A CATECHISM
OF
ENGLISH GRAMMAR;
WITH
PARSING EXERCISES.
DEIGNED FOR
THE YOUNGEST CLASS OF LEARNERS
IN
COMMON SCHOOLS.
AND PARTICULARLY ADAPTED TO THE METHOD OF
MONITORIAL INSTRUCTION.
BY GOOLD BROWN.
Author of the Institutes of English Grammar, the First Lines of
English Grammar, &c
NEW YORK:
PUBLISHED BY SAMUEL WOOD & SONS,
No. 261 Pearl-street.

1-7-33
Svuthen1 District

of New York,

BE IT REMEMBERED, That on the tenth day of September, A.D. 1827, in the fifty-second year of the Independence of the United States of America, Goold Brown, of the said District, hath deposited in this office the copy of a book, the right whereof he claims as author, in the words following, to wit:

"A Catechism of English Grammar; with Parsing Exercises. Designed for the youngest class of Learners in common Schools, and particularly adapted to the method of Monitorial Instruction. By Goold Brown, author of the Institutes of English Grammar, the First Lines of English Grammar, &c." In conformity to the Act of the Congress of the United States, entitled, "An Act for the encouragement of learning, by securing the copies of Maps, Charts, and Books, to the Authors and Proprietors of such copies, during the time therein mentioned," and also to an Act, entitled, "An Act, supplementary to an Act, entitled, an Act for the encouragement of learning, by securing the copies of Maps, Charts, and Books, to the Authors and Proprietors of such copies during the times therein mentioned, and extending the benefits thereof to the arts of designing, engraving, and etching historical and other prints."

FRED. I. BETTS,

Clerk of the Southern District of New York.

PREFACE.

The leading principles of Grammar may be comprised in a few words, while its minute details may be pursued and extended indefinitely; so, in the use of speech, there are various degrees of attainable excellence, and a child may acquire an inconsiderable skill, while an absolute perfection is what no one will dare boast of. The subject is of such a nature, that there is scarcely any age or capacity to which the study is not adapted; for whatever is known and understood of it, may be reduced to practice as often as there is occasion to speak or write.

This little book is intended to present the first principles of English Grammar to the youngest class of learners, and to supply a very cheap and easy introduction to the subject for the use of those who do not yet need, or cannot afford, a larger treatise. It is particularly calculated, like the author's larger works, to lead the learner, by an exact and systematic mode of parsing into an easier and steady application of everything he commits to memory, and is therefore peculiarly adapted to the monitorial method of instruction, or to any method in which the book is the principal source of information.

When the pupil is familiar with these introductory lessons, the author's First Lines and Institutes of English Grammar will supply what is necessary for his further progress.

New York, 1827.
CATECHISM
OF
ENGLISH GRAMMAR.

QUESTION. What is English Grammar?

Answer. English Grammar is the art of speaking and writing the English language correctly.

Q. How is Grammar divided?
A. It is divided into four parts: namely, Orthography, Etymology, Syntax, and Prosody.

Q. Of what does Orthography treat?
A. Orthography treats of letters, syllables, words, and spelling.

Q. Of what does Etymology treat?
A. Etymology treats of the different parts of speech, and their classes and modifications.

Q. Of what does Syntax treat?
A. Syntax treats of the relation, agreement, government, and arrangement of words in sentences.

Q. Of what does Prosody treat?
A. Prosody treats of punctuation, utterance, figures, and versification.

PART I...ORTHOGRAPHY.

Q. Of what does Orthography treat?
A. Orthography treats of letters, syllables, words, and spelling.
1. Of Letters.

Q. What is a letter?
A. A letter is a character used in printing or writing to represent an articulate sound.

Q. What is an articulate sound?
A. An articulate sound is a sound of the human voice used in speaking.

Q. How many and what are the letters in English?
A. The letters in the English alphabet are twenty-six; namely, A, B, b, C, c, D, d, E, e, F, f, G, g, H, h, I, i, J, j, K, k, L, l, M, m, N, n, O, o, P, p, Q, q, R, r, S, s, T, t, U, u, V, v, W, w, X, x, Y, y, Z, z.

Q. How are the letters divided with respect to their sound?
A. The letters are divided into vowels and consonants.

Q. What is a vowel?
A. A vowel is a letter which forms a perfect sound when uttered alone.

Q. What is a consonant?
A. A consonant is a letter which cannot be perfectly uttered, till joined to a vowel.

Q. What letters are vowels and what consonants?
A. The vowels are a, e, i, o, u, and sometimes w and y; all the other letters are consonants.

Q. When are w and y consonants and when vowels?
A. W and y are consonants when they precede a vowel in the same syllable; as in wine, twine, youth; in other situations, they are vowels.

Q. What consonants have different sounds before different vowels?
A. The consonants c and g have different sounds before different vowels.

Q. How is c sounded before the several vowels?
A. C is hard, like k, before a, o, and u; and soft, like s, before e, i, and y; thus, the syllables ca, ce, ci, go, gu, gy, are pronounced ka, se, si, ko, ku, sy.

Q. How is g sounded before the several vowels?
A. G is hard before a, o, and u; and generally soft, like j, before e, i, and y; thus, the syllables ge, gi, go, gu, gy, are pronounced ga, gj, go, gu, gy.

Q. What characters are employed in English?
A. In the English language, the Roman characters are generally employed; sometimes, the Italic; and, occasionally, the old English.

Q. How are the letters divided with respect to their form?
A. The letters have several two forms, by which they are distinguished as capitals and small letters.

Q. How are these different forms employed?
A. Small letters constitute the body of every work, and capitals are used for the sake of eminence and distinction.

2. Of Syllables.

Q. What is a syllable?
A. A syllable is one or more letters pronounced...
ENGLISH GRAMMAR.

col in one sound, and is either a word or a part of a word; as, a, an, ant.

Q. Can the syllables of a word be perceived by the ear?
A. Yes; for in every word there are as many syllables as there are distinct sounds; thus, gram-ma-ri-an is a word of four syllables.

Q. What is a word of one syllable called?
A. A word of one syllable is called a mono-syllable.

Q. What is a word of two syllables called?
A. A word of two syllables is called a dissyllable.

Q. What is a word of three syllables called?
A. A word of three syllables is called a tri-syllable.

Q. What is a word of four or more syllables called?
A. A word of four or more syllables is called a polysyllable.

Q. What is a diphthong?
A. A diphthong is two vowels joined in one syllable; as, ea in beat, ou in sound.

Q. What is a proper diphthong?
A. A proper diphthong is a diphthong in which both the vowels are sounded; as oe in voice.

Q. What is an improper diphthong?
A. An improper diphthong is a diphthong in which only one of the vowels is sounded; as ou in loaf.

Q. What is a triphthong?
A. A triphthong is three vowels joined in one syllable; as, eau in beau, iow in view.

Q. What is a proper triphthong?

ORTHOGRAPHY.

A. A proper triphthong is a triphthong in which all the vowels are sounded; as, now in buoy.

Q. What is an improper triphthong?
A. An improper triphthong is a triphthong in which only one or two of the vowels are sounded; as, eau in beauty.

3. Of Words.

Q. What is a word?
A. A word is one or more syllables spoken or written as the sign of some idea.

Q. How are words distinguished?
A. Words are distinguished as primitive or derivative, and as simple or compound.

Q. What is a primitive word?
A. A primitive word is one that is not formed from any simpler word in the language; as, harm, great, connect.

Q. What is a derivative word?
A. A derivative word is one that is formed from some simpler word in the language; as, harmless, greatly, connected.

Q. What is a simple word?
A. A simple word is one that is not compounded; as, watch, man.

Q. What is a compound word?
A. A compound word is one that is composed of two 'or' more simple words; as, watchman, nevertheless.

Q. How shall we learn to divide words into syllables?
A. In dividing words into syllables, we are chiefly to be directed by the ear; it may however be proper to observe the following rules:
PART II...ETYMOLOGY.

Q. Of what does Etymology treat?
A. Etymology treats of the different parts of speech, and their classes and modifications.

Q. How many and what are the Parts of Speech?
A. The Parts of Speech, or sorts of words, in English, are ten; namely, the Article, the Noun, the Adjective, the Pronoun, the Verb, the Participle, the Adverb, the Conjunction, the Preposition, and the Interjection.

Q. What is an Article?
A. An Article is a word placed before nouns, to limit their signification: as, the ark, an ark; the flood, a flood.

Q. What is a Noun?
A. A Noun is the name of any person, place, or thing, that can be known or mentioned: as, George, York, man, apple, truth.

Q. What is an Adjective?
A. An Adjective is a word added to a noun or pronoun, and generally expresses quality: as, a wise man; a new book. —You two are diligent.

Q. What is a Pronoun?
A. A Pronoun is a word used in stead of a noun: as, the Boy loves his book; he has long lessons, and he learns them well.

Q. What is a Verb?
A. A Verb is a word that signifies to be, to act, or to be acted upon: as, I am, I rule, I am ruled.

Q. What is a Participle?
A. A Participle is a word derived from a verb, participating the properties of a verb and an adjective; and is generally formed by adding ing, ed, or ed to the verb: as, Rule, ruling, ruled.

Q. What is an Adverb?
A. An Adverb is a word added to a verb, a participle, an adjective, or an other adverb: and generally expresses time, place, degree, or manner: as, They are now here, studying very diligently.
Q. What is a conjunction?

A. A Conjunction is a word used to connect words or sentences in construction, and to show the dependence of the terms so connected: as, Thou and he are happy, because you are good.

Q. What is a preposition?

A. A Preposition is a word used to express some relation of different things to each other, and is generally placed before a noun or a pronoun: as, The paper lies before me on the desk.

Q. What is an Interjection?

A. An Interjection is a word that is uttered merely to indicate some strong or sudden emotion of the mind: as, Oh! alas!

Q. How can we know to what class any word belongs?

A. By learning the definitions of the parts of speech, and then considering how the word is used.

Q. Is it easy to distinguish the Articles?

A. Yes; the, an, and a, are the only words called articles, and these are rarely anything else.

Q. How can we distinguish the Noun?

A. By adding to it the words "I mentioned," any word which thus makes complete sense is a noun; as, I mentioned peace—I mentioned war, &c.

Q. How can we distinguish the Adjective?

A. By putting a noun after it; the noun thing or things will suit most adjectives; as, A good thing—A bad thing—An odd thing—Many things.

Q. How can we distinguish the Pronoun?

A. By observing that the noun repeated makes the same sense; thus, the example of the pronoun above, may be written without a pronoun—"The boy loves the boy's book; the boy has long lessons, and the boy learns these lessons well."

Q. How can we distinguish the Verb?

A. By observing that it is the principal word in the sentence, and that without it there can be no sense.

Q. How can we distinguish the Participle?

A. By observing its derivation, and placing it after to be or having: as, To be writing, having written—To be walking, having walked.

Q. How can we distinguish the Adverb?

A. By observing that it generally answers to when? where? how much? or how?: as, "He spoke fluently."

Q. How can we distinguish the conjunction?

A. By observing that it joins together.

Q. How can we distinguish the Preposition?

A. By observing that it will govern the pronoun them, and is not a verb or a participle: as, Above them—about them—after them.

