

1836
Nuc pre: 56 Vol 395, p. 409

RECOMMENDATIONS.

I HAVE hastily glanced at "The Common School Grammar, by Mr. Morley, in manuscript; and I am free to say, that I consider it adapted by its simplicity and clearness to be of great advantage, especially to new beginners.

Its illustrations by numerous appropriate engravings cannot fail to interest the minds of children; to give them more definite ideas of the principles of the science of Grammar; and to impress those principles more deeply upon the memory than the books in common use.

The plan of the work is well calculated, in my opinion, to remove the too common aversion which children at school have contracted to this useful study.

I wish the author success in this effort to benefit the rising generation.

GUSTAVUS F. DAVIS.

Hartford, July 15, 1836.

THE subscriber has examined Mr. Charles Morley's treatise on English Grammar and Composition, and thinks it well calculated for the object for which it was designed, viz. the advancement and improvement, in these two useful branches of science, of those who attend our common schools; and he would therefore cheerfully and cordially recommend it to the patronage of the public.

GEO. W. GRISWOLD.

Manchester, July 7, 1836.

MR. BENTON—Sir: From an examination of Mr. Morley's Grammar, I concur in the opinion expressed by the above gentlemen, and cordially recommend it to the public for those who are commencing this branch of their education.

T. H. KNOX,

Principal of the Cen. School.

Hartford, July 15th, 1836.

THE
COMMON SCHOOL

GRAMMAR;

ILLUSTRATED BY ENGRAVING

WITH AN

APPENDIX

CONTAINING DIRECTIONS

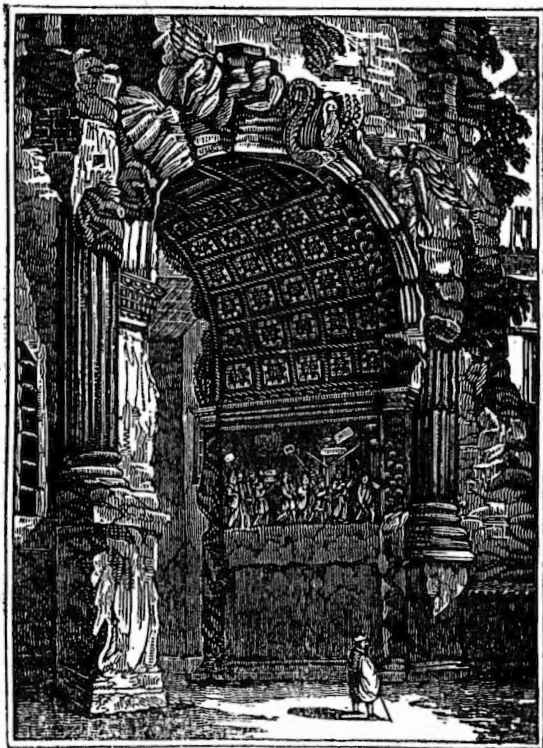
FOR COMPOSING, ETC.

BY CHARLES MORLEY, A. B.
Author of "Geographical Key," etc.

HARTFORD,
PUBLISHED BY HENRY BENTON.

1836.

FRONTISPIECE.



The Triumphal Arch of Titus at Rome.

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Benton

ADDRESS TO CHILDREN.

My young friends, the design of this little book is, not only to facilitate your progress in the study of Grammar, but also to make it pleasant and interesting.

The directions for composing, in the Appendix, are also intended to guide you pleasantly along to the acquisition of this useful art; likewise to afford you an excellent mental discipline, and make you practical Grammarians.

I hope, therefore, that you will apply your minds with diligence, to acquire both the art of Grammar, and Composition. Without your own efforts, the solicitude of your friends will avail you nothing. Says Blair, "They who are learning to compose, and arrange their thoughts with accuracy and order, are learning at the same time to think with accuracy and order."

THE AUTHOR.

INTRODUCTION.

LESSON I.

Science means knowledge ; *art* applying that knowledge to practice.

ENGLISH GRAMMAR, therefore, is the science, i. e. knowledge of the English language, and the art of speaking and writing it correctly.

A description of the nature and power of letters, also of the just method of spelling words, is called ORTHOGRAPHY.

a, e, i, o, u, are called *vowels* ; also *w* and *y*, excepting when they precede a word, or a vowel in the same syllable.

All the remaining letters are *consonants*.

A vowel can be sounded by itself ; a consonant cannot.

b, p, t, d, k, c and *g* hard, are called *mutes*, because they cannot be sounded at all without the aid of a vowel.

f, h, l, m, n, r, v, s, z, x, c and *g* soft, are called *semi*, or *half vowels* ; *l, m, n*, and *r*, are called *liquids*.

A letter, or several letters, pronounced together is a *syllable* ; as, *a, an, and*.

A syllable standing alone, or several syllables united, is a *word*.

When a word cannot be reduced to a more simple one, it is a *primitive word*; when it can, a *derivative*.

What is science? Art? English Grammar? Orthography? A Vowel? Consonant? Semi-Vowel? Liquid? How are words divided?

LESSON II.

A description of the various kinds of words, their derivations, and modifications, is called **ETYMOLOGY**; from man is derived *manful*, *manfully*, &c.

Modification means change. *a*, *an* and *the*, are called **ARTICLES**; *a* and *an*, the indefinite, i. e. unlimited articles; *the*, the definite, i. e. limited article.

What is Etymology? What are Articles? How many kinds? How distinguished?

LESSON III.

A *name* is a **NOUN**.

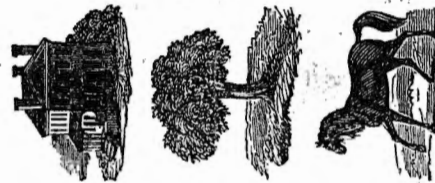
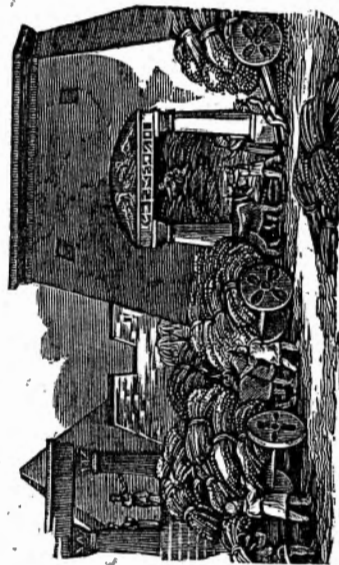
Have all the things that you see in this room names?

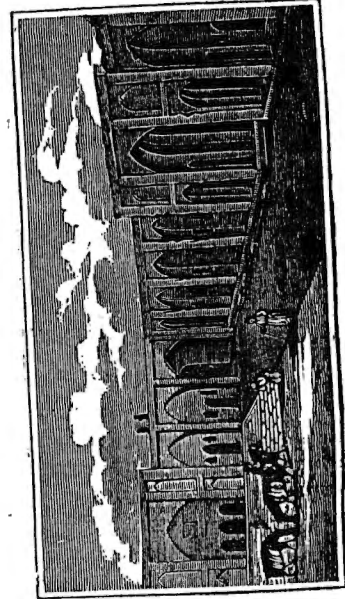
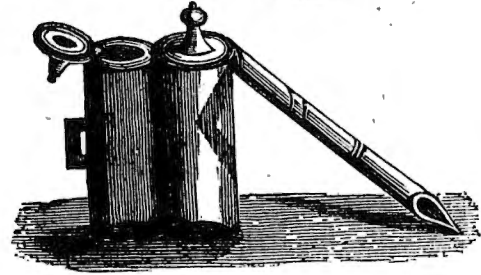
Name them.

What are they then?

Have all these pretty pictures names?

What are their names?







To what class of words do they belong?
Why are they *nouns*?

LESSON IV.

Point out the words that are *nouns* in the following sentences.

Good scholars love study.
London is a large city.
A good and wise man is esteemed.
Baltimore and Boston are large cities.
William's knife; Mary's ring.
Charles studies his book.
Good scholars study with diligence.

Why are the above words *nouns*?

LESSON V.

General, when applied to names, means a great many, as man, book, tree, &c.

A general name is called a **COMMON NOUN**.

What kind of a noun is boy? Girl? Horse? Candle? Bench?—Why? Are there a great many boys, girls, &c.?

But, if I give the name of a boy, as, Charles; of a girl, as, Eliza; of a city, as Boston; of a river, as, the Hudson; these are particular names, i. e. the specific name of some general name; hence, a particular name is a **Proper Noun**.

