PREFAE.

As long as knowledge and skill are allowed to be imperfect, no apology can be necessary for any attempt to increase the one and perfect the other. A history of English Grammar would show that it was begun in error and continued in prejudice. The first English grammarians, were evidently ashamed of their language, and were more anxious to show that it resembled the classical languages more nearly than learned foreigners suspected, than they were to expose what they considered its grand defect, the want of those changes of termination, which are supposed to authorize all the distinctions of case, declension, mood, tense, &c., and which, unfortunately, have been made the criterion by which the richness and perfection of a language are judged.

The first serious attempt to correct the original error, was made by Dr. Wallis, in 1653. His English Grammar, written in Latin for the literati of Europe, is, perhaps, the best that has yet appeared, and the error of his predecessors is thus noticed in his preface: "I have undertaken this
work, that, by briefly stating the principles of a language very simple in itself, it may be more easily learned by foreigners, and its true system better understood by our own countrymen. I am not ignorant that others before me, have made the same attempt, particularly Dr. Gill, in Latin, Ben Johnson, in English, and Henry Hexham, in French, but none of them in the way which I consider best adapted to the purpose; for all of them, by forcing our English rules to conform to the Latin, have inculcated many useless rules about the cases, genders, and declensions of nouns, the conjugations, modes and tenses of verbs, the regimen of both nouns and verbs, and other similar notions, which are entirely foreign to our language, and, therefore, rather increase its confusion and obscurity, than aid in its illustration.

The reform proposed by this very distinguished scholar was not effected. It is true that Harris, H. Tooke and a few others complained of the foreign air of English Grammars, and proposed either entire or partial reforms; but when Dr. Lowth published his grammar, which is a radical reform, the same evil existed and was repeated with all the authority of his name. And yet, Dr. L. says, "A competent grammatical knowledge of our own language is the true foundation upon which all literature, properly so called, ought to be raised. If this method were adopted in our schools; if children were first taught the common principles of grammar, by some short and clear system of English grammar, which, happily, by its simplicity and facility, is, perhaps, fitter than that of any other language for such a purpose, they would have some notion of what they were going about when they should enter into the Latin Grammar, and would hardly be engaged so many years, as they now are, in that most irksome and difficult part of literature, with so much labor of the memory, and with so little assistance of the understanding."

After this just view of the subject, the learned scholar, instead of making a purely English Grammar, with which all others might be brought into contrast, allowed himself to ingraft upon English many things entirely foreign to it, so that the student of his grammar is quite in the dark as to the real principles of English Grammar. Dr. Lowth's grammar was inferior, in many respects, to several that were published in the same century, and it shared their fate, unless it may be said to survive in Murray's Grammar, which, having been furnished with practical exercises, and published at the moment when grammar was generally introduced as a regular study into our public and private schools, was eagerly received and very extensively used.

It was not long, however, before its deficiencies and errors began to be perceived, and a host of authors, without departing from the general principles of Mr. Murray, attempted to illustrate and simplify them. Soon, others, more hardy, attempted a radical reform, and, as usual, failed. The author is satisfied, by experiment, that any attempt radically to change the received grammar of our language, cannot succeed, even though the change
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radically to change the received grammar of our
language, cannot succeed, even though the change
should be based upon the acknowledged principles of general and particular grammar. He has here made no such attempt; but he is not without hope that the public are so awakened to the defects and inconsistencies of the popular system, that a judicious revision, with no unnecessary deviation from the old system, no distinctions that are not obvious, no definitions that cannot be applied to practice, no considerable alteration of common terms, and no arrangement that reason will not sanction, and simplicity approve; that a revised system addressed to the understanding and not to the memory alone; in fine, that a proper conservative grammar will meet with a kind reception.

But, if it be contended that this assimilation of our grammar to the grammar of other languages, imperfect as the assimilation must be at best, although it may not exhibit the peculiar features of the English language, may assist those who intend to make other languages their study; it may be said, let such, if they choose, continue to use the old system, but, for the sake of the hundred-to-one who never expect to study any grammar but English, let us have a grammar adapted to our wants, and as simple as the genius of our tongue will admit. If the correct use of English can be learned by a more simple system, why should ninety-nine be compelled to submit to one, that he may receive a doubtful aid at best, injurious to his own language just in proportion to the degree in which its grammar is assimilated to another?