Q. How can we distinguish the Interjection?

A. By observing that it is uttered and written as a mere exclamation: as, Whoop! Whoop!

EXERCISE I...PARSING.

Q. What is Parsing?

A. Parsing is the resolving of a sentence according to the definitions and rules of grammar.

Q. What is required of the pupil in the First Exercise in Parsing?

A. To distinguish and define the different parts of speech. Thus:

"Charles took the apple and pared it neatly with a clean knife."

Charles is a noun. A noun is the name of any person, place, or thing, that can be known or mentioned.

took is a verb. A verb is a word that signifies to be, to act, or to be acted upon.

the is an article. An article is a word placed before nouns, to limit their significations.

apple is a noun. A noun is the name of any person, place, or thing, that can be known or mentioned.

and is a conjunction. A conjunction is a word used to connect words or sentences in construc-
ENGLISH GRAMMAR.

A. parcel is a verb.—A verb is a word that signifies to be, to act, or to be acted upon.

B. if is a preposition.—A preposition is a word used in stead of a noun.

C. neatly is an adverb.—An adverb is a word added to a verb, a participle, an adjective, or an other adverb, and generally expresses time, place, degree, or manner.

D. with is a preposition.—A preposition is a word used to express some relation of different things to each other, and is generally placed before a noun or a pronoun.

E. a is an article.—An article is a word placed before nouns, to limit their signification.

F. clean is an adjective.—An adjective is a word added to a noun or pronoun, and generally expresses quality.

G. knife is a noun.—A noun is the name of any person, place, or thing, that can be known or mentioned.

LESSON I.

The Lord God formed man of the dust of the ground, and breathed into his nostrils the breath of life; and man became a living soul.—Gen. ii. 7.

And the Lord God took the man, and put him into the garden of Eden, to dress it and to keep it.—Gen. ii. 15.

LESSON II.

And out of the ground the Lord God formed every beast of the field, and every fowl of the air; and brought them unto Adam to see what he would call them.—Gen. ii. 19.

And Adam gave names to all cattle, and to the fowl of the air, and to every beast of the field.—Gen. ii. 20.

LESSON III.

Let all the earth fear the Lord; let all the inhabitants of the world stand in awe of him:

EXEMELOGY.

Q. What is an article?

A. An Article is a word placed before nouns, to limit their signification; as, The ark, an ark; the flood, a flood.

Q. How many articles are there?

A. Two—The and an or a; for an and a are only different forms of one and the same article.

Q. When should 'an be used?

A. 'An should be used whenever the following word begins with a vowel sound; as, An art, an ear, an heir, an inch, an ounce, an hour, an urn.

Q. When should a be used?

A. a should be used whenever the following word begins with a consonant sound; as, A man, a house, a wonder, a one, a year, a use, a other, a humour.

Q. Are there any exceptions to these rules?

A. No: for the sound, and not the letter, governs the form of the article. Thus, the sound requires a before it; as, a horse; a silent generally requires an; as, an herb. And the sounds of e and y, even when expressed by other letters, require a, and not an, before them; as, a one, a unit, a union.
Q. How are the two articles distinguished?
A. The articles are distinguished as the definite and the indefinite.

Q. Which is the definite article, and what does it denote?
A. The definite article is the, which denotes some particular thing or things; as, The boy, the oranges.

Q. Which is the indefinite article, and what does it denote?
A. The indefinite article is an or a, which denotes one thing of a kind, but not any particular one; as, A boy, an orange.

**OF THE NOUN.**

Q. What is a noun?
A. A noun is the name of any person, place, or thing, that can be known or mentioned; as, George, York, man, apple, truth.

Q. How many nouns are there?
A. About twenty thousand five hundred.

**CLASSES.**

Q. How are nouns divided?
A. Nouns are divided into two general classes, proper and common.

Q. What is a proper noun?
A. A proper noun is the name of some particular individual or people; as, Adam, Boston, the Hudson, the Romans.

Q. What is a common noun?
A. A common noun is the name of a sort, kind, or class of things; as, Beast, bird, fish, insect.

---

**ETYMOLOGY.**

Q. What particular classes are included among common nouns?
A. The particular classes, collective, abstract, and verbal, are usually included among common nouns.

Q. What is a collective noun?
A. A collective noun, or noun of multitude, is the name of many individuals together; as, Council, meeting, committee, flock.

Q. What is an abstract noun?
A. An abstract noun is the name of some particular quality considered apart from its substance; as, Goodness, hardness, pride, frailty.

Q. What is a verbal noun?
A. A verbal or participial noun is the name of some action or state of being; and is formed from a verb, like a participle, but employed as a noun; as, "The triumphing of the wicked is short."—Job, xxv.

**MODIFICATIONS.**

Q. What modifications have nouns?
A. Nouns have modifications of four kinds; namely, Persons, Numbers, Genders, and Cases.

I. The Persons.

Q. What are Persons in grammar?
A. Persons, in grammar, are modifications that distinguish the speaker, the hearer, and the person or thing merely spoken of.

Q. How many persons are there, and what are they called?
A. There are three persons; the first, the second, and the third.

Q. What is the first person?
A. The first person is that which denotes the speaker; as, "I, Paul; have written it."

Q. What is the second person?
A. The second person is that which denotes the hearer; as, "Robert, who did this?"
Q. What is the third person?
A. The third person is that which denotes the person or thing merely spoken of; as, "James loves his book."

Q. To what parts of speech does the distinction of persons belong?
A. The distinction of persons belongs to nouns, pronouns, and finite verbs.

Q. What words are necessarily alike in person?
A. Pronouns are like their antecedents, and verbs are like their subjects, in person.

2. The Numbers.
Q. What are Numbers in grammar?
A. Numbers are modifications that distinguish unity and plurality.

Q. How many numbers are there, and what are they called?
A. There are two numbers, the singular and the plural.

Q. What is the singular number?
A. The singular number is that which denotes but one; as, The boy learns.

Q. What is the plural number?
A. The plural number is that which denotes more than one; as, The boys learn.

Q. How is the plural number of nouns regularly formed?
A. The plural number of nouns is regularly formed by adding s or es to the singular; as, book, books; box, boxes.

Q. Is the plural ever formed irregularly?
A. The plural of many nouns is formed irregularly; as, man, men; child, children; knife, knives; and others which may be seen in the larger grammars.

Q. To what parts of speech does the distinction of numbers belong?
A. The distinction of numbers belongs to nouns, pronouns, and finite verbs.

Q. What words are necessarily alike in number?
A. Pronouns are like their antecedents, and verbs are like their subjects, in number.

3. The Genders.
Q. What are Genders in grammar?
A. Genders are modifications that distinguish objects in regard to sex.

Q. How many genders are there, and what are they called?
A. There are three genders; the masculine, the feminine, and the neuter.

Q. What is the masculine gender?
A. The masculine gender is that which denotes animals of the male kind; as, man, father, king.

Q. What is the feminine gender?
A. The feminine gender is that which denotes animals of the female kind; as, woman, mother, queen.

Q. What is the neuter gender?
A. The neuter gender is that which denotes things that are neither male nor female; as, pen, ink, paper.

Q. How are the sexes distinguished in grammar?
A. The two sexes are distinguished in three ways:
1. By the use of different names; as, Bachelor, maid; boy, girl; brother, sister; buck, doe; bull, cow.
2. By the use of different terminations; as, Abbey, abbot; administrator, administratrix.
3. By prefixing an attribute of distinction; as, cock-sparrow, hen-sparrow; man-servant, maid-servant; hog-stall, hog-stall; male relations, female relations.

Q. To what parts of speech do the genders belong?
A. The genders belong only to nouns and pronouns.
and to these they are usually applied agreeably to the order of nature.

Q. What words are necessarily alike in gender?
A. Pronouns are necessarily of the same gender as the nouns for which they stand.

4. The Cases.

Q. What are Cases in grammar?
A. Cases are modifications that distinguish the relations of nouns and pronouns to other words.

Q. How many cases are there, and what are they called?
A. There are three cases; the nominative, the possessive, and the objective.

Q. What is the nominative case?
A. The nominative case is that form or state of a noun or pronoun which denotes the subject of a verb; as, The boy runs, I ran.

Q. What is the subject of a verb?
A. The subject of a verb is that which answers to who or what before it; as, Who runs? The boy—Who ran? I.—Boy and I are therefore subjects, and in the nominative case.

Q. What is the possessive case?
A. The possessive case is that form or state of a noun or pronoun which denotes the relation of property; as, The boy's hat, my hat.

Q. How can we distinguish the possessive case?
A. By its form: the possessive case of nouns is formed in the singular number by adding to the nominative s preceded by an apostrophe; and in the plural, when the nominative ends in s, by adding an apostrophe only; as, (singular) boy's, (plural) boys'.

Q. What is the objective case?
A. The objective case is that form or state of a noun or pronoun which denotes the object of a verb, participle, or preposition; as, I know the boy; he knows me.

Q. What is the object of a verb, participle, or preposition?
A. The object of a verb, participle, or preposition, is that which answers to whom or what after it; as, I know whom? The boy—He knows whom? Me.—Boy and me are therefore objects, and in the objective case.

Q. To what parts of speech do the cases belong?
A. The cases belong only to nouns and pronouns.

Q. What words are necessarily alike in case?
A. Words that denote the same thing, and explain one another, are put in the same case; as, "Paul the apostle."—"His name is John."—"You common men!"
"The house fell."

The is the definite article.
1. An article is a word placed before nouns, &c.
2. The definite article is the, which denotes, &c.
house is a common noun, of the third person, singular number, neuter gender, and nominative case.
1. A noun is the name of any person, place, &c.
2. A common noun is the name of a sort, kind, &c.
3. The third person is that which denotes, &c.
4. The singular number is that which denotes, &c.
5. The neuter gender is that which denotes, &c.
6. The nominative case is that form or state, &c.

ex. A verb.—A verb is a word that signifies to be, to act, or to be acted upon.

Lesson I.
Truth is the proper object of the understanding, as food is the nourishment of the body.—The present is by no means an age for indulging ignorance. A person who thinks to have any credit among men, must absolutely resolve to take some pains in improving himself.

Lesson II.
Studies serve for delight, for ornament, and for ability. The chief use for delight is in privateness and retiring; for ornament, is in discourse; and, for ability, is in the judgment and disposition of business.—Reading maketh a full man; conference, a ready man; and writing, an exact man.—Bacon.

Lesson III.
The legislator, the magistrate, the philosopher, the minister of the gospel, and the schoolmaster, are honourable and useful characters; whose labour contribute to civilize the ferocious, to restrain the vicious, to enlighten the ignorant, and to protect and encourage the virtuous.—P. Wakefield.

Lesson IV.
It is required in every work of art, that, like an organic system, its parts be orderly arranged and mutually connected, bearing each of them a relation to the whole:

when due regard is had to these particulars, we have a sense of just composition, and so far are pleased with the performance.—Ed. Kitch.