What kind of nouns are all the things in this room? Why? Broom? Hoe? Bench? Philo? Mary? Girl? Lucy? City? Charlestown? Dog? Tray?

LESSON VI.

I, thou, he, she, it, and who, which, what, and that, are **SUBSTITUTE NOUNS**, because they are words used in the place of *nouns*. *I, thou, he, she, it*, are **PERSONAL SUBSTITUTE NOUNS**, because they refer to persons.

Who, which, what and that, are **RELATIVE SUBSTITUTE NOUNS**; because they are related to either a common or proper noun; as the man who, the dog which, the boy that, this is what I wanted; i. e. the thing which I wanted.

What words are substitute nouns? Why? How divided? Why are the first personal? the other relative?

LESSON VII.

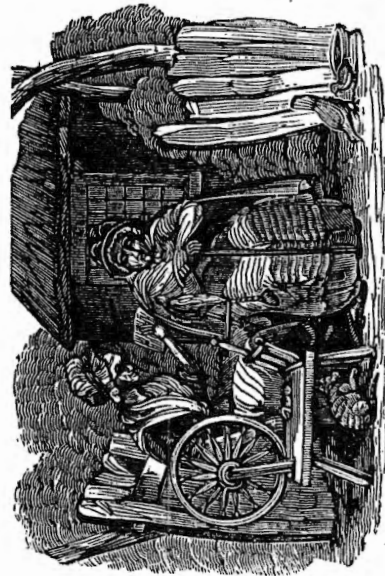
Singular means one, *plural* more than one.

When I say boy, I mean but one boy; hence, *boy* is of the singular number; but when I say boys, I mean more than one boy; therefore nouns have two numbers, the singular and plural.

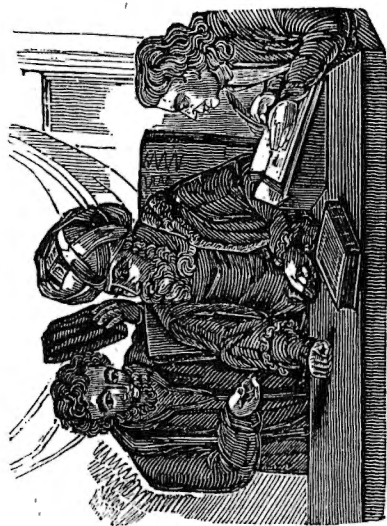
What number is locust? Why?



What number is women? Why?



What number is men? Why?



What number are the objects in this room?

I, is first person singular; *thou*, second person singular, and *he, she, it*, third person singular. *We*, is first person plural; *ye or you*, second person plural, and *they*, third person plural; hence, nouns have three persons in each number, i. e. three in the singular, and three in the plural.

I did this; hence, the first person is the speaker; thou art the man, the second person is addressed or spoken to; he is reciting, the third person is spoken of.

How many numbers have nouns? What are they called? How do you distinguish them? How many persons? How do you designate them?

LESSON VIII.

When I speak of males, as *man, horse, ox, &c.* I mean the MASCULINE GENDER; when of females, as, *girl, hen, cow, &c.* the FEMININE GENDER; when of *bench, knife, book, &c.* the NEUTER GENDER; when of *deer, sheep, people, &c.* the COMMON GENDER. Hence gender is the distinction of sex, of which there are four, viz. the *masculine*, all males; the *feminine*, all females; the *neuter*, neither male or female, i. e. things without life; the *common*, either male or female.

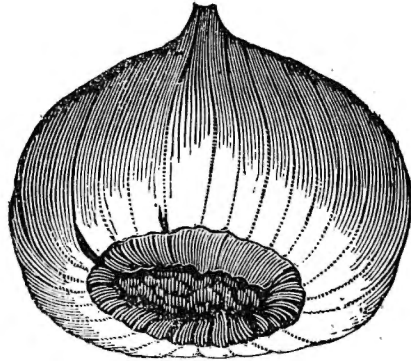
What gender is represented by this plate? Why?



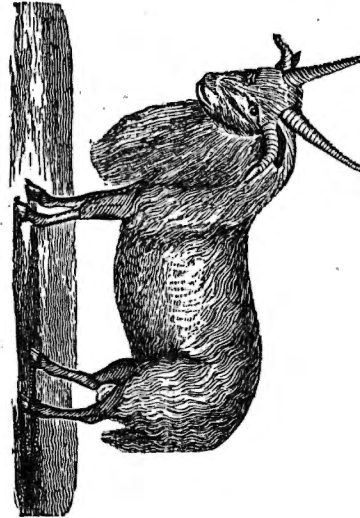
What by this plate? Why?



What by this plate? Why?



What by this plate? Why?



What gender are the things that you see in this room? Why? What is the meaning of gender? How many genders have nouns? What are they? What does each mean?

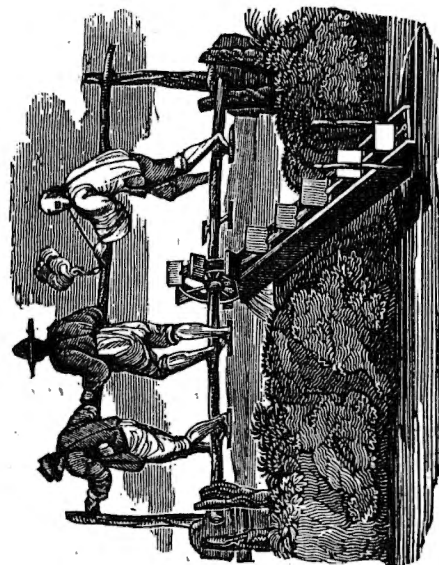
LESSON IX.

When I speak of the different conditions of the noun, I mean *case*, as *William studies*.
William is the name of the actor, or doer;

hence, the name of the one that does any thing is in the **NOMINATIVE CASE**; also when *is* comes after, or is connected with the noun, it is in the **Nominative Case**.

When I say *Mary's ring*, *Edwin's knife*, *Helen's book*, &c. I mean Mary owns the ring, Edwin the knife, Helen the book; hence the owner is in the **POSSESSIVE CASE**; but when I say, *Charles studies his book*, I mean book is the object that Charles studies; therefore the *object* is in the **OBJECTIVE CASE**.

What words are in the *nominative case* in the example of sentences, lesson 4th. Why? The *possessive*, Why? The *objective*, Why?



Thus the Chinese draw their water.

That man smokes his pipe.

Point out the **nominative cases** in the plate. Why **nominative**? The **possessive**, why? The **objective**, why?

NOTE. Case belongs only to nouns.

The following is the mode of going through the different cases:

	SINGULAR.	PLURAL.
<i>Nom.</i>	Man,	Men,
<i>Poss.</i>	Man's,	Men's,
<i>Obj.</i>	Man,	Men.

This is declining the noun.

Decline boy, girl, Milo, Mary, Susan, Eliza.

LESSON X.

The Personal Pronominals, or Personal Substitute Nouns, are thus declined:

First Person.

	SINGULAR.	PLURAL.
<i>Nom.</i>	I,	We.
<i>Poss.</i>	My or mine,	Our, or our's.
<i>Obj.</i>	Me.	Us.

Second Person.

	SINGULAR.	PLURAL.
<i>Nom.</i>	Thou or you,	Ye or you.
<i>Poss.</i>	Thy or thine yours or your,	Yours or your.
<i>Obj.</i>	Thee or you,	You.

Third person masculine.

	SINGULAR.	PLURAL.
<i>Nom.</i>	He,	They.
<i>Poss.</i>	His,	Their or theirs.
<i>Obj.</i>	Him,	Them.

Third person feminine.

	SINGULAR.	PLURAL.
<i>Nom.</i>	She,	They,
<i>Poss.</i>	Her or hers,	Their or theirs.
<i>Obj.</i>	Her,	Them.

Third person neuter.

	SINGULAR.	PLURAL.
<i>Nom.</i>	It,	They,
<i>Poss.</i>	Its,	Their or theirs.
<i>Obj.</i>	It,	Them.

LESSON XI.