The time when Latin and French were the popular tongues before which all others bowed, has probably passed away forever. The power and influence of Great Britain and these United States will, ere long, give to the English language the ascendency, if this has not already been done, and reason, propriety, and even patriotism, seem to require that it should now throw off the foreign shackles which mar its symmetry and conceal its peculiar beauty, its simplicity.

The author does not expect this reformed grammar, however judiciously conservative it may be, to prevail against that which has possession of our schools, unless it has the countenance of those teachers and scholars who love English for its own sake, and who in their works show its compass and its power. To reconcile such to the adoption of the plan here proposed, it may be proper to remark that any person qualified to teach the old system is qualified to teach this; or may become so in a few hours. Excepting a few remarks in the Appendix, no set defence of the system has been attempted. Such discussions only perplex children, and should not be placed in their way. Besides, with Wallis, Harris, Horne Tooke, Gilchrist, Crombie, and a dozen others, the author, may fairly consider the question not to be, whether the alterations here proposed are founded in truth and propriety, and on the best authority; but, whether it is expedient to change the established system for any other, however simple, however improved.

The grammar is well furnished with practical exercises calculated to illustrate every principle, as the pupil advances, and so arranged as to ev
hibit and explain the points of difference between this and the old system; but that no deficiency may be felt by the introduction of this grammar, a third part, containing new and copious exercises upon all the rules of syntax, directions for writing English composition, &c. &c., will immediately be published.

COMMON SCHOOL GRAMMAR.

PART SECOND.

1. In writing English we use twenty-six letters. Of these letters, a, e, i, o, u, and sometimes w and y are vowels; the rest are consonants. A Syllable is one or more letters pronounced at once. A Word is composed of one or more syllables. Two or more simple words united form a compound word; as, never-the-less.

CLASSES OF WORDS.

2. English Words, according to their uses, may be divided into eight classes or sorts. The Noun or Name includes all names of persons, things or actions, visible or invisible; as, John, man, virtue, writing.

The Adjective includes all words that are joined to nouns to distinguish them from each other; as, Great John; Good man.
The Pronoun includes seventeen words that stand for names of persons, to prevent repeating the name; as, "John, you good man."

The Verb includes all words that express what any noun or pronoun is doing or has done; as, "John, good man, you wrote."

The Adverb is joined to verbs, adjectives or other adverbs to qualify their meaning; as, "John, very good man, you wrote well."

The Preposition includes a few words that convey the action of a verb to a noun or pronoun; as, "John, good man, you wrote well to James."

The Conjunction includes a few words that connect two words or phrases, or continue a sentence; as, "John, great and good man, you wrote well to James."

The Interjection includes a few natural sounds used in exclamations; as, "O! John, good man, you wrote truly well to James."

An interesting exercise may now be introduced by writing a number of the first four sorts of words on separate pieces of paper, shaking them together, and requiring the pupils, in turn, to draw them out and say to which class of words they belong.

The definition of the first four classes will enable the pupil to tell them readily, but it is feared that no definition will enable a young pupil to distinguish the other four classes. If the pupil hesitates, ask him, Is the word the name of anything? Does it stand for the name of a person? Does it make sense with the word person or thing after it? Does it express what any person or thing does?

The words at first selected, should be such as are easily detected, and the following are suitable.

---

1. 1st class: man, dog, fine, the, he, she, she, does, found.
2. 2nd class: chain, leaf, fair, full, me, in, sell, made.
3. 3rd class: heart, glass, agreeable, a, we, they, blew, allows.
4. 4th class: breath, boy, famous, old, as, them, smoke, holds.

---

OF THE NOUN OR NAME.

3. A Noun is the name of any person, thing, or action, visible or invisible; as, John, man, virtue, writing.

Directions. Let the pupil name things, and, after naming things subject to the senses, let him name things not subject to the senses, that is, such as he can only think of.

4. Nouns are called Proper, when they are names of particular persons or things; as, John, Boston, Nile.

Nouns are said to be Common, when they may be applied to all things of a kind; as, man, city, river.
GENDER OF NOUNS.

5. Gender is the distinction of sex.

Nouns are either male, female, or neither.

All names of males are of the Masculine gender; as, John, boy, king.

All names of females are of the Feminine gender; as, Mary, girl, queen.

All names that are neither male nor female are of the Neuter gender; as, house, tree, city.

When things are addressed or spoken of as persons, they are sometimes masculine; as, "The sun shades his beams:" or feminine; as, "Virtue rewards her children."

Such expressions are called figurative, and the things are said to be personified.

A few nouns are sometimes applied to males, and sometimes to females; as, parent, child, friend.