Lesson V.
Enmity extends passion beyond its immediate object. The Swiss suffer no peacocks to live, because the Duke of Austria, their ancient enemy, wore a peacock’s tail in his crest. Slighter and more transitory emotions sometimes have the same effect: as:
Fellow, begone; I cannot brook thy sight.
This news hath made thee a most ugly man.—Shak.

OF THE ADJECTIVE.

Q. What is an Adjective?
A. An Adjective is a word added to a noun or pronoun, and generally expresses quality: as, A wise man; a new book.—You two are diligent.

Q. How many adjectives are there?
A. About nine thousand.

CLASSES.

Q. How may adjectives be divided?
A. Adjectives may be divided into six classes; namely, common, proper, numeral, participial, and compound.

Q. What is a common adjective?
A. A common adjective is any ordinary epithet; as, Good, bad, peaceful, warlike.

Q. What is a proper adjective?
A. A proper adjective is one that is formed from a proper name; as, American, Platonic.

Q. What is a numeral adjective?
A. A numeral adjective is one that expresses
ENGLISH GRAMMAR.

A definite number; as, One, two, three, four, &c.
First, second, third, fourth, &c.

Q. What is a pronominal adjective?
A. A pronominal adjective is a definite word which may either accompany its noun, or represent it understood; as, "All [men] join to guard what each [man] desires to gain."—Pope.

Q. What is a participial adjective?
A. A participial adjective is one that has the form of a participle; as, An amusing story.

Q. What is a compound adjective?
A. A compound adjective is one that consists of two or more words joined by a hyphen; as, Nat-brown, laughter-loving, four-footed.

Q. What modifications have adjectives?
A. Adjectives have, commonly, no modifications but comparison.

Q. What is comparison in grammar?
A. Comparison is a variation of the adjective to express quality in different degrees; as, hard, harder, hardest.

Q. How many, and what, are the degrees of comparison?
A. There are three degrees of comparison; the positive, the comparative, and the superlative.

Q. What is the positive degree?
A. The positive degree is that which is expressed by the adjective in its simple form; as, hard, soft, good.

Q. What is the comparative degree?
A. The comparative degree is that which exceeds the positive; as, harder, softer, better.

ETYMOLOGY.

Q. What is the superlative degree?
A. The superlative degree is that which is not exceeded; as, hardest, softest, best.

Q. How are adjectives regularly compared?
A. Adjectives are regularly compared when the comparative degree is formed by adding er, and the superlative by adding est to them; as,
Pos. great, Comp. greater, Sup. greatest.
Pos. wide, Comp. wider, Sup. widest.
Pos. hot, Comp. hotter, Sup. hottest.

Q. To what adjectives are er and est applicable?
A. The regular method of comparison is chiefly applicable to monosyllables and dissyllables ending in y or mute e.

Q. Is there any other mode of expressing the degrees?
A. The different degrees of a quality may also be expressed, with precisely the same import, by prefixing to the adjective the adverbs more and most; as, wise, more wise, most wise; famous, more famous, most famous.

Q. How are the degrees of diminution expressed?
A. The degrees of diminution are expressed, in like manner, by the adverbs less and least; as, wise, less wise, least wise; famous, less famous, least famous.

Q. What adjectives are compared only by adverbs.

---

* Words ending in a drop that vowel, when a syllable is added beginning with a vowel.
† Words ending with a single consonant after a single vowel, generally double that consonant, when a syllable is added beginning with a vowel.
ENGLISH GRAMMAR.

A. Most adjectives of more than one syllable must be compared by means of the adverbs; because they do not admit a change of termination: thus we say, virtuous, more virtuous, most virtuous; but not, virtuous, virtuouer, virtuouest.

Q. What adjectives are compared irregularly?
A. The following adjectives are compared irregularly: good, better, best; bad, or ill, worse, worst; little, less, least; much, more, most; many, more, most; far, farther, farthest; late, later or latter, latest or last.

Q. Can all adjectives be compared?
A. No; the signification of many will not admit of degrees; as, right, all, several, &c.

EXERCISE III. PARSING.
Q. What is required of the pupil in the Third Exercise in Parsing?
A. To distinguish and define the different parts of speech, and the classes and modifications of the articles, nouns, and adjectives. Thus:

"Give higher prices."

Give is a verb.—A verb is a word that signifies to be, to act, or to be acted upon.

higher is a common adjective, of the comparative degree; compared thus, high, higher, highest.
1. An adjective is a word added to a noun, &c.
2. A common adjective is any ordinary epithet.
3. The comparative degree is that which exceeds the positive.

prices is a common noun, of the third person, plural number, neuter gender, and objective case.
1. A noun is the name of any person, place, &c.
2. A common noun is the name of a sort, kind, &c.
3. The third person is that which denotes, &c.

ETYMOLOGY.

4. The plural number is that which denotes, &c.
5. The neuter gender is that which denotes, &c.
6. The objective case is that form or state, &c.

LESSON I.

The sceptic supposes that the strongest, clearest, fullest evidence, is not sufficient to warrant belief; and that Pyrrho's universal doubt was a better and higher philosophy, than the firmest, purest, holiest faith.

LESSON II.

Faith is that blessed tree which produces the all-healing fruits of wisdom, virtue, and true felicity; but it is of so fine and delicate a nature, that it flourishes not in the cold and barren soil of man's heart, without his incessant care, and the enlivening influence of the Holy Spirit.

LESSON III.

The faculty of thinking justly, is a more desirable talent than that of eloquence in speaking; the one being in order to an advantage only in expectation, whereas the other is the assured mark of a mighty advantage already received.—Herz.

LESSON IV.

It would be a great point gained in our religious travel from conjecture to confirmation, if we were convinced that we can have no true idea of any divine attribute, but by its own immediate manifestation.—Dilthey.

LESSON V.

O God! forasmuch as without thee we are not able to please thee; mercifully grant that thy Holy Spirit may in all things direct and rule our hearts, through Jesus Christ our Lord. Amen.—Common Prayer.

OF THE PRONOUN.
Q. What is a Pronoun?
A. A Pronoun is a word used instead of a
noun: as, 'The boy loves his book; he has long lessons, and he learns them well.'

Q. How many pronouns are there?
A. Twenty—and their variations are also twenty—making the number of words of this class forty.

Q. What is meant by the term antecedent?
A. The word for which a pronoun stands is called its antecedent, because it usually precedes the pronoun.

CLASSES.

Q. Into what classes are pronouns divided?
A. Pronouns are divided into three classes; personal, relative, and interrogative.

Q. What is a personal pronoun?
A. A personal pronoun is a pronoun that shows by its form of what person it is.

Q. What is a relative pronoun?
A. A relative pronoun is a pronoun that represents an antecedent word or phrase, and connects different clauses of a sentence.

Q. What is an interrogative pronoun?
A. An interrogative pronoun is a pronoun with which a question is asked.

Q. How many and what are the personal pronouns?
A. The simple personal pronouns are five: namely, I, of the first person; you, of the second person; he, she, and it, of the third person. The compound personal pronouns are also five: namely, myself, of the first person; yourself, of the second person; himself, herself, and itself, of the third person.

Q. Can you mention the relative pronouns?
A. The relative pronouns are who, which,

ETymology.

what, that; and the compounds whoever or whosoever, whichever or whomever, whatever or whatsoever.

Q. What are the interrogative pronouns?
A. The interrogative pronouns are the same in form as relatives; namely, who, which, what.

Q. What is there remarkable of the relative what and its compounds?
A. The relative what has this peculiarity: when the noun is expressed, the relative precedes it, as an adjective; as, "What money we had was taken away;" that is, All the money that we had, was taken away. But, by a very common ellipsis of the noun, what usually stands for both antecedent and relative, and represents two cases at once; as, Raise what is low; that is, Raise what part is low. But in this sense, what is equivalent to that which; as, Raise that which is low; that is, Raise that part which is low. The compounds of what have the same peculiarity.

Q. What peculiarity has the relative that?
A. The relative that cannot follow the word on which its case depends; thus, it is said, [John, xiii. 28,] "Buy those things that we have need of;" but we cannot say, "Buy those things of that we have need." But, Is the word that always a relative pronoun?
A. No: that is a relative pronoun when it is equivalent to who, whom; or which; as, "The days that [which] are past, are gone forever." That is an adjective when it relates to a noun, expressed or understood, after it; as, "That book is new." In other cases, it is a conjunction; as, "Live well, that you may die well."

MODIFICATIONS.

Q. What modifications have pronouns?
A. Pronouns have the same modifications as nouns; namely, Persons, Numbers, Genders, and Cases.

The Declension of Pronouns.

Q. What is the declension of a pronoun?
A. The declension of a pronoun is a regular arrangement of its numbers and cases.

Q. How are the simple personal pronouns declined?

A. The simple personal pronouns are thus declined:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, me</td>
<td>we, us</td>
</tr>
<tr>
<td>you, thy</td>
<td>you, your, or yours</td>
</tr>
<tr>
<td>he, him</td>
<td>they, their, or theirs</td>
</tr>
<tr>
<td>she, her</td>
<td>her</td>
</tr>
<tr>
<td>it, its</td>
<td>it</td>
</tr>
</tbody>
</table>

THOU, OF the second person.

Sing. Nom. thou, Poss. thy, or thine, Obj. thee;
Plur. Nom. ye, or you, Poss. your, or yours, Obj. you.

HE, SHE, AND IT, OF THE third person.

HE, of the masculine gender.

Sing. Nom. he, Poss. his, Obj. him;
Plur. Nom. they, Poss. their, or theirs, Obj. them.

SHE, of the feminine gender.

Sing. Nom. she, Poss. her, or hers, Obj. her;
Plur. Nom. they, Poss. their, or theirs, Obj. them.

IT, OF THE neuter gender.

Sing. Nom. it, Poss. its, Obj. it;
Plur. Nom. they, Poss. their, or theirs, Obj. them.

Q. How are the compound personal pronouns declined?

A. The compound personal pronouns are—
sing. myself, plur. ourselves; sing. thyself, plur.
yourself; sing. himself, plur. themselves; sing.
herself, plur. themselves; sing. itself, plur.
theirselves. They all want the possessive case, and are alike in the nominative and objective.

Q. How are the relative and the interrogative pronouns declined?

A. The relative and the interrogative pronouns are thus declined:

WHO, applied only to persons.

Sing. Nom. who, Poss. whose, Obj. whom;
Plur. Nom. who, Poss. whose, Obj. whom.

WHICH, applied to animals and things.

Sing. Nom. which, Poss. whose, Obj. whose;
Plur. Nom. which, Poss. whose, Obj. whose.

WHAT, generally applied to things.

Sing. Nom. what, Poss. whose, Obj. whose;

THAT, applied to persons, animals, and things.

Sing. Nom. that, Poss. whose, Obj. whose;
Plur. Nom. that, Poss. whose, Obj. whose.

Q. How are the compound relatives declined?

A. In the same manner as the simple: they all are alike in both numbers, and the compounds of WHICH and WHAT want the possessive case.

Exercise IV... Parsing.

Q. What is required of the pupil in the Fourth Exercise in Parsing?

A. To distinguish and define the different parts of speech, and the classes and modifications of the articles, nouns, adjectives, and pronouns. Thus:

"He thought so."

He is a personal pronoun, of the third person, singular number, masculine gender, and nominative case.

1. A pronoun is a word used in stead of a noun.
2. A personal pronoun is a pronoun that shows, &c.
3. The third person is that which denotes, &c.
4. The singular number is that which denotes, &c.
5. The masculine gender is that which denotes, &c.
6. The nominative case is that form or state, &c.

Thought is a verb. — A verb is a word that signifies to be, to act, or to be acted upon.

So is an adverb. — An adverb is a word added to a verb, a participle, an adjective, or an other adverb; &c.

* Whose is sometimes used as the possessive case of which; as,

"A religion whose origin is divine." — Blair.

A 4
Lesson I.
Pray bid him remember what he said, and how he was charmed when he laughed at the heedless discovery I often made of myself; let him remember how awkward I was in my dissembled indifference towards him before company.—Steele.

Lesson II.
Elian, in his account of Zoilus, the pretended critic, who wrote against Homer and Plato, and thought himself wiser than all who had gone before him, tells us, that this Zoilus had a very long beard that hung down upon his breast, but no hair upon his head, which he always kept close shaved.—Budgil.

Lesson III.
If you will both of you call upon me about four o'clock, that we may be at the house before it is full, I will have my own coach in readiness to attend you, for John tells me he has got the fore-wheels mended.—Addison.

Lesson IV.
She cast her eyes upon herself, then turned them on those that were present, to see how they liked her, and often looked on the figure she made in her own shadow.

Lesson V.
Whatever thy hand findeth to do, do it with thy might: for there is no work, nor device, nor knowledge, nor wisdom, in the grave, whither thou goest.—Solomon.
Whatever evil, evil do, in that, yourselves have made themselves worthy to suffer it.—Hooker.

OF THE VERB.
Q. What is a Verb?
A. A verb is a word that signifies to be, to act, or to be acted upon.
Q. How many verbs are there?
A. Recent grammarians say, eight thousand; others have reckoned no more than 4,500.

Q. How are verbs divided with respect to their form?
A. Verbs are divided, with respect to their form, into two classes; regular and irregular.
Q. What is a regular verb?
A. A regular verb is a verb that forms the preterit and the perfect participle by assuming ed; as, love, loved, loving, loved.
Q. What is an irregular verb?
A. An irregular verb is a verb that does not form the preterit and the perfect participle by assuming ed; as, see, saw, seeing, seen.
Q. How are verbs divided, with respect to their signification?
A. Verbs are divided, with respect to their signification, into four classes; active-transitive, active-intransitive, passive, and neuter.
Q. What is an active-transitive verb?
A. An active-transitive verb is a verb that expresses an action which has some person or thing for its object; as, “Cain slew Abel.”
Q. What is an active-intransitive verb?
A. An active-intransitive verb is a verb that expresses an action which has no person or thing for its object; as, “John walks.”
Q. What is a passive verb?
A. A passive verb is a verb that represents its subject, or nominative, as being acted upon; as, “I am compelled.”
Q. What is a neuter verb?
A. A neuter verb is a verb that expresses neither action nor passion, but simply being, or a state of being; as, “Thou art—he sleeps.”

Q. What is a regular verb?
A. A regular verb is a verb that forms the preterit and the perfect participle by assuming ed; as, love, loved, loving, loved.
Q. What is an irregular verb?
A. An irregular verb is a verb that does not form the preterit and the perfect participle by assuming ed; as, see, saw, seeing, seen.
Q. How are verbs divided, with respect to their signification?
A. Verbs are divided, with respect to their signification, into four classes; active-transitive, active-intransitive, passive, and neuter.
Q. What is an active-transitive verb?
A. An active-transitive verb is a verb that expresses an action which has some person or thing for its object; as, “Cain slew Abel.”
Q. What is an active-intransitive verb?
A. An active-intransitive verb is a verb that expresses an action which has no person or thing for its object; as, “John walks.”
Q. What is a passive verb?
A. A passive verb is a verb that represents its subject, or nominative, as being acted upon; as, “I am compelled.”
Q. What is a neuter verb?
A. A neuter verb is a verb that expresses neither action nor passion, but simply being, or a state of being; as, “Thou art—he sleeps.”
MODIFICATIONS.

Q. What modifications have verbs?
A. Verbs have modifications of four kinds; namely, Moods, Tenses, Persons, and Numbers.

1. The Moods.

Q. What are Moods in grammar?
A. Moods are different forms of the verb, each of which expresses the being, action, or passion, in some particular manner.

Q. How many moods are there, and what are they called?
A. There are five moods; the Infinitive, the Indicative, the Potential, the Subjunctive, and the Imperative.

Q. What is the Infinitive mood?
A. The Infinitive mood is that form of the verb, which expresses the being, action, or passion, in an unlimited manner, and without person or number; as, to read, to speak.

Q. What is the Indicative mood?
A. The Indicative mood is that form of the verb, which simply indicates or declares a thing; as, I write, you know; or asks a question; as, Do you know?

Q. What is the Potential mood?
A. The Potential mood is that form of the verb, which expresses the power, liberty, possibility, or necessity, of being, action, or passion; as, I can read; we must go.

Q. What is the Subjunctive mood?
A. The Subjunctive mood is that form of the verb, which represents the being, action, or passion, as conditional, doubtful; or contingent; as, If thou go, see that thou offend not.

ETYMOLoy.

Q. What is the Imperative mood?
A. The Imperative mood is that form of the verb, which is used in commanding, entitling, or permitting; as, "Depart thou." "Be comforted." "Forgive me." "Go in peace."

2. The Tenses.

Q. What are tenses?
A. Tenses are those modifications of the verb which distinguish time.

Q. How many tenses are there, and what are they called?
A. There are six tenses; the Present, the Imperfect, the Perfect, the Pluperfect, the First-future, and the Second-future.

Q. What is the Present tense?
A. The Present tense is that which expresses what now exists, or is taking place; as, "I hear a noise; somebody is coming."

Q. What is the Imperfect tense?
A. The Imperfect tense is that which expresses what took place, within some period of time fully past; as, "We saw him last week; I admired his behaviour."

Q. What is the Perfect tense?
A. The Perfect tense is that which expresses what has taken place, within some period of time not yet fully past; as, "I have seen him to-day."

Q. What is the Pluperfect tense?
A. The Pluperfect tense is that which expresses what had taken place, at some past time mentioned; as, "I had seen him when I met you."

Q. What is the First-future tense?
A. The **First-future tense** is that which expresses what *will take* place hereafter; as, “I shall see him again.”

Q. What is the Second-future tense?

A. The **Second-future tense** is that which expresses what *will have taken* place, at some future time mentioned; as, “I shall have seen him by to-morrow noon.”

3. **The Persons and Numbers.**

Q. What are the Person and Number of a verb?

A. The Person and Number of a verb are those modifications in which it agrees with its subject or nominative.

Q. How many persons and numbers have verbs?

A. In each number, there are three persons; and, in each person, two numbers: thus,

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st per.</td>
<td>I love</td>
<td>1st per. We love</td>
</tr>
<tr>
<td>2nd per.</td>
<td>Thou lovest</td>
<td>2nd per. You love</td>
</tr>
<tr>
<td>3rd per.</td>
<td>He loves</td>
<td>3rd per. They love</td>
</tr>
</tbody>
</table>

**The Conjugation of Verbs.**

Q. What is the conjugation of a verb?

A. The conjugation of a verb is a regular arrangement of its moods, tenses, persons, numbers, and participles.

Q. What are the **Principal Parts** in the conjugation of a verb?

A. There are four principal parts in the conjugation of every simple and complete verb; namely, the Present, the **Preterit**, the **Imperfect Participle**, and the **Perfect Participle**: a verb which wants any of these parts is called **defective**.

Q. What is an **Auxiliary** in grammar?

---

**ETYMOLOGY.**

A. An **Auxiliary** is a short verb prefixed to one of the principal parts of an other verb, to express some particular mode and time of the being, action, or passion.

Q. Which are the auxiliary verbs?

A. The auxiliaries are do, be, have, shall, will, may, can, and must, with their variations.

Q. Are these always auxiliaries?

A. No: some of them, especially do, be, and have, are also used as principal verbs.

Q. How are verbs conjugated?

A. Verbs are conjugated in the following manner:

**Conjugation of the regular active verb LOVE.**

<table>
<thead>
<tr>
<th>Person</th>
<th>Present Tense</th>
<th>Perfect Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singular</td>
<td>Love, Loved</td>
<td>To love, Have loved</td>
</tr>
<tr>
<td>Plural</td>
<td>You love, Loved</td>
<td>They love, Have loved</td>
</tr>
</tbody>
</table>

**Indicative Mood.**

**Present Tense.**—Love, or Do love.

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st per.</td>
<td>I love</td>
<td>1st per. We love</td>
</tr>
<tr>
<td>2nd per.</td>
<td>Thou lovest</td>
<td>2nd per. You love</td>
</tr>
<tr>
<td>3rd per.</td>
<td>He loves</td>
<td>3rd per. They love</td>
</tr>
</tbody>
</table>

**Imperfect Tense.**—Loved, or Did love.

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st per.</td>
<td>I loved</td>
<td>1st per. We loved</td>
</tr>
<tr>
<td>2nd per.</td>
<td>Thou loved</td>
<td>2nd per. You loved</td>
</tr>
<tr>
<td>3rd per.</td>
<td>He loved</td>
<td>3rd per. They loved</td>
</tr>
</tbody>
</table>

**Perfect Tense.**—Have loved.

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st per.</td>
<td>I have loved</td>
<td>1st per. We have loved</td>
</tr>
<tr>
<td>2nd per.</td>
<td>Thou hast loved</td>
<td>2nd per. You have loved</td>
</tr>
<tr>
<td>3rd per.</td>
<td>He has loved</td>
<td>3rd per. They have loved</td>
</tr>
</tbody>
</table>
Perfect Tense.—Had loved.

Singular. Plural.
1. I had loved; 1. We had loved.
2. Thou hast loved; 2. You had loved.
3. He had loved; 3. They had loved.

First-future Tense.—Shall or will love.

1. Simply to express a future action or event:

Singular. Plural.
1. I shall love, 1. We shall love;
2. Thou wilt love, 2. You will love;
3. He will love; 3. They will love.

2. To express a promise, wish, command, or threat:

Singular. Plural.
1. I will love, 1. We will love;
2. Thou shal] love, 2. You shall love;
3. He will love; 3. They will love.

Second-future Tense.—Shall or will have loved:

Singular. Plural.
1. I shall have loved, 1. We shall have loved;
2. Thou wilt have loved, 2. You will have loved;
3. He will have loved; 3. They will have loved.

Present Tense.—May, can, or must love.

Singular. Plural.
1. I may love, 1. We may love,
2. Thou mayst love, 2. You may love,
3. He may love; 3. They may love.

Imperfect Tense.—Might, could, would, or should love.

Singular. Plural.
1. I might love, 1. We might love,
2. Thou mightst love, 2. You might love,
3. He might love; 3. They might love.

Perfect Tense.—May, can, or must have loved.

Singular. Plural.
1. I may have loved, 1. We may have loved,
2. Thou mayst have loved, 2. You may have loved,
3. He may have loved; 3. They may have loved.

Pluperfect Tense.—Might, could, would, or should have loved.

Singular. Plural.
1. I might have loved, 1. We might have loved,
2. Thou mightst have loved, 2. You might have loved,
3. He might have loved; 3. They might have loved.

SUBJECTIVE MOOD.

Present Tense.—Love.

This tense is generally used to express some condition on which a future action or event is dependent, and is therefore considered by some grammarians as an elliptical form of the future.

ETYMOLOGY.

Singular. Plural.
1. If I love, 1. If we love,
2. If thou love, 2. If you love,
3. If he love, 3. If they love.

Imperfect Tense.—Loved.

This tense, as well as the imperfect of the potential mood, with which it is frequently connected, is properly an aorist, or indefinite tense, and may refer to time past, present, or future.

Singular. Plural.
1. If I loved, 1. If we loved,
2. If thou loved, 2. If you loved,
3. If he loved; 3. If they loved.

Imperative Mood.

Present Tense.—Love.

Singular. Plural.
1. Love thou or you or Do thou love;
2. Love (you) or Do you love.

PARTICIPLES.

Imperfect, Loving.
Perfect, Loved.
Compound, Having loved.

SYNOPSIS.

First person singular.

Ind. I love, I loved, I have loved, I shall love, I shall have loved. Past. I may love, I might love, I might have loved, I might have have loved. Subj. If I love, if I loved.

Second person singular.

Ind. Thou loves, Thou lovedst, Thou hast loved, Thou wilt love, Thou will have loved. Past. Thou mayst love, Thou mightst love, Thou mayst have loved, Thou mightst have loved. Subj. If thou love, if thou loved. Imp. Love (thou), or Do thou love.

Third person singular.

Ind. He loves, He loved, He has loved, He will love, He will have loved. Past. He may love, He might love, He may have loved. He might have loved. Subj. If he love, if he loved.

First person plural.

Ind. We love, We loved, We have loved, We shall love, We shall have loved. Past. We may love, We might love, We might have loved, We may have loved, We might have have loved. Subj. If we love, if we loved.

* In the familiar use of the second person singular, as retained by the society of Frendes or Quakers, the verb is usually varied only in the present tense of the indicative mood, and in the auxiliary hast of the perfect. Thus:

Ind. Thou loves, Thou lovedst, Thou hast loved, Thou had loved, Thou will love, Thou will have loved. Past. Thou mayst love, Thou might love, Thou mayst have loved, Thou mightst have loved. Subj. If thou love, if thou loved. Imp. Love (thou), or Do thou love. [See Institutes of English Grammar, p. 32.]
**ENGLISH GRAMMAR.**

**Second person plural.**
Ind. You love, You loved, You have loved, You would love, You will have loved. 
Pret. You may love, You might have loved, You may have loved, You might have loved. 
Subj. If you love, If you loved. 
Imp. Love, Love you, or Do you love.

**Third person plural.**
Ind. They love, They loved, They have loved, They will love, They will have loved. 
Prf. They may love, They might have loved, They may have loved, They might have loved. 
Subj. If you love, If they love. 

Conjugation of the irregular neuter verb **BE.**

**Principal Parts.**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Be</td>
<td>Was</td>
<td>Being</td>
<td>Been</td>
</tr>
</tbody>
</table>

**INFinitive MOOD.**

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

**Indicative MOOD.**

**Present Tense.**

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am</td>
<td>1. We are</td>
</tr>
<tr>
<td>2. Thou art</td>
<td>2. You are</td>
</tr>
<tr>
<td>3. He is</td>
<td>3. They are</td>
</tr>
</tbody>
</table>

**Imperfect Tense.**

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I was</td>
<td>1. We were</td>
</tr>
<tr>
<td>2. Thou wast</td>
<td>2. You were</td>
</tr>
<tr>
<td>3. He was</td>
<td>3. They were</td>
</tr>
</tbody>
</table>

**Perfect Tense.**

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I have been</td>
<td>1. We have been</td>
</tr>
<tr>
<td>2. Thou hast been</td>
<td>2. You have been</td>
</tr>
<tr>
<td>3. He has been</td>
<td>3. They have been</td>
</tr>
</tbody>
</table>

**Future Tense.**

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I shall be</td>
<td>1. We shall be</td>
</tr>
<tr>
<td>2. Thou wilt be</td>
<td>2. You will be</td>
</tr>
<tr>
<td>3. He will be</td>
<td>3. They will be</td>
</tr>
</tbody>
</table>

**ETYMOLOGY.**

**Second-future Tense.**

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I shall have been</td>
<td>1. We shall have been</td>
</tr>
<tr>
<td>2. Thou shalt have been</td>
<td>2. You shall have been</td>
</tr>
<tr>
<td>3. He shall have been</td>
<td>3. They shall have been</td>
</tr>
</tbody>
</table>

**Potential MOOD.**

**Present Tense.**

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I may be</td>
<td>1. We may be</td>
</tr>
<tr>
<td>2. Thou mayest be</td>
<td>2. You may be</td>
</tr>
<tr>
<td>3. He may be</td>
<td>3. They may be</td>
</tr>
</tbody>
</table>

**Imperfect Tense.**

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I might be</td>
<td>1. We might be</td>
</tr>
<tr>
<td>2. Thou mightest be</td>
<td>2. You might be</td>
</tr>
<tr>
<td>3. He might be</td>
<td>3. They might be</td>
</tr>
</tbody>
</table>

**Perfect Tense.**

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I might have been</td>
<td>1. We might have been</td>
</tr>
<tr>
<td>2. Thou might have been</td>
<td>2. You might have been</td>
</tr>
<tr>
<td>3. He might have been</td>
<td>3. They might have been</td>
</tr>
</tbody>
</table>

**Pluperfect Tense.**

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I might have been</td>
<td>1. We might have been</td>
</tr>
<tr>
<td>2. Thou might have been</td>
<td>2. You might have been</td>
</tr>
<tr>
<td>3. He might have been</td>
<td>3. They might have been</td>
</tr>
</tbody>
</table>

**Subjunctive MOOD.**

**Present Tense.**

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. If I be</td>
<td>1. If we be</td>
</tr>
<tr>
<td>2. If thou be</td>
<td>2. If you be</td>
</tr>
<tr>
<td>3. If he be</td>
<td>3. If they be</td>
</tr>
</tbody>
</table>

**Imperfect Tense.**

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. If I were</td>
<td>1. If we were</td>
</tr>
<tr>
<td>2. If thou were</td>
<td>2. If you were</td>
</tr>
<tr>
<td>3. If he were</td>
<td>3. If they were</td>
</tr>
</tbody>
</table>

**Imperative MOOD.**

**Present Tense.**

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Be [thou], or Do thou be</td>
<td>2. Be [ye or you], or Do you be</td>
</tr>
</tbody>
</table>

**Participles.**

<table>
<thead>
<tr>
<th>Imperfect</th>
<th>Being</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perfect</td>
<td>Been</td>
</tr>
<tr>
<td>Compound</td>
<td>Having been</td>
</tr>
</tbody>
</table>
Q. Is there any other method of conjugating active and neuter verbs?

A. Active and neuter verbs may also be conjugated by adding the Imperfect Participle to the auxiliary verb be, through all its changes; as, I am writing; he is sitting. This compound form of conjugation denotes a continuance of the action or state of being, and is, on many occasions, preferable to the simple form of the verb.*

Q. How are passive verbs formed?

A. Passive verbs are formed from active-transitive verbs, by adding the perfect participle to the auxiliary verb be, through all its changes; thus, from the active-transitive verb love, is formed the passive verb be loved.

Conjugation of the passive verb

BE LOVED.

Principal parts of the active verb.

---|---|---|---

Indicative mood.

Present Tense. | To be loved. | Perfect Tense. | To have been loved.
---|---|---|---

Indicative mood.

Present Tense. | To have been loved.
---|---

Singular. | Plural.
---|---
1st per. I am loved. | 1st per. We are loved.
2d per. Thou art loved. | 2d per. You are loved.
3d per. He is loved. | 3d per. They are loved.

*In the compound forms of conjugation, the imperfect participle is sometimes taken in a passive sense; as, "I am coming; he is setting; the ships are building." and the perfect participle of an active-intransitive verb, may have a neuter signification; as, "I am come; He is risen; They are fallen." The former are passive, and the latter neuter verbs.

*Passive verbs, in English, are always of a compound form.

ETYMOLOGY.

Imperfect Tense.

| Singular. | Plural.
|---|---
1. I was loved. | 1. We were loved.
2. Thou wast loved. | 2. You were loved.
3. He was loved. | 3. They were loved.

Perfect Tense.

| Singular. | Plural.
|---|---
1. I have been loved. | 1. We have been loved.
2. Thou hast been loved. | 2. You have been loved.
3. He has been loved. | 3. They have been loved.

Pluperfect Tense.

| Singular. | Plural.
|---|---
1. I had been loved. | 1. We had been loved.
2. Thou hadst been loved. | 2. You had been loved.
3. He had been loved. | 3. They had been loved.

First-future Tense.

| Singular. | Plural.
|---|---
1. I shall be loved. | 1. We shall be loved.
2. Thou wilt be loved. | 2. You will be loved.
3. He will be loved. | 3. They will be loved.

Second-future Tense.

| Singular. | Plural.
|---|---
1. I shall have been loved. | 1. We shall have been loved.
2. Thou wilt have been loved. | 2. You will have been loved.
3. He will have been loved. | 3. They will have been loved.

Potential mood.

Present Tense.

| Singular. | Plural.
|---|---
1. I may be loved. | 1. We may be loved.
2. Thou may be loved. | 2. You may be loved.
3. He may be loved. | 3. They may be loved.

Imperfect Tense.

| Singular. | Plural.
|---|---
1. I might be loved. | 1. We might be loved.
2. Thou might be loved. | 2. You might be loved.
3. He might be loved. | 3. They might be loved.

Perfect Tense.

| Singular. | Plural.
|---|---
1. I might have been loved. | 1. We might have been loved.
2. Thou might have been loved. | 2. You might have been loved.
3. He might have been loved. | 3. They might have been loved.

Pluperfect Tense.

| Singular. | Plural.
|---|---
1. I might have been loved. | 1. We might have been loved.
2. Thou might have been loved. | 2. You might have been loved.
3. He might have been loved. | 3. They might have been loved.
ENGLISH GRAMMAR.

SUBJUNCTIVE MOOD.

Present Tense.

Singular.
1. If I
2. If thou
3. If he

Plural.
1. If we
2. If you
3. If they

Imperfect Tense.

Singular.
1. If I
2. If thou
3. If he

Plural.
1. If we
2. If you
3. If they

IMPERATIVE MOOD.