The Relative Pronominals, or Substitute Relative Nouns, are thus declined:

	SINGULAR.	PLURAL.
<i>Nom.</i>	Who,	Who,
<i>Poss.</i>	Whose,	Whose,
<i>Obj.</i>	Whom.	Whom.
<i>Nom.</i>	Which,	Which,
<i>Poss.</i>	Of which,	Of which,
<i>Obj.</i>	Which.	Which.
<i>Nom.</i>	That,	That,
<i>Poss.</i>	—	—
<i>Obj.</i>	That.	That.

Note 1st. When self is added to the pronominals or substitute nouns, as, himself, herself, itself, &c. they are called Compound Pronominals, or Compound Substitute Nouns.

Note 2d. Pronominals are classed with Nouns, because they are used as their representatives or substitutes. Their use is to avoid the repetition of their antecedent; i. e. the noun going before, to which they are related. That is a fine horse; he trots elegantly; he runs swiftly; i. e. instead of repeating the word horse, we merely say *he*.

LESSON XII.

You have learnt that whatever has got a name is a Noun; the word that is used to describe the name or noun, or tell its quality, as, a sweet apple, a sour apple, a red apple, a green apple, is called an **ADNOUN**, or **ADJECTIVE**; hence, sweet, sour, red and green, are Adjectives, because they are added to the noun to describe it.

Describe the objects in this room, i. e. add the adjectives to them.

Add adjectives to the objects represented by the plates in lesson 3d.

Point out the adjectives in the sentences in lesson 4th, and tell why they are adjectives.

Describe or add an adjective to each of the following objects: Fire, book, slate, sun, moon.

Why? What is an Adjective or Adnoun?

LESSON XIII.

Each, every, either, some, one, any, all, other, such, few, little, much,—are **INDEFINITE SPECIFYING ADJECTIVES**; because although they specify objects, yet it is in a general manner; as each man, every person, either way, some person, one boy, any book, all books, other books, such men, few men, a little time. This, that, these, those, former, latter, same; are **DEFINITE SPECIFYING ADJECTIVES**, because they definitely point out some specific object; as, this man,

that man, these men, those men, the former ruler, the latter harvest.

What words are Indefinite Specifying Adjectives? Why? Definite? why?

LESSON XIV.

Adjectives are varied thus,—wise, wiser, wisest. Great, greater, greatest; hence, you perceive that there are three degrees of variations called *comparison*, or degrees of comparison.

One mode of comparison, as above is, to add *er* and *est*, to the first or positive degree; the addition of *er*, makes it comparative, of *est*, superlative, or highest or lowest degree.

Another mode is to prefix *more* and *most*, as,

Positive Wise,
Comparative More wise,
Superlative Most wise;

Or less and least; as,
Positive Wise,
Comparative Less wise,
Superlative Least wise.

Obs. Comparison by *more*, *most*, *less* and *least*, applies chiefly to words of more syllables than one.

How are adjectives varied? How many degrees of comparison have they? What are they? What are the modes of comparison?

LESSON XV.

Some adjectives have irregular comparisons, as,
 Positive Good,
 Comparative Better,
 Superlative Best.
 Positive Bad,
 Comparative Worse,
 Superlative Worst.

Compare great, small, little, big, beautiful, excellent, bright, anxious, sweet, red, black, good, bad.

LESSON XVI.

You have learnt that when the Noun or name does any thing, it is in the nominative case ; as, Edward walks ; Edward is in the nominative case, because he is the actor or doer, and what he does, i. e. walks, is a VERB ; hence, a verb is what the nominative or doer does ; this is called an Active Verb, because it expresses action.

What have you done to day ? What else ? To what class of words do these actions belong ? Why ? What kind of Verbs ? Why ?

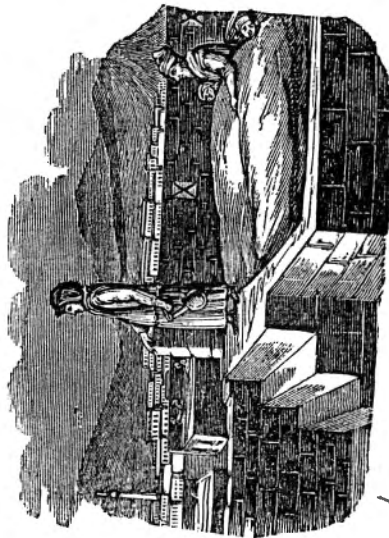
Actress. Action. Object.
 The woman spins her flax.



Actors. Action. Object.
 The racers seek the prize.



Actress. Action.
The woman walks.



Point out the active verbs in the example of sentences or in your reading book, and give the reason why.

What is a verb ?

LESSON XVII.

Transitive means to pass over ; hence, when the action of the verb passes over and terminates on an object, the verb is called an Active Transitive Verb ; as, in the example of the last lesson, the woman spins her flax ; spins, the action, passes over and terminates on the object, flax.

Active verbs, whose action does not thus pass over, are called Intransitive. But most active verbs may be, and actually are transitive, the object being expressed, or implied, i. e. when an active verb has no object expressed after it ; as, *he walks*, we can supply an object thus, *he walks a walk, he runs a race, he sleeps a nap.*

Actress. Action.
She reclines.



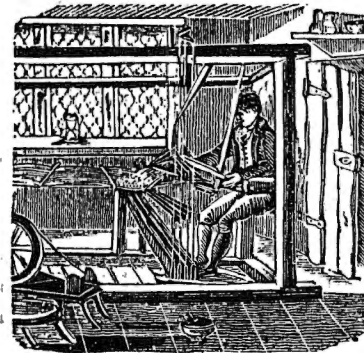
What does transitive mean? Are all active verbs transitive? Why?

LESSON XVIII.

If I say, Charles is *struck* by Henry, instead of, Henry *strikes* Charles, I change the meaning of the verb, so that instead of simply expressing action, it expresses action received by Charles from Henry; this is a Passive Verb.

Obs. It changes the object into the agent, and the agent into the objective case, i. e. when the passive verb is used instead of the active; hence when the passive verb is used the doer becomes the object and the object the nominative case.

Object. Action received. Actor.
The cloth was woven by that man.



NOTE. In the active verb, the actor [man] is in the nominative case; but here it is reversed by the

passive verb, and becomes the objective case ; while cloth, the object, is the agent of the verb, i. e. nominative.

Other Examples.

Object.	Action received.	Actor.
That lesson was	recited	by Henry.
That house was	built	by Charles.
Martin is	loved	by Charles ;
i. e. Henry recited that lesson.		
Charles built that house.		
Charles loved Martin.		

In like manner any passive verb may be changed to an active verb, if it has an object after it.

Point out the *passive verbs* in the following sentences, and change them into *active verbs*.

Washington was loved by the Americans.
Good people are esteemed by the community.
Good scholars are loved by their teachers.

What is a passive verb ? What two cases of nouns does it change ? How ? How do you change a passive into an active verb ?

LESSON XIX.

If I say *I am, he is, &c., am and is* express neither action nor an action received ; hence *am*, is a Neuter Verb, because it simply expresses being or condition.

Hence, you perceive that there are three kinds of verbs ; viz. active, passive and neuter.

How do you distinguish them ? Verbs have two numbers, like nouns ; as, sin. *I am*, plu. *We are* ; also, they have *three persons* in each number, as nouns have.

LESSON XX.

Mode means manner ; the manner in which the different form of verbs are expressed, is *mode*.

First. The Indicative is the first or simple form ; i. e. it simply indicates or declares a thing ; as, William recites. Recites is the simple form, therefore indicative mode.

Second. The Imperative means commanding ; as, study thou. The imperative mode is also used for entreating, exhorting, permitting, &c. ; as, do thou study, (entreating ;) repent ye, (exhorting ;) let him study, (permitting.)

Third. Potential means power, and is known by its signs, may, can, must, might, could, would, should ; as, he can go ; it may rain ; he might learn ; he would go ; he should study, &c.

Fourth. Subjunctive, means joined to : it implies condition, and is known by its signs,—if, though, unless, except, whether, &c ; as, if he study he will improve ; i. e. upon the condition that he study he will improve.

Fifth. The Infinitive ; i. e. unlimited.

What is mode ? To what class of words does mode belong ? How many are there ? How distinguished ?

LESSON XXI.

Tense means time. This belongs, also, exclusively to verbs; what is doing at the time is the *present tense*; as Charles studies, i. e. Charles studies now.

The *past tense* means, something that has been done, as, Charles studied, i. e. if he does not study now, he studied in time past.

When I say studied, I express the simple form of the past tense; but when I say I have, or he has, or had studied, I express a little more; hence, the past tense is subdivided into three tenses; viz. he studied, (imperfect,) I have or he has studied, (the perfect,) he had studied, (the pluperfect;) hence, have or has, is the sign of the perfect tense; had, of the pluperfect.

Future, means time yet to come; as, he will go, i. e. at some future time; he shall study, i. e. if he study not now he shall at some future time. But if I say, he will have gone, I say more than, he will go; hence, the future is subdivided into the first and second future tense. Shall and will are the signs of the first future; will have and shall have been, the second future; hence, you observe, that, although strictly speaking, there are but three tenses, yet to simplify, we have six.

What is the meaning of tense? How many are there? How distinguished? Name them.

LESSON XXII.

What is the indicative mode of study? Imperative? Potential? Subjunctive? Infinitive?

What is the present tense of study? Why? Imperfect? Why? Perfect? Why? First Future? Why? Second Future? Why?

LESSON XXIII.

Going through the various forms of the verb is called Conjugating it.

Conjugate the auxiliary, or helping verb To HAVE.

Indicative Mood.

Present Tense.

	Singular.	Plural.
1 Pers.	I have,	1 We have,
2 Pers.	{ Thou hast, or	2 Ye or you have,
	{ You* have,	
3 Pers.	He, she, or it	3 They have.
	hath or has;	

* It is the practice of all distinguished modern writers to use *You* in the singular as well as in the plural number. In this case the verb retains the plural termination.

The Present Tense, with the Auxiliary do prefixed.

Singular.		Plural.
1	I do* have,	1 We do have,
2	{ Thou dost have, or You do have,	2 Ye or you do have,
3	He, she, or it doth or does have ;	3 They do have.

Imperfect Tense.

1	I had,	1 We had,
2	{ Thou hadst, or You had,	2 Ye or you had,
3	He had ;	3 They had.

The Imperfect Tense, with the Auxiliary do prefixed.

1	I did have,	1. We did have,
2	{ Thou didst have, or You did have,	2 Ye or you did have,
3	He did have;	3 They did have.

Perfect Tense.

1	I have had,	1 We have had,
2	{ Thou hast had, or You have had,	2 Ye or you have had,
3	He hath or has had;	3 They have had.

Pluperfect Tense.

Singular.		Plural.
1	I had had,	1 We had had,
2	{ Thou hadst had, or You had had,	2 Ye or you had had,
3.	He had had ;	3 They had had.

*Do is used as an auxiliary only in the present and imperfect tense of the indicative mood, and in the imperative ; and when used, the principal verb is not varied in its termination.

First Future Tense.

1	I shall or will have,	1 We shall or will have,
2	{ Thou shalt or wilt have or You shall or will have,	2 Ye or you shall or will have,
3	He shall or will have ;	3 They shall or will have.

Second Future Tense.

1	I shall have had,	1 We shall have had,
2	{ Thou wilt have had, or You will have had,	2 Ye or you will have had,
3	He will have had ;	3 They will have had.

Imperative Mood.

Singular.	Plural.
2 Have, or have thou or you, or do thou or you have ;	2 Have, or have ye or you, or do ye or you have.

*Potential Mood.**Present Tense.*

Singular.	Plural.
1 I may, can, or have, { Thou mayst, canst, or must have, or	1 We may, can, or have, 2 Ye or you may, can, or must have,
2 { You may, can, or must have,	3 They may, can, or must have.
3 He may, can, or have ;	

Imperfect Tense.

1 I might, could, would, or should have,	1 We might, could, would or should have,
---	---

Singular.	Plural.
1 { Thou mightst, couldst, wouldst, or shouldst have, or	2 Ye or you might, could, would, or should have,
2 { You might, could would or should have,	
3 He might, could, would, or should have;	3 They might, could, would, or should have.

Perfect Tense.

1 I may, can, or must have had,	1 We may, can, or must have had,
{ Thou mayst, canst, or must have had, or	2 Ye or you may, can, or must have had,
2 { You may, can, or must have had,	
3 He may, can, or must have had ;	3 They may, can, or must have had.

Pluperfect Tense.

1 I might, could, would, or should have had,	1 We might, could, would or should have had,
{ Thou mightst, couldst, wouldst, or shouldst have had, or	2 Ye or you might, could, would, or should have had,
2 { You might, could would, or should have had,	
3 He might, could, would, or should have had ;	3 They might, could, would, or should have had.

Subjunctive Mood.

Present Tense.

Singular.	Plural.
1 If I have,	1 If we have,
3 { If thou hast, or If you have,	2 If ye or you have,
3 If he have,	2 If they have.

Infinitive Mood.

<i>Present Tense.</i> To have ;	<i>Perfect Tense.</i> To have had.
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Participles.

<i>Present,</i> <i>Perfect or Passive,</i> <i>Compound perfect,</i>	<i>Having.</i> <i>Had.</i> <i>Having had.</i>
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LESSON XXIV.

Conjugate the neuter verb To BE.

Indicative Mood.

Present Tense.

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

Imperfect Tense.

1 I was,	1 We were,
2 { Thou wast, or You were,	2 Ye or you were,
3 He was ;	3 They were.

Perfect Tense.

1 I have been,	1 We have been,
2 { Thou hast been, or You have been,	2 Ye or you have been,
3 He hath or has been ;	3 They have been.

Pluperfect Tense.

1 I had been,	1 We had been,
2 { Thou hadst been, or You had been,	2 Ye or you had been,
3 He had been ;	3 They had been.

First Future Tense.

Singular.		Plural.	
1 I shall or will be,		1 We shall or will be,	
2 { Thou shalt or wilt be,		2 Ye or you shall or will	
{ or You shall or will be,		be,	
3 He shall or will be ;		3 They shall or will be.	

Second Future Tense.

1 I shall have been,		1 We shall have been,	
2 { Thou wilt have been,		2 Ye or you will have	
{ or You will have been,		been,	
3 He will have been ;		3 They will have been.	

Imperative Mood.

Singular.		Plural.	
2 Be, or be thou or you ;		2 Be, or be ye or you, or	
or do thou or you be ;		do ye, or you be.	

*Potential Mood.**Present Tense.*

Singular.		Plural.	
1 I may, can, or must be,		1 We may, can, or must	
{ Thou mayst, canst, or		be,	
{ must be, or		2 Ye or you may, can, or	
2 { You may, can, or		must be,	
{ must be,		3 They may, can, or	
3 He may, can, or must		be ;	
be ;		must be.	

Imperfect Tense.

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

Perfect Tense.

Singular.		Plural.	
1 I may, can, or must have		1 We may, can, or must	
been,		have been,	
{ Thou mayst, canst, or		{ must have been,	
2 { must have been,		2 Ye or you may, can, or	
{ or You, may, can, or		must have been,	
{ must have been,		3 They may, can, or must	
3 He may, can, or must		have been ;	
have been ;		have been.	

Pluperfect Tense.

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

*Subjunctive Mood.**Present Tense.*

Singular.		Plural.	
1 If I be,		1 If we be,	
2 { If thou be, or		2 If ye or you be,	
{ If you be,		3 If they be.	
3 If he be ;			

Imperfect Tense.

1 If I were,		1 If we were,	
2 { If thou wert, or		2 If ye or you were,	
{ If you were,		3. If they were.	
3 If he were ;			

Infinitive Mood.

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

Participles.

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

LESSON XXV.

Conjugate the active verb 'To LOVE.

Indicative Mood.

Present Tense.

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

The Present Tense, with the Auxiliary do prefixed.

1 I do love,		1 We do love,	
2 { Thou dost love, or		2 Ye or you do love,	
{ You do love,			
3 He, she, or it, doth or		3 They do love.	
does love ;			

Imperfect Tense.

1 I loved,		1 We loved,	
2 { Thou lovedst, or		2 Ye or you loved,	
{ You loved,			
3 He loved ;		3 They loved.	

The Imperfect Tense, with the Auxiliary do prefixed.

Singular.	Plural.
1 I did love,	1 We did love,

Singular.

Plural.

2 { Thou didst love, or		2 Ye or you did love,
{ You did love,		
3 He did love ;		3 They did love.

Perfect Tense.

1 I have loved,		1 We have loved,
2 { Thou hast loved,		2 Ye or you have lov-
{ or You have loved,		ed,
3 He hath or has loved ;		3 They have loved.

Pluperfect Tense.

1 I had loved,		1 We had loved,
2 { Thou hadst loved,		2 Ye or you had loved,
{ or You had loved,		
3 He had loved ;		3 They had loved.

First Future Tense.

1 I shall or will love,		1 We shall or will love,
2 { Thou shalt or wilt		2 Ye or you shall or will
love, or You shall or		love,
will love,		
3 He shall or will love ;		3 They shall or will love.

Second Future Tense.

1 I shall have loved,		1 We shall have loved,
2 { Thou wilt have loved,		2 Ye or you will have
or you will have lov-		loved,
ed,		
3 He will have loved ;		3 They will have loved.

Imperative Mood.

Singular.

Plural.

2 Love, or love thou, or		2 Love, or love ye or
you, or do thou or you.		you, or do ye or you
love,		love,

Potential Mood.

Present Tense.

Singular.		Plural.	
1 I may, can, or must love,	1 We may, can, or must love,		
{ Thou mayst, canst, or must love, or		2 Ye or you may, can, or must love,	
2 { You may, can, or must love,			
3 He may, can, or must love;	3 They may, can, or must love.		

Imperfect Tense.

1 I might, could, would, or should love,	1 We might could, would or should love,		
{ Thou mightst, couldst, wouldst, or shouldst love, or		2 Ye or you might, could, would, or should love,	
2 { You might, could, would or should love,			
3 He might, could, would, or should love;	3 They might, could, would or should love.		

Perfect Tense.

1 I may, can, or must have loved,	1 We may, can, or must have loved,		
{ Thou mayst, canst, or must have loved, or		2 Ye or you may, can, or must have loved,	
2 { You may, can, or must have loved,			
3 He may, can, or must have loved;	3 They may, can, or must have loved.		

Pluperfect Tense.

1 I might, could, would, or should have loved,	1 We might, could, would or should have loved,		
--	--	--	--

Singular.		Plural.	
{ Thou mightst, couldst, wouldst, or shouldst have loved, or		2 Ye or you might, could, would, or should have loved,	
2 { You might, could, would, or should have loved,			
3 He might, could, would, or should have loved;	3 They might, could, would or should have loved.		

Subjunctive Mood.

Present Tense.

Singular.		Plural.	
1 If I love,		1 If we love,	
2 { If thou love, or If you love,		2 If ye or you love,	
3 If he love;		3 If they love.	

Infinitive Mood.

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

Participles.

<i>Present,</i>	Loving.
<i>Perfect or Passive,</i>	Loved.
<i>Compound Perfect,</i>	Having loved.

NOTE. The conjugation of an active verb is called the *active voice*—of the passive the *passive voice*.

LESSON XXVI.

Conjugate the verb **TO BE LOVED**, i. e. the passive form.

Indicative Mood.

Present Tense.

Singular.		Plural.	
1	I am loved,	1	We are loved,
2	{ Thou art loved, or	2	Ye or you are loved,
	{ You are loved,		
3	He is loved ;	3	They are loved.

Imperfect Tense.

1	I was loved,	1	We were loved,
2	{ Thou wast loved, or	2	Ye or you were loved,
	{ You were loved,		
3	He was loved ;	3	They were loved.

Perfect Tense.

1	I have been loved,	4	We have been loved,
2	{ Thou hast been lov-	2.	Ye or you have been
	ed, or You have been		loved,
	loved,		
3	He hath or has been lov-	3	They have been loved.
	ed ;		

Pluperfect Tense.

1	I had been loved,	1	We had been loved,
	{ Thou hadst been lov-	2	Ye or you had been
	ed, or You had been		loved,
	loved,		
3	He had been loved ;	3	They had been loved.

First Future Tense.

1	I shall or will be loved,	1	We shall or will be
	{ Thou shalt or wilt be		loved.
	loved, or You shall or	2	Ye or you shall or will
	will be loved,		be loved,
3	He shall or will be lov-	3	They shall or will be
	ed :		loved.

Second Future Tense.

Singular.		Plural.	
1	I shall have been loved,	1	We shall have been
			loved,
	{ Thou wilt have been	2	Ye or you will have
	loved, or		been loved,
2	{ You will have been		
	loved,		
3	He will have been lov-	3	They will have been
	ed ;		loved.

Imperative Mood.

Singular.		Plural.	
2	Be loved, or be thou or	2	Be loved, or be ye or
	you loved, or do thou or		you loved, or do ye or
	you be loved ;		you be loved.

Potential Mood.

Present Tense.

Singular.		Plural.	
1	I may, can, or must be	1	We may, can, or must
	loved,		be loved,
	{ Thou mayst, canst, or	2	Ye or you may, can, or
	must be loved, or		must be loved,
2	{ You may, can, or must		
	be loved,		
3	He may, can, or must be	3	They may, can, or must
	loved ;		be loved.

Imperfect Tense.

Singular.		Plural.	
1	I might, could, would, or	1	We might, could,
	should be loved,		would, or should be
			loved,

	Singular.		Plural.
1	Thou mightst, couldst, wouldst, or shouldst be loved, or	2	Ye or you might, could, would, or should be loved,
2	You might, could, would, or should be loved,		
3	He might, could, would, or should be loved;	3	They might, could, would, or should be loved.

Perfect Tense.

1	I may, can, or must have been loved,	1	We may, can, or must have been loved,
	{ Thou mayst, canst, or must have been loved,	2	Ye or you may, can, or must have been loved,
2	{ or You may can, or must have been loved,		
3	He may, can, or must have been loved;	3	They may, can, or must have been loved.

Pluperfect Tense.

1	I might, could, would, or should have been loved,	1	We might, could, would or should have been loved,
	{ Thou mightst, couldst, wouldst, or shouldst have been loved, or	2	Ye or you might, could, would, or should have been loved,
2	{ You might, could, would, or should have been loved,		
3	He might, could, would, or should have been loved;	3	They might, could, would, or should have been loved.

Subjunctive Mood.

Present Tense.

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

Imperfect Tense.

1	If I were loved,	1	If we were loved,
2	{ If thou wert loved, or If you were loved,	2	If ye or you were loved,
3	If he were loved;	3	If they were loved.

Infinitive Mood.

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

Participles.

<i>Present,</i>	Being loved.
<i>Perfect,</i>	Loved,
<i>Compound Perfect,</i>	Having been loved.

LESSON XXVII.

EXAMPLES OF IRREGULAR VERBS.

<i>Present.</i>	<i>Imperfect</i>	<i>Perfect Participle.</i>
Abide,	abode,	abode.
Am,	was,	been.
Go,	went,	gone.
Arise,	arose,	arisen.
Beseech,	besought,	besought.
Grind,	ground,	ground.
See,	saw,	seen.
Sow,	sowed,	sown.
Have,	had,	had.
Come,	came,	come.
Buy,	bought,	bought.

EXAMPLES OF DEFECTIVE VERBS.

<i>Present.</i>	<i>Imperfect.</i>	<i>Perfect Participle.</i>
Can,	could,	_____
May,	might,	_____
Shall,	should,	_____
Will,	would,	_____
Ought,	ought,	_____

LESSON XXVIII.

The horse runs ; how does he run ? Swiftly ; thus, swiftly describes the manner that he runs ; hence, swiftly is an Adverb, i. e. a word that describes the verb, when connected with active or passive verbs, as he writes well ; but if I say he is well, the adverb simply expresses the state or manner, *is* being a neuter verb.

Obs. Adverbs add force to adjectives, and to other adverbs ; as, he is a very strong man ; here, very, adds force to strong, &c. Most adjectives become adverbs by adding *ly* ; as, good, goodly, bad, badly, great, greatly, &c.

What is an adverb ?
 What does it describe ?
 What does it do to the adjective ?

LESSON XXIX.

There are several classes of Adverbs.

1. Once, twice, third, &c. of number,
2. First, second, third, &c. of order.
3. Here, there, where, &c. of place.

4. Now, to-day, &c. of time.
5. How much, enough, &c. of quantity.
6. Wisely, foolishly, &c. of manner.
7. Perhaps, possibly, &c. of doubt.
8. Verily, truly, &c. of affirmation.
9. Nay, no, not, &c. of negation.
10. How ? why ? &c. of interrogation.
11. More, most, &c. of comparison.

How many classes of adverbs are there ?
 What are they ?

LESSON XXX.

Point out the adverbs, and tell of which class, and why, in the following sentences :

Henry writes correctly.

Lucy studies well.

The horse runs fast.

He recited first.

He walks slowly.

Describe what you have done to-day, and how you did it.

What is that part of speech called which describes the verb ?

LESSON XXXI.

Above, about, after, against, among, at, below, beneath, between, beyond, before, behind, by, down, for, from, in, into, of, over, to, through, with, within, without, under,—are PREPOSITIONS,

which mean placed before; they are placed before nouns in the objective case, as,
 He went from Boston to New-York.
 He read in the Bible.
 He traveled to Baltimore.
 He walked on the bridge.

Name the prepositions. What is the meaning of preposition? Before what is it placed? What case is the noun?

Prefix a preposition to the name of the things in this room. Point out the words that are prepositions in your reading lesson.

LESSON XXXII.

And, that, both, if, and therefore, are **COPULATIVE CONJUNCTIONS**.

Conjunction means to join; they join two parts of a compound sentence together; as, Charles *and* William study.

Copulative, means to connect.

As, but, either, lest, nor, neither, notwithstanding, or, than, though, unless, and yet, are **DISJUNCTIVE CONJUNCTIONS**, because they not only connect the sentence; but also express opposition of meaning; as,

They came with her, *but* went away without her.

NOTE. Disjunctive means to disconnect, or separate.

What are the copulative conjunctions? What is the meaning of conjunction? Of copulative? What

are the disjunctive conjunctions? What is the meaning of disjunctive?

LESSON XXXIII.

Alas! lo! oh! &c. are **INTERJECTIONS**; an interjection means thrown between; and the above words are thrown between the parts of a sentence to express passion or emotion.

What words are interjections? What does interjection mean?

From the verb *to love*, comes loving, loved, having loved, &c. and are **Participles**, because they partake both of the nature of the verb and adjective.

What is a participle? Why?

LESSON XXXIV.

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

Government is that power which one part of speech has over another in directing its mode, tense or case; hence, that part of grammar which treats of the concord and government of words, is **SYNTAX**.

An application of the following Rules to the parts of speech is *parsing*.

What is syntax? What is parsing?

LESSON XXXV.

RULE 1.

A man, an orange ; hence, the indefinite article agrees with nouns of the singular number only.

NOTE. Hence means the following reason for the rule drawn from the examples ; as, a man, &c.

RULE 2.

The man, the men ; hence, the definite article agrees with nouns either in the singular or plural number.

RULE 3.

I walk, thou art, he is ; hence, a verb agrees with its nominative in number and person ; i. e. I is first person singular, therefore walk is first person singular, &c.

2nd. Also the nominative case governs the verb.

What is the first rule ? Give other examples.

What is the 2nd rule ? Give illustrations.

What is the 3d rule ? Give illustrations of these three rules, from your reading lesson.

LESSON XXXVI.

RULE 4.

Socrates and Plato were wise men ; hence,

two or more nouns singular, connected by a copulative conjunction require a plural verb.

RULE 5.

Charles or Henry has been to Boston ; hence, two or more nouns singular connected by a disjunctive conjunction have a singular verb.

RULE 6.

The army was large ; hence, a collective noun, when it conveys unity of idea, must have a singular verb ; but when it conveys plurality of idea, it requires a plural verb.

What is the 4th rule ? the 5th ? 6th ?
Apply them to your reading lesson.

LESSON XXXVII.

RULE 7.

The king who rules ; hence, relative pronominals have the same number and gender as their antecedents ; as king is masculine gender and singular number ; therefore *who* is masculine gender and singular number.

RULE 8.

The trees which are planted ; hence, when no nominative comes between the relative and the verb, the relative is the nominative case to the verb. There is no nominative between *whic*'

(the relative) and the verb; therefore *which* is nominative case to *are planted*.

RULE 9.

That person whom I love; hence, when a nominative comes between the relative and verb, the relative is in the objective case and governed by the following verb, or by a preposition before it.

What is the 7th rule? 8th? 9th.
Show their application to your reading lesson.

LESSON XXXVIII.

RULE 10.

He, who came to save us, will wash away our sins; hence, when two substitute nouns or pronominals come together, the latter is the nominative to the following verb: the former to the last verb in the sentence; or in the objective case, and governed by some preceding member of the sentence; as, 'To whom he owes his life.

RULE 11.

Washington the general; hence, nouns of the same meaning are in the same case.

RULE 12.

Who wrote that book? George, i. e. George wrote it; hence, the answer is in the same case as the question.

What is the 10th rule? 11th? 12th?
Apply them to your reading lesson; or to some lesson for parsing.

LESSON XXXIX.

RULE 13.

"O virtue, how amiable thou art;" hence, every object addressed becomes the second person, and nominative case independent.

RULE 14.

The house being burnt, the inmates sought shelter under another roof; hence, a noun, or pronoun joined with a participle, and standing independent of the rest of the sentence, is in the nominative case absolute.

RULE 15.

William's knife; hence, a noun in the possessive case is governed by the possessor or owner.

What is the 13th rule? 14th? 15th?
Apply as above.

LESSON XL.

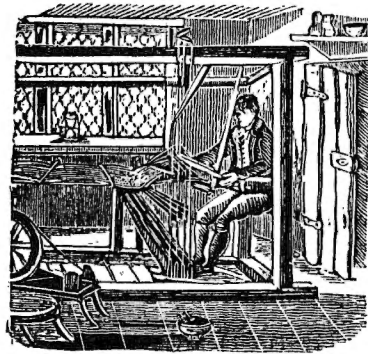
RULE 16.

A good man; hence, an adjective belongs to the noun that it describes.

RULE 17.

This book belongs to some one ; hence, adjectives are sometimes used as nouns.

RULE 18.



Actor. Action. Object.
That man weaves cloth ;
hence, active transitive verbs govern the object or objective case.

What is the 16th rule ? 17th ? 18th ?

LESSON XLI.

RULE 19.

He is a good man ; hence, the neuter verb has the same case after as before it.

RULE 20.

He is teaching us ; hence, active participles govern the objective case.

RULE 21.

Reading is useful ; hence, participial nouns are disposed of like other nouns.

What is the 19th rule ? 20th ? 21st ?

LESSON XLII.

RULE 22.

"Lean to do well ;" she is worthy to be loved ; they have a desire to improve ; trying to learn ; hence, a verb in the infinitive mode may be governed by a verb, adjective, or participle before it.

RULE 23.

To rule is the prerogative of kings ; hence, the infinitive mode is sometimes used as a noun ; and nominative to the following verb.

RULE 24.

He loves much, she is singing sweetly, he is a truly good man, he writes very well ; hence, adverbs describe verbs, participles, adjectives, and other adverbs.

F

What is the 22d rule? 23d? 24th?

LESSON XLIII.

RULE 25.

Nor did they not perceive him, i. e. they did perceive him; hence, two negatives in English destroy each other, and make an affirmative.

RULE 26.

On him; hence, prepositions govern the objective case.

RULE 27.

A good man loves virtue and hates vice; hence, conjunctions connect the same cases of nouns, and the same modes and tenses of verbs.

What is the 25th rule? 26th? 27th?
Apply as before.

LESSON XLIV.

RULE 28.

Instead of saying he was a good man, he was a wise man; we say he was a good and wise man; hence, an ellipsis or omission is used.

RULE 29.

The storm is over; hence, words, which are prepositions when placed before the nouns to which they refer, are adverbs when placed after them, or not governing any thing.

RULE 30.

Let us hear; i. e. Give us permission to hear; hence, *let*, *permit*, and *suffer*, have a noun in the objective case governed by a preposition understood; and the verb following is put in the infinitive mode.

What is the 28th rule? 29th? 30th?
Apply as above.

LESSON XLV.

RULE 31.

"As many as touched him were made whole;" i. e. All that touched him were made whole; hence, *as*, has frequently the force of a relative pronominal.

RULE 32.

He who came to save us; i. e. Christ; hence, antecedents of relatives are sometimes only implied.

RULE 33.

The king who rules ; king is masculine gender and singular number ; therefore *who* is masculine and singular ; hence, relatives have the same gender and number as their antecedents.

What is the 31st rule ? 32d ? 33d ?

Apply as above.

It and some other nouns in the neuter gender singular, have plural verbs ; as, *it* were better ; *good* were it, &c.

LESSON XLVI.

Examples for Parsing.

NOTE. The figures over each word refer to the rule that applies to the word.

1 16 3.2. 3 15 18.

A good boy* loves his parents.

3.2. 3 18 8 3 18 27 16 8

" I love them that love me, and those that

3 18 24 3 18
seek me early shall find me."

15 13 3.2. 3 15 18 27

" My son, if thou wilt receive my words, and

3 15 18 26 3.2
hide my commandments with thee, so that thou

* When two figures are over a word, as over boy, it refers to the last part or second part.

3 15 18 26 27 3 15
incline thine ear unto wisdom, and apply thine

25 3.2 3 25
heart to understanding : yea, if thou criest after

27 3 24 15 18 25
knowledge, and liftest up thy voice for under-

3.2 3 18 31 18 27 3
standing ; if thou seekest her as silver, and search-

26 31 26 15 24 3.2
est for her as for hid treasures ; then shalt thou

3 2 18 26 2 27 3 25 2
understand the fear of the Lord ; and find out the

25 29 2 3.2 3 18
knowledge of God : for the Lord giveth wisdom ;

29 25 15 3 18 27 18
out of his mouth cometh knowledge and under-
standing."

2 3.2 26 2 3 2 21 25
" The fear of the Lord is the beginning of wis-
dom."

LESSON XLVII.

3 24 15 18 26 2 26
" Remember now thy Creator in the days of

15
thy youth."

18 3 2 18 26 2 15
" Let us hear the conclusion of the whole mat-

3 13 27 3 15 18 29
ter ; fear God and keep his commandments, for

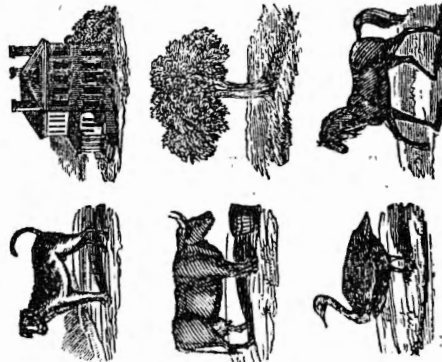
17 3 2 15 19 25 29 3.2 3
 this is the whole duty of man : for God will bring
 15 18 25 26 15 16
 every work into judgment, with every secret
 3
 thing, whether it be good, or whether it be evil."

15 13 3 15 18
 " My son give me thy heart."

LESSON XLVIII.

Now my little friends, we will again introduce a picture to make your Grammatical exercises as interesting as possible.

We will suppose that you name the imaginary objects to compose it. What shall we put into it ?



- 1st pupil, a house.
- 2d, a tree.
- 3d, a horse.
- 4th, a dog.
- 5th, a cow.
- 6th, a goose.
- 7th, a pond.
- 8th, a river.
- 9th, a ship.

You remember that whatever has a name is a noun. Have all these objects names ? What are they ? What class of nouns ? Why ?

Describe these objects.

- 1st. What house is yours to be ?
- 2d. Your tree ?
- 3d. Your horse ?
- 4th. Your dog ?
- 5th. Your cow ?
- 6th. Your goose ?
- 7th. Your pond ?
- 8th. Your river ?
- 9th. Your ship ?

What part of speech is the description of these objects ; as large, tall, &c.

- 1st. What is the use of your house?
- 2d. Your tree?
- 3d. Your horse?
- 4th. Your dog?
- 5th. Your cow?
- 6th. Your goose?
- 7th. Your pond?
- 8th. Your river?
- 9th. Your ship?

What part of speech is for, from, &c. placed before the noun; as, the house to shelter us *from* the rain, the tree from the sun? Why?

LESSON XLIX.

What does your horse do? your dog? your cow? your goose? your ship?

What part of speech is what they do? Why? In what manner does your horse run? What part of speech is swiftly? Why? What rule applies to it? What part of speech is running? Why? From what verb is it formed? What rule applies to it?

What connects the different objects of the picture? What part of speech is it? Why? What kind of conjunction is it? What rule applies? What other conjunctions are copulative? What part of speech are the actions of the dog; as, he *barks, bites, runs, &c.*? What rule applies? What case is he? Why? What number and person are barks and bites? Why? Mode and tense? Why?

LESSON L.

THE SUN.

What part of speech is sun? Why? To what class of nouns does it belong? Why? What does the sun do?

What shines? Why? What its mode and tense? Why? Rule?

What is its imperative mode? Potential? Subjunctive? Infinitive? What their signs? Is the verb shines regular or irregular? Why? To what class of verbs does it belong? What is its imperfect tense? perfect? pluperfect? First future? Second future? What their signs?

Describe the manner of its shining.

What is brightly? Why? Rule? To what class of adverbs does it belong?

What does the sun cause to grow? What are trees, plants, grain, &c.? Why? What class of nouns? Why? Case? Why? Rule? Of what class of verbs is to grow? Why? Its mode? Rule?

LESSON LI.

That which teaches the sound and quantity of syllables, and the measurement of verse is *Prosody*. When I place a forcible stress on a certain letter or syllable in a word, it is *accent*.

If a forcible stress is laid on a word, it is *emphasis*.

What is prosody? What is accent? What is emphasis?

LESSON LII.

The art of pointing out the marks in a written composition is *punctuation*.

A contented mind is a treasure, which all do not possess; hence, a comma is placed between those parts of a sentence, which though closely connected in sense and construction, require a pause between them.

Do not flatter yourselves with the hope of perfect happiness; for there is no such thing on earth; hence, a semicolon is placed in the middle of a compound sentence; i. e. when the conjunction is expressed; otherwise, a colon:

The period is placed at the close of a complete sentence.

Obs. Capitals should be placed at the beginning of every book, chapter, section, the first letter of a word after a period, interrogation, the first letter in the name of the Deity, persons, places, ships, adjectives derived from proper names, the first word of every line in poetry, the first word after a quotation, the personal I, and interjection O.

What is punctuation?

A semicolon?

A colon?

A period?

Where should capitals be placed?

END OF GRAMMAR.

APPENDIX.

DIRECTIONS FOR COMPOSING.

My little friends, do not say I cannot compose; you might as well say I cannot think; composing is only writing down your own thoughts, on a slate or paper.

Remember that cannot never did any thing, but to make dunces and drones; while the little word *try* has done wonders; yea, it has raised a poor, little, obscure boy to be the most distinguished man of his age.

When I see a child or youth not shrinking from any obstacle that lies in his way to some useful acquirement, I mark him as one that will rise to eminence and usefulness in society; but, when I see one recoiling at every little difficulty, I set him down as a future blank, or nuisance in society.

Composing has no difficulties worth naming: after you have practiced awhile, it will be a pleasant and interesting exercise.

Moreover it is one of the best employments for invigorating and disciplining the mind.

G



For your encouragement, I insert, verbatim, a letter written by a girl 13 years of age.

Oct. 1st, 1829.

To Mr. T—, Jamaica.

My dear Uncle,

Although it is several years since I saw you, yet time has not lessened, but rather increased, my affection for you. Your sweetest little Mary grows an engaging little dear. I often think how it would rejoice your heart to see her. Her lovely temper endears her more and more to us. She very much delights to hear us talk of you. When the letter was being read in which you mention her, she was quite delighted. All the time she kept looking in her Aunt's face, and laughing as though she understood all that was said. She often gets a piece of paper, and tells us it is her Papa's letter. She very much likes to talk of her Mamma in Heaven; and to hear about Jesus Christ. I have the honour to have her for my little scholar, and a very tractable one she is. She is now beginning to spell little words, and do a little work. She is always ready to leave her play, when I call her to her lessons. She is very interesting, and will often put pretty questions to me about Jesus Christ and Heaven, and her dear Mamma.

And now, my dear Uncle, that I have told you about your little Mary, I must tell you about myself. You have heard the hand of the Lord

has been upon me some time, now nineteen months; but the time has not been long to me; for, blessed be his name! he has enabled me to seek Him *before I was ill*. Oh how blessed it is that I can feel it as coming from the hands of a kind Father, who will not lay upon me more than I can bear; I feel happy in giving myself, up into his hands, He hath done all things well. I find it is indeed,

"Sweet to lie passive in his hands,

"And know no will but his."

My dear Uncle, I have reason to thank you for persuading my Aunt to let me accompany her to the Sunday School. I have found much benefit there. I have not been able to attend for many months; the Teachers and Superintendents have often visited me. Mr. L— has been peculiarly kind. He visits me with the tenderness of a Father. Under his Ministry I was brought to love Jesus Christ, and to seek an interest in his blood. I long had a great desire to become a member of his Church. When I told him, he was quite willing, and requested me to write him a few lines; and Oh! what joy it was to me, when I was enabled, for a few Sabbaths in the summer, to attend the Chapel. On one of them I was privileged to receive the memorials of my Saviour's death; but now I am again laid by. I can hardly do any thing for myself. I feel convinced I shall soon be called home. I

feel no fear of death ; Jesus will be with me, for he has promised, "I will never leave thee nor forsake thee." When I am in great pain, if I can think of what Jesus suffered for me, then I can bear it the better. I feel a longing to be free from this sinful body. My corruptions are a clog to my soul, that wants to be soaring to Jesus ; but I will, in his strength, wait his time with patience. His is the best time ; when he calls I am ready ; as long as He wishes to keep me here I am willing to stay. Dear uncle, I always remember you at the throne of grace ; praying that your Missionary labours may be blessed. I entreat you to do the same for me, that I may have a happy entrance into Heaven.

I remain, &c.

J. E. TAYLOR.

Perhaps after reading this letter you may exclaim, oh ! I wish that I could write as well.

If you will follow closely the following directions, I will warrant you that you can, after a few exercises.

Commence writing in the form of a letter.

Be careful to spell every word correctly, and to violate no rule in grammar.

Mark the pauses, and capitals ; as in the rules for punctuation.

Be particular in the proper selection of words.

Express your ideas with clearness, and at the same time in few words.

Mark the most important words by a horizontal mark under them.

In order to assist your first efforts at composing I will insert a few heads ; and suggest some trains of thought, which you may draw out in your own language on your slates ; and when you have written hand it to your teacher for correction ; then write it in a book for that purpose.

Fill up the subjects of the following letters :

LETTER I.

Hartford, July 4th, 1836.

Dear Sister,

I take this opportunity to write you a few lines.

1. State your health, and that of your friends.
2. Of your school, and how you like it.
3. Of your studies ; the progress you make in them ; and how you like each, and which the best—and why.
4. The use of these branches ; and which you think the most useful, and why.
5. Particulars.

LETTER II.

Troy, August 1st, 1836.

Dear Uncle,

It was with much pleasure that I received your kind letters, especially your last.

1. Express your gratitude for kindness.
2. Give an account of your friends.
3. Any interesting event that has occurred in your vicinity within a short time.
4. Prospect of the season.
5. Any interesting news of the day.

LETTER III.

To a friend in Europe.

Bethany, Pa. Sept. 1, 1836.

Dear and valued Friend,

I once more attempt to address you by letter.

1. Account of yourself and friends.
2. Of your school.
3. Of your Sabbath School.
4. Public works going on in our country.
5. Name the principal officers at the head of our government.
6. Of our State.
7. Prospects of our country.
8. Concluding remarks.

General Subjects.

BEHAVIOUR.

1. State its meaning.
2. How should you behave at home ?
3. At school ?
4. Abroad ?
5. To your masters ?
6. To strangers ?
7. To superiors ?
8. To inferiors ?
9. At church ?

DUTY.

1. Its meaning ?
2. What duties do you owe to your parents ?
3. To your enemies ? Why ?
4. To your teachers ?
5. To yourself ?
6. To your country ?
7. To your Creator ? Why ?

TRUTH.

1. Why should you always speak the truth ?
2. State the anecdote of Washington when six years old.
3. Is a liar ever believed ?
4. Is he loved ?
5. Does God love him ?

- What does he say about liars in the bible ?
 6. Who were killed for lying ?
 7. Do you always intend to tell the truth
 come what will ?

SPRING.

1. Its beauties.
2. Describe the actions and apparent happiness
of animals.
3. Of birds.
4. Of bees.

PRIDE.

1. Definition.
2. Is a proud person happy ?
3. Is he loved for his pride ?
4. Is he wise for being proud ? Why ?
5. To what animals is he indebted for his fine
clothes ?
6. Do fine clothes make a gentleman or lady ?
What then ?
7. Are proud persons generally possessed of
brilliant talents ?
8. Where will their bodies be in a short time ?
9. What is stated in the Bible about pride and
proud persons ?

DECISION.

1. Definition.
2. Overcomes difficulties—illustrated by De-
mosthenese, Columbus, and Franklin.
3. What persons are most useful in commu-
nity ?
4. Should you be decided in your studies ?
Why ?
5. Should you always decide to do right ?
Is that safe ?
Who will protect you if you do ?
Who that was thus decided did *he* protect,
when the world was destroyed ?
Who else ?
Do you thus decide.

Note 1. A little chip floating on the stream, is to-
sed here and there by every little breeze and wave ;
while the huge log ploughs its course majestically
along ; undisturbed by the raging winds or foaming
billows.

The former represents the undecided, the latter the
decided man.

Note 2. After Robert Bruce had been defeated five
times, as he lay on some straw in a barn brooding
over his misfortunes, and on the point of giving up in
despair ; he beheld a spider attempt in vain six times
to ascend the beam ; but its seventh attempt was
crowned with success ; he then arose and determin-
ed to make one more vigorous effort in the cause of
liberty ; he did so and it was crowned with equal
success.

EDUCATION.

1. Definition.
2. Advantages—
Makes its possessor useful—How?
Adds to his happiness—How?
3. What are the most important branches of education? Why?
4. Contrast the condition of this country, with barbarous and savage nations.

TIME.

1. Definition.
2. Is time more valuable than money?
Why?
3. How should you improve your time at school?
If you hinder a scholar from studying of what are you robbing him?
Is a robber of time as bad as a robber of money? Why?
4. Are wasters of time, a blessing or a curse to society?
5. Do idle persons generally end their lives in honor or disgrace?
6. Does our eternal destiny depend on the use that we make of time?
Give the proofs from the Bible.

EARLY PIETY.

1. Definition.
2. What promise is made to youth?
What commands?
3. Examples of early piety recorded in the Bible. Other examples.
Were they happy?
4. What other reasons can you give for early piety?
5. Are you safe one moment without it?
Why?
6. How can you obtain it?
When should you do it? Why?
Will you?

DISCUSSION.

1. *Which have the most beauties, the works of Nature or of Art?*

Affirmative.

1. Definition of the works of Nature.
2. Beauties of the creation—trees—meadows—flowers—falls—grottos—natural bridges—sun—moon—stars, &c.

Negative.

1. Definition of the works of Art.
2. Silks—glass—buildings—temples—steam-boats—ships—balloons—pyramids—cities.

3. Contrast the present condition of our country, with what it was 300 years ago.

You can probably now write without any assistance ; so that I shall merely give you a list of subjects.

1. Advantages of knowing how to read.
2. Of Writing.
3. Of Grammar.
4. Of Arithmetic.
5. Of Geography.
6. Of Composing.
7. On Intemperance.
8. Which has caused the most misery, Intemperance ; or War, Pestilence and Famine combined ?
9. On Modesty.
10. Prudence.
11. Happiness.
12. Idleness.
13. Industry.
14. Use of Domestic Animals.
15. Of Wild Animals.
16. Of Birds.
17. Of Insects.
18. Of Trees.
19. Of Fire.
20. Of Water.
21. Of Air.
22. Of the Sun.
23. Of the Stars.

24. Of your Senses.
25. Wisdom.
26. Is Capital Punishment right ?
27. Who does society the most injury, the Slanderer or Robber ?
28. Is War right ?
29. Is Slavery right ?
30. Which study is most useful, Arithmetic or Geography ?
31. Reading or Writing ?
32. Grammar or Composing ?
33. Which are the most happy, Savage or Civilized Nations ?
34. Is Tobacco necessary ?
35. Is Tea or Coffee necessary ?
36. Self-denial.
37. Gratitude.
38. Ingratitude.
39. Character.
40. Choice of Companions.
41. Why should you avoid evil company ?
42. Seasons.
43. Knowledge.
44. Quarrels.
45. Habit.
46. Health.
47. Wealth.
48. Poverty.
49. Virtue.
50. Vice.
51. Use of the Ocean.
52. Advantages of taking a Newspaper.

53. Advantages of attending a Sabbath School or Bible Class.
54. Public Opinion.
55. Have males more influence in the world than females ?
56. What are the pillars of our national Independence ?
57. Bounties of Providence.
58. Immortality of the soul.
59. Which exerts the greater influence over society, Wealth or Knowledge ?
60. Was Napoleon a curse or a blessing to the world ?

THE END.