When applied to males, such nouns are masculine; when applied to females, feminine.

When such words are applied to both males and females at the same time, they are said to be of the common gender; as, friends, hearers, ancestors.

Directions. Let the teacher ask of what gender is...

boy, mother; maid, nurse; cousin.
sister, mistress; pen, gratitude; friend.
husband, uncle; priest, money; lamp.

lack, aunt; widow, houset; flower.
lord, niece; heart, hat; rival.
lady, sot; captain, doctor; enemy.
woman, daughter; boat; envy, guide.
man, officer; virtue, gown; fire.
father, book, bride; coat, pencil.
mastcr, chair, minister; madam, hope.

The teacher must supply other words, if necessary, until the pupil is familiar with the distinction of genders.

For a further exercise, let the teacher name the following masculines or feminines, and require the pupil to tell the corresponding word of the other gender.

Male.  Female.  Male.  Female.
bachelor maid  hart  rose.
beau belle  husband  wife.
boy girl king  queen.
bridegroom bride  lad  lass.
brother sister  lord  lady.
buck doe man  woman.
bull cow master mistress.
bullock ox  heifer  nephew  niece.
steer cock  hen  sir  madam.
colt filly  ram  ewe.
drake drake  duck  slattern.

earl earl  countess  son  daughter.
father father  mother  stag  kind.
friar friar nun  uncle  aunt.
gander gander  goose  wizard  witch.

Then take the following nouns, where the difference of sex is expressed by a different termination or ending...
of the word, and not by an entirely different word as in the preceding list.

Male. | Female. | Male. | Female.
---|---|---|---
abbots | abbess | host | hostess
actor | actress | jew | jewess
administrators | administratrix | lion | lioness
ambassadors | ambassadress | marquis | marchioness
arbiters | arbitress | monitor | monitress
authors | authoress | patron | patroness
barons | baroness | poet | poetess
benefactors | benefactress | priest | priestess
câteurs | cateuress | prince | princess
doctors | conductress | prior | protorress
duchesses | countess | protector | protectress
dukes | ducress | shepherd | shepherdess
electors | electress | sorcerer | sorceress
emperors | emperoress | suita | suita
enchanters | enchantress | tiger | tigress
executors | executrix | traitor | traitress
governors | government | tutor | tutoress
heirs | heiress | viscount | viscountess
heroes | heroine | vortary | vortress
hunters | huntress | widower | widow

* Sometimes Author and Monitor are applied to females.
† Governess is not a Governor's wife, but an instructress.

---

6. Number is the distinction of one, or more than one.

Nouns have two numbers. Names of single things are in the singular number; as, horse, man.

Nouns which are not names of single things are in the plural number; as, horses, men.

The distinction of singular and plural is generally confined to common nouns, or names, but proper names are sometimes made plural, and should then, perhaps, be called common nouns; as, The Henrys, Williams and Marys of England.

Directions. Let the teacher ask the pupil the number of the following nouns.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>gift</td>
<td>lamps, lath, guns, hats</td>
</tr>
<tr>
<td>dollars</td>
<td>star, paths, mops, Charles</td>
</tr>
<tr>
<td>quill</td>
<td>sack, hill, hat, Joseph</td>
</tr>
<tr>
<td>book</td>
<td>lad, pills, saw, papers</td>
</tr>
<tr>
<td>slates</td>
<td>bags, drum, paws, wig</td>
</tr>
</tbody>
</table>

What is the singular of the following nouns?

<table>
<thead>
<tr>
<th>Singular</th>
</tr>
</thead>
<tbody>
<tr>
<td>chairs, pins, eyes, prisoners, insects</td>
</tr>
<tr>
<td>pears, hearts, nations, birds, horses</td>
</tr>
<tr>
<td>apples, hands, houses, beasts, dogs</td>
</tr>
<tr>
<td>axes, girls, tools, hands, arms</td>
</tr>
<tr>
<td>heads, toys, 'ears, hairs, cats</td>
</tr>
</tbody>
</table>

What is the plural of the following nouns?

<table>
<thead>
<tr>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>log, word, maid, table, wheel</td>
</tr>
<tr>
<td>art, letter, finger, roof, top</td>
</tr>
<tr>
<td>bay, cap, thumb, log, cover</td>
</tr>
<tr>
<td>barrel, part, post, wave, pole</td>
</tr>
<tr>
<td>key, handle, cheek, ship, bar</td>
</tr>
</tbody>
</table>

Now ask, what letter was added to these singulars to make them plural.
The plural of nouns is generally formed by adding the letter s to the singular, but there are some exceptions.