Present Tense.

Singular.
3. Do thou

Plural.
2. Do ye

PARTICIPLES.

Imperfect. Being loved.
Perfect. Loved.
Compound. Having been loved.

Q. How is a verb conjugated negatively?

A. A verb is conjugated negatively by placing the adverb not after it, or after the first auxiliary: in the indicative mood, the adverb must always precede the preposition to.

Thus:

Inf. Not to love, Not to have loved. Inf. I love not, or I do not love; I loved not, or I did not love; I have not loved; I had not loved; I shall not love; I shall not have loved. Perf. I may, can, or must not love; I might, could, would, or should not have loved; I might, could, would, or should not have loved. Sums. If I love not; If I loved not. Part. Not loving, Not loved, Not having loved.

Q. How is a verb conjugated interrogatively?

A. A verb is conjugated interrogatively, in the indicative and potential moods, by placing the nominative after it, or after the first auxiliary:

as,

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Start.</td>
<td>shut</td>
<td>shut</td>
<td>shut</td>
<td>shut</td>
</tr>
<tr>
<td>Shred.</td>
<td>shred</td>
<td>shred</td>
<td>shred</td>
<td>shred</td>
</tr>
<tr>
<td>Shrink.</td>
<td>shrank</td>
<td>shrank</td>
<td>shrank</td>
<td>shrank</td>
</tr>
<tr>
<td>Sing.</td>
<td>sang</td>
<td>sung</td>
<td>sung</td>
<td>sung</td>
</tr>
<tr>
<td>Sink.</td>
<td>sunk</td>
<td>sunk</td>
<td>sunk</td>
<td>sunk</td>
</tr>
<tr>
<td>Sit.</td>
<td>sat</td>
<td>sat</td>
<td>sat</td>
<td>sat</td>
</tr>
<tr>
<td>Sleep.</td>
<td>slept</td>
<td>slept</td>
<td>slept</td>
<td>slept</td>
</tr>
<tr>
<td>Speak.</td>
<td>spoke</td>
<td>spoken</td>
<td>spoken</td>
<td>spoken</td>
</tr>
<tr>
<td>Spend.</td>
<td>spent</td>
<td>spent</td>
<td>spent</td>
<td>spent</td>
</tr>
<tr>
<td>Spill.</td>
<td>spilled</td>
<td>spilled</td>
<td>spilled</td>
<td>spilled</td>
</tr>
<tr>
<td>Spit.</td>
<td>spat</td>
<td>spat</td>
<td>spat</td>
<td>spat</td>
</tr>
<tr>
<td>Spring.</td>
<td>sprung</td>
<td>sprung</td>
<td>sprung</td>
<td>sprung</td>
</tr>
<tr>
<td>Stand.</td>
<td>stood</td>
<td>stood</td>
<td>stood</td>
<td>stood</td>
</tr>
<tr>
<td>Sure.</td>
<td>stole</td>
<td>stolen</td>
<td>stolen</td>
<td>stolen</td>
</tr>
<tr>
<td>Stick.</td>
<td>stuck</td>
<td>stuck</td>
<td>stuck</td>
<td>stuck</td>
</tr>
<tr>
<td>Sing.</td>
<td>sang</td>
<td>sung</td>
<td>sung</td>
<td>sung</td>
</tr>
</tbody>
</table>

**DEFECTIVE VERBS.**

Q. What is a defective verb?

A. A defective verb is a verb which wants some of the principal parts.

Q. What tenses do defective verbs lack?

A. When any of the principal parts are wanting, the tenses usually derived from those parts are also wanting.

Q. What class of verbs are mostly defective?

A. All the auxiliaries, except do, be, and have, are defective.

Q. How many defective verbs are there?

A. The following eight are all that are now in common use, except the infinitive phrase to do:
OF THE PARTICIPLE.

Q. What is a Participle?
A. A Participle is a word derived from a verb, participating the properties of a verb and an adjective; and is generally formed by adding ing, d, or ed, to the verb: as, rule, ruling, ruled.

Q. How many participles have verbs; and what are they?
A. Verbs have three participles, the Imperfect, the Perfect, and the Compound: as, Imp. loving, Perf. loved, Comp. having loved.

Q. How is the imperfect formed; and what does it imply?
A. The imperfect participle is always formed by adding ing to the verb; and implies a continuation of the being, action, or passion.

Q. How is the perfect formed; and what does it imply?
A. The perfect participle is regularly formed by adding d or ed, to the verb; and implies a completion of the being, action, or passion.

Q. How is the compound formed; and what does it imply?
A. The compound participle is formed by prefixing having to the perfect participle; and implies a previous completion of the being, action, or passion.

ETYMOLOGY.

Q. How can we distinguish a participle, from a participial adjective?
A. By observing the following four things: 1. Adjectives are generally placed before their nouns; participles, after them. 2. Adjectives generally denote quality; participles, action. 3. Adjectives generally admit adverbs of comparison; participles do not. 4. Adjectives often have a prefix which belongs not to the verb; as, unfeeling, unfelt.

Q. How can we distinguish a participle, from a participial noun?
A. By observing the following four things: 1. Nouns take articles and adjectives before them; participles do not. 2. Nouns may govern the possessive case, but not the objective; participles may govern the objective case, but not the possessive. 3. Nouns may be the subjects or objects of verbs; participles cannot. 4. Participial nouns express actions as things; participles refer actions to their agents or recipients.

EXERCISE V...PARSING.

Q. What is required of the pupil in the FIFTH Exercise in Parsing?
A. To distinguish and define the different parts of speech, and the classes and modifications of the articles, nouns, adjectives, pronouns, verbs, and participles. Thus:

"A judge speaks sitting."

A is the indefinite article.
1. An article is a word placed before nouns, &c.
2. The indefinite article is an or a, which denotes, &c.

judge is a common noun, of the third person, singular number, masculine gender, and nominative case.
1. A noun is the name of any person, place, &c.
2. A common noun is the name of a sort, kind, &c.
3. The third person is that which denotes, &c.
4. The singular number is that which denotes, &c.
5. The masculine gender is that which denotes, &c.
6. The nominative case is that form or state, &c.
speaks is an irregular active-intransitive verb, from
speak, spoke, speaking, spoken; found in the indicative mood, present tense, third person, and singular number.

1. A verb is a word that signifies to be, to act, &c.
2. An irregular verb is a verb that does not form, &c.
3. An active-intransitive verb is a verb that, &c.
4. The indicative mood is that form of the verb, &c.
5. The present tense is that which expresses, &c.
6. The third person is that which denotes, &c.
7. The singular number is that which denotes, &c.

Biling is an imperfect participle; from the neuter verb sit, sit, sitting, sat.

1. A participle is a word derived from a verb, &c.
2. The imperfect participle is always formed, &c.

LESSON I.

I love oranges. Thou studiest diligently. He reads well. She never sings. We do not blame you. You are discreet. They did not stop. It was not I. They saw me. My father detained me. Your mother taught you. Honour your parents.

LESSON II.

Pleaders speak standing. He thought we slighted him. I wish we had known them. I shall endeavour to excel. Do you know your lesson? We must be ready to recite at tea o'clock. I shall have learned my task.

LESSON III.

Robert heard his mother coming down stairs—'Oh, no!' said he to himself, then my mother has not been out in the garden, and so Frank has not met her, and cannot have told her; so now I may say what I please.'—M. Edgeworth.

LESSON IV.

She asked the old man if he lived alone. "No, little lady," answered he; "I have a cottage on the other side of that meadow, seated in the middle of a little garden, with an orchard, and a small field."—Herrick.

ETYMOLOGY.

Lesson V.

The desire of the slothful killeth him; for his hands refuse to labour.—Yet a little sleep, a little slumber, a little folding of the hands to sleep: so shall thy poverty come as one that travelleth, and thy want as an armed man.—Solomon.

OF THE ADVERB.

Q. What is an Adverb?
A. An Adverb is a word added to a verb, a participle, an adjective, or an other adverb; and generally expresses time, place, degree, or manner: as, They are now here studying very diligently.

Q. How many adverbs are there?
A. About two thousand six hundred; and most of them end in ly.

CLASSES.

Q. To what classes may adverbs be reduced?
A. Adverbs may be reduced to four general classes; namely, adverbs of time, of place, of degree, and of manner.

Q. How may adverbs of time be known?
A. Adverbs of time generally answer to the question when? or how often? as, Now, lately, hereafter, then, always, thrice, daily, &c.

Q. How may adverbs of place be known?
A. Adverbs of place generally answer to the question where? or whence? as, Here, there, somewhere, kither, hence, &c.

Q. How may adverbs of degree be known?
A. Adverbs of degree generally answer to the question how much? as, Chiefly, fully, very, enough, sufficiently, little, hardly, &c.
ENGLISH GRAMMAR.

Q. How may adverbs of manner be known?
A. Adverbs of manner generally answer to the question how? as, Well, ill, foolishly, truly, haply, thus, so, else, &c.

Q. What is a conjunctive adverb?
A. A conjunctive adverb is an adverb that performs the office of a conjunction, and serves to connect sentences, as well as to express some circumstance of time, place, degree, or manner; as, "Think on me when it shall be well with thee."—Gen. xl. 14.

MODIFICATIONS.

Q. Have adverbs any modifications?
A. Adverbs have no modifications, except that a few are compared after the manner of adjectives; as, Soon, sooner, soonest; often, oftener, oftenest; long, longer, longest.

Q. What adverbs are compared irregularly?
A. The following are irregularly compared: well, better, best; badly or ill, worse, worst; little, less, least; much, more, most; far, farther, farthest; forth, further, furthest.

OF THE CONJUNCTION.

Q. What is a Conjunction?
A. A Conjunction is a word used to connect words or sentences in construction, and to show the dependence of the terms so connected; as, Thou and he are happy, because you are good.

Q. How many conjunctions are there?
A. There are about twenty in common use; and a few others now obsolete.

ETymology.

CLASSES.

Q. How are the conjunctions divided?
A. Conjunctions are divided into two classes, copulative and disjunctive.

Q. What is a copulative conjunction?
A. A copulative conjunction is a conjunction that denotes an addition, a cause, or a supposition: as, He and I shall not dispute; for if he has any choice, I shall readily grant it.

Q. What is a disjunctive conjunction?
A. A disjunctive conjunction is a conjunction that denotes opposition of meaning; as, "Be not overcome [by] evil; but overcome evil with good."

Q. Which are the copulative conjunctions?
A. And, as, both, because, for, if, that.

Q. Which are the disjunctive conjunctions?
A. Or, nor, either, neither, than, though, although, yet, but, except, whether, lest, unless, save, notwithstanding.

OF THE PREPOSITION.

Q. What is a Preposition?
A. A Preposition is a word used to express some relation of different things to each other, and is generally placed before a noun or a pronoun; as, The paper lies before me on the desk.

Q. How many prepositions are there?
A. About sixty; the following are nearly all that are now in use: Above, about, across, after, against, along, amid or amidst, among or amongst, around, at, athwart—Before, behind, below, beneath, beside or besides, between or be-
twixt, beyond, by—Concerning—Down, during—Except, excepting—For, from—In, into—Notwithstanding—Of, off, on, out-of, over, over and above—Past—Round—Since—Throughout, throughout, till, to, touching, toward or towards—Under, underneath, until, unto, up, upon—With, within, without.

Q. Are these words always prepositions?
A. No; most of them may be used as adverbs. For when it signifies because, is a conjunction; without, when used for unless, and notwithstanding, when placed before a nominative, are referred to the same class.

OF THE INTERJECTION.

Q. What is an Interjection?
A. An Interjection is a word that is uttered merely to indicate some strong or sudden emotion of the mind: as, Oh! alas!

Q. How many interjections are there?
A. There are sixty or seventy in common use, some of which are seldom written: the following are the principal, arranged according to the emotions which they generally intend to indicate: 1. Joy; hey! lo!—2. Sorrow; oh! ah! alas! alas! alas! wealday!—3. Wonder; heigh! ha! strange!—4. Wishing or earnestness; O!—5. Pain; oh! ah! ek!—6. Contempt; pugh! puk! psaw! pish! pish! tush!—7. Aversion; fuh! fe! fy! ef! become! avant!—8. Calling; ha! soho! hold!—9. Exultation; aha! buzzza! heyday! hurrah!—10. Laughter; ha, ha, ha.—11. Submission; welcome! hail! all hail!—12. Call to attention; lo! behold! look! see! hark!—13. Call to si-

EXERCISE VI... PARSING.

Q. What is required of the pupil in the Sixth Exercise in Parsing?
A. To distinguish and define the different parts of speech, and all their classes and modifications. Thus:

"Oh! be persuaded, and tarry longer with us!"

Oh is an interjection, indicating earnestness.

1. An interjection is a word that is uttered, &c.
2. The interjection of wishing or earnestness, is O.
3. A verb is a word that signifies to be, to act, &c.
4. A regular verb is a verb that forms the, &c.
5. A passive verb is a verb that represents, &c.
6. The imperative mood is that form of the verb, &c.
7. The present tense is that which expresses, &c.
8. The second person is that which denotes, &c.
9. The singular number is that which denotes, &c.
10. A copulative conjunction is a conjunction that denotes an addition, a cause, or a supposition.

A verb is a word that signifies to be, to act, &c.
2. A regular verb is a verb that forms the, &c.
3. A passive verb is a verb that represents, &c.
4. The imperative mood is that form of the verb, &c.
5. The present tense is that which expresses, &c.
6. The second person is that which denotes, &c.
7. The singular number is that which denotes, &c.
8. A copulative conjunction is a conjunction that denotes an addition, a cause, or a supposition.

EXERCISE VII... PARSING.

Q. What is required of the pupil in the Seventh Exercise in Parsing?
A. To distinguish and define the different parts of speech, and all their classes and modifications. Thus:

"Oh! be persuaded, and tarry longer with us!"

Oh is an interjection, indicating earnestness.

1. An interjection is a word that is uttered, &c.
2. The interjection of wishing or earnestness, is O.
3. A verb is a word that signifies to be, to act, &c.
4. A regular verb is a verb that forms the, &c.
5. A passive verb is a verb that represents, &c.
6. The imperative mood is that form of the verb, &c.
7. The present tense is that which expresses, &c.
8. The second person is that which denotes, &c.
9. The singular number is that which denotes, &c.
ENGLISH GRAMMAR.

7. The singular number is that which denotes, &c.;
   longer is an adverb of time; of the comparative degrees; compared thus, long, longer, longest.
   1. An adverb is a word added to a verb, &c.
   2. Adverbs of time generally answer to the, &c.
   3. The comparative degree is that which exceeds, &c.,

where is a personal pronoun, of the first person, plural number, masculine (or feminine) gender, and objective case.

we is a personal pronoun, of the first person, plural number, masculine (or feminine) gender, and objective case.

Having given this brief account of Leander, I asked my fellow passenger if she thought Leander less happy for his religion. "No," said she; "I wish my soul were in Leander's stead."—J. Campbell.

Lesson II.

Of the English language he had been a distinct and pleasing reader from his childhood; nor was he long in acquiring a very accurate pronunciation of the learned tongues, and more especially of the Greek.—Glapin.

Lesson III.

When we make profession of our faith, we stand; when we acknowledge our sins, or seek unto God for favour, we fall down: because the gesture of constancy becomes us best, in the one, in the other the behaviour of humility.—Hawker.

Lesson IV.

The letters of the alphabet, formed by the several motions of the mouth, and the great variety of syllables, composed of letters, and formed with almost equal va-

locity; and the endless number of words capable of being framed out of the alphabet, either of more syllables or of one, are wonderful.—Holder.

Lesson V.

A directer influence from the sun gives fruit a better savour and a greater worth.—South.

The smallest planets are placed nearest [to] the sun, and [to] each other; whereas Jupiter and Saturn, that are vastly greater, are wisely removed to the extreme regions.—Bentley.

Lesson VI.

Ah! aha! our eye hath seen it.—Ah so would we have it.—Psalm xxxv. But yet, alas! O, but yet alas! our hopes be but hard hopes.—Sidney. Tait! tut! here's a mannerly forbearance.—Shak. Ah! welladay! how long I must endure this pining heart!—Phillips. Ah! oh! oh! ch!—What! beat a philosopher?—Ah! oh! ch!—Mo-
liere. Love, when once past government, is consequently past shame.—L'Estrange.

PART III.—SYNTAX.

Q. Of what does Syntax treat?
A. Syntax treats of the relation, agreement, government, and arrangement of words in sentences.

Q. What is the relation of words?
A. The relation of words, in their dependence according to the sense.

Q. What is the agreement of words?
A. The agreement of words, is their similarity in person, number, gender, case, mood, tense, or form.

Q. What's the government of words?
A. The government of words, is that power
which one word has over an other, to cause it to assume some particular modification.

Q. What is the arrangement of words?
A. The arrangement of words, is their collocation in a sentence.

Q. What is a sentence?
A. A sentence is an assemblage of words, making complete sense, and always containing a nominative and a verb.

Q. What are the principal parts of a sentence?
A. The principal parts of a sentence, are the subject, or nominative—the verb—and, (if the verb be transitive,) the object governed by the verb.

Q. What are the other parts called?
A. The other parts depend upon these either as primary or secondary adjuncts.

Q. How many kinds of sentences are there?
A. Sentences are of two kinds, simple and compound.

Q. What is a simple sentence?
A. A simple sentence is a sentence which conveys but one affirmation or negation; as, "Man is mortal."—"Some men are not wise."

Q. What is a compound sentence?
A. A compound sentence is a sentence which may be resolved into two or more simple ones; as, "Idleness produces want, vice, and misery."

Q. What is a clause?
A. A clause is a subdivision of a compound sentence; that is, one distinct part of it.

Q. What is a phrase?
A. A phrase is two or more words which express some relation of ideas, without affirmation or negation; as, "By the means appointed!"—"To be plain with you."

Q. What words must be supplied in parsing?
A. Words that are omitted by ellipsis, and that are necessarily understood in order to complete the construction, must be supplied in parsing.

RULES OF SYNTAX.

1. Of Relation and Agreement.
Q. How many rules of relation and agreement are there?
A. Eighteen; which take all the parts of speech in their order, thus:

RULE I.—ARTICLES.

Articles relate to the nouns which they limit: as, "At a little distance from the ruins of the abbey, stands an aged elm."

RULE II.—THE NOMINATIVE.

A noun or a pronoun which is the subject of a verb, must be in the nominative case: as, "I know thou sayest: say thy life the same?"

RULE III.—APPosition.

A noun or a personal pronoun, used to explain a preceding noun or pronoun, is put, by apposition, in the same case: as, "But he, our gracious Master, kind as just, knowing our frames, remembers we are dust."

RULE IV.—ADJECTIVES.

Adjectives relate to nouns or pronouns: as, "He is a wise man, though he is young."

RULE V.—PRONOUNS.

A pronoun must agree with its antecedent, or
the noun or pronoun which it represents, in person, number, and gender: as,

“This is the friend of whom I spoke; he has just arrived.”—“This is the book which I bought; it is an excellent work.”—“Ye, therefore, who love mercy, teach your sons to love it too.”

RULE VI.—Pronouns.

When the antecedent is a collective noun conveying the idea of plurality, the pronoun must agree with it in the plural number: as,

“This is the farm of whom I spoke; he has just arrived.”—“This is the book which I bought; it is an excellent work.”—“Ye, therefore, who love mercy, teach your sons to love it too.”

RULE VII.—Pronouns.

When a pronoun has two or more antecedents connected by and, it must agree with them in the plural number: as,

“The council were divided in their sentiments.”

RULE VIII.—Pronouns.

When a pronoun has two or more singular antecedents connected by or or nor, it must agree with them in the singular number: as,

“James or John will favour us with their company.”

RULE IX.—Verbs.

A verb must agree with its subject, or nominative, in person and number: as,

“I know; thou knowest, or knowest; he knows, or knoweth.”—“The birds fly; the birds fly.”

RULE X.—Verbs.

When the nominative is a collective noun conveying the idea of plurality, the verb must agree with it in the plural number: as,

“The council were divided.”

RULE XI.—Verbs.

When a verb has two or more nominatives connected by and, it must agree with them in the plural number: as,

“Judges and senators have been bought for gold; esteem and love were never to be sold.”—Pope.

RULE XII.—Verbs.

When a verb has two or more singular nominatives connected by or or nor, it must agree with them in the singular number: as,

“Fear or jealousy affects him.”

RULE XIII.—Verbs.

When verbs are connected by a conjunction, they must either agree in mood, tense, and form, or have separate nominatives expressed.

RULE XIV.—Participles.

Participles relate to nouns or pronouns, or are governed by prepositions: as,

“Elizabeth’s tutor, at one time paying her a visit, found her employed in reading Plato.”—Hume.

RULE XV.—Adverbs.

Adverbs relate to verbs, participles, adjectives, or other adverbs: as,

“Any passion that habitually discomposes our temper, or unfit us for properly discharging the duties of life, has most certainly gained a very dangerous ascendency.”

RULE XVI.—Conjunctions.

Conjunctions connect either words or sentences: as,

“Let there be no strife, I pray thee, between me and thee, and between my herdmen and thy herdmen; for we are brethren.”—Bible.
RULE XVII.—Prepositions.

Prepositions show the relations of things; as, "The house was founded on a rock."

RULE XVIII.—Interjections.

Interjections have no dependent construction; as, "O! let not thy heart despise me."—Johnson.

2. Of Government,*

Q. How many rules of government are there?
A. The following seven are all that are requisite in parsing:

RULE XIX.—The Possessive.

A noun or a pronoun in the possessive case, is governed by the name of the thing possessed; as, "Their is the vanity, the learning shine; Touch'd by thy hand, again Rome's glories shine."

RULE XX.—The Objective.

Active-transitive verbs, and their imperfect and compound participles, govern the objective case; as, "I found her assisting him."—"Having finished the work, I submit it."

RULE XXI.—The Same Case.

Active-intransitive, passive, and neuter verbs, and their participles, take the same case after as before them, when both words refer to the same thing; as, "He returned a friend, who came a foe."—"The child was named John."—"It could not be he."

RULE XXII.—The Objective.

Prepositions govern the objective case; as,

* The arrangement of words is treated of in the larger grammars.
Lesson III.—Rule III.

Augustus, Maurice's only brother, pleaded his right.
He considered it a manifest proof of the king, his
father's extraordinary partiality towards his younger
brother, now duke of Orleans.—Robertson.
I, thy schoolmaster, have made thee more profit
Than other princes can, that have more time
For vainer hours, and tutors not so careful.—Shak.

Lesson IV.—Rule IV.

Religion lays the strictest obligations upon men, to
make the best provision for their comfortable subsistence
in this world, and their salvation in the next.—Tillotson.
This false, witty, doubting disposition is intolerably
mischiefous to society.—South.
Of all our seasons, the sight is the most clear, distinct,
various, agreeable, and comprehensive.—Berkley.

Lesson V.—Rule V.

I demand who they are whom see mandalize by using
harmless things among ourselves, that agree in this use,
no man will say that one of us is offensive unto an
other.—Hooker.
The last may prove well enough, if he over-Soon think
not too well of himself, and [if he] will bear away that
which he hears of his elders.—Sidney.

Lesson VI.—Rule VI.

The garrison, struck with terror at the sight of an
enemy on a quarter where they had thought themselves
perfectly secure, immediately threw down their arms.—
Robertson.
He, in the name of the diet, signified their approbation
of the system of doctrine which had been read.—Id.

Lesson VII.—Rule VII.

We now believe the Copernican system; yet we shall
still use the popular terms of sun-rise and sun-set, and not
introduce a new pedantic description of them from the
motion of the earth.—Bedleley.
Simeon and Levi are brethren; instruments of cruelty are in their habitations.—Gen. xlix. 5.

Lesson VIII.—Rule VIII.

The whame, or barrel-fly, is ravenous to horses in summer, not by stinging them, but by buzzing around them with its ceaseless hum, and tickling them in sticking its nips, or eggs, on their hair.

Neither brass, nor copper, nor silver, retains its lustre.

Lesson IX.—Rule IX.

When an angry master says to his servant, "It is bravely done"; it is one way of giving a severe reproof; for the words are spoken by way of sarcasm or irony.—Watts.

Somewhat is produced of nothing; for lies are sufficient to breed opinion, and opinion brings on substance.—Bacon.

Lesson X.—Rule X.

That profane, atheistical, epicurean rabbler, whom the whole nation so rings of, are not indeed what they vote themselves, the wisest men in the world.—South.

The nobility excepted; the poor people, who had been deluded by these ringleaders, were executed.—Addison.

Lesson XI.—Rule XI.

Destruction and death say, "We have heard the fame thereof with our ears."—Job.

Sin taken into the soul, is like a liquor poured into a vessel; so much of it as it fills, is also seasona; the touch and tincture go together.—South.

A foundation of good sense, and a cultivation of learning, are required, to give a seasoning to retirement, and make us taste the blessing.—Dryden.

Lesson XII.—Rule XII.

Who believes a story to be true, when neither the time nor the place is mentioned?
The magnet, or lodestone, has the peculiar property of attracting iron, and rendering it magnetic.

The box, or open frame of wood, into which corn is put to be ground, is called the hopper.

Lesson XIII.—Rule XIII.

A luxurious court is the nursery of diseases; it breeds them, it encourages, nourishes, and entertains them.—L'Estrange.

King Hardicanute, "midst Danes and Saxons stout,
Carved in nut-brown ale, and din'd on grout."—King.

Lesson XIV.—Rule XIV.

When Tom got to the shop, there was nobody in it, but a poor negro girl, with a bunch of white feathers slightly tied to the end of a long cane, flapping away flies—not killing them.—"Tis a pretty picture" said my uncle Toby.—She had suffered persecution, Trim, and had learned mercy.—Steele.

There is nothing either than a crafty knave outwitted and beaten at his own play.—L'Estrange.

Lesson XV.—Rule XV.

Perhaps there was nothing ever done in all past ages, and which was not a public fact, so well attested as the restoration of Christ.—White.

Reasons plainly delivered, and always after one manner, especially with [very] fine and fastidious minds, enter but lightly and daily.—Bacon.

Lesson XVI.—Rule XVI.

Some, from vanity or envy, despise a valuable book, and throw contempt upon it by wholesale.—Watts.

Good or evil actions, commanded or prohibited by laws and precepts simply moral, may be resolved into some dictates and principles of the law of nature, imprinted on man's heart at the creation.—White.

Lesson XVII.—Rule XVII.

The birds were in a mortal apprehension of the beetles, till the sparrow reasoned them into understanding.—L'Estrange.

The prize was a guinea to be conferred upon the ablest whistler, who could whistle clearest, and go through his tune without laughing.—Addison.
Plutarch, in his life of Theseus, says, that that age was productive of men of prodigious nature.—Browne.

LESSON XVIII.—Rule XVIII.
Lo! the wicked bend their bow.—Redeem Israel, O God! out of all his troubles.—O bring me out of my distress.—O that I had wings like a dove!—Psalm.
Alas! alas! that great city! that was building.—Hayward.
But we are not distinguished by our ability, but by our example as well as exhortations, to animate the citizens.—Robertson.

LESSON XIX.—Rule XIX.
Sibylla of Cleves, the elector's wife, a woman no less distinguished by her abilities than by her virtues, in stead of abandoning herself to tears and lamentations upon her husband's misfortune, endeavoured, by her example as well as exhortations, to animate the citizens.—Robertson.

LESSON XX.—Rule XX.
The Italians, perceiving themselves almost surrounded, cast themselves into a ring and retired back into the city.—Hayward.
Poor Sancho they persuaded that he enjoyed a great dominion, and then gave him nothing to subsist upon, but beggars and marmalade.—Prope.

LESSON XXI.—Rule XXI.
I am he.—Ye are they.—Is it I?—Who are ye?—Art thou he?—It is I.—That same is he.—This is he.—I am not he.—Wh's art thou?—New Testament.
A father may see his children taught, though he himself does not turn schoolmaster.—South.
The king was reputed a prince most prudent.—Shak.

LESSON XXII.—Rule XXII.
I also, after I heard of your faith in the Lord Jesus, and bese Zhg unto all the saints, cease not to give thanks for you, making mention of you in my prayers; that the God of our Lord Jesus Christ, the Father of glory, may give unto you the Spirit of wisdom and revelation in the knowledge of him.—Paul to the Ephesians.

LESSON XXIII.—Rule XXIII.
We are sold, I and my people, to be destroyed, to be slain, and to perish.—Esther, vii. 4.
He never suffered any body to exist that came to speak with him, though [one came] upon a mere visit.—Pill.
He has gone to do it.—He had leaves to go.—He loves to rise.—I rejoice to hear it.—I am desirous to withdraw.—It is best to do so.—I was about to write.—Being taught to obey the gospel, they know better than to resist.

LESSON XXIV.—Rule XXIV.
Did me come unto thee on the water.—We dare not make ourselves of the number.—We heard him say, “I will destroy this temple.”—We have heard him speak blasphemous words.—Let him go.—Let us pass over.—Let not your heart be troubled.—Make them sit down by fifties.—They need not depart.—I saw a star fall from heaven.—Ye have seen him go into heaven.—I have heard say of thee, that thou canst understand a dream, to interpret it.—Bible.

LESSON XXV.—Rule XXV.
Such being the emperor’s indulgences to peace, he had the address to frame the treaty of Cressy so as to preserve all the ends which he had in view.—Robertson.
Lord, behold! he whom thou livest, is sick.—Lazarus, come forth.—Fear not, daughter of Sion! Little children, yet a little while I am with you.—Sir, come down ere my child die.—Woman, where are thine accusers.—Gospel of John.
He that is without sin among you, let him first cast a stone at her. [John vii. 7.]—He that glorieth, let him glory in the Lord. [2 Cor. x. 17.]—Your fathers, where are they? and the prophet, do they live forever? [Zeck. l. 8.]—O the depth of the riches both of the wisdom and knowledge of God !—[Rom. xi. 33.]
PART IV. . . . PROSODY.

Q. Of what does Prosody treat?
A. Prosody treats of punctuation, utterance, figures, and versification.

PUNCTUATION.

Q. What is Punctuation?
A. Punctuation is the art of dividing composition, by points, or stops, for the purpose of showing more clearly the sense and relation of the words, and of noting the different pauses and inflections required in reading.

Q. What are the principal points, or marks?
A. The principal points are the following eight: the Comma [ , ], the Semicolon [ ; ], the Colon [ : ], the Period [ . ], the Dash [ — ], the Note of Interrogation [ ? ], the Note of Exclamation [ ! ], and the Parenthesis [ ( ) ].

Q. How are the different pauses marked?
A. The Comma denotes the shortest pause; the Semicolon, a pause double that of the comma; the Colon, a pause double that of the semicolon; and the Period, or Full Stops, a pause double that of the colon.

Q. What is the use of the Dash?
A. To denote an unexpected pause of variable length: as, "I must inquire into the affair, and if—' 'And if?" interrupted the farmer."

Q. What is the use of the Note of Interrogation?
A. To designate a question: as, "In life can love be bought with gold?"

Q. What is the use of the Note of Exclamation?
A. To denote some strong or sudden emotion of the mind: as, "O let me listen to the words of life!"

Q. What is Pronunciation?
A. Pronunciation, as distinguished from elocution, is the utterance of words taken separately.

Q. What knowledge does pronunciation require?
A. Pronunciation requires a knowledge of the just powers of the letters in all their combinations, and of the force and stress of the accent.

Q. What is Elocution?
A. Elocution is the utterance of words that are arranged into sentences, and form discourse.

Q. What knowledge does elocution require?
A. Elocution requires a knowledge, and right application, of emphasis, pauses, inflections, and tones.
FIGURES.

Q. What is a Figure, in grammar?
A. A figure, in grammar, is an intentional deviation from the ordinary form, construction, or application of words.

Q. How many sorts of figures are there?
A. Three: figures of Etymology, figures of Syntax, and figures of Rhetoric.

Q. What is a figure of etymology?
A. A figure of etymology is an intentional deviation from the ordinary form of a word.

Q. What is a figure of syntax?
A. A figure of syntax is an intentional deviation from the ordinary construction of words.

Q. What is a figure of rhetoric?
A. A figure of rhetoric is an intentional deviation from the ordinary application of words.

VERSIFICATION.

Q. What is Versification?
A. Versification is the art of arranging words into lines of correspondent length, so as to produce harmony by the regular alternation of syllables differing in quantity.

Q. What is quantity?
A. The quantity of a syllable is the relative portion of time occupied in uttering it; every syllable in poetry being considered to be either long or short.

Q. What is rhyme?
A. Rhyme is a similarity of sound between the last syllables of different lines.

Q. What is blank verse?
A. Blank verse is verse without rhyme.

THE END.