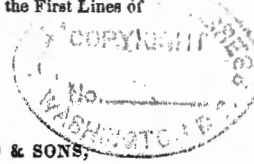


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A
CATECHISM
OF
ENGLISH GRAMMAR;
WITH
PARSING EXERCISES.
DESIGNED FOR
THE YOUNGEST CLASS OF LEARNERS
IN
COMMON SCHOOLS,
AND PARTICULARLY ADAPTED TO THE METHOD OF
MONITORIAL INSTRUCTION.

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75975 ✓
BY GOOLD BROWN,
Author of the Institutes of English Grammar, the First Lines of
— English Grammar, &c

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Southern District of New York, ss.

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 title 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.

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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 no 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 early and ready application of every thing 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 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, co, cu, cy*, 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, je, ji, go, gu, jy.*

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 severally 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

ced 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 *monosyllable*.

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 *trisyllable*.

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 *oi* 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 *oa* in *loaf*.

Q. What is a triphthong?

A. A *triphthong* is three vowels joined in one syllable; as, *eau* in *beau*, *iew* in *view*.

Q. What is a proper triphthong?

A. A *proper triphthong* is a triphthong in which all the vowels are sounded; as, *uoy* 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:

1. The consonants should generally be joined to the vowels or diphthongs which they modify.
2. Terminations should generally be separated from the radical word; as, *harm-less, great-ly, connect-ed*.
3. Compounds should be divided into the simple words which compose them; as, *watch-man, never-the-less*.
4. At the end of a line a word may be divided, if necessary; but a syllable must never be broken.

4. Of Spelling.

Q. What is spelling?

A. *Spelling* is the art of expressing words by their proper letters.

Q. How is this art to be acquired?

A. This art is to be acquired chiefly by means of the spelling-book or dictionary; and by observation in reading, and care in copying.

Q. Is the art of spelling of much importance?

A. The art of spelling is so important, that any obvious mistake in it is considered disgraceful.

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, d, 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 any thing 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 those 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*."

—How did he speak? *Fluently*.

Q. How can we distinguish the Conjunction?

A. By observing what words 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, *Welladay!*

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 signification.

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-

tion, and to show the dependence of the terms so connected.
pared is a verb.—A verb is a word that signifies *to be, to act, or to be acted upon.*
it is a pronoun.—A pronoun is a word used in stead of a noun.
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.
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.
a is an article.—An article is a word placed before nouns, to limit their signification.
clean is an adjective.—An adjective is a word added to a noun or pronoun, and generally expresses quality.
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:

For he spake, and it was done; he commanded, and it stood fast.—*Psaln xxxiii. 9.*

LESSON IV.

Come, ye children; hearken unto me: I will teach you the fear of the LORD.—*Psaln xxxiv. 11.*
 Create in me a clean heart, O God; and renew a right spirit within me.—*Psaln li. 10.*

LESSON V.

A wise son maketh a glad father; but a foolish man despiseth his mother.—*Prov. xv. 20.*

The thoughts of the wicked are an abomination to the LORD; but the words of the pure are pleasant words.—*Prov. xv. 26.*

OF THE ARTICLE.

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 end, 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 yew, a use, a ewer, 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 *h* sounded requires *a* before it; as, *a horse*; *h* silent generally requires *an*; as, *an herb*. And the sounds of *w* 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*.

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, xx. 5*.

MODIFICATIONS.

Q. What modifications have nouns?

A. Nouns have modifications of four kinds; namely, *Persons, Numbers, Genders, and Cases*.

1. 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, *Abbot, abbess; administrator, administratrix.*

3. By prefixing an attribute of distinction; as, *cock-sparrow, hen-sparrow; man-servant, maid-servant; he-goat, she-goat; 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 Declension of Nouns.