Exception 1. When the singular ends in $s$, $ss$, $ch$, (not sounded like $k$) and $sh$, the plural is formed by adding es; as, box, boxes; kiss, kisses; church, churches; wish, wishes.

But ox takes oxen in the plural; and ch, when sounded like $k$, takes only s: as monarch, monarchs.

Exercise. Ask, what is the plural of the following nouns.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>box</td>
<td>latch</td>
</tr>
<tr>
<td>mass</td>
<td>mass</td>
</tr>
<tr>
<td>thrush</td>
<td>thrush</td>
</tr>
<tr>
<td>lash</td>
<td>lash</td>
</tr>
<tr>
<td>fox</td>
<td>fox</td>
</tr>
<tr>
<td>hiss</td>
<td>hiss</td>
</tr>
</tbody>
</table>

Exception 2. When the singular ends in $f$ or $fe$, the plural is formed by changing $f$ or $fe$ into $ves$; as, loaf, loaves; wife, wives.

But the following, in $f$ and $fe$, only take an $s$ in the regular way.

- chief, fief, handkerchief, hoof, dwarf, gulf, file, mischief, grief, proof, roof, scarf, turf, strife.

Nouns ending in $ff$ take only an $s$ in the plural; as, muffs, muffs; but staff has staves in the plural, although distaff has distaffs.

Exercise. Ask the plural of the following nouns.

- sheaf, gulf, puff, hoof, proof
- chief, file, wharf, fief, staff
- leaf, cuff, self, skill, scarf
- dwarf, roof, wharf, scot, distaff
- mischief, calf, stuff, turf, wife
- half, grief, strife, elf, leaf
- life, cliff, shelf, ruff, wolf

Exception 3. When the singular ends in $y$, with a consonant or the vowel $u$ before it, the $y$ is changed into $ies$; thus, fly, flies; destiny, destinies; colloguys, colloguies.

But if any vowel but $u$ comes before the $y$, only an $s$ is added; thus, key, keys; boy, boys.

Exercise. Let the pupil tell or write the plural of the following nouns.

- day, monkey, academy, way, elegy
- cry, valley, legacy, sty, alloy
- fly, money, luxury, joy, chimney
- play, convoy, piracy, buoy, calamity
- ray, lily, penalty, key, soliloquy
- sky, pully, heresy, toy, attorney
- boy, lady, destiny, duty, journey
- ally, alley, cruelty, folly, relay

Exception 4. Most nouns ending in $o$ take $es$ in the plural; as, wo, woes; potato, potatoes.

But the words canto, virago, olio, seraglio, noun, junto, solo, tyro, two, octavo, duodecimo, quarto, and all nouns that end in $o$, except potato, only take an $s$ in the regular way; thus, canto, cantos; folio,folios.
Exercise. Let the pupil tell or write the plural of the following nouns.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>two</td>
<td>junta</td>
</tr>
<tr>
<td>potato</td>
<td>grotto</td>
</tr>
<tr>
<td>trio</td>
<td>octavo</td>
</tr>
<tr>
<td>canto</td>
<td>punctilio</td>
</tr>
<tr>
<td>motto</td>
<td>solio</td>
</tr>
<tr>
<td>mango</td>
<td>negro</td>
</tr>
</tbody>
</table>

Exception 5. A few nouns form their plural very irregularly.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>man*</td>
<td>men</td>
</tr>
<tr>
<td>woman</td>
<td>women</td>
</tr>
<tr>
<td>ox</td>
<td>omen</td>
</tr>
<tr>
<td>child*</td>
<td>children</td>
</tr>
<tr>
<td>brother*</td>
<td>brothers</td>
</tr>
<tr>
<td>sow*</td>
<td>swine</td>
</tr>
<tr>
<td>cow*</td>
<td>kine</td>
</tr>
<tr>
<td>goose</td>
<td>geese</td>
</tr>
</tbody>
</table>

Exercise. Give the plural and require the singular, or give the singular and require the plural, of the above nouns.

Exception 6. Some compound nouns do not place the plural termination at the end of the word; thus,

- *Muslim* is a compound of *men* and *Islam*.

Brethren is now used for members of the same church or society, and brothers for sons of the same parents. Sow and cow also have the regular plurals, ears and cows. Swine is the old plural of swine, as kine is the old plural of cow. Hence it is doubtful whether swine should even be used in the singular any more than kine. Sow is always feminine, but swine is of the common gender.
FOWLE'S COMMON SCHOOL GRAMMAR.

Singular, ash, is only seen in the compound words pot-ash and pearl-ash.

Fish is sometimes plural, although it has the regular plural, fishes. Some names of fish are both singular and plural; as, salmon, shad, &c.

Pair and couple are sometimes plural, though we say pairs and couples also.

*Exception 8.* Some foreign words that have been used in English books are allowed to retain their foreign plurals.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Definition</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animalcula, a very small animal</td>
<td>Animalcule</td>
<td>Animalculae</td>
</tr>
<tr>
<td>Antithesis, opposition of meaning</td>
<td>Antitheses</td>
<td></td>
</tr>
<tr>
<td>Axis, the line connecting the poles</td>
<td>Axes</td>
<td></td>
</tr>
<tr>
<td>Basis, a foundation</td>
<td>Bases</td>
<td></td>
</tr>
<tr>
<td>Crisis, a critical moment</td>
<td>Crises</td>
<td></td>
</tr>
<tr>
<td>Diocesis, two dots over a vowel</td>
<td>Dioceses</td>
<td></td>
</tr>
<tr>
<td>Ellipsis, the cutting off a letter</td>
<td>Ellipses</td>
<td></td>
</tr>
<tr>
<td>Emphasis, force of utterance</td>
<td>Emphases</td>
<td></td>
</tr>
<tr>
<td>Hypothesis, a theory</td>
<td>Hypotheses</td>
<td></td>
</tr>
<tr>
<td>Metamorphosis, a change</td>
<td>Metamorphoses</td>
<td></td>
</tr>
<tr>
<td>Apex, the peak</td>
<td>Apices</td>
<td></td>
</tr>
<tr>
<td>Index, a table of contents</td>
<td>Indices</td>
<td></td>
</tr>
<tr>
<td>Vortex, a whirlpool</td>
<td>Vortices</td>
<td></td>
</tr>
<tr>
<td>Calyx, a flower-cup</td>
<td>Calices</td>
<td></td>
</tr>
<tr>
<td>Appendix, an addition</td>
<td>Appendices</td>
<td></td>
</tr>
<tr>
<td>Arcanum, a secret</td>
<td>Arcana</td>
<td></td>
</tr>
<tr>
<td>Datum, ground of an opinion</td>
<td>Data</td>
<td></td>
</tr>
<tr>
<td>Desideratum, a thing desired</td>
<td>Desiderata</td>
<td></td>
</tr>
<tr>
<td>Effluvium, a smell</td>
<td>Effluvia</td>
<td></td>
</tr>
<tr>
<td>Erratum, an error</td>
<td>Errata</td>
<td></td>
</tr>
<tr>
<td>Memorandum, a slight record</td>
<td>Memoranda</td>
<td></td>
</tr>
<tr>
<td>Stratum, a layer</td>
<td>Strata</td>
<td></td>
</tr>
<tr>
<td>Cranium, a skull</td>
<td>Cranias</td>
<td></td>
</tr>
</tbody>
</table>

Singular. Definition. Plural.

Automaton, a moving image, Automata.
Criterion, a standard, Criteria.
Phenomenon, a strange occurrence, Phenomena.
Genus, a kind, Genera.
Viscera, an intestine, Viscera.
Stamen, part of a flower, Stamina.
Miasma, hurtful vapor, Miasmas.
Focus, a central point, Foci.
Genius, a spirit, Genii.
Magus, a magician, Magi.
Radius, a half a diameter, Radii.
Stimulus, something to excite, Stimuli.
Ignis-fatuus, Jack-o-lantern, Ignis-fatui.
Virtuoso, an antiquary, Virtuosi.
Cherub, a celestial being, Cherubim.
Seraph, a celestial being, Seraphim.
Beau, a gallant, Beaux.
Monsieur, a mister, Messieurs.

Exception. For an exercise on this exception, give the singular or plural, and require the other number.

*Exception 9.* Some nouns, usually called collective nouns, including many similar things under one general name, are sometimes used in the plural, although they have regular plurals besides.

Thus, flock is the collective name for many sheep, and we say, "The flock has lost its shepherd," or, "The flock stray because they have lost their shepherd." So, company is the collective name of many persons, and we say, "The company is assembled," or "The company are all gone."

When the individuals that make up a collective noun seem to be taken separately, the hoard,
thought in the singular number, requires the other words that refer to it to be plural; but when no such separation of the individuals is implied, the collective noun is singular and requires its verbs, possessive adjectives and pronouns to be so.

Exercise. The following are some of the collective nouns.

nation drove assembly church
tribe herd corporation legislature
army swarm society party
fleet jury committee school

Ask the pupil what each noun is a collection of, and what is its regular plural. Then see if the pupil can add any collective nouns to the list. These nouns should also be mixed with common nouns, and the pupil be required to say whether each is collective or not.

General Exercise. Let the teacher name the nouns under the various exceptions, and require the pupil to give the plural. It is so easy for the teacher to do this, that a promiscuous list is not given.

THE PERSON OF NOUNS.

7. Nouns which relate to the person or persons speaking, are said to be of the first person; as, I, William, speak to you.

Nouns addressed or spoken to are of the second person; as, Mother, give me some bread.

Nouns neither speaking nor spoken to are of the third person; as, A king is only a man.

Exercise. Let the pupil tell the Person of each noun in italic type in the following sentences.

John, go and tell George that I, his father, wish to hear his lesson.

I, Victoria, queen of England, command you, my officer, to commit the traitor to prison.

Mary, send the book to your sister; and tell her that I, your teacher, recommend it.

Then, take any book and let the pupil select nouns and tell of what person they are.

AGENTS AND OBJECTS.

8. When a noun does any thing it is an agent; as, Water flows.

When a noun has, something done to it, it is an object; as, Give God the praise.

When a noun neither does any thing nor has anything done to it, it is said to be independent; as, John, I have told thy father; Virtue being lost, all was lost.

Sometimes the object of an action is direct; as, He sent his child; child being the object sent.

Sometimes the object is remote; as, He sent his child to school; in which sentence school is not the object sent, and yet is remotely affected by the action.

Directions. Let the teacher ask which is the agent and which the direct object in the following sentences.

Men strike boys.
Boys strike dogs.
Dogs kill cats.
Cats kill rats.
Rats eat cheese.
Cheese breeds worms.

Show the pupil that the same word may be agent in
one sentence, and object in another, the orthography being unchanged.

Give more such sentences, if necessary, and then require the pupils to form similar sentences of their own, telling the agent and the object of the action.

Then take the following sentences, and ask for the agent, the direct object, and the remote object.

John received a letter from Jane.
Mary left the book at school.
The servant led the horse to the river.
The man gave Andrew a dollar.
Religion promises virtue to the faithful.
Temperance saves men from suffering.
Children, obey your parents in the Lord.
Time hurried all men towards the grave.

The teacher must furnish as many more examples as may be needed to make the pupil familiar with the distinction of agent and object, and of direct and remote object.

Then require each pupil to form one or more sentences including first a direct, then a remote object, and lastly, both a direct and remote object.

THE ADJECTIVE.

9. An Adjective is a word used to distinguish one noun from another; as, good man, bad man, old man, young man, &c.

Directions. Let the teacher say, you are all boys, (or girls,) and it would be difficult for me to distinguish...

* The pupil must here be told that the remote object is not always placed after the direct object. This is usually the case, however, and perhaps the best way to put the pupil on his guard against mistakes is to require him to place *Andrew* after *dollar*, and supply the omitted preposition.

CLASSIFICATION OF ADJECTIVES.

10. Adjectives may be subdivided into seven classes, distinguished by certain peculiarities, but agreeing in the main circumstance, that of being joined to nouns to distinguish them from other nouns.

I. Qualifying Adjectives; as, good, bad, &c.
II. Verbal Adjectives; as, loving, loved, &c.
III. Numeral Adjectives; as, one, two, three, &c.
IV. Ordinal Adjectives; as, first, second, third, &c.
V. Possessive Adjectives; as, my, thy, his, &c.
VI. Noun Adjectives; as, tin, pen, prize, poem, &c.
VII. Irregular Adjectives; as, each, this, &c.

Each of these classes needs a more particular description.

1. Qualifying Adjectives.

II. Qualifying adjectives not only distinguish one noun from another, but they also serve to compare nouns with each other; as, great man, greater man, greatest man.

Degrees of Comparison.

Such adjectives as admit of comparison have three principal degrees, called first, second, and third; or, positive, comparative, and superlative; thus,

First or Positive degree, great wise fine
Second or Comparative, greater wis-er fin-er
Third or Superlative, greatest wis-est fin-est

Directions. Ask the pupil to compare the following adjectives.

rich cheap wild round soft
poor loud green square deep
hard sharp gay flat slim
soft dull pale sick red
mild full bare thin fit
safe kind base big long

It will be well to let the pupil write the degrees, that his attention may be directed to the following rules.

* The simpler terms alone would have been mentioned, did not the English resemble other languages in this respect; and where this is the case, the author has generally used the terms already in use, though perhaps not always the simplest and best.

1. Adjectives ending in a consonant, add er for the comparative, and est for the superlative.
2. When a single vowel comes before the consonants, d, g, m, n, or t, the consonant must be doubled; as, hot, hot-ter, hot-test.
3. When the adjective already ends in e, another e must not be added; as, wise, wise-r, wise-st.

Remark to the pupil that few adjectives of more than one syllable are compared by adding r or er, or est. Ask a pupil to compare irregular, sensible, affectionate.

When he finds that this will make awkward words, tell him that such adjectives are compared by placing the word more or less before them for the comparative degree, and most or least for the superlative; thus,

Irregular, more irregular, most irregular.
Irregular, less irregular, least irregular.
Sensible, more sensible, most sensible.
Sensible, less sensible, least sensible.

So let the pupil compare the following adjectives.

furious moral generous peevish avaricious
amiable merry pitiful destitute accidental
pious distant miserable beloved abusive
delicate fearful dissolute righteous expressive

The pupil may now point out the adjectives in the following sentences, tell their degree of comparison, and compare them. To keep alive his former lessons, he may be required to tell the number and gender of the nouns.

wise man. girls modest and amiable.
wisest opinions. gentlemen more just.
wisest actions. most respectful boys.
highest tree. cold feet, warm heart.
longest lines. less frequent showers.
driest paper. higher and steeper mountains.
oldest men. dry and dusty weather.
long lesson. longer and larger sticks.
generous persons. oldest and poorest coats.
happier times. fear less terrible.
chaste conduct. most righteous judges.
driest fish. more white and delicate hands.
holier ties. least temperate habits.

A few adjectives of this class do not admit of comparison; as, supreme, eternal, everlasting, omnipresent, perfect, faultless, and most other adjectives ending in less; for it is absurd to say more or less supreme, &c., although even educated persons sometimes fall into the error.

A few adjectives are irregularly compared; as,

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>good</td>
<td>better</td>
<td>best</td>
</tr>
<tr>
<td>bad</td>
<td>worse</td>
<td>worst</td>
</tr>
<tr>
<td>little</td>
<td>less</td>
<td>least</td>
</tr>
<tr>
<td>much or many</td>
<td>more*</td>
<td>most</td>
</tr>
<tr>
<td>near</td>
<td>nearer</td>
<td>nearest or next</td>
</tr>
<tr>
<td>old</td>
<td>older or elder</td>
<td>oldest or eldest</td>
</tr>
<tr>
<td>fore†</td>
<td>former</td>
<td>foremost or first</td>
</tr>
<tr>
<td>late</td>
<td>later or latter</td>
<td>latest or last</td>
</tr>
<tr>
<td>out</td>
<td>outer or utter</td>
<td>outermost, utmost, outermost</td>
</tr>
</tbody>
</table>

It should be remarked that, although it is customary to allow but three degrees of comparison, yet, between these three, there are many other shades of quality, constituting degrees, which it would be difficult to name. Thus, besides great, greater, greatest, we have very

great, too great, so great, as great, exceeding great, great enough, quite great, rather great, thrice great, nearly great, truly great, &c.

The pupil may be told that all words thus added to adjectives to compare them are called adverbs.

II. VERBAL ADJECTIVES.

12. Verbal adjectives are adjectives derived from verbs.

Sometimes the verb is used as an adjective without being changed; as, go-cart, tell-tale, grindstone, pay-roll, draw-bridge; but as, in most cases, the adjective is united to the noun by a hyphen or without one, the word is called a compound noun.

Every verb in our language has an adjective formed by the addition of ing; thus, go has going, love has loving, set has setting.

Every verb, except a few irregulars, has another adjective formed by adding d or ed to the verb; thus, kill has killed, love has loved, wed has wedded, &c.

Directions. The teacher may require each pupil, in writing, to add ing to the following or other verbs, till he understands the formation of this adjective.

Warn the pupil, when the verb ends in e, to leave it off when he adds ing; as, write, writing.

Teach him also, that verbs of one syllable, and also those of more than one, if the accent is on the last, double the last letter; if it be b, d, g, m, n, p or t, with a single vowel before it; thus, lag, lagg- ing, beset, besetting, &c. The rule is the same for adding ed.

Then let the pupil add ed to the following verbs to form an adjective.

hope pray prepare form use
force need consist adapt regard
end consider attempt concern possess
omitted, retain, class, answer, pack.

add, construct, describe, explain, calm

pass - belong, appear, move, mind

Explain to the pupil that the irregular verbs have an adjective corresponding to this in ed; and to lead him to find it, ask him if it is correct to say.

I have sold, I have secked, I have breaked.
I have writed, I have setted, I have beated.
I have rised, I have sinked, I have knowed.
I have falled, I have goed, I have buyed.
I have made, I have taked, I have teached.
I have runned, I have eated, I have readed.
I have seed, I have beed, I have founded.
I have finded, I have putted, I have feeled.

He may have further practice in the table of irregular verbs on a subsequent page.

Some verbal adjectives may be compared; as, knowing, more knowing, most knowing; loved, more loved, most loved; but, generally, they express the condition rather than the quality of the noun to which they are joined, and are not compared like qualifying adjectives.

The chief peculiarity of verbal adjectives is that, expressing action, they may have objects after them, as verbs do.

If the pupil asks Why they are not verbs, then I say, because they are joined to nouns like adjectives, and never have an agent as verbs do. It has been shown that verbs and nouns may be used as adjectives.

III AND IV. NUMERAL AND ORDINAL ADJECTIVES.

13. Numeral adjectives determine the number, Ordinal adjectives determine the order of things.

All numeral adjectives are joined to plural nouns; as, two men, ten men, &c.
All ordinal adjectives are joined to singular nouns; as, second man, tenth man, &c.

Directions. Let the pupil tell the ordinal adjective that corresponds to one, two, three, four, and as many more numerals as may be necessary.
Then ask the numeral that corresponds to first, second, third, fourth, &c., till the pupil knows the difference.
In the following sentences let the pupil point out the adjectives, and say whether they are numeral or ordinal.

first man. thousandth time. 365 days.
one dollar. million man. twelve months.
ten pence. 200 miles. 18th year.
tenth house. forty, fifth tree. lesson IX.
second class. ninety ninth star. chapter XXX.
three bottles. 84 books.
verse 32th. twenty-first child. 1778 pounds.

Neither numerals nor ordinals are ever compared.

V. POSSESSIVE ADJECTIVES.

14. Possessive Adjectives express possession, and distinguish nouns from each other by showing to what they belong; as, my hat, John's hat.
These adjectives are never compared.
Possessive adjectives may be divided into two classes.
1. Words formed from pronouns, of which the following is a complete list.

my thy his their
mine thine her theirs
our your hers whose
ours yours its whosesoever
My, mine, our, ours, show that the possessor is of the first person.
Thy, thine, your, yours, show that the possessor is of the second person.
His, her, hers, its, their, theirs, show that the possessor is of the third person.
Whose is used to ask a question, and may be of any person. The compound adjective whose-ever asks no question.
My, thy, her, our, your, their, its, are used when their noun immediately follows them.
Ours, yours, hers, theirs, are always used when the noun is not expressed.
Mine, thine, his, may be used with or without the noun to which they are joined.

Exercises. The best exercise on this first class of possessive adjectives is to ask the pupil what person they point out, whether the speaker, hearer, or neither. Refer him to what is said of person, under the noun.

It will be useful also to take a book, and, whenever the words occur, require the pupil not only to tell to what noun they are joined, but to what noun they refer back as the possessor.

15. 2. The second class includes a vast number of words formed from nouns by the addition of an apostrophe and s, or of the apostrophe only; as, John's, king's, kings'.

Rule 1. If the noun is singular, the adjective is formed by adding both the apostrophe and s; as, John's, king's.

Rule 2. If the noun is plural, and ends in s, only the apostrophe is added; as, kings', pens'.

Rule 3. If the noun is plural, but does not end in s, the adjective takes both the apostrophe and s; as, men's, mice's.

Rule 4. If the singular ends in s, ss, or ce, the s may sometimes be omitted after the apostrophe, especially if the next word begins with an s or a soft c; thus, Francis' sister, goodness' sake, conscience' sake, Andrews' cement.

Remark. In regard to this fourth rule, it must be allowed that usage is not uniform. Perhaps the safest rule is only to omit the s after the apostrophe, when its pronunciation in a separate syllable would offