundation in fact.

With the hope of making this almost indispensable science more acceptable to the youthful mind, the present work was undertaken. The author has observed that a great part of the difficulty which the student of English grammar has been obliged to encounter, arises from a needless redundance and complexity of classification and definition. The *size* of this work will show that some retrenchment has been effected, but we think enough has been retained for every practical purpose. The process of simplification might have been carried still farther, but it was expedient, on several accounts, not to deviate too much from the path which had been marked out by our predecessors. It is an undeniable fact that the system of English Grammar now in general use is so very imperfect that scarcely any of its definitions are logically correct and very few of its classifications are founded on right principles. These faults may be ascribed, in some measure, to the extreme irregularity of our language, and they are faults which are more easily pointed out than corrected. Mr. James Brown has, with great ability and some degree of eccentricity, exposed the defects of "Murray's system," but the substitute offered by him has not received sufficient favor from the public to make it available for our present purpose.

Murray's system, variously modified, is now in general use, and its popularity is such that any attempt to supplant it would be almost hopeless. With all its imperfections, this system can be made to answer the purposes required, and its general acceptance among learned men and accomplished writers proves that it has great merits to counterbalance its serious defects. These considerations have induced us to adopt the common formulas, with such additions and omissions as were required for the attainment of our peculiar objects.

The principal innovation we have ventured to make is the *versification* of those portions which are especially to be remembered. The application of verse and music to the purposes of instruction is an experiment which has been tried in other departments of learning with complete success. This method of teaching is quite as applicable to grammar as to any other branch of education. The author can speak with confidence on this subject, for he has tested the usefulness of verse in analogous circumstances. While learning the Latin grammar, some years ago, he found that by turning some parts of it to verse, he was enabled not only to commit those parts to memory with greater facility, but also to retain them for a much longer time. Even now, after a lapse of fifteen years, these grammatical rhymes are easily recalled, whereas many other objects of our early studies are continually eluding the grasp of our recollection. But we think that the utility of the plan here spoken of is too obvious to need much argument or explanation.

In the verse, as well as in every other part of this grammar, the author has studied brevity and perspicuity. *Rhyme* was almost the only poetical embellishment which it was expedient to introduce; for any attempt at fanciful decoration would have marred the primary design of the work. We desired to make our versified definitions as plain and precise as they could have been in prose itself, that the apprehension and memory of the learner might be taxed in the least possible degree. The verse is adapted to several popular airs and may be sung in schools or classes. This exercise, it is thought, will be agreeable to the pupils, the charms of music being called in to relieve the tedium and distastefulness which we have referred to as being sometimes attributed to the study of English Grammar.

ENGLISH GRAMMAR.

LESSON I.

DEFINITIONS.

1. English Grammar teaches the proper formation, modification and arrangement of the words which compose the English Language.
2. It is common to divide English Grammar into four parts: Orthography, Etymology, Syntax and Prosody.
3. Orthography is said to teach "the nature and power of letters and the just method of spelling words." The art of spelling, however, is seldom acquired without the help of spelling-books and dictionaries.
4. Etymology treats of the derivation, classification and modification of words.
5. Syntax teaches the proper connection and arrangement of words in sentences.
6. Prosody teaches the right pronunciation of words and the rules of versification.

Our plan of instruction requires us to begin with that part of Grammar which is called

ETYMOLOGY.

The two principal things to be taught under this head are: the division of words into classes and the grammatical variations to which some kinds of words are subject.

The words of the English Language are comprised in nine classes, which are commonly called Parts of Speech.

PARTS OF SPEECH.

AIR—"Auld Lang Syne."

1

Nine sorts of words or parts of speech
In English are embraced:—
Noun, Article and Adjective
First on the roll are placed.

2

Next Pronoun, Verb and Adverb take,
Then Preposition greet;
Conjunction, Interjection come
To make the list complete.

OBSERVATIONS.

1. Five of these parts of speech, namely, the Noun, Adjective, Pronoun, Verb and Adverb, have variations. The others have no variations.

2. Nouns and Pronouns are varied by numbers, persons, genders and cases. Verbs are varied by moods, tenses, numbers and persons. Adjectives and Adverbs are varied by degrees of comparison.

The learner should be able to answer all the following questions readily before we proceed to the next lesson. It is not necessary that he should repeat our own words; on the contrary, we recommend some difference of phraseology in the answers, for by this means the pupil's judgment will be exercised and whatever he may have learned will be made more available. It is necessary, however, that the answers should be correct in substance.

NOTE.—At the end of each question will be found the letter D, V or O, with an accompanying figure, having reference to the number of the definition, verse or observation in which the answer to the question is contained.

QUESTIONS.

What does English Grammar teach? d. 1. How is it commonly divided? d. 2. What does Orthography teach? d. 3. Etymology? d. 4. Syntax? d. 5. Prosody? d. 6. How many kinds of words or parts of speech are there in English? v. 1. What are their names? v. 1.—2. Which have variations? o. 1. How are nouns and pronouns varied? o. 2. Verbs? o. 2. Adjectives and Adverbs? o. 2.

LESSON II.

NOUNS.

DEFINITIONS.

1. A noun is the name of some person, place or thing; as Joseph, Philadelphia, America, chair, table, field, garden.

2. "Virtue is a thing to be admired." "Cruelty is a thing to be detested." In these examples, Virtue and Cruelty are called things. The words virtue and cruelty, being the names of things, are therefore nouns. Many other words, which are not the names of visible objects, are nouns; for example, love, hatred, pride, honor, enterprise, &c. All such words are "the names of things," and are therefore included in our definition of the noun.

3. Nouns are of two kinds, Proper and Common.

4. *James* and *boy* are both nouns. *James* we use to distinguish some particular person, but when we say "a boy," no particular boy is designated. *James* is therefore a Proper noun, or proper name, because it is proper, or appropriate, to a particular person. *Boy* is a Common noun, because it is a name common to many persons. Proper nouns are the names of particular persons, countries, cities, mountains, rivers, lakes &c. as *Francis*, *Europe*, *London*, *Alps*, *Hudson*, *Ontario*. But the words *man*, *country*, *city*, *mountain* &c. are common nouns, because each of them is a name common to many things of the same kind.

5. A proper noun is always begun with a capital letter, but a common noun is not, unless it begins a sentence or happens to be a word that requires particular emphasis.

6. To nouns belong number, person, gender and case.

7. Number signifies one object or more than one. When a noun represents one thing, as *bird*, it is of the Singular number; when it represents more than one thing, as *birds*, it is of the Plural number.

8. There are three persons in grammar: the First Person speaks, as "I walk;" the Second Person is spoken

to, as "You ride;" the Third Person is spoken of, as "The boy runs."

9. Gender is the distinction of sex. See the verse on the Nouns.

10. The word case generally signifies state or condition. The case of a noun is its state in relation to other words in the sentence. English nouns have three cases, Nominative, Possessive and Objective.

11. The nominative case is said to denote the actor or agent, as "John walks," "the horse trots." John and horse are here in the nominative case. A noun in the Nominative case is generally placed at or near the beginning of a sentence, and may be the subject of a declaration, as "Caroline is pretty," or the name of the person or thing addressed, as "Thomas, do this," or the subject of a supposition or of an enquiry, as "If William should write," "Did Ellen read?" In these examples, each of the nouns Caroline, Thomas, William and Ellen is in the Nominative Case.

12. A noun in the Possessive case signifies a possessor of something, as "John's hat." John is the possessor of the hat, therefore the noun "John's" is in the possessive case.

13. The Objective case, (says Murray,) expresses the object of an action, or of a relation; as "John assists Charles." "They live in London." Here Charles is understood to be the object of the action expressed by the word "assists," and London is the object of the relation denoted by the word "in." The Objective case comprehends too much to be clearly defined in a few words; but the learner will be made fully acquainted with its nature and uses as we proceed.

—
NOUNS.

AID—Araby's Daughter.

1

By a noun is implied nothing more than a name; Horse and Tree are both nouns, so are Glory and Fame. Whatsoever exists, as Man, Nation or Town, Or Religion or Virtue, when named, is a noun.

2

Common nouns are the names by which classes are known
But the Proper ones fit individuals alone:
Thomas, James, Boston, Erie, for Proper nouns take,
But the Common are such as Man, City or Lake.

3

Gender, Number and Case upon nouns are conferr'd,
And we give them three persons, First, Second and Third;
Although some may suspect this is more than their share,
For their claim to the First is exceedingly rare.

4

Every noun has two numbers: if one thing there be,
It is Singular call'd, as a House or a Tree;
But whenever the number o'er one you increase,
Then the noun becomes Plural, as Houses or Trees.

5

Now the Genders of nouns we proceed to unfold:
For by these the distinctions of sex may be told.
Four genders, in all, to the nouns we assign;
All their names let us tell and their uses define:—

6

By the Masculine gender things male we declare,
As a Man or a Horse;—but a Maid or a Mare
In the Feminine gender must needs be embrac'd,
And there all other nouns meaning females are placed.

7

Neuter gender implies neither female nor male,
As a Bench, or a Chair, or a Pitcher or Pail.
But the gender call'd Common alike will extend
To the males and the females, as Neighbor or Friend.

8

Next the Persons we mention: the First person speaks,
As "I, Alexander, will govern the Greeks."
We the Second speak to, as "Oh Maid, hear my vow!"
But the Third we speak of, as 'my horse,' or 'your cow.'

9

Let us speak of the cases the English noun claims,
Nominative, Possessive, Objective, their names.
Nominative a naming of something implies, [sies.]
Or else something that acts, as "men walk," "the bird"

10

But the case call'd Possessive is used to express
A possessor,—'tis known by apostrophic s. ['s]
"Peter's hat" and "John's house" as examples we place,
Where the nouns John's and Peter's are both in this case.

11

The Objective case next shall our notice employ :
'Tis the object of action, as "John beats the *boy*."
Here "the boy" is the object of action, we find,
And is thence to the case call'd Objective assign'd.

12

The Objective sometimes may *relation* denote,
As "Ben lives beyond Boston," "Sam sails in a boat."
The nouns "Boston" and "Boat" in this Case we include,
Their relation to "Ben" and to "Sam" understood.

OBSERVATIONS.

1. A Common noun may generally be known by its admitting *a*, *an* or *the* before it, as "a box," "an egg," "the fire." We sometimes use *a* and *the*, (which are called Articles,) before proper names, as when we say, "He is not a Solomon," "This is not the John I expected;" but, in general, Proper Nouns will not make sense with the Articles before them.

2. The genders of English nouns are distinguished in three different ways, viz.—

By different words, as

MASC. G.	FEM. G.	MASC. G.	FEM. G.
Bachelor	Maid	Bullock	Heifer
Boy	Girl	Earl	Countess
Buck	Doe	Friar	Nun.

By different terminations, as

MASC. G.	FEM. G.	MASC. G.	FEM. G.
Actor	Actress	Marquis	Marchioness
Administrator	Administratrix	Poet	Poetess
Duke	Duchess	Sultan	Sultana
Executor	Executrix	Traitor	Traitress
Hero	Heroine	Widower	Widow.

By a word prefixed to the Noun, as

MASC. G.	FEM. G.
A Man-servant	A Maid-servant
A He-goat	A She-goat
A Male-child	A Female-child &c.

3. Nouns of the neuter gender are sometimes spoken of, figuratively, as males or females; as "Time preys on *his* offspring." "Religion blesses *her* votaries." It is customary, also, to say of the sun, "*He* has risen," and of a ship, "*She* sails well." These forms of expression are called figures of speech.

4. The term *Person* is applied to all nouns, whether they signify human beings, brutes or inanimate objects; thus the nouns Dog, Pen, Book, &c. may be of the second or third Person.

5. The Plural of English nouns is commonly formed by adding *s* to the Singular, as, Singular, BIRD, Plural, BIRDS. When the Singular ends in *x*, *s*, *es* or *sh*, *es* is added, as fox, foxes, kiss, kisses, lash, lashes. When the Singular ends in *o*, *es* is sometimes added to make the Plural, as echo, echoes, negro, negroes. If the Singular ends in *f*, or *fr*, those letters, to make the Plural, are usually changed to *ves*, as loaf, loaves, wife, wives. Nouns which end with *y*, with no other vowel in the same syllable, make their Plurals with *ies*, as fly, flies. Some nouns form their Plurals without the *s*, as man, men, tooth, teeth, &c. Child has children for the plural, ox, oxen; mouse, mice; brother, brethren or brothers. Some nouns, as deer, sheep &c. are the same in both numbers. The following nouns, adopted from the Hebrew, Greek and Latin, retain the plurals which belonged to them in those languages, viz.—

SINGULAR.	PLURAL.	SINGULAR.	PLURAL.
Animalculum	Animalcula	Genius	Genii *
Antithesis	Antitheses	Genus	Genera
Appendix	Appendices	E. Hypothesis	Hypotheses
Apex	Apices	Iguis fatuus	Ignes fatui
Arcanum	Arcana	Index	Indices, Indexes
Axis	Axes	Memorandum	Memoranda E.
Basis	Bases	Metamorphosis	Metamorphoses
Cherub	Cherubim E.	Parenthesis	Parentheses
Crisis	Crises	Phenomenon	Phenomena
Criterion	Criteria	Radius	Radii
Datum	Data	Stamen	Stamina
Desideratum	Desiderata	Seraph	Seraphim E.
Effluviun	Effluvia	Stimulus	Stimuli
Emphasis	Emphases	Stratum	Strata
Erratum	Errata	Vortex	Vortices E.

*Genii, when spirits or demons are meant; Geniuses, when we speak of ingenious persons

Those words marked E. in the above list, admit of the regular English plural, formed by adding *s* to the singular.

6. The sign of the Possessive Case varies according to circumstances; with nouns of the singular number, the apostrophic *s* is used thus, *a boy's hat*. With plural

nouns ending with *s*, we use the apostrophe only, as *boys' hats*. Sometimes when the Singular ends in *ss*, the apostrophe by itself marks the Possessive Case, as "for goodness' sake." Nouns ending in *nce*, take the apostrophe only, as "for conscience' sake." When the plural does not end in *s*, the possessive case requires both apostrophe and *s*, as "men's hearts."

7. Declining a noun is placing it in all its cases, thus :

	<i>Sing.</i>	<i>Plur.</i>	<i>Sing.</i>	<i>Plur.</i>
NOMINATIVE.	Boy	Boys	Man	Men
POSSESSIVE.	Boy's	Boys'	Man's	Men's
OBJECTIVE.	Boy	Boys	Man	Men

In these examples, the two nouns Boy and Man are varied through all the cases and both numbers.

If the learner has studied this lesson with care, he will be able to answer the following questions readily.

QUESTIONS.

What is a noun? d. 1. What part of speech is the word virtue? d. 2. Cruelty? d. 1. Pride? ib. How many kinds of nouns are there and what are they called? d. 3. What kind of nouns are James, Alps, Europe, London? d. 4. What kind are boy, mountain, country, city? d. 4. What does number signify? d. 7. Give examples. How many persons have nouns and what are they called? d. 8. Examples. What is gender? d. 9. How many genders and what are they called? What does masculine gender signify? v. 6. Feminine? v. 6. Neuter? v. 7. Common gender? ib. How many cases have nouns and what are their names? v. 9. What does the nominative case denote? d. 11. Possessive case? d. 12. Objective? Decline the noun *MAN*. Decline *BOY*. Decline each of the following nouns, horse, tree, book, duck, cow, friend. Of what gender is Horse? Cow? Tree? Friend? What is the feminine of drake? Friar? Earl? Horse? What is the plural of bird? Give the plural of each of the following nouns, house, box, lass, flash, negro, half, staff, wife, knife, fly, beauty, key, animalculum. (The teacher may require the pupil to write or mention the plural of each noun in the list, beginning with animalculum, on page 13.) What is the plural of deer, sheep, tooth, child, goose, ox, mouse?

LESSON III.

ARTICLES.

DEFINITIONS.

1. An Article is a word used to point out some particular signification of a noun, as 'a man,' meaning one man; 'the horse,' referring to a particular horse.

2. The English language has but two Articles: *a* or *an*, and *the*.

3. *A* is changed to *an* before one of the vowels, *a, e, i, o, u*; also before a silent *h*, as "an hour." When the *h* is sounded, *a* must be used, as 'a house,' 'a hand.' It is allowable to use *a* before *u* long, as 'a university.'

4. A common noun, without any article to limit it, is taken in its most general sense, as 'man is mortal.' Here *man* signifies the whole human race.

5. *A* or *an* applies to one only, as 'I saw a man,' that is, *one* man. But as *a* or *an* points out no PARTICULAR person or thing, it is called the INDEFINITE Article.

6. *The* ascertains what particular person or thing is meant, as 'I saw *the* man;' hence it is called the DEFINITE Article.

THE ARTICLE.

AIR—"Auld Lang Syne."

1

Those little words call'd Articles
Before the nouns are placed;
And thus the meaning of the nouns
Is with precision traced.

2

Two Articles alone we scan,
And more there need not be;
Th' Indefinite is *A* or *An*,
The Definite is *The*.

3

Among all writers of good taste,
A turns to *An*, 'tis found,
When 'tis before a vowel placed,
Or *h* that has no sound.

4

Most properly this *A* or *An*
Indefinite we call:
'*A* man,' implies no certain man,
But any man at all.

5

But *The* more definitely tries
The object to present;
Thus when we say, '*The* man is wise,'
Some certain man is meant.

6

Nouns Singular alone may be
To A or An adjoin'd;
But singular and Plural both
With The may be combin'd.

ADJECTIVES.

DEFINITIONS.

1. An Adjective is a word which expresses some property or quality of a noun, or shows the extent of the noun's signification, as 'a *good* man,' 'a *swift* horse,' 'ten books.'

2. Adjectives are varied by three Degrees of Comparison, the Positive, the Comparative and the Superlative.

2. The Positive Degree is the simplest form of the Adjective, expressing a quality without increase or diminution, as *good*, *swift*.

2. The Comparative Degree makes a comparison between two, as 'John is *BETTER* than James.' 'My horse is *SWIFTER* than yours.'

3. The Superlative Degree refers to three or more, and extends the signification of the Adjective as far as it can go, as 'William is the *BEST* boy.' 'This is the *SWIFTEST* horse.'

4. The simple word, or Positive, becomes the Comparative by adding *R* or *ER*, and the Superlative, by adding *ST* or *EST*: as, wise, wiser, wisest; fair, fairer, fairest. The words *MORE* and *MOST*, placed before an Adjective, have the same effect, as 'more wise,' 'most wise.'

5. Some Adjectives are compared in an irregular way as, good, better, best; bad, worse, worst.

ADJECTIVES.

AIR—Blue-eyed Mary.

1

By Adjectives, connected
With nouns, as you shall find,
Attention is directed
To quality and kind.
To speak of 'LOVELY Fanny,'
Her quality will tell,
And naming 'NAUGHTY Nanny'
Describes her quite as well.

2

And now the variations
Of adjectives we show:
To help our explanations,
To '*lovely*' let us go.
'Ann's *lovelier* than Mary,
The *loveliest* in the land;
Thus adjectives we vary,
The meaning to expand.

3

Hence three degrees we mention;
Comparison's the name
We give to that extension
Which Adjectives may claim.
Of those degrees just reckon'd,
The Positive first pass'd,
Comparative is second,
Superlative is last.

4

The Positive expresses
The adjective's first state,
And neither more nor less is,
As 'Buonaparte was *great*.'
In 'Washington was *greater*,'
Comparative we see,
But 'the *greatest*, our Creator,'
Superlative will be.

5

Some Positives to alter,
The ending *er* we give;
Thus 'salt' presents us 'salter,'
For its Comparative.
If *est* for termination,
Instead of *er*, we take,
As 'saltest,'—this mutation
Superlative will make.

6

With adjectives that number
More syllables than one,
Lest them we should encumber,
The *er* and *est* we shun.
Such adjectives to vary,
We 'more' and 'most' retain;
As 'more enchanting' Mary,
And 'most enchanting' Jane.

OBSERVATIONS.

1. Some words of two syllables may be compared with *er* and *est*, as happy, happier, happiest; able, abler, ablest, &c.

2. An adjective without a noun and preceded by the definite article, becomes a noun, as, "The *wicked* are punished."

3. An adjective may generally be known by its making sense with the word **THING**, as 'a good thing,' 'a bright thing,' &c.

QUESTIONS.

On the Article.—What is an Article? d. 1. How many articles are there in English? d. 2. Which is the definite article? d. 5. Indefinite? d. 6. When does **A** become **AN**? d. 3.

On the Adjective.—What is an adjective? d. 1. How are adjectives varied? Name the Degrees of Comparison. Describe the uses of those Degrees. d. 3, 4, 5. How is the Comparative generally formed? What is added to the positive to make the Superlative? When does an adjective become a noun? Compare the following adjectives—wise, fair, good, great, enchanting, happy, (o. 1.) able, virtuous.

LESSON IV.
PRONOUNS.

DEFINITIONS.

1. A Pronoun is a word which may be used instead of a noun, to avoid the repetition of the same word. Instead of saying 'truth is mighty and truth must prevail,' we say, 'truth is mighty and *it* will prevail.' *It* is a pronoun.

2. Pronouns are of three kinds, the Personal, the Relative and the Adjective.*

3. There are five personal pronouns, I, Thou, He, She, It, and their plurals, We, Ye or You & They. The Personal Pronouns have three persons in each number: viz.

SINGULAR.	PLURAL.
First person, <i>I</i> ,	First person, <i>We</i> ,
Second person, <i>Thou, You</i> ,	Second person, <i>Ye or You</i> ,
Third person, <i>He, She, It</i> ,	Third person, <i>They</i> .

* The Adjective Pronouns are, by most writers on Grammar, subdivided into several sorts, as Possessive, Distributive, Demonstrative, Indefinite, etc. This subdivision is of no real use and, as it tends very much to perplex the learner, we thought proper to omit it.

4. Pronouns have two numbers and three cases, like the nouns, but their distinctions of gender apply to the third person only. For example, *I* and *We*, being of the first person, apply, with equal propriety, to males or females; so likewise do *Ye* and *You*, of the second person; but *He*, *She* and *It*, (the third person,) distinguish the gender of the person or thing to which they refer. *He* is masculine, *she* is feminine, *it* is neuter.

5. The personal pronouns are thus declined:—

<i>Person.</i>	<i>Case.</i>	<i>Singular.</i>	<i>Plural.</i>
FIRST.	NOM.	<i>I,</i>	<i>We,</i>
	POSS.	<i>Mine,</i>	<i>Ours,</i>
	OBJ.	<i>Me,</i>	<i>Us.</i>
SECOND.	NOM.	<i>Thou or You, Ye or You,</i>	
	POSS.	<i>Thine, Yours,</i>	<i>Yours,</i>
	OBJ.	<i>Thee or You,</i>	<i>You.</i>
THIRD MASC.	NOM.	<i>He,</i>	<i>They,</i>
	POSS.	<i>His,</i>	<i>Theirs,</i>
	OBJ.	<i>Him,</i>	<i>Them.</i>
THIRD, FEM.	NOM.	<i>She,</i>	<i>They,</i>
	POSS.	<i>Hers,</i>	<i>Theirs,</i>
	OBJ.	<i>Her,</i>	<i>Them.</i>
THIRD, NEUT.	NOM.	<i>It,</i>	<i>They,</i>
	POSS.	<i>Its,</i>	<i>Theirs,</i>
	OBJ.	<i>It,</i>	<i>Them.</i>

6. The Relative Pronouns are such as relate to some preceding word or phrase, which is called the antecedent. There are three relative pronouns, *who*, *which* and *that*.

Who is the same in both numbers and is thus declined:

NOM.	<i>Who.</i>	POSS.	<i>Whose.</i>	OBJ.	<i>Whom.</i>
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The relatives *who* and *which* are sometimes used in asking questions; in such cases, their relation is to something which is to be expressed in the answer, as 'Who wrote?' Answer, 'James wrote?' Here the relative 'who' relates to the noun 'James.' See the verse on the pronouns.

7. The Adjective Pronouns have a sort of qualifying nature which gives them a resemblance to adjectives.

The following are Adjective Pronouns:

All	Every	Latter	One	Such	These
Any	Former	Mine	Other	That	Those
Each	Her	My	Our	Their	What
Either	His	Neither	Some	This	Your

8. Of the Adjective Pronouns, two only have variations, viz. *One* and *Other*. *Other* is thus declined:

	NOMINATIVE.	POSSESSIVE.	OBJECTIVE.
<i>Sing.</i>	Other,	Other's,	Other,
<i>Plur.</i>	Others,	Others',	Others.

One has a plural form, as 'the little ones,' and a possessive case, as 'One's own people.'

PRONOUNS.

AIR—Winding Way.

1

The Pronouns certainly were meant
Such repetition to prevent
As, 'John is strong and John is bold,
John is alert, though John is old.'

2

Once naming John enough will be,
If you but use the pronoun *He*;
Thus, 'John is strong and *he* is bold,
He is alert, though *he* is old.'

3

Three classes are by pronouns claim'd;
First let the PERSONAL be named;
Next may the RELATIVE be class'd,
And then the ADJECTIVE come last.

4

I, Thou, He, She and It survey,
With plurals We, Ye, You and They,
These *persons* have, and hence the name
Of pronouns personal they claim.

5

To pronouns, (as to nouns,) we find,
Are Gender, Number, Case assign'd:
On them three persons are conferr'd,
The First, the Second and the Third.

6

To 'Who,' 'Which,' 'That,' grammarians give
The name of pronouns relative;
As these relationship disclose
To something that before them goes.

7

Chiefly to PERSONS *who* applies,
As, 'He is honored who is wise.'
Here 'who' the relative, we see,
Agrees with antecedent 'he.'

8

But *Which* must properly relate
To brutes and things inanimate;
As 'See this HORSE on *which* I ride;
'Fair was the LANDSCAPE *which* I spied.'

8

That has an application true:
To lifeless things and persons too;
As 'WEALTH, *that* vanishes, we prize;
'The man *that* serves the Lord is wise.'

10

With pronouns Adjective we close:
Each, Every, Either, These and Those,
This, That, and many which we pass,
Are all included in this class.

11

EACH has an application true
To one of two, or more than two.
EVERY to more than two applies,
Each one of all it signifies.

12

EITHER relates to two alone,
To one of two, no preference shown.
NEITHER, which but to two applies,
Not one nor t'other signifies.

13

With *WHAT* some noun, though not express'd,
Must be implied, as 'What is best?'
'What *thing* is best?' we mean to say;
Thus 'thing' with 'what' we oft array.

14

All Pronouns, by a strict decree,
In Number, Gender, must agree
With nouns they represent; for so
Their faithful character they show.

OBSERVATIONS.

1. Several of the pronouns are sometimes compounded with other words, as *myself*, *yourself*, *whosoever*, &c. The pronouns compounded with *self* may be used in the Nominative Case, as 'Myself will write.'

2. It will be observed that the Objective case of Pronouns commonly differs in form from the Nominative and Possessive cases, as *Nom.* He, *Poss.* His, *Obj.* Him. With Nouns, on the contrary, the Nominative and Ob-

4

jective cases are alike in form. They are distinguished by their situation in the sentence, or by some words which point them out.

QUESTIONS.

What is a pronoun? d. 1. Give an example. How many kinds of pronouns are there? d. 2. How many personal pronouns are there? d. 3. Mention the names of the personal pronouns and their plurals. v. 4. How many persons have the personal pronouns, and what are the persons called? v. 5. What pronouns are called relatives or relative pronouns? v. 6. Why are they so called? v. 6. How does *who* apply? v. 7. How is the pronoun *which* used? v. 8. How is *that* used? v. 9. Name some of the adjective pronouns? How is the adjective pronoun 'each' used? v. 11. How is 'every' used? v. 11. 'Either?' v. 12. 'Neither?' *ib.* What is to be expressed or understood with the pronoun 'what?' v. 13. What is the rule for the agreement of pronouns? v. 14. How may the objective case of pronouns be distinguished? o. 2.

LESSON V.
VERBS.

DEFINITIONS.

1. A verb, (says Murray,) is a word which signifies *to do, to be or to suffer*. This definition is, by no means, complete; but it may answer our present purpose. The learner will obtain a better understanding of the verb as we proceed.

2. By 'suffering,' in a grammatical sense, is understood the receiving of an action or an effect, as 'John is beaten,' 'Julia is beloved.' Here the verb 'beloved,' is supposed to express suffering as well as the verb 'beaten.'

3. Verbs are of three kinds, Active, Passive and Neuter.

4. An active verb requires both an actor and an object, as 'Henry teaches William.' Here 'teaches' is the active verb, Henry is the actor and William is the object, or receiver of the action. The learner must remember that although a verb may express action, as 'I walk,' it is not called an active verb unless it is followed, or may be followed, by some noun or pronoun in the objective case, representing the object of the action. If a verb will not make sense with an objective case immediately following it, it is not an active verb.

5. A Passive verb signifies suffering, endurance, or the receiving of an action, as 'Edward is taught,' 'Mary is admired.' The Nominative case of passive verbs is the receiver of the action and the Objective is the actor. With active verbs it is quite the reverse.

6. A Neuter verb may or may not express action, as 'I run,' 'you sit.' But a neuter verb has no object; it will not make sense with an objective case immediately after it, and this will serve to distinguish it from an active verb. For example, the verb *love*, being active, will admit after it the objective case *him*,—'you love him;' but the neuter verb *sleep* cannot be followed immediately by the objective case of *bed*. for 'I sleep bed,' would be nonsense.

VERBS.

AIR—'Haste thee, Winter.'

1

Now the Verbs a theme supply :—
They are words which signify
DOING, BEING, or declare
What is BORNE, or what 's to BEAR.
Classes three by verbs are claim'd,
Active, Passive, Neuter nam'd.

2

Active verbs an actor need,
And an object of the deed;
For example, 'I LOVE Jane';
I am actor here, 'tis plain,
Love is active verb, we see,
And the object *Jane* must be.

3

Those which Neuter verbs we name,
Actors, but no objects, claim;
Thus, 'I WALK,' 'I RUN,' 'I FLY,'
Have an actor, which is 'I,'
But no object they retain,
As it is with 'I love *Jane*.'

4

Passive verbs of sufferance tell,
What is borne or what befell :—
'Joseph is BELOVED by Ann,'
'John was MURDERED by that man.'
Here 'beloved' and 'murdered' too
Something borne or suffered shew.

5

Numbers two by verbs are claim'd,
Singular and Plural nam'd;
Singular implies but one,
For example, take 'I run.'
But if more the action do,
Then 'tis plural, as 'They flew.'

6

Persons three, First, Second, Third,
Are upon the verbs conferr'd;
Person First takes pronoun *I*,
To the Second *thou* supply,
He, she, it, Third person shows;
As 'I go,' 'Thou goest,' 'He goes.'

7

To the verbs five Moods we give:
First is the Indicative,
Then Imperative enroll,
Add Potential to the scroll,
Next we place Subjunctive mood,
With Infinitive conclude.

8

'Tis *th'* Indicative we bring
Simply to declare a thing;
'Moses spells' or 'James construed,'
Will exemplify this mood.
Sometimes too it questions asks,—
'Have the boys perform'd their tasks?'

9

But the mood Imperative
Is employed commands to give;
Or entreaty it will show,
As 'Go thou,' or 'Let me go.'
Exhortation it may make,
As 'Oh man, thy sins FORSAKE!'

10

By the mood Potential, we
Say what CAN or what MIGHT be;
Or declare what SHOULD be done:—
'I MAY READ,' or 'YOU MAY RUN';
'He CAN WALK' or 'they COULD FLY';
'Sin SHOULD WEEP and man MUST DIE.'

11

By the mood Subjunctive now,
Some condition we avow;

This shall an example prove,
'THOUGH SHE FLY ME, I will love.'
By Conjunctions *IF* and *THOUGH*,
We this mood may often know.

12

To *th'* Infinitive we run:
Numbers, persons, it has none.
To, expressed or understood,
Is the signal of this mood;
Thus, '*to walk, —to run, —to fly*.'
Three examples will supply.

13

Tenses six the verbs may claim:—
Present and Imperfect name,
Perfect and Pluperfect view,
First and Second Futures too.
By the Tenses *times* are meant,
As examples shall present:—

14

By the Present tense we show
Time that is—'I write,' 'You go.'
By *th'* Imperfect we present
Something done—'I wrote,' 'you went.'
More complete the act we find
In the Perfect—'I have dined.'

15

Next, in the Pluperfect, we
Something done and past may see,
And to something else referr'd,
Something that has since occur'd:
'I HAD DINED ere you arrived.'
'John HAD LOVED before he wived.'

16

What we call First Future tense
Something future represents;
Whether certain time be shown,
Or that time be left unknown;
As, 'To-morrow we will read.'
'James shall execute that deed.'

17

But the Second Future tells
What must be ere something else;
Thus the action it defines
And a certain time assigns;
'As, 'We SHALL HAVE GONE, before
We can hear from Master Moore.'

QUESTIONS.

What is a verb? d. 1. How are verbs divided? d. 2. What is an active verb? A passive verb? A neuter verb? (See Definitions at the beginning of this lesson and verses 1, 2, 3 and 4.) How many numbers have verbs? Persons? How many moods and what are their names? v. 7. What is the use of the Indicative mood? The Imperative mood? Potential? Subjunctive? Infinitive? See verses 8, 9, &c. How many tenses and what are they called? What is signified by Present tense? Imperfect tense? Perfect? Pluperfect? First Future? Second Future? The answers to all these questions are contained in the verse on the verbs; the learner, with a little exercise of his judgment, may express them properly in prose.

LESSON VI.
MOODS, TENSES, CONJUGATIONS

DEFINITIONS.

1. Mood signifies the mode, manner or form in which the verb expresses doing, being or suffering.
2. The Indicative mood simply declares something, or asks a question, as 'You read,' 'Do you read?'
3. The Imperative mood commands, exhorts or entreats, as 'Go thou,' 'Be diligent,' 'Let me go.'
3. The Potential mood denotes power, liberty or obligation, as 'I can read,' 'You may walk,' 'He must go.'
4. The Subjunctive mood expresses some doubt or contingency, as 'If I go,' 'Though you read,' 'Except ye repent.' It requires another verb in a different mood with it, to complete the sentence; as 'Except ye repent, ye shall perish.' Here the verb *repent* is in the Subjunctive mood, and the accompanying verb *perish* is in the Indicative.
5. The Infinitive mood expresses something in general terms, without distinction of number or person, as 'to read,' 'to walk.' A verb in the Infinitive mood is always preceded by the word *to*, expressed or understood.
6. As Mood relates to the *manner* of the action, being or suffering denoted by the verb, so Tense relates to the *time*. The present, tense, as its name implies, refers to time present; the imperfect, perfect and pluperfect tenses refer to times past; the first and second future tenses to times to come. For a farther account of the tenses, see the verse on the verbs.

7. The Participle is a particular form of the verb; it derives its name from its participating the nature of a verb and of an adjective. There are three kinds of participles, the *present*, the *perfect* and the *compound perfect*.

8. The present participle ends in *ing* and denotes an action still going on, as 'I am *walking*.'

9. The perfect participle, when the verb is regular, is made by adding *d* or *ed* to the simple form of the verb. Thus from the verbs *love* and *learn*, we derive the perfect participles *loved* and *learned*. A perfect participle may be known by its making sense with the word *having* before it; as 'having loved,' 'having learned.'

10. The compound perfect participle speaks of something which took place before something else mentioned in the same sentence; as '*Having learned* my lesson, I went to play.' This participle is called 'Compound' because it is compounded of the present and the perfect participles; thus, 'having learned.'

11. Conjugating a verb is placing it in all its variations of mood, tense, number, and person, for the purpose of showing how all verbs of the same class may be used correctly, in all circumstances. See page 28.

9. The verbs Do, Be, Have, Shall, Will, May, Can, with their variations Am, Did, Should, Would and Had, are called Auxilliary verbs when they are used in conjugating other verbs. Let and Must may be referred to the same class.

10. Active verbs are called Regular when they form the imperfect tense and perfect participle by adding *d* or *ed* to the Indicative present; thus,—
Ind. Pres. LOVE. Imperf. LOVED. Perf. part. LOVED.
All others are irregular.

11. A passive verb is Regular when its perfect participle is formed by adding *d* or *ed* to the verb.

12. The conjugation of active verbs is called the Active Voice. The conjugation of passive verbs is called the Passive Voice.

NOTE.—A very great majority of English verbs are regular, and all of this class are conjugated, in the Active Voice, like the verb 'To Love,' on the next page.

NOTE.—The following verses are a key to all the conjugations; the learner, having committed them to memory, may, in the first place, proceed to conjugate the regular verb "To Love." It will be a useful exercise, and not an unpleasant one, to write out the conjugation in the following form, taking the verse for a guide and referring occasionally to the table on the preceding page, if any difficulty should arise.

INDICATIVE MOOD.

Present Tense.

- | | |
|--------------|--------------------|
| SINGULAR. | PLURAL. |
| 1. I love, | 1. We love, |
| 2. You love, | 2. You or ye love, |
| 3. He loves, | 3. They love. |

Imperfect Tense.

- | | |
|---------------|---------------------|
| 1. I loved, | 1. We loved, |
| 2. You loved, | 2. You or ye loved, |
| 3. He loved, | 3. They loved. |

And so on, through all the moods and tenses, in the order which is indicated by the verse.

SIGNS OF THE MOODS AND TENSES.

Air—"Flow gently, sweet Afton."

1

The INDICATIVE Present, (the verb's simple state,) May be readily known, as "I love," or "you hate." The Imperfect of Regular verbs you may find By the *v* or *ed* to the present tense join'd.

2

Then the Perfect takes *have*, *has*, or *hath* for its sign. But the Pluperfect always with *had* we combine. *Shall* or *will* on the First Future tense we bestow; And by "*shall* or *will have*" Second Future we know.

3

Now the Mood call'd POTENTIAL proceed we to scan; In its Present tense always we place "*may* or *can*." "*Might*, *could*, *would* or *should*" the Imperfect will take; And "*may* or *can have*" will the Perfect tense make.

4

"*Might*, *could*, *would*, *should have*" in the Pluperfect And this fourth tense will make the Potential complete. We the *v* or *ed* to the verb always add, When the tenses are form'd with *have*, *has*, *hath* or *had*.*

* You will perceive that the sense requires *LOVED* and not *LOVE* after *have*, *has*, *hath* or *had*, as, You have loved, He has or hath loved, They had loved.

5

CONJUGATION OF THE REGULAR ACTIVE VERB, "TO LOVE."

MOODS.	NUMBERS & PERSONS.	PRESENT.	IMPERFECT.	PERFECT.	PLUPERFECT.	FIRST FUTURE.	SECOND FUTURE.	REMARKS.
		<i>Sing.</i> 1. I love, 2. You love, 3. He loves, <i>Plur.</i> 1. We love, 2. You love, 3. They love,	<i>Sing.</i> 1. I loved, 2. You loved, 3. He loved, <i>Plur.</i> 1. We loved, 2. You loved, 3. They loved,	<i>Sing.</i> 1. I have loved, 2. You have loved, 3. He has loved, <i>Plur.</i> 1. We have loved, 2. You have loved, 3. They have loved,	<i>Sing.</i> 1. I had loved, 2. You had loved, 3. He had loved, <i>Plur.</i> 1. We had loved, 2. You had loved, 3. They had loved,	<i>Sing.</i> 1. I shall love, 2. You will love, 3. He shall love, <i>Plur.</i> 1. We shall love, 2. You will love, 3. They shall love,	<i>Sing.</i> 1. I shall love, 2. You will love, 3. He shall love, <i>Plur.</i> 1. We shall love, 2. You will love, 3. They shall love,	By means of this tabular arrangement, the whole scheme of the conjugation is brought within a single glance. The young student will observe that the Indicative First Future is to be read, I shall or will love, You shall or will love, He shall or will love, &c. and all the tenses similarly arranged are to be read in a similar manner.
		<i>Sing.</i> 1. I may love, 2. You may love, 3. He may love, <i>Plur.</i> 1. We may love, 2. You may love, 3. They may love,	<i>Sing.</i> 1. I might love, 2. You might love, 3. He might love, <i>Plur.</i> 1. We might love, 2. You might love, 3. They might love,	<i>Sing.</i> 1. I may or have loved, 2. You may or have loved, 3. He may or have loved, <i>Plur.</i> 1. We may or have loved, 2. You may or have loved, 3. They may or have loved,	<i>Sing.</i> 1. I might or should have loved, 2. You might or should have loved, 3. He might or should have loved, <i>Plur.</i> 1. We might or should have loved, 2. You might or should have loved, 3. They might or should have loved,	<i>Sing.</i> 1. I shall or will love, 2. You shall or will love, 3. He shall or will love, <i>Plur.</i> 1. We shall or will love, 2. You shall or will love, 3. They shall or will love,	<i>Sing.</i> 1. I shall or will love, 2. You shall or will love, 3. He shall or will love, <i>Plur.</i> 1. We shall or will love, 2. You shall or will love, 3. They shall or will love,	

5

Now, to make the **SUBJUNCTIVE**, the *If* you may set Just before the Indicative;—do not forget That the Present Tense, Third Person, Singular, reads “If he *love*,”—while “He *loves*” the Indicative needs.

6

The **IMPERATIVE** mood to one tense we confine, And to it but one Person, (the Second,) assign; Here the verb of the pronoun sometimes takes the lead, As “*Read* you or thou,” otherwise “*Do* thou read.”

7

The **INFINITIVE** mood has two tenses alone, The Present and Perfect, ‘To know,’ ‘To have known.’ No pronouns it needs, but let *to*, (understood Or express’d,) evermore be the sign of this mood.

8

All the **PERSONS** of verbs are by pronouns made Thus by *I* is the First Person, Singular, shown; *You* or *thou* to the Second is always refer’d, And by *he*, *she* or *it* we distinguish the Third.

9

But the First Person, Plural, is coupled with *we*, And the Second as properly claims *you* or *ye*; The Third Person plural must always have *they*, And thus, in their order, the persons array.

NOTE.—When it is proper or desirable to use *Thou*, instead of *You*, in the Second Person Singular, a corresponding change must be made in the termination of the auxiliary verb, when there is one, or of the principal verb, when there is no auxiliary. This change is made by adding *t*, *s* or *est*, thus—

Thou lovest	Thou shalt or wilt	Thou mightest,
Thou lovedst	love	couldst, wouldst
Thou hast loved	Thou mayest or	or shouldst love,
Thou hadst loved	canst love	&c.

It is proper to use *Thou* when addressing the Deity, and on other occasions of particular solemnity.

When an Irregular verb is to be conjugated, you must first ascertain how it forms its imperfect tense and perfect participle, which you may learn by reference to the list of Irregular verbs on pages 31 and 32. Then by applying the verse on the signs of the moods and tenses and glancing occasionally at the conjugation of the irregular verb “To Be,” (page 33.) you may easily conjugate any irregular active or neuter verb in the language.

LIST OF IRREGULAR VERBS.

PRES.	IMPERF.	P. PART	PRES.	IMPERF.	P. PART.
Abide,	abode,	abode	Forsake	forsok	forsaken
Am	was	been	Freeze	froze	frozen
Arise	arose	arisen	Get	got	gotten
Awake	awoke	awaked	Gild r.	gilt	gilt
Bear	bare	born	Gird r.	girt	girt
	<i>to bring forth.</i>		Give	gave	given
Bear	bore	borne	Go	went	gone
	<i>to carry.</i>		Grave r.	graved	graven
Beat	beat	beaten	Grind	ground	ground
Begin	began	begun	Grow	grew	grown
Bent	bent	bent	Have	had	had
Bereave r.	bereft	bereft	Hang r,	hung	hung
Beseech	besought	besought	Hew	hewed	hewn
Bid	bid, bade	bidden	Hide	hid	hidden
Bind	bound	bound	Hit	hit	hit
Bite	bit	bitten	Hold	held	held
Bleed	bled	bled	Hurt	hurt	hurt
Blow	blew	blown	Keep	kept	kept
Break	broke	broken	Know	knew	known
Breed	bred	bred	Lade	laded	laden
Bring	brought	brought	Lay	laid	laid
Build	built	built	Lead	led	led
Burst	burst	burst	Leave	left	left
Buy	bought	bought	Lend	lent	lent
Cast	cast	cast	Let	let	let
Catch r.	caught	caught	Lie	lay	lain
Chide	chid	chidden		<i>to lie down.</i>	
Choose	chose	chosen	Load r.	loaded	laden
Cling	clung	clung	Lose	lost	lost
Clothe r.	clothed	clad	Make	made	made
Come	came	come	Meet	met	met
Cost	cost	cost	Mow r.	mowed	mown
Crow r.	crew	crowed	Pay	paid	paid
Creep	crept	crept	Put	pat	put
Cut	cut	cut	Read	read	read
Dare	durst	dared	Rent	rent	rent
	<i>to venture.</i>		Rid	rid	rid
Dig r.	dug	dug	Ride	rode,	ridden
Do	did	done	Ring	rung, rang	rung
Draw	drew	drawn	Rise	rose	risen
Drive	drove	driven	Rive	rived	riven
Drink	drank	drunk	Run	ran	run
Eat	eat or ate	eaten	Saw r.	sawed	sawn
Fall	fell	fallen	Say	said	said
Feed	fed	fed	See	saw	seen
Feel	felt	felt	Seek	sought	sought
Fight	fought	fought	Sell	sold	sold
Find	found	found	Send	sent	sent
Flee	flew	fled	Set	set	set
Fling	flung	flung	Shake	shook	shaken
Fly	flew	flown	Shape r.	shaped	shapen
Forget	forgot	forgotten	Shave r.	shaved	shaven

PRES.	IMPERF.	P. PART.	PRES.	IMPERF.	P. PART.
Shear	sheared	shorn	Steal	stole	stolen
Shed	shed	shed	Stick	stuck	stuck
Shine r.	shone	shone	Sting	stung	stung
Show	showed	shown	Stride	strode	stridden
Shoe	shod	shod	Strike	struck	stricken
Shoot	shot	shot	String	strung	strung
Shrink	shrunk	shrunk	Strive	strove	striven
Shred	shred	shred	Strew	strewed	strown
Shut	shut	shut	Swear	swore	sworn
Sing	sung, sang	sung	Swell	swelled	swollen
Sink,	sunk, sank	sunk	Swim	swam	swum
Sit	sat	sat	Take	took	taken
Slay	slew	slain	Teach	taught	taught
Sleep	slept	slept	Tear	tore	torn
Slide	slid	slidden	Tell	told	told
Smite	smote	smitten	Think	thought	thought
Sow r.	sowed	sown	Throw	threw	thrown
Speak	spoke	spoken	Tread	trod	trodden
Speed	sped.	sped	Wear	wore	worn
Spin	spun	spun	Weave	wove	woven
Spit	spit, spat	spit	Weep	wept	wept
Split	split	split	Win	won	won
Spread	spread	spread	Wind	wound	wound
Spring	sprung	sprung	Wring	wrung	wrung
Stand	stood	stood	Write	wrote	written.

The verbs marked r. in the above list, admit of the regular formation, but are commonly irregular.

NOTES.

1. "To Be" has more variations than any other English verb; the conjugation of it may therefore be somewhat troublesome at first, but the verses on pages 29 and 30 will show how its Moods and Tenses are to be formed and its changes on account of Number and Person may be made familiar by writing out the Conjugation in the manner designated, (with reference to the verb "to love,") on page 29. If the learner should find himself embarrassed, in the course of this exercise, he may refer to the table on the next page.

2. In the list of Irregular Verbs given above, the first column shows the present tense, the second, the imperfect tense and the third, the perfect participle. Thus *write* has *wrote* in the Imperfect tense and *written* for its Perfect participle. Hence you may know how to form all its tenses, saying "I write," in the present tense, "I wrote," in the imperfect; "I have written," in the perfect; "I had written," in the pluperfect, &c. The conjugation of all irregular verbs is similar to that of *To Be* on the next page.

CONJUGATION OF THE IRREGULAR NEUTER VERB, "TO BE."

MOODS. NUMBERS & PERSONS.	TENSES.	
	Present	Imperfect.
INDICATIVE.	Sing. 1. I am,	I was,
	2. You are,	You were,
	3. He is,	He was,
Plur.	1. We are,	We were,
	2. You are,	You were,
	3. They are,	They were,
POTENTIAL.	Sing. 1. I may	I might, could,
	2. You or can	You would or
	3. He be,	He should be,
Plur. 1. We may	We might, could	We would or
	2. You or can	You would or
	3. They be,	They should be.
SUBJUNCTIVE	Sing. 1. If I be,	If I were,
	2. If you be,	If you were,
	3. If he be,	If he were,
Plur. 1. If we be,	The rest of this mood is conjugated like	
	2. If you be,	the corresponding tenses of the Indicative, 'ir' being prefixed throughout.
	3. If they be.	
IMPERATIVE.	Sing. 2. Be you or Do you be.	Plur. 2. Be you or Do you be.
PARTICIPLES.	Pres. Being.	Perf. Been.
	Com. Perf. Hav-	
	ing been.	
TENSES.	First Future.	Second Future.
	Pluperfect.	

With THOU in the second person, singular, say:
 Indic. pres. Thou art,
 Imperf. Thou wast,
 Perf. Thou hast been,
 Plurp. Thou hadst &c,
 Subjunctive present, "if thou be." See note, "if thou wert." See note, p. 30

Observe that the perfect participle, (*written*, for instance,) is used in all the tenses which are formed by the various inflections of the verb *HAVE*, as "I have written," "He has or hath written," "They had written."

The Conjugation of a Passive Verb is very simple. Nothing more is required than to place the perfect participle of the verb to be conjugated after each variation of the verb *To Be*. For example, if you wish to conjugate the Passive Verb "To be Loved," say—

INDICATIVE MOOD.

PRESENT TENSE.

<i>Sing.</i>	<i>Plur.</i>
1. I am Loved,	We are Loved.
2. You are Loved,	You or ye are Loved,
He is Loved.	They are Loved.

And so on, through all the moods and tenses.

The auxiliary *HAVE* is conjugated like other irregular verbs, as the following example will show :

INDICATIVE, PRESENT.	1. I have.
IMPERFECT.	1. I had.
PERFECT.	1. I have had.
PLUPERFECT.	1. I had had, &c.

The auxiliaries *SHALL*, *MAY*, *CAN* and *WILL* have but two tenses each, viz.

PRESENT. 1. I shall, I may, I can, I will,
IMPERFECT. 1. I should. I might. I could. I would.

☞ The learner now has a clue to the conjugations of the Active, Passive and Neuter verbs, whether they be Regular or Irregular, and these classes comprise all the verbs in the English language.

OBSERVATIONS.

1. The Conjunctions which precede the Subjunctive Mood are such as *If*, *Unless*, *Although*, *Lest*, *Except*, &c. which imply something uncertain or contingent. But the subjunctive form is not used unless some reference is made to future time, as "If he go," that is "If he *should* go." Unless the sense will admit of an auxiliary verb, as in the example just given, the Subjunctive form should not be used.

2. The pronoun *You* is plural, but the use of it in addressing one person is sanctioned by custom; the verbs connected with it, however, must be of the plural form, as "You are," "You were."

3. *Ye*, instead of *You*, may sometimes be used properly with verbs of the second person plural as "Ye are

worthy." But, in common conversation, *you* is to be preferred.

3. The present tense of the Indicative mood may be formed with *Do* and the imperfect with *Did*; as "I do love," "I did love." We use these forms when we wish to be particularly emphatic.

4. An active verb may be varied throughout by affixing to its present participle all the variations of the auxiliary *to be*; as "I am writing," "I was writing," "I have been writing," and so on through all the moods and tenses, numbers and persons. This form of conjugation is like that of the passive verb, except that the present participle is used in one case and the perfect participle in the other.

QUESTIONS.

What is Mood in Grammar? d. 1. Name the moods and explain their uses. d. 2, 3, 4, 5. What is a participle? d. 7. How many kinds of participles are there and what are they called? d. 7. How is the present participle known? d. 8. The Perfect? d. 9. The compound perfect? d. 10. What is conjugating a verb? d. 11. Which verbs are called Auxiliary, and when are they so called? d. 12. When is an active verb Regular? d. 13. When is a passive verb Regular? d. 14. What is meant by the Active Voice? d. 15. Passive Voice? *ib.* What is the sign of the indicative mood, present tense? (See the verse on the Signs of the Moods and Tenses, p. 29.) What is the sign of the indicative imperfect? Perfect? Pluperfect? First Future? Second Future? Mention, in their order, the signs of the different tenses of the potential, subjunctive, imperative and infinitive moods. What must be added to the verb or the auxiliary when *Thou*, instead of *You*, is used in the second person? See Note on p. 30. What are the directions for the conjugation of an irregular verb? See p. 32. What is directed for the conjugation of a passive verb? p. 34. How are the present and imperfect tenses formed for the sake of emphasis? o. 3. How may an active verb be conjugated with the verb *TO BE*? o. 4.

LESSON VII.

ADVERBS.

DEFINITIONS.

1. An Adverb is a word joined to a verb, adjective, or to another adverb, to express some circumstance, degree or quality, as "He walks *fast*," "She is *highly* esteemed," "Mary reads *well*."

2. The distinction between an Adjective and an Adverb is that the former qualifies a noun and the latter a verb, adjective or another adverb.

3. Some phrases, such as 'at length,' 'in vain,' 'by no means,' are called Adverbial Phrases, because they qualify verbs &c.

4. Adverbs, like adjectives, are varied by three Degrees of Comparison, the Positive, Comparative and Superlative.

ADVERBS.

1

To the verbs or the adjectives Adverbs are join'd,
Or with adverbs themselves they are often combin'd;
And by such combinations we manage to tell
Many facts circumstantial, as "Joseph writes *well*."

2

Here the Adverb is 'well,' and it aptly unites
With the verb, to declare in what way Joseph writes.
With an adjective next we an adverb may mate,
And its use is apparent,—"The man's *truly* great."

3

Next two adverbs together we purpose to show,
With a similar object,—"*He writes very slow*."*
Thus by Adverbs the mode of an action is shown,
Or some qualification is clearly made known.

4

Three degrees of comparison adverbs may boast:
With those ending in *LY* we may use *MORE* and *MOST*,
But with others, degrees are by endings express'd:
Give Comparative, *ER* and Superlative, *EST*.

5

Thus of 'wisely,' 'more wisely,' 'most wisely' we make,
But if 'soon' we compare, 'sooner' 'soonest' we take.
There are words which for Adverbs or Adjectives pass,
MORE and *MUCH*, and some others, are set in this class.

6

Many classes of adverbs the grammars display:
There are adverbs of time, as *To-morrow*, *To-day*,
Lately, *Hitherto*, *Formerly*, *Now* and *Not Yet*,
And *Henceforward* and others, in this class are set.

7

On the adverbs of quantity next we may touch,
Among these are *Sufficiently*, *Little* and *Much*.
Of the adverbs of manner and quality tell,
Such as *Wisely* and *Foolishly*, *Badly* and *Well*.

* *Slow* is properly an adjective and *slowly* an adverb; but *slow* is commonly used to qualify the verb *write*.

8

Now at those of negation and doubt let us glance,
Such as *No*, *Nay*, *By-no-means*, *Perhaps* and *Perchance*.
Of affirming, as *Verily*, *Truly*, *Yea*, *Yes*;
Of comparison, *Almost*, *More*, *Most*, *Least* and *Less*.

9

[Thence;
There are adverbs of place, as *Here*, *There*, *Thither*,
Also, *elsewhere* and *somewhere*, and *whither* and *whence*.
And to interrogation some others apply,—
As *When*, *How* and *Wherefore*, and *Whether* and *Why*.

OBSERVATIONS.

1. Some Adverbs are compounded of nouns and the letter *a* prefixed, as *ahead*, *afloat*, &c.

2. Several words, such as *When*, *Where*, *Therefore*, &c. are sometimes adverbs and sometimes conjunctions. The pupil must study the definition of each part of speech, and then by the position and use of the word, he may know in what class to place it.

PREPOSITIONS.

DEFINITIONS.

1. Prepositions are used to connect other words and to show the relation between them.

2. Prepositions are commonly placed before nouns and pronouns, as "*He rode to town*," "*We heard from George*," "*They go by water*."

PREPOSITIONS.

Air—"Winding Way."

1

The Prepositions we define
As links which words together join:
"*I walk to town*," "*She goes by land*;"
Here "*to*" and "*by*" as samples stand.

2

Before, Behind, Above, Below,
Likewise as prepositions know;
Of, From, Beneath, Beyond, Within,
Against, Among, About, Between,

3

To, For, With, Under, Over, By,
In, Into, Near, Upon, At, Nigh,
Without, Up, Down, Off, On and Through.
All these are prepositions too.

6

4

Small words they are, their use immense,
To fix and certify the sense;
Without their aid, the clearest text
Would oft be dubious and perplex'd.

CONJUNCTIONS.

DEFINITIONS.

1. A Conjunction is a word used to connect sentences, as "He arose *and* followed him." Conjunctions are of two kinds, Copulative and Disjunctive.
2. A Copulative Conjunction merely combines two sentences so as to make one, as "You are happy *because* you are good."
3. A Disjunctive Conjunction not only connects sentences but expresses some opposition of meaning, as "He is not handsome *but* he is intelligent."
4. The distinction between Conjunctions and Prepositions is that the former connect sentences and the latter connect words only.

CONJUNCTIONS.

AIR—"Auld Lang Syne."

1

By the Conjunction we combine
Two sentences in one;
As, "This is yours *but* that is mine,"
"Hate vice *and* folly shun."

2

And, If, Because, That, Therefore, Then,
For, Wherefore,—first we take,
And these conjunctions will that class
Call'd Copulatives make.

3

Nor, But, Unless, Or, Either, Than,
Though, Notwithstanding, Yet,
Lest, Neither,—these Disjunctives are;
Let none the name forget.

4

Such words as And, Since, For and Then,
Conjunctions sometimes are,
Sometimes the Preposition's form,
Or Adverb's, they may wear.

INTERJECTIONS.

1. Interjections are words thrown in between the parts of a sentence, to express the passions or emotions of the speaker.

INTERJECTIONS.

AIR—"Bruce's Address."

1

Exclamations made in woe,
Or in joy, as Ah! and Oh!
Salutations. Hail! Soho!

Interjections are.

2

Or contempt they may imply,
Or reproval, Pish! Tush! Fie!
Or surprise they signify,—
Strange! Oh wonderful!

QUESTIONS.

On the Adverb.—What is an Adverb? d. 1. How is an adverb distinguished from an adjective? d. 2. (An adverb is often formed from an adjective by adding *LY*, thus from *BAD* comes *BADLY*.) How are adverbs ending in *LY* compared? v. 4. How are others generally compared? *ib*.

On the Preposition.—What is a preposition? d. 1. Name some of the principal prepositions. v. 2, 3.

On the Conjunction.—What is a conjunction? d. 1. How are conjunctions divided? d. 1. What effect has a copulative conjunction? d. 2. Disjunctive? d. 3. Name the principal conjunctions of each kind. v. 2, 3.

On the Interjection.—What is the use of interjections? d. 1. Name some of them. v. 1, 2.

NOTE.—We have now examined all the parts of speech, as we would the several parts of a machine, to ascertain the proper method of putting them together. All that has been taught in the foregoing pages is of no other use than to show how language is to be constructed. Etymology, therefore, is a mere preparation for the study of Syntax, to which our attention must next be directed.

LESSON VIII.
SYNTAX.

DEFINITIONS.

1. Syntax teaches us to arrange words properly in sentences and thus to construct oral or written language.
2. Language is composed of sentences, sentences are composed of words, words of syllables and syllables of letters.

3. Letters are the elements or first principles of language. The English alphabet contains twenty-six letters, six of which, *A, E, I, O, U* and *Y*, are called Vowels. The others are Consonants. *Y* is a consonant when it begins a word or syllable, in every other situation it is a vowel.

4. A diphthong is the union of two vowels in one syllable, as *ea* in *read*.

5. Each of the vowels, except *Y*, has several different sounds, which are pointed out by the dictionaries, in which the correct pronunciation of each word is given.

6. A syllable is a sound formed by a single impulse of the voice; it may be composed of one or more letters, as *a, an, and*. A word of one syllable, as *man, child, &c.* is called a monosyllable. A word of two syllables, as *wo-man*, is a dissyllable. A word of three syllables, as *or-na-ment*, is a trisyllable. All words of more than three syllable are polysyllables.

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

8. A sentence is a collection of two or more words used to give expression to a thought. When a sentence contains one nominative case and one *finite verb it is called a simple sentence. The union of two or more simple sentences forms a compound sentence. "Man is mortal," is a simple sentence. "Man is mortal, but there is a life beyond the grave", is a compound sentence.

9. Syntax consists of two parts, Concord and Government.

10. Concord is the agreement which one word has with another in gender, number, person or case.

11. Government is the power which one part of speech has over another, causing it to be in any particular mood, tense or case.

12. The principal parts of a simple sentence are the Subject, the Attribute and the Object. The subject is the principal thing spoken of, the attribute is whatever is affirmed or denied in relation to the subject and the object is the thing affected by the affirmation or denial.—The subject is the nominative case, the attribute is the verb, and the object is the objective case. In the sentence "Heaven punishes the wicked," *heaven* is the subject, *punishes* is the attribute or affirmation, and *wicked* is the object.

13. Rules of Syntax are certain laws or regulations established by writers on grammar to direct us in the proper use of a language. These rules constitute the

*A finite verb is any verb not in the Infinitive Mood.

most important part of grammar and should be carefully studied. See Lesson IX.

QUESTIONS.

What does Syntax teach? d. 1. Of what is language composed? d. 2. What are the elements of language? d. 3. How many letters has the English language? ib. Which letters are called vowels? ib. What are the other letters called? ib. What is a diphthong? d. 4. What is a syllable? d. 6. What is a word of one syllable called? ib. A word of two syllables? ib. A word of three syllables? ib. A word of more than three syllables? ib. What are words? d. 7. What is a sentence? d. 8. A simple sentence? ib. A compound sentence? ib. Of what parts does Syntax consist? d. 9. What is Concord in grammar? d. 10. Government? d. 11. What are the principal parts of a sentence? d. 12. What case corresponds with the Subject of a sentence? ib. What part of speech corresponds with the Attribute? ib. What case corresponds with the Object of a sentence? ib. What are Rules of Syntax? d. 12.

LESSON IX.

RULES OF SYNTAX.

All the Rules in this Lesson go to the air of "BONNY DOON."

RULE I.

Corresponding with Murray's Rule 1.

1

The verb and nominative case

In number, person, must agree;

'I walk,' 'you run,' 'the horses pace.'

Will serve us for examples three.

2

For every verb, in every mood,

(Except th' Infinitive,) provide

A nominative true and good,

Express'd or properly implied.

NOTES.

1. The Infinitive Mood, or part of a sentence, may be the nominative case to the verb, as "To die is gain."

2. When a Verb comes between two nouns, either of which may be taken for the subject of the affirmation, the verb may agree with either, as the sense may require.

OBSERVATIONS.

1. The most common violations of this rule are made by adding *s* to the verb when it should not be added, and omitting the *s* when it should be used. If you refer to the conjugation of "To Love" page 23, you will see that the form of the verb, in the Indicative present, third person singular is *loves*, and in the plural *love*,—hence you will perceive the impropriety of saying 'John love,' or 'The girls loves.' The nominative 'John' is singular, but 'loves' is the plural form of the verb, therefore the verb and nominative case do not agree in number, as the rule requires. The nominative 'girls' is plural, but the verb 'loves,' being singular, does not agree with it.

2. The plural form of verbs differs in one remarkable particular from that of nouns: the latter generally make their plural with *s*, but the SINGULAR of verbs often has the final *s*, and the plural has it not; as 'He writes,' 'They write.' In very many cases, the singular and plural forms of the verb are alike, as 'I walk,' 'we walk.'

3. The verb may disagree with the nominative case in PERSON, by the omission of the proper termination when the pronoun *thou* is used with it, as—

Thou loves,	instead of	Thou lovest.
Thou has loved,	—	Thou hast loved.
Thou might love,	—	Thou mightest, &c.

4. Errors, in violation of this rule, are most likely to be committed when some words are interposed between the nominative and the verb, or when the common arrangement of sentences is changed, as when the nominative follows the verb, instead of going before it. The following examples will illustrate these remarks.

"A very great variety of books are not always favorable to study." In this sentence, 'variety' is the nominative case; it is a singular noun and the verb, to agree with it, should have the singular form,—is instead of 'are.'

"The beauty of religion and virtue excite our admiration." 'Beauty,' the nominative in this sentence is singular, the verb should be 'excites.'

"What effect has admonitions when the heart is totally corrupt?" Here the nominative, ADMONITIONS, follows the verb, it is a plural noun, and the verb should be HAVE, to agree with it.

5. The following is an example of a verb without a nominative case. (See verse 2, Rule I.)—'If the calm in which he was born, and lasted so long, had continued.' Say 'which lasted so long.' Sometimes the nominative may be implied and not expressed, as 'Awake!' 'Arise!' that is 'Awake ye,' 'Arise ye.'

6. When a nominative is put before a participle, and is without dependence on the rest of the sentence, it is called the nominative case ABSOLUTE; as 'Shame being lost, all virtue is lost.'

7. Every nominative case, except the case absolute, or when an address is made, (as *Henry*, thou must write,) shou'd belong to some verb, either expressed or implied.

TO BE CORRECTED.—Riches is vanity. (See Note 2.) The boys has returned. A book which contains false pictures of life are mischievous. The collection of ancient pictures were much admired. Thou is my favorite. (See obs. 3, above.) Thou did write. Thou may go. Thou walked. N. B. When the addition of EST to the principal verb would sound harshly, an auxiliary should be used, as 'Thou must command him.'

RULE II.

Corresponding with Murray's Rule 2.

1

Two nominatives, when combin'd
By those conjunctions which we class
Among the Copulative kind,
For Plural nominatives pass.

2

Hence each accordant noun and verb,
And pronoun too, must plural be,—
As 'John and James their class disturb;
Those naughty boys cannot agree."

OBSERVATIONS.

1. This rule shows that two or more singular nominatives, joined together by a copulative conjunction are equivalent to a plural nominative. The nominatives 'John and James' must be treated exactly like the nominative 'Boys,' as 'John and James write,' 'The boys write.' The verb, in both instances, must have the plural form.

2. Only Copulative conjunctions have the effect here spoken of; disjunctive conjunctions operate quite differently, as the next rule will exemplify.

3. The following sentences exhibit some violations of Rule II. 'Has John and James written?' 'Has' should be *have*. 'By whose power all good and evil is distributed.' 'Good and evil' are the nominatives, the verb should be 'are distributed.' 'To be of a pure and humble mind, to exercise benevolence towards others and to cultivate piety towards God, is the sure means of becoming peaceful and happy.' In this sentence, three infinitive moods, 'to be,' 'to exercise,' and 'to cultivate,' are the nominatives, according to Note 2, Rule I.; the following verb should be *are*, instead of *is*.

4. Violations of this rule are often caused by mistaking the objective case for the nominative, especially when the former happens to come near the beginning of the sentence. Rules for distinguishing between the nominative and objective cases will be given in the sequel.

5. Errors are apt to arise, when the verb goes before the nominative, as 'when does William and Henry intend to go?' *does* should be *do*.

TO BE CORRECTED.—Time and tide waits for no man. Humility and knowledge, with poor apparel, excels pride and ignorance in costly attire. Much does human pride and self complacency require correction.

NOTE.

In the example, verse 2, the singular Nominatives, John & James are united by the copulative Conjunction, AND, and so become a plural nominative, requiring the following verb, Disturb, the noun Boys and the pronouns Their & Those to be plural.

RULE III.

Corresponding with Murray's Rule 3.

1
Conjunctions, call'd Disjunctive, keep,
Two nominatives separate quite,
As 'Neither you nor I *does* sleep,'
'James, George or John *intends* to
[write.]
2
The verbs and pronouns which refer
To nominatives so disjoin'd,
Must each and all be singular
And to each separate noun assign'd.

OBSERVATIONS.

1. This rule shows that Disjunctive Conjunctions have an effect quite contrary to that of Copulatives, separating the nominatives so that each one is to be considered as if it were the only nominative in the sentence, and all the dependent verbs, nouns and pronouns must agree in number and person with each particular nominative.

2. A few examples will illustrate this rule:—'Either Jane or Sarah are at home.' Say '*is* at home.' 'Poverty, or some worse misfortune, await the improvident. Awaits. 'Have James or Thomas arrived?' Has. 'To conquer or to die were his intention.' Was. (See the verse on the conjunctions, page 38. By remembering which conjunctions are Copulative and which are Disjunctive, many errors that offend against Rules II. and III. may be avoided.

TO BE CORRECTED—Neither David nor Edward were to be found—No trown of fortune nor scoff of infidelity were sufficient to deter him—To be poor and pious or rich and vicious are not necessarily the lot of any.

RULE IV.

Corresponding with Murray's Rule 4.

1
Pronouns for Gender, Number too,
Must to their Antecedents look:—
'Joseph and James *their* sport pursue.'
'John loves *his* play and Jane *her*
[book.]
2
For every Relative provide
An Antecedent, to agree
In person,—and the verb beside
With both must in accordance be.

NOTES.

In the example verse 1, line 3, the pronouns you and I are the nominatives disjoined by the Conjunction *or*; the verb *does* is Sing, to agree with each nominative separately. A similar effect is produced by the conjunction *or* in the next line.

OBSERVATIONS.

1. The sentence, 'Any body may be concerned for their reputation,' is erroneous, because the Antecedent 'any body' is singular and the Pronoun 'their' is plural. Say '*his* reputation.' When the Antecedent is singular and its gender is doubtful, (as in the example just given,) a masculine pronoun should be used. The English language is not provided with singular personal pronouns to express the Common Gender.

2. When an Infinitive Mood is the nominative or antecedent, (See Note 2, Rule I.) the pronoun must be of the third person neuter.

CORRECT—Every one should mind their own business. Let each of us cheerfully do their duty. The woman which we saw was very amiable. One should not think too favorably of ourselves.

RULE V.

Corresponding with Murray's Rule 4.

1
With 'Nouns of Multitude,' or those
Which many objects may denote,
We plural words sometimes dispose;
As thus, 'the *PEOPLE* give their vote.'

2
But when they unity express,
Such nouns as Singular we treat:—
'*This* COUNCIL did *its* fault confess,'
'That *FIFTY* makes the sum complete.'

NOTE.

In the example, v. 1, line 4, *PEOPLE* is a Noun of Multitude used as a Plural Nominative, and the words Give and Their being Plural, to agree with it. In the next verse the nouns of multitude Council and Fifty are singular, and agree with the words in Italic.

OBSERVATIONS.

The right application of this rule requires some judgment and consideration. It seems to be in bad taste to say, 'the Court *have* decided,' 'the Society *were* opposed to it.' Each of those nouns, 'court' and 'society' applies to one body composed of several members, and as it signifies one, or unity, it should be treated as a singular noun. But when the noun does not clearly express unity it may be proper to consider it as plural; as 'the Crowd quarreled among *themselves*.'

CORRECT—A meeting were called. The multitude are capricious. A mob are a nuisance. The mob is fighting among themselves. (The same noun of multitude may be singular in one connection and plural in another.) The assembly was of various opinions. Mankind is of different characters.

RULE VI.

Corresponding with Murray's Rule 6.

1

As nominative to the verb
The Relative is always seen;
Unless, their union to disturb,
Some nominative comes between:

2

When this occurs, the Relative
Is govern'd by some neighboring word;
As 'Ye *who* pray, *whose* spirits strive,
Whom Heaven has pitied,—shall be
[heard.]

The relative *who*, having variations on account of case, is often used improperly; for example, 'If you were here, you would find three or four *whom* you would say passed their time very agreeably.' Say '*who* passed?' &c.

CORRECT—If he will not hear his best friend, whom shall be sent to reprove him? The persons who conscience and virtue support, may smile at the caprices of fortune. The persons who you dispute with are precisely of your opinion. Men of fine talents are not always the persons who we should esteem.

RULE VII.

Corresponding with Murray's Rule 7.

1

Sometimes *two* nominatives may
Before the Relative be placed;
When this occurs, the meaning weigh
And let the reference be traced;—

2

And then, according to the sense,
Make verbs and relatives agree;
Express the proper person thence,
As 'I—the man who speaks—am he.'

OBSERVATIONS.

1. A great difference of meaning may be produced by referring the relative to different antecedents, as will appear from the following examples, given by Murray: 'I am the general who *gives* the orders to-day.' Here the meaning is 'I am *that* general who gives the orders.' But 'I am the general who *give* the orders to-day' signifies that I who give the orders, am the general. In the first example, 'who' refers to 'general,' in the second, it refers to 'I.'

NOTE.

In the example verse 2, line 3, the Relative 'who' is nominative to the verb 'pray.' In the same line 'whose' is the possessive case, governed by 'spirits.' In line 4 'whom' is the objective case, governed by 'pitied.' See Rules 11 and 12.

2. To avoid ambiguity, a relative should be placed as near as possible to the noun it is intended to represent.

CORRECT—Thou art a pupil who possesses bright parts but who hast not cultivated them. He is like a beast who is void of compassion. I am the teacher who adopt that rule and maintains the propriety of such measures.

PARSING.

Parsing is the process of taking a sentence apart, to examine its construction and thus to ascertain how similar sentences may be rightly constructed. The following examples in parsing will require the application of all the rules in this Lesson.

"The boy learns."

The is the definite article and belongs to the noun Boy.

Boy is a common noun of the third person, singular number, masculine gender, and is nominative case to the verb learns.

Learns is a regular active verb, in the indicative mood, present tense, third person, singular number, agreeing with its nominative Boy, according to rule L. Here the rule may be sung or recited.

"Sobriety and humility are commendable."

Sobriety and Humility are common nouns of the third person, neuter gender, and being joined together by the copulative conjunction AND become a plural nominative to the verb 'are,' according to Rule II. Repeat the rule.

Are is an irregular neuter verb, in the indicative mood, present tense, third person, plural number, agreeing with its nominatives Sobriety and Humility, according to rule 1st. Give the rule.

Commendable is an adjective of the positive degree and belongs to the nouns Sobriety and Humility.

"James or Sarah has written."

James is a proper noun of the third person, singular number, masculine gender and is nominative to the verb 'has written.'

Or is a Disjunctive Conjunction.

Sarah is a proper noun of the third person, singular number, feminine gender, and is nominative to the verb 'has written.'

Has written is an irregular verb active, indicative mood, perfect tense, third person, singular, agreeing with each of its nominatives James and Sarah, separately, according to Rule 3. Give the rule.

"The society may have disagreed."

The is the definite article.

Society is a noun of multitude of the third person, plural number, according to Rule 5, common gender and nominative case to the verb 'may have disagreed.'

May have disagreed is a regular neuter verb in the potential mood, perfect tense third person plural, agreeing with its nominative Society, according to Rule 1.

"You, the man who speaks, are accused."

You is a personal pronoun of the second person, used as singular, common gender and nominative case to the verb Are Accused.

The is the definite article.

Man is a common noun, third person, singular number, masculine gender and nominative case.

Who is a relative pronoun agreeing with its antecedent you, according to Rule 5, and nominative to the verb Speaks, according to Rule 6.

Are accused is a regular passive verb, indicative mood, present tense, second person singular, agreeing with its nominative you, according to Rule 7.

☞ In every case, when a Rule is referred to, let it be sung or recited by the school or class.

LESSON X.

All the Rules in this Lesson go to the air of 'Winding Way.'

RULE VIII.

Corresponding with Murray's Rule 8.

1
For Adjectives we must provide,—
And Pronouns Adjective beside,—
Some noun express'd or understood :
As 'That is yours' 'This wine is good.'

2
All pronouns, by a strict decree,
In number with their nouns agree ;
'This book is hers, these pens are mine ;
One quill is bad, the other 's fine.'

OBSERVATIONS.

1. The following are violations of this rule. 'I have not been there this six months.' 'These six months.' 'Every one has a high opinion of their own merit.' 'His own merit.' 'These kind of people.' 'This kind. Each, Either, Every One are Singular. See the verse, page 21.

2. Adjectives are sometimes improperly used instead of Adverbs, as 'excellent well,' 'miserable poor.' 'Excellently and miserably are the adverbs. In these examples, the adjectives are not associated with nouns, and their use is therefore contrary to verse 1 of Rule VIII.

NOTE.
Verse 1. line 4.
The Adjective Pronoun THAT belongs to the thing designated. The adjective good belongs to wine understood to follow it:—'this wine is good wine.' In v. 2 lines, 3 & 4, This agrees with Book, These with Pens, One with Quill.

RULE IX.

Corresponding with Murray's Rule 9.

1
The Article Indefinite
Notns singular alone will fit :—
'A horse, an ox,' or if 'a score,'
'Tis one collectively,—no more.

2
But *the*, (that Article surnam'd
The Definite,) alike is claim'd
By Singular or Plural nouns ;
As when we say, '*the* field, *the* towns.'

The following sentences are incorrect. 'A crowd were present.' Say 'was present.' 'A meeting of citizens gave their voice against him.' Its voice. 'I have a many of them.' Omit *a*.

RULE X.

Corresponding with Murray's Rule 10.

1
Two nouns together if we place,
One falls to the Possessive Case,
If different things are signified ;
As 'Joseph's wife' or 'Jacob's bride.'

2
But when two nouns express one thing,
As Brother John or George the king,
In Apposition they must be,
And then in Case they must agree.

OBSERVATIONS.

1. The preposition *of* is sometimes the sign of the possessive case, but it must be so understood only when the regular form of the possessive case can be substituted for it; as 'the reward of virtue,' 'virtue's reward.' In the phrase 'a crown of gold,' *gold* is not in the possessive case, because we cannot change the expression to 'gold's crown.'

2. If several nouns come together in the possessive case, the apostrophic *s* is annexed to the last and understood with the others, as 'John and Sarah's books.'

CORRECT—The boys hat. The mens work. 'Mary's and Susan's pens.' 'Thomas came, him who was sent for.' (Thomas and *him* are in apposition. See v. 2.) 'Such will ever be the effect of youth associating with vicious companions.'

NOTE.

'In verse 1 line 3, SCORE is a collective noun, or noun of multitude, limited to the sing. number by the definite article. According to this rule, a Noun of Multitude, preceded by the Article *a* or *AN*, must be considered as singular and all dependent words must agree with it in that number.

NOTES.

1. This rule will apply to a noun and pronoun as well as to two nouns; as 'my house.'

2. When nouns are in apposition, one is generally descriptive of the other; as Paul the Apostle; Nero the Tyrant; John the faithful servant.

RULE XI.

Corresponding with Murray's Rule 11.

1

The Active Verb we always place
To govern the Objective Case;
Position then the case will tell;
As 'Joseph Brown loves Kitty Bell.'

2

Joseph before the verb is named
And by the Nominative claim'd;
Behind the verb is Kitty's place,
And her's is the Objective case.

OBSERVATIONS.

1. A noun in the nominative case is commonly placed before the verb, and the objective case follows the verb. With nouns this difference of position is often the only distinction between those cases. But the pronoun has a distinctive form for each case; the objective case of the pronoun may therefore be placed before the verb, as 'Whom ye ignorantly worship, *him* declare I unto you.'

2. The position of the pronoun sometimes causes the case to be misunderstood; as 'Who does he love?' 'Who should I meet but Henry.' 'Whosoever the court favors.' In these examples, the relative is governed by the active verbs *love*, *meet* and *favors*, and, according to the rule, the relative should be *whom* instead of *who*.

CORRECT—He that is mischievous, reprove sharply. He invited my brother and I to see his garden. They who make us wise and good are the persons who we ought to love and respect. Who did he admonish?

RULE XII.

Corresponding with Murray's Rule 17.

1

The Prepositions we may place
To govern the Objective Case;
When nouns or pronouns they precede,
That Case is evident indeed.

2

'I heard *from* John, he lives *in* town.'
Preceding each objective noun,
A Preposition you behold,
By which the case must be controll'd.

OBSERVATIONS.

1. On page 10, it is said that the Objective Case expresses the object of an action or of a relation. When it is the object of an action, it is governed by an active

NOTES.

The object of an active verb is often not expressed but understood; as 'We love and fear him:' that is, we love him and fear him.

This rule and the next are of great use in distinguishing between the nominative and objective cases.

verb; when it is the object of a relation it is governed by a preposition, by which the relation is supposed to be expressed.

2. The errors which offend against this rule consist generally in the misuse of Pronouns, by using the nominative case, when a governing preposition requires the objective case; as 'Who did he give the book to?' Here the preposition *to* governs the pronoun *who*, or requires it to be in the objective case. This will be more clearly perceived if you change the order of the words and place the preposition in what seems to be its natural position, namely before the governed word: 'To whom did he give the book?'

CORRECT—Who did he marry? From he that is needy turn not away. I hope it is not I who thou art displeas'd with. What concord can subsist between those who commit crimes and they who abhor them?

RULE XIII.

1

With Neuter Verbs, in every mood
And tense, this course must be pursued:
That case which you before them see
Must follow too, as 'Thou art he.'

2

In answer to a question, place
The noun or pronoun in that case
Which in the question's self appears,
As 'Whose is this?' we answer 'Her's.'

NOTES.

In the example, v. 1 l. 4, we have a nominative case before the Neuter Verb *art* and the same case after it.

In v. 2 line 4, the answer *her's* is in the possessive, to agree with *whose* in the question.

The following sentences are incorrect, according to v. 1 of this rule. Thou art him who sold the books. Him should be *he*. It was not me who made the noise. *Me* should be *I*. I took it to be him. *He*.

The following answers are wrong, according to v. 2 of this rule. 'Who shall go?' 'Him.' *Who* is the nominative, *him* is the objective case. 'Whom did he marry?' 'She.' Make *she* correspond in case with *whom*. 'Whose work is this?' 'John.' Put John in the possessive case, to agree with *whose*.

CORRECT—I believed it to be they who raised the report. I would not the same part if I were him. It could not have been her, for she always acts discreetly. If it was not him, who do you imagine it to have been? Q.—Whom shall we choose to represent us? A. He, the able statesman, Daniel Webster. Whose life is a rebuke to evil doers and an encouragement to them who do well? A. The true Christian.

RULE XIV.

Corresponding with Murray's Rule 12.

1

A Verb its following Verb may make
The Mood, Infinitive to take:
As 'Learn to LIVE.' 'I saw him RIDE.'
(To after 'him' is here implied.)

2

The Participle, Adjective,
And Noun this mood may likewise give:
As 'LOVING to improve,' 'most STRANGE
To tell,' 'he had a WISH to change.'

OBSERVATIONS.

1. When the Infinitive is preceded by the verbs Bid, Dare, Hear, Need, Make, Say, See, and a few others, the sign to may be omitted, as 'I bid him read.' &c.

2. The Infinitive Mood resembles a noun, hence it may be the nominative to a verb. See the Note to Rule I.

CORRECT—I heard her to say it. You ought not walk too hastily. I dare not to proceed lest I should give offence. I wish him not forget his duty.

RULE XV.

Corresponding with Murray's Rule 13.

1

The Tenses must with care be used,
As things most apt to be abus'd:
'I wish'd to have gone home,' you know
Is wrong; but say 'I wish'd to go.'

2

A present time we sometimes give
To verbs in the Infinitive,
Though the preceding verb presents
The Perfect or Imperfect tense.

The following sentences are incorrect, according to this rule. 'I intended to have written.' Say 'intended to write.' 'Historical painters would have found it difficult to have invented such a species of beings.' 'To invent.' 'There were two circumstances which made it necessary for them to have lost no time.' 'To lose no time.'

CORRECT—Yesterday, I expected to have heard from my brother. I cannot excuse the remissness of those whose business it should have been, as it certainly was their interest, to have interposed their good offices. He was better than I expected to have found him.

NOTES.

It is often better to let the sign of the infinitive, to, be implied than to express it. 'I saw him to ride' seems to be an awkward form of expression because our ears are not used to it. In such cases, custom requires the omission of to.

NOTES.

In the sentence 'I wished to have gone home,' v. 1 line 3. the ruling verb (wished) refers to past time. this is a sufficient reference to the past. As the wish to go was present at the time designated, the verb 'to go' must be in the present tense.

EXAMPLES IN PARSING.

"A mob is mischievous."

A is the indefinite article.

Mob is a noun of multitude, third person, singular number, (limited by the indefinite article, according to Rule 9.) common gender and nominative case to the verb is.

Is is an irregular neuter verb, indicative mood, present tense third person singular, agreeing with its nominative is according to Rule 1.

Mischievous is an adjective of the positive degree and belongs to the noun Mob, according to Rule 8.

"John's book is lost."

John's is a proper noun of the third person, singular number, masculine gender and possessive case, governed by the noun book, according to Rule 10.

Book is a common noun, third person singular, neuter gender and nominative case to the verb 'is lost.'

Is lost is an irregular passive verb, indicative mood, present tense, third person singular, and agrees with its nominative Book, according to Rule 1.

"He teaches Charles."

He is a personal pronoun, third person singular, masculine gender and nominative case to the verb 'teaches.'

Teaches is an irregular active verb, indicative mood, present tense, third person singular, and agrees with its nominative He, according to Rule 1.

Charles is a proper noun, third person, singular number, masculine gender and objective case, governed by the active verb 'teaches,' according to Rule 11.

"Frank had walked to town."

Frank is a proper noun, third person singular, masculine gender and nominative case to the verb 'had walked.'

Had walked is a regular neuter verb, indicative mood, pluperfect tense, third person singular, and agrees with its nominative Frank, according to Rule 1.

To is a preposition.

Town is a common noun, third person singular, neuter gender objective case, governed by the preposition to, according to Rule 1.

"You shall hear him speak."

You is a personal pronoun, first person singular, common gender and nominative case to the verb 'shall hear.'

Shall hear is a regular active verb, indicative mood, first future tense, second person singular, and agrees with its nominative 'You' according to Rule 1.

Him is a personal pronoun, third person singular, masculine gender and objective case, governed by the active verb 'hear' according to Rule XI.

Speak is an irregular neuter verb in the infinitive mood, present tense, governed by the verb 'hear' according to Rule 14. to, the sign of the infinitive, being understood.

LESSON X.

All the Rules in this Lesson go to the air of 'Auld Lang Syne.'

RULE XVI.

Corresponding with Murray's Rule 14.

1.
To Participles is assign'd
A government the same
As that which properly would bind
The verbs from which they came.

2.
'Moved by the *passing* of the wind:
The Participle here,
With *the* before and *of* behind,
Must as a noun appear.

NOTES.
According to this rule, present or active participles derived from active verbs, must govern the objective case, as 'she is TEACHING us.' In v. 2 we are told how a participle may be changed to a noun by means of an article and a preposition.

When a present participle is used as a noun, it must always have *A*, *AN* or *THE* before it and *or* after it; as 'This was *a* betraying *of* the trust reposed in him.' 'By *the* observing *of* this rule you may avoid mistakes.' If you omit either the article or the preposition, you must omit *both*; as 'This was betraying the trust' 'By observing this rule,' &c. In the latter examples, the participle does not become a noun.

CORRECT—Much depends on observing of the rule.' By the avoiding this error you will gain time. A projecting great enterprises is very different from accomplishing of them. He has a desire for gaining of wealth.

RULE XVII.

Corresponding with Murray's Rule 15.

1.
Adverbs must have their proper place:
With adjectives combin'd,
They go before, as '*very* base.'
With verbs, they go behind;—
2.
Take for example, 'You do *well*.'
Sometimes their place is won
Between the Chief and Helping Verbs;
As 'That was *nobly* done.'

NOTES.
The beauty and perspicuity of a sentence may depend, in a great measure, on the right position of the adverbs. In general, adverbs should be placed as near as possible to the words they qualify. See observations below.

The following examples show adverbs in erroneous positions. 'He must not expect to find study agreeable *always*.' Say 'always agreeable.' 'No one *continually* can be employed.' 'Can be employed continually.'

CORRECT—He nobly acted though he was unsuccessful. The heavenly bodies are in motion perpetually. These rules will clearly be understood, if they have diligently been studied. It has remarkably been fulfilled.

RULE XVIII.

Corresponding with Murray's Rule 16.

1.
Two negatives their force expend
Each other to defeat;
Thus in affirmatives they end,
Or nonsense most complete.

2.
'He is *not unconcerned*' implies
But this—'He is concern'd.'
'I *cannot* by *no* means arise.'
Here let the *not* be spurn'd.

NOTES.
When one of the negatives is join'd to another word, as in the example v. 2 l. 1, the use of two negatives is allowable for the sake of beauty and variety of expression. In other circumstances, one negative is commonly sufficient.

A negative is a word, or part of a word, which denies something. It is the reverse of an affirmative. The words *No*, *Not*, *Nor*, *Neither*, *Never*, *Nothing*, and sometimes the syllables *UN*, *IM* and *IN*, at the beginning of words, are Negatives. The following sentences are incorrect, according to Rule 18. 'I *never* did repent of doing good *nor* shall not now.' Say, 'and shall not now.' 'He does not care for nobody.' Say 'he cares for nobody.' 'Nothing never afflicted me so much.' Say 'nothing ever afflicted me so much.'

CORRECT—We cannot assist you no more. I cannot by no means allow such an argument. Nor were his manners not inelegant. Nor let no one be so ungrateful.

RULE XIX.

Corresponding with Murray's Rule 18.

1.
Nouns, Pronouns, must agree in case
When by Conjunctions join'd;
As '*Boys and girls* must know their
'*To HIM and HER* be kind.' [place.
2.
Verbs likewise, by Conjunctions wed,
In Mood and Tense agree;
As '*John* at York was born *and* bred'
'Tis fine to *HEAR and SEE*.'

NOTES.
When conjunctions are made to connect different moods or tenses, the nominative should be repeated, as '*HE* may return but *he* will not continue.' The nominative must be repeated also when an affirmative and a negative are connected as '*he* is rich but *he* is not useful.'

The following sentences are contrary to verse 1. 'His wealth and him bid adieu to each other.' *WEALTH* is in the nominative case, *HIM* is in the objective. Say 'his wealth and he.' 'My aunt and her were on good terms.' 'My aunt and she.' The following are contrary to v. 2. 'To deride misery is inhuman and wanting compassion for it is unchristian.' 'To deride' is an infinitive mood,

'wanting' is a participle. Say 'to want compassion.' 'If he prefer a virtuous life and is sincere, he will succeed.' 'If he prefer' is the Subjunctive form, 'is sincere' is the Indicative. Say 'If he *prefers*.'

CORRECT—He entreated us, my comrade and I, to live harmoniously. My brother and him are at variance. Learning strengthens the mind, and, if properly applied, will improve our morals too.

RULE XX.

Corresponding with Murray's Rule 20.

1

To the Conjunctions *as* and *than*
No government allow,
When a comparison you plan;
As 'John's as good *as* thou.'

2

Or, 'James much better is *than* he.'
The verb must govern there;
For *art* conjoin'd with *thou* may be,
And *is* the *he* will bear.

The impropriety of many sentences which offend against this rule may be discovered by supplying the words which are not expressed; as 'He can read better than me.' The word *can* is understood after 'me,' and, to make sense, 'me' should be 'I.' 'She suffers hourly more than me.' 'More than I suffer' is meant; say 'more than I.' 'The work was done much better by his brother than he.' Say 'than him,' or 'than by him.' 'If you give us leave, we can perform the office as well as them.' 'As well as they.' The meaning is 'as well as they can.'

CORRECT—They are much greater gainers than me by this unexpected event. They know how to write as well as him, but he is a much better grammarian than them. 'Though these people possess more shining qualities, they are not so proud as him, nor so vain as her.'

TRANSPOSITION AND ELLIPSIS.

In the natural order of an English sentence, the nominative case goes before the verb, and the objective case follows the verb; but this order is often reversed. The transposition of the cases is most common in poetry, as

'Scared at thy frown terrific, fly
Self-pleasing folly's idle brood.'

Here, the last word in the sentence, 'BROOD' is the nominative case. The objective case 'FROWN' is placed near the beginning. The natural order of the words would

NOTES.

In the sentence 'John is as good as thou,' the pronoun 'thou' is governed by the verb *ART* understood to follow it: 'John is as good as thou art.' The construction requires 'Thou' to be in the Nominative Case.

be: 'Self-pleasing folly's idle brood fly, scared at thy terrific frown.' When a sentence containing a transposition of this kind is to be parsed, we may first place the words in their natural order.

Ellipsis is the omission of some words to make the sentence more concise or to avoid disagreeable repetition; as 'William is a diligent, quiet and obedient boy.' Here, by means of the ellipsis, we express our meaning as well as if we had said, 'William is a diligent boy, he is a quiet boy and he is an obedient boy.' In writing or speaking, no more words should be used than may be required to express our meaning fully and clearly. The ellipsis should never be used when it would produce obscurity or when it would lead to a violation of any rule of Syntax, as in the following example, 'We are apt to love who love us.' This sentence is contrary to Rule 11. The objective case *THEM* should follow the active verb *LOVE*.

In parsing, the words omitted must be supplied, otherwise the construction of the sentence cannot be understood. See the examples in parsing below and on p. 58.

EXAMPLES IN PARSING.

"The shining of the sun is most glorious."

THE is the Definite Article.

SHINING is a participle used as a noun, according to rule 16, v. 2. It is nominative case to the verb *is*.

OF is a preposition.

THE is the Definite Article.

SUN is a common noun of the third person singular, neuter gender and objective case, governed by the preposition *of*, according to Rule 12.

IS is an irregular neuter verb; mention the mood, tense &c. *MOST GLORIOUS* is an adjective of the superlative degree and belongs to the noun 'shining,' according to R. 8.

"He and she may study and improve."

HE is a personal pronoun of the third person, singular number, masculine gender, and is nominative case to the verbs 'may study' and 'may improve.'

AND is a Copulative Conjunction.

SHE is a personal pronoun, third person, singular, feminine gender and nominative case to the verbs 'may study' and 'may improve,' agreeing in case with the nominative 'He' according to Rule 19.

MAY STUDY is a regular active verb in the potential mood present tense, third person plural, to agree with its two nominatives *HE* and *SHE*, according to Rule 2.

AND is a copulative conjunction.

IMPROVE (*MAY* before it understood,) agrees in mood and tense with 'may study,' according to Rule 19.

"O how nobly they acted!"

O is an interjection.

HOW NOBLY is an adverb and qualifies the verb 'acted.'

THEY is a personal pronoun third person plural, common gender and nominative case to the verb 'acted.'

ACTED is a regular active verb, indicative mood, imperfect tense, third person, plural, and agrees with its nominative, 'they' according to Rule 1.

"You are older than Edward."

YOU—a personal pronoun, second person, singular, (or plural, if more than one person is addressed,) common gender and nominative case to the verb **ARE**.

ARE is an irregular neuter verb, &c.

OLDER is an adjective of the comparative degree and belongs to the noun represented by the pronoun *you*, according to Rule 8.

THAN is a disjunctive conjunction.

EDWARD is a proper noun, third person singular, masculine gender and nominative case to the verb *is*, understood to follow it, according to Rule 20.

"On some fond breast the parting soul relies."

In this sentence, the objective case is before the verb. Before we parse it, we may transpose the words thus:—

"The parting soul relies on some fond breast."

The, definite article. **Parting**, present participle. **Relies**, neuter verb. **On**, preposition. **Some**, adjective pronoun. **Fond**, adjective. **Breast**, noun, (governed by *on*, according to Rule 12.) Parse the sentence and mention the persons, numbers, moods, tenses, &c.

NOTE. When an adjective is used with two or more nouns, as 'a **LITTLE** man and woman,' it must be equally applicable to each noun. In the preceding example, the meaning is, 'a little man and a little woman.'

PARSE the following sentences. The man speaks. Edward and Elizabeth may read. Joseph or Francis shall write. Congress has passed the bill. The man who serves his country shall be rewarded. Truth is commendable. Robert accuses Stephen. He has returned from London. This is the man. They have begun to travel. This boy writes better than he. It was well done. Some pious drops the closing eye requires. From the tomb the voice of nature cries.

ADDENDA TO THE RULES OF SYNTAX.

Use of the Tenses.

AIR—"Auld Lang Syne."

1. All actions not concluded yet,
REPEATED ones besides,—
May in the present tense be set:
As 'Ephraim often *rides*.'
2. Sometimes the actions of the **DEAD**
May take the Present tense;
As 'Homer *says*'—instead of *said*.
'Swift *laughs* and Young *laments*.'
3. In spirited narration too
This tense is sometimes tried:
'The Southern fly, the Scots pursue!
How fearlessly they *ride*!'
4. If certain times are specified
Respecting past events,
As 'Yesterday he *saw* his bride,'—
We use th' Imperfect tense.
5. But when no certain time is shown,
The Perfect tense is right;
As 'I **HAVE SEEN** him on his throne.'
'He **HAS MISUSED** his might.'
6. For actions or events embraced
In periods not yet past,
The Perfect use, as 'In this age,
The changes **HAVE BEEN** vast.'
7. Th' Imperfect tense must be preferred
With periods wholly fled;
As 'In the reign of George the Third,
Our fathers **FOUGHT** and **BLED**.'
8. For th' Infinitive, the sense
Will be our safest guide:
The verb that governs shows what tense
Is properly supplied.*

*The verb in the Infinitive may take the Perfect tense if it refers to a time prior to that which is denoted by the tense of the governing verb; as 'It would have afforded me great pleasure, as often as I reflected upon it, **TO HAVE BEEN** the messenger of such agreeable intelligence.' But it is not proper to say 'Yesterday I intended to have written,' because the governing verb, 'intended' and the infinitive 'to have written' both refer to the same time, viz. 'yesterday.' In this case, we use the Infinitive Present,—'yesterday I intended to **WRITE**.'

CORRESPONDING CONJUNCTIONS.

AIR—"Winding Way."

9. For some Conjunctions we must find
Words of a corresponding kind,
Which may their true companions be,
In sense and grammar to agree.
10. With *Either, Or* we must locate,
As '*Bither* it was chance or fate.'
With *Neither, Nor* must always stand:
'*I neither* beg you *nor* command.'
11. With *Though*, we *Yet* may rightly pair,
As '*Though* not proud, *yet* was she fair.'
Whether with *or* may be allied,
As '*Whether* it be shame or pride.'
12. *As*,—when comparisons are made
And things as equals are array'd,
You with another *as* may mate,
As '*Mary is as fair as* Kate.'
13. But with a negative, take heed
To let the *so* the *as* precede,
As '*Kate is not so fair as* Jane,'
Or '*France is not so poor as* Spain.'
14. A *that* may sometimes follow *so*,
When some contingency we show:
'*Cæsar's* ambition was *so* great
THAT he endured the tyrant's fate.'

MISCELLANEOUS OBSERVATIONS.

1. THE NOUNS MEANS and AMENDS, though each has the plural form, are sometimes used as singular words; as when we say, 'By *this* means,' 'A good amends.' The singular pronoun THIS, in the foregoing example, shows that 'means' is singular, and the indefinite article, A, has the same significancy with the word 'amends.' The word *news*, though plural in form, is always treated as singular, as '*News* has been received,' &c.
2. WHAT is by some writers on grammar called a 'compound relative pronoun, equivalent to THAT WHICH.' If the sentence 'This is what I wanted' is to be parsed they omit WHAT and parse the words THAT WHICH. We find it more convenient, in such circumstances, to make WHAT an adjective pronoun, belonging to the noun THING

understood. In parsing, deficient words may be supplied, but it is scarcely allowable to remove one word from the sentence and substitute another.

3. For the right use of Prepositions, no very comprehensive rule can be given; but the following directions will be sufficient for the learner, in most cases of doubt:

4. We say we are disappointed *of* a thing when we cannot get it, and disappointed *in* it when we have got it and find it does not answer our expectations.

5. The verbs RESOLVE, DEPEND, BESTOW, should be followed by the preposition *on*, in such cases as 'I resolve on going,' 'You depend on your exertions,' 'He bestowed his blessing on (or upon) Jacob.'

6. The verb ACCUSE requires *of*—'You accuse him of falsehood.' The following examples are incorrect: 'A change *to* the better.' Say '*for* the better.' 'He had an abhorrence *to* it.' *For* it. 'The mode was different then to what it is now.' *From* what it is now. 'They were prejudiced to the cause.' *Against* the cause. 'It is no diminution to their greatness.' *Of* their greatness.

PROSODY.

1. Prosody teaches the true pronunciation of words and the laws of versification.
2. Accent is a certain stress of the voice on some particular syllable or part of a word; as in the word *re-frain*, the accent, or greatest stress of the voice, is laid on the syllable *frain*.
3. By Emphasis is meant a stronger and fuller sound of voice, by which we distinguish some word or words which are particularly significant.
4. Pauses, in speaking or reading, are a total cessation of the voice, during a perceptible or measurable space of time.
5. Tones are those modulations of the voice which assist in giving expression to the passions or sentiments of the speaker.
6. Versification, or the making of verse, consists chiefly in the arrangement of accented and unaccented

TO TEACHERS.

Illustrative Diagrams, showing all the grammatical variations of the Noun, Pronoun, Verb, &c. are provided by the author of this Grammar, to be used in the process of instruction. The Diagrams are of a large size and are handsomely colored; they are designed to fix the attention of the young student and to present visible objects of study instead of those verbal abstractions which are supposed to make the study of grammar unpleasant. Each Diagram should be hung up in full view of the school or class, during the progress of the lesson which it is intended to illustrate.

EXPLANATION OF THE DIAGRAMS.

DIAGRAM I. represents,—1. The Noun. 2. The two kinds of Nouns, Proper and Common. 3. The two Numbers. 4. The Three Persons. 5. The Four Genders in their order, as they are mentioned in verses 6 and 7, page 11. 6. The Three Cases, in the order designated by verses 9, 10, and 11, on pages 11 and 12.

DIAGRAM II. represents—1. The Article. 2. The two kinds of Articles, Indefinite and Definite.

DIAGRAM III. represents—1. The Adjective. 2. The Three Degrees of Comparison in their order as they are named in verse 3, page 17. 3. The comparison of the adjectives *large*, *small*, *red*, is illustrated.

DIAGRAM IV represents—1. The Pronoun. 2. The Three kinds of Pronouns, Personal, Relative and Adjective. All the rest of this diagram corresponds precisely with Diagram I.; the Noun and Pronoun having the same variations.

DIAGRAM V represents—1. The Verb. 2. Regular and Irregular Verbs. 3. Active, Passive and Neuter Verbs. 4. Numbers. 5. Persons. 6. The Five Moods in the order designated in verse 7, page 24. 7. The Six Tenses, in their order, as they are mentioned in verse 13, page 25. 8. The Present, Perfect and Compound Perfect Participles.

DIAGRAM VI represents—1. The Adverb. 2. The three Degrees of Comparison in their proper order.

DIAGRAM VII represents—1. The Conjunction. 2. The two kinds of Conjunctions, Copulative and Disjunctive.

Persons who wish to engage in teaching English Grammar on this plan will be supplied with the books at the rate of \$10 per hundred and all the Diagrams for five dollars. Liberal terms to Public Schools.