Q. What is the declension of a noun?

A. The declension of a noun is a regular arrangement of its numbers and cases. Thus:

<i>Sing.</i>	<i>Plur.</i>	<i>Sing.</i>	<i>Plur.</i>
<i>Nom.</i> friend,	<i>Nom.</i> friends,	<i>Nom.</i> fox,	<i>Nom.</i> foxes,
<i>Poss.</i> friend's,	<i>Poss.</i> friends',	<i>Poss.</i> fox's,	<i>Poss.</i> foxes',
<i>Obj.</i> friend;	<i>Obj.</i> friends.	<i>Obj.</i> fox;	<i>Obj.</i> foxes.
<i>Nom.</i> man,	<i>Nom.</i> men,	<i>Nom.</i> fly,	<i>Nom.</i> flies,
<i>Poss.</i> man's,	<i>Poss.</i> men's,	<i>Poss.</i> fly's,	<i>Poss.</i> flies',
<i>Obj.</i> man;	<i>Obj.</i> men.	<i>Obj.</i> fly;	<i>Obj.</i> flies.

EXERCISE II.—PARSING.

Q. What is required of the pupil in the SECOND EXERCISE in Parsing?

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

"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.

fell is 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 labours 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.—*Ld. Kames*.

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*, *pronominal*, *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

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 definitive 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, *Nut-brown, laughter-loving, four-footed.*

MODIFICATIONS.

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.*

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 *e* 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.

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, virtuouser, virtuousest*.

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.

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.—*How*.

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.—*Dillwyn*.

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 in stead 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 ; *thou*, 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 ; *thyself*, 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*,

what, *that* ; and the compounds *whoever* or *whosoever*, *whichever* or *whichever*, *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. 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. 29.] " Buy those things *that* we have need of ;" but we cannot say, " Buy those things *of that* we have need."

Q. 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:

I, of the first person.

Sing. Nom. I, Poss. my, or mine, Obj. me;
Plur. Nom. we, Poss. our, or ours, Obj. us.

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. *yourselves*; sing. *himself*, plur. *themselves*; sing. *herself*, plur. *themselves*; sing. *itself*, plur. *themselves*. 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. —, Obj. which;
Plur. Nom. which, Poss. —, Obj. which.

WHAT, generally applied to things.

Sing. Nom. what, Poss. —, Obj. what;
Plur. Nom. what, Poss. —, Obj. what.

THAT, applied to persons, animals, and things.

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

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.

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.

Ælian, 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.—*Budgel*.

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.

Whatsoever 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*.

Whatsoever evil befallath in that, themselves 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 4,300.

CLASSES.

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 *d* or *ed*; as, *love*, *LOVED*, *loving*, *LOVEN*.

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 *d* or *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."

Q. What is the Imperative mood?

A. The *Imperative mood* is that form of the verb, which is used in commanding, exhorting, entreating, 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,

<i>Singular.</i>		<i>Plural.</i>	
1st per. I	love,	1st per. We	love.
2d per. Thou	lovest,	2d per. You	love.
3d per. He	loves;	3d per. They	love.

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?

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.

Principal Parts.

<i>Present.</i>	<i>Preterit.</i>	<i>Imperfect Participle.</i>	<i>Perfect Participle.</i>
Love.	Loved.	Loving.	Loved.

INFINITIVE MOOD.

<i>Present Tense.</i>	To love.
<i>Perfect Tense.</i>	To have loved.

INDICATIVE MOOD.

Present Tense.—Love, or Do love.

<i>Singular.</i>		<i>Plural.</i>	
1st per. I	love,	1st per. We	love,
2d per. Thou	lovest,	2d per. You	love,
3d per. He	loves;	3d per. They	love.
1. I	do love,	1. We	do love,
2. Thou	dost love,	2. You	do love,
3. He	does love;	3. They	do love.

Imperfect Tense.—Loved, or Did love.

<i>Singular.</i>		<i>Plural.</i>	
1. I	loved,	1. We	loved,
2. Thou	lovedst,	2. You	loved,
3. He	loved;	3. They	loved.
1. I	did love,	1. We	did love,
2. Thou	didst love,	2. You	did love,
3. He	did love;	3. They	did love.

Perfect Tense.—Have loved.

<i>Singular.</i>		<i>Plural.</i>	
1. I	have loved,	1. We	have loved,
2. Thou	hast loved,	2. You	have loved,
3. He	has loved;	3. They	have loved.

Pluperfect Tense.—Had loved.

Singular.		Plural.	
1. I	had loved;	1. We	had loved;
2. Thou	hadst 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, volition, command, or threat:

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

POTENTIAL MOOD.**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 T.—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 T.—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.

SUBJUNCTIVE MOOD.**Present Tense.—Love.**

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

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.	
2. Love [thou] or		2. Love [ye or you] or	
Do thou love;		Do you love.	

PARTICIPLES.

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

SYNOPSIS.**First person singular.**

Ind. I love, I loved, I have loved, I had loved, I shall love, I shall have loved. *Pot.* I may love, I might love, I may have loved, I might have loved. *Subj.* If I love, If I loved.

Second person singular.*

Ind. Thou lovest, Thou lovedst, Thou hast loved, Thou hadst loved, Thou wilt love, Thou wilt have loved. *Pot.* 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 had loved, He will love, He will have loved. *Pot.* 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 had loved, We shall love, We shall have loved. *Pot.* We may love, We might love, We may have loved, We might have loved. *Subj.* If we love, If we loved.

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

Ind. Thou lovest, Thou loved, Thou hast loved, Thou had loved, Thou wilt love, Thou will have loved. *Pot.* Thou may love, Thou might love, Thou may have loved, Thou might have loved. *Subj.* If thou love, If thou loved. *Imp.* Love [thou], or Do thou love. [See *Institutes of English Grammar* p. 42.]

Second person plural.

Ind. You love, You loved, You have loved, You had loved, You will love, You will have loved. *Pot.* You may love, You might love, You may have loved, You might have loved. *Subj.* If you love, If you loved. *Imp.* Love, [ye or you], or Do you love.

Third person plural.

Ind. They love, They loved, They have loved, They had loved, They will love, They will have loved. *Pot.* They may love, They might love, They may have loved, They might have loved. *Subj.* If they love, If they loved.

Conjugation of the irregular neuter verb

BE.

Principal Parts.

<i>Pres.</i>	<i>Prel.</i>	<i>Imp. Part.</i>	<i>Perf. Part.</i>
Be.	Was.	Being.	Been.

INFINITIVE MOOD.

<i>Present Tense.</i>	To be.
<i>Perfect Tense.</i>	To have been.

INDICATIVE MOOD.

Present Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I am,	1. We are,
2. Thou art,	2. You are,
3. He is;	3. They are.

Imperfect Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I was,	1. We were,
2. Thou wast,	2. You were,
3. He was;	3. They were.

Perfect Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I have been,	1. We have been,
2. Thou hast been,	2. You have been,
3. He has been;	3. They have been.

Pluperfect Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I had been,	1. We had been,
2. Thou hadst been,	2. You had been,
3. He had been;	3. They had been.

First-future Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I shall be,	1. We shall be,
2. Thou wilt be,	2. You will be,
3. He will be;	3. They will be.

Second-future Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I shall have been,	1. We shall have been,
2. Thou wilt have been,	2. You will have been,
3. He will have been;	3. They will have been.

POTENTIAL MOOD.

Present Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I may be,	1. We may be,
2. Thou mayst be,	2. You may be,
3. He may be;	3. They may be.

Imperfect Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I might be,	1. We might be,
2. Thou mightst be,	2. You might be,
3. He might be;	3. They might be.

Perfect Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I may have been,	1. We may have been,
2. Thou mayst have been,	2. You may have been,
3. He may have been;	3. They may have been.

Pluperfect Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I might have been,	1. We might have been,
2. Thou mightst have been,	2. You might have been,
3. He might have been;	3. They might have been.

SUBJUNCTIVE MOOD.

Present Tense.

<i>Singular.</i>	<i>Plural.</i>
1. If I be,	1. If we be,
2. If thou be,	2. If you be,
3. If he be;	3. If they be.

Imperfect Tense.

<i>Singular.</i>	<i>Plural.</i>
1. If I were,	1. If we were,
2. If thou wert,	2. If you were,
3. If he were;	3. If they were.

IMPERATIVE MOOD.

Present Tense.

<i>Singular.</i>	<i>Plural.</i>
2. Be [thou], or Do thou be;	Be [ye or you], or Do you be.

PARTICIPLES.

<i>Imperfect,</i>	Being.
<i>Perfect,</i>	Been.
<i>Compound,</i>	Having been.

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.

Present.	Preterit.	Imperfect Participle.	Perfect Participle.
Love.	Loved.	Loving.	Loved.

INFINITIVE MOOD.

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

INDICATIVE MOOD.

Present Tense.

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, "The goods are selling; 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.

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 mayst 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 mightst be loved,	2. You might be loved,
3. He might be loved;	3. They might be loved.

Perfect Tense.

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

Pluperfect Tense.

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

SUBJUNCTIVE MOOD.

Present Tense.

<i>Singular.</i>	<i>Plural.</i>
1. If I be loved,	1. If we be loved,
2. If thou be loved,	2. If you be loved,
3. If he be loved;	3. If they be loved.

Imperfect Tense.

<i>Singular.</i>	<i>Plural.</i>
1. If I were loved,	1. If we were loved,
2. If thou wert loved,	2. If you were loved,
3. If he were loved;	3. If they were loved.

IMPERATIVE MOOD.

Present Tense.

<i>Singular.</i>	<i>Plural.</i>
2. Be [thou] loved, <i>or</i> Do thou be loved;	2. Be [ye or you] loved, <i>or</i> Do you be loved.

PARTICIPLES.

<i>Imperfect,</i>	Being loved.
<i>Perfect,</i>	Loved.
<i>Compound,</i>	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 infinitive mood, the adverb must always precede the preposition *to*. Thus:

INF. Not to love, Not to have loved. IND. 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. POR. I may, can, *or* must not love; I might, could, would, *or* should not love; I may, can, *or* must not have loved; I might, could, would, *or* should not have loved. SUBJ. 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,

IND. Do I love? Did I love? Have I loved? Had I loved? Shall I love? Shall I have loved? POR. May

can, *or* must I love? Might, could, would, *or* should I love? May, can, *or* must I have loved? Might, could, would, *or* should I have loved?

Q. How is a verb conjugated interrogatively and negatively?

A. A verb is conjugated *interrogatively* and *negatively*, in the indicative and potential moods, by placing the nominative and the adverb *not* after it, or after the first auxiliary: as,

IND. Do I not love? Did I not love? Have I not loved? Had I not loved? Shall I not love? Shall I not have loved? POR. May, can, *or* must I not love? Might, could, would, *or* should I not love? May, can, *or* must I not have loved? Might, could, would, *or* should I not have loved?

Q. May not the adverb be placed *before* the nominative?

A. Yes; and when so placed, it is generally (though inelegantly) contracted in *familiar conversation*, and joined to the auxiliary: as,

IND. Dont I love? Didnt I love? Havent I loved? Hadnt I loved? Shant *or* wont I love? Shant *or* wont I have loved? POR. Maynt, cant, *or* mustnt I love? Mightnt, couldnt, wouldnt, *or* shouldnt I love? Maynt, cant, *or* mustnt I have loved? Mightnt, couldnt, wouldnt, *or* shouldnt I have loved?

IRREGULAR VERBS.

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 *d* or *ed*; as, *see*, *saw*, *seeing*, *SEEN*.

Q. How many irregular verbs are there?

A. Grammarians reckon one hundred and seventy-seven: the following list exhibits most of them as they are now generally used. Those marked with the letter *r*, admit also the regular form.

Present.	Preterit.	Perf. Part.	Present.	Preterit.	Perf. Part.
Abide,	abode,*	abode.	Give,	gave,	given.
Be,	was,	been.	Go,	went,	gone.
Bear,	bore,	borne.	Grind,	ground,	ground.
Beat,	beat,	beaten.	Grow,	grew,	grown.
Begin,	began,	begun.	Hang,	hung, r	hung. r
Bend,	bent, r	bent. r	Have,	had,	had.
Beseech,	besought,	besought.	Hear,	heard,	heard.
Bid,	bade,	bidden.	Hide,	hid,	hidden.
Bind,	bound,	bound.	Hit,	hit,	hit.
Bite,	bit,	bitten.	Hold,	held,	held.
Bleed,	bled,	bled.	Hurt,	hurt,	hurt.
Blow,	blew,	blown.	Keep,	kept,	kept.
Break,	broke,	broken.	Kneel,	kneelt, r	kneelt. r
Breed,	bred,	bred.	Knit,	knit, r	knit. r
Bring,	brought,	brought.	Know,	knew,	known.
Build,	built, r	built. r	Lade,	laded,	laden.
Burst,	burst,	burst.	Lay,	laid,	laid.
Buy,	bought,	bought.	Lead,	led,	led.
Cast,	cast,	cast.	Leave,	left,	left.
Catch,	caught, r	caught. r	Lend,	lent,	lent.
Chide,	chid,	chidden.	Let,	let,	let.
Choose,	chose,	chosen.	Lie,	lay,	lain.
Cling,	clung,	clung.	Loose,	lost,	lost.
Come,	came,	come.	Make,	made,	made.
Cost,	cost,	cost.	Mean,	meant, r	meant. r
Croop,	crept, r	crept. r	Meet,	met,	met.
Cut,	cut,	cut.	Pay,	paid,	paid.
Deal,	dealt, r	dealt. r	Put,	put,	put.
Dig,	dug, r	dug. r	Quit,	quit, r	quit. r
Do,	did,	done.	Read,	read,	read.
Draw,	drew,	drawn.	Reave,	reft, r	reft. r
Dream,	dreamt, r	dreamt. r	Reed,	rent,	rent.
Drive,	drove,	driven.	Rid,	rid,	rid.
Drink,	drank,	drunk.	Ride,	rode,	ridden.
Dwell,	dwelt, r	dwelt. r	Ring,	rang,	rang.
Eat,	ate,	eaten.	Rise,	rose,	risen.
Fall,	fell,	fallen.	Run,	ran,	run.
Feed,	fed,	fed.	Say,	said,	said.
Feel,	felt,	felt.	See,	saw,	seen.
Fight,	fought,	fought.	Seek,	sought,	sought.
Find,	found,	found.	Sell,	sold,	sold.
Flee,	fled,	fled.	Send,	sent,	sent.
Fling,	flung,	flung.	Set,	set,	set.
Fly,	flew,	flown.	Shake,	shook,	shaken.
Forsake,	forsook,	forsaken.	Shed,	shed,	shed.
Freeze,	froze,	frozen.	Shine,	shone, r	shone. r
Get,	got,	got.	Shoe,	shod,	shod.
Gild,	gilt, r	gilt. r	Show,	showed,	shown.
Gird,	girt, r	girt. r	Shoot,	shot,	shot.

* After the *Preterit* the learner should insert the *Imperfect Participle*, which is always formed by adding *ing* to the *Present*, or *Root* of the verb: thus, *Abide*, *abode*, *abiding*, *abide*.

Present.	Preterit.	Perf. Part.	Present.	Preterit.	Perf. Part.
Shut,	shut,	shut.	Stride,	strode,	stridden.
Shred,	shred,	shred.	Strike,	struck,	struck.
Shrink,	shrank,	shrank.	String,	strung, r	strung. r
Sing,	sung,	sung.	Strive,	strove, r	striven. r
Sink,	sunk,	sunk.	Swear,	swore,	sworn.
Sit,	sat,	sat.	Sweep,	swept,	swept.
Slay,	slew,	slain.	Swim,	swam,	swum.
Sleep,	slept,	slept.	Swing,	swung,	swung.
Slide,	slid,	slidden.	Take,	took,	taken.
Sling,	slung,	slung.	Teach,	taught,	taught.
Slink,	slunk,	slunk.	Tear,	tore,	torn.
Slit,	slit, r	slit. r	Tell,	told,	told.
Smite,	smote,	smitten.	Think,	thought,	thought.
Speak,	spoke,	spoken.	Thrive,	throve,	thriven.
Speed,	sped,	sped.	Throw,	threw,	thrown.
Spend,	spent,	spent.	Thrust,	thrust,	thrust.
Spill,	spilt, r	spilt. r	Tread,	trod,	trod.
Spin,	spun,	spun.	Wear,	wore,	worn.
Spit,	spit,	spit.	Weave,	wove,	woven.
Split,	split,	split.	Weep,	wept, r	wept. r
Spread,	spread,	spread.	Win,	won,	won.
Spring,	sprung,	sprung.	Wind,	wound, r	wound.
Stand,	stood,	stood.	Wont,	went, r	went. r
Steal,	stole,	stolen.	Work,	wrought, r	wrought. r
Stick,	stuck,	stuck.	Wring,	wrung,	wrung.
Sting,	stung,	stung.	Write,	wrote,	written.

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 wit*:

Present.	Preterit.	Imp. Part.	Perf. Part.
Beware,	_____	_____	_____
Can,	could,	_____	_____
May,	might,	_____	_____
Must,	must,	_____	_____
Ought,	ought,	_____	_____
Shall,	should,	_____	_____
Will,	would,	_____	_____
Quoth,	quoth,	_____	_____

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 *continuance* 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.

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.
- sitting* is an imperfect participle; from the neuter verb *sit, sat, 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 ten o'clock: I shall have learned my task.

LESSON III.

Robert heard his mother coming down stairs—"Oh, ho!" 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."—*Berquin.*

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?* *whither?* or *whence?* as, *Here, there, somewhere, hither, 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.*

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.

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, overthwart—Past—Round—Since—Through, through-out, 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 are generally intended to indicate: 1. Joy; *hey! io!*—2. Sorrow; *oh! ah! alas! alack! welladay!*—3. Wonder; *heigh! ha! strange!*—4. Wishing or earnestness; *O!*—5. Pain; *oh! ah! eh!*—6. Contempt; *pugh! poh! pshaw! pish! tush!*—7. Aversion; *foh! fie! fy! off! begone! avant!*—8. Calling; *ho! soho! holla!*—9. Exultation; *aha! huzza! heyday! hurrah!*—10. Laughter; *ha, ha, ha.*—11. Salutation; *welcome! hail! allhail!*—12. Call to attention; *lo! behold! look! see! hark!*—13. Call to si-

lence; *hush! hist! mum!*—14. Surprise; *oh! ha! hah! what!*—15. Languor; *heighho!*

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:

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

O is an interjection, indicating earnestness.

1. An interjection is a word that is uttered, &c.

2. The interjection of wishing or earnestness, is *O*. *be persuaded* is a regular passive verb, from the active verb *persuade, persuaded, persuading, persuaded*—passive, *to be persuaded*; found in the imperative mood, present tense, second person, and singular (or plural) number.

1. 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.

and is a copulative conjunction.

1. A conjunction is a word used to connect, &c.

2. A copulative conjunction is a conjunction that denotes an addition, a cause, or a supposition.

tarry is a regular neuter verb, from *tarry, tarried, tarrying, tarried*; found in the imperative mood, present tense, second person, singular (or plural) number.

1. 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 neuter verb is a verb that expresses, &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. *longer* is an adverb of time, of the comparative degree; 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. *with* is a preposition.—A preposition is a word used to express some relation of different things to each other.

us is a personal pronoun, of the first person, plural number, masculine (or feminine) gender, and objective 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 first person is that which denotes, &c.

4. The plural number is that which denotes, &c.

5. The masculine gender is that which denotes, &c.

6. The objective case is that form of state, &c.

LESSON I.

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.—*Gilpin*.

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 becometh us best in the one, in the other the behaviour of humility.—*Hooker*.

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 ve-

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.

Aha! aha! our eye hath seen it.—Ah so would we have it.—*Psalm xxxv*. But yet, alas! O, but yet alas! our haps be but hard haps.—*Sidney*. Tut! tut! here's a mannerly forbearance.—*Shak*. Ah! welladay! how long I must endure this pining pain!—*Phillips*. Ah! oh! ch!—What! beat a philosopher?—*Ah! oh! ch!—Moliere*. 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, is 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 is 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 *says* it: *says* thy LIFE the same?"

RULE III.—APPPOSITION.

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 frame, 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,

"The *council* were divided in THEIR sentiments."

RULE VII.—PRONOUNS.

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

"*James* AND *John* will favour us with THEIR company."

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 HIS 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 bird *flies*; 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 *senates* 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 unfits us for PROPERLY *discharging* the duties of life, has MOST CERTAINLY *gained* a VERY *dangerous* ascendancy."

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 dependant 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,

"*Theirs* is the vanity, the learning *thine*;
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.

"Truth and good are one;
And beauty dwells *in them*, and they *in her*,"
With like participation."—*Akenside*.

RULE XXIII.—THE INFINITIVE.

The preposition *to* governs the infinitive mood, and commonly connects it to a finite verb: as,

"I desire *to learn*."—*Dr. Adam*.

RULE XXIV.—THE INFINITIVE.

The active verbs *bid*, *dare*, *feel*, *hear*, *let*, *make*, *need*, *see*, and their participles, take the infinitive after them, without the preposition *to*: as,

"If he bade thee *depart*, how dar'st thou *stay*?"

RULE XXV.—THE NOM. ABSOLUTE.

A noun or a pronoun is put absolute in the nominative, when its case depends on no other word: as,

"*He* failing, who shall meet success?"—"He that hath ears to hear, let him hear."—"Master, is it *I*?"

EXERCISE VII.—PARSING.

Q. What is required of the pupil in the SEVENTH EXERCISE in Parsing?

A. To distinguish the different parts of speech, and their classes; to mention their modifications in order; to point out their relation, agreement, or government; and to apply the Rules of Syntax.

Thus:

"Man's highest interest consists in virtue."

Man's is a common noun, of the third person, singular number, masculine gender, and possessive case: and is governed by *interest*; according to Rule XIX, which says, "A noun or a pronoun in the possessive case, is governed by the name of the thing possessed."

highest is a common adjective, of the superlative degree; compared thus, *high, higher, highest*: and relates to *interest*, according to Rule iv, which says, "Adjectives relate to nouns or pronouns."

interest is a common noun, of the third person, singular number, neuter gender, and nominative case: and is the subject of *consists*; according to Rule ii, which says, "A noun or a pronoun which is the subject of a verb, must be in the nominative case."

consists is a regular neuter verb, from *consist, consisted, consisting, consisted*; found in the indicative mood, present tense, third person, and singular number: and agrees with its nominative interest; according to Rule ix, which says, "A verb must agree with its subject, or nominative, in person and number."

in is a preposition: and shows the relation between *virtue* and *consists*; according to Rule xvii, which says, "Prepositions show the relations of things."

virtue is a common noun, of the third person, singular number, neuter gender, and objective case: and is governed by *in*; according to Rule xxii, which says, "Prepositions govern the objective case."

LESSON I.—RULE I.

The Hebrews drink of *the* well-head; *the* Greeks, of *the* stream; and *the* Latins of *the* puddle.—*Hall*.

The merchant gains by peace, and *the* soldier by war; *the* shepherd by wet seasons, and *the* ploughman by dry.

A bear, enraged at *the* stinging of a bee, ran like mad into *the* bee-garden, and overturned all *the* hives.—*L'Es-trange*.

LESSON II.—RULE II.

When the *lawyers* and *tradesmen* brought extravagant bills, *Sir Rogen* wore a pair of scissors in his pocket, with which *he* would snip a quarter of a yard off nicely.—*Ar-buthnot*.

Whoever is really brave, has always this comfort when *he* is oppressed, that *he* knows himself to be superior to those *who* injure him, by forgiving it.—*Pope*.

'Tis there *thou* tellst of kings, and *who* aspire;
Who fall, *who* rise, *who* triumph, *who* do moan.

LESSON III.—RULE III.

Augustus, Maurice's only brother, pleaded his right. He considered it as 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, *wily*, *doubling* disposition is intolerably *mischievous* to society.—*South*.

Of all our senses, the sight is the most *clear, distinct, various, agreeable*, and *comprehensive*.—*Berkley*.

LESSON V.—RULE V.

I demand *who* they are *whom* we scandalize 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 lad may prove well enough, if *he* over-soon think not too well of *himself*, and [if *he*] will bear away that [*which*] *he* heareth 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.—*Bentley*.

Simeon and Levi are brethren: instruments of cruelty are in *their* habitations.—*Gen.* xlix. 5.

LESSON VIII.—RULE VIII.

The whame, or burrel-fly, is vexatious to horses in summer, not by stinging them, but by buzzing around them with *its* ceaseless hum, and tickling them in sticking *its* nits, 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 reproach; 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 rabble, whom the whole nation so rings of, *are* not indeed what they vote themselves, the wisest men in the world.—*South*.

The nobility *escaped*; 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, it also seasons: 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 loadstone, *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 Hardic'nute, 'midst Danes and Saxons stout,
Carous'd 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."—*Sterne*.

There is nothing sillier 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 act, so *well* attested as the resurrection of Christ.—*Watts*.

Reasons *plainly* delivered, and *always* after one manner, especially with [very] fine and fastidious minds, enter but *heavily* and *duddy*.—*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 stature.—*Broome.*

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 distresses.—O that I had wings like a dove!—*Psalms.*

Alas! alas! that great city! that was clothed in fine linen, and purple, and scarlet—and decked with gold, and precious stones, and pearls!—*Rev. xxviii. 16.*

O how thy rising heart would throb and beat!

Dryden.

LESSON XIX.—RULE XIX.

Sibylla of Cleves, the *elector's* wife, a woman no less distinguished by *her* abilities than by *her* virtue, 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 *wafers* and *marmalade*.—*Pope.*

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*.—*Who* 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 *love* 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 *wait* that came to *speak* with him, though [one came] upon a mere visit.—*Kell.*

He has gone to *do* it.—He had leave to *go*.—He loves to *ride*.—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 *swear*.

LESSON XXIV.—RULE XXIV.

Bid 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 *inducements* to peace, he had the address to frame the treaty of Crespy so as to promote all the ends which he had in view.—*Robertson.*

Lord, behold! he whom thou lovest, 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 those thine accusers.—*Gospel of John.*

He that is without sin among you, let him first cast a stone at her. [*John viii. 7.*]—He that glorieth, let him glory in the Lord. [*2 Cor. x. 17.*]—Your *fathers*, where are they? and the *prophets*, do they live forever? [*Zech. i. 5.*]—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 Stop*, 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?
"Are friendship's pleasures to be sold?"

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 the use of the *Parenthesis*?

A. To distinguish a clause hastily thrown in between the parts of a sentence to which it does not properly belong: as,

"To others do (the law is not severe)

"What to thyself thou wishest to be done."

UTTERANCE.

Q. What is Utterance?

A. Utterance is the art of vocal expression, which includes the principles of pronunciation and elocution.

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 seat 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?

A. 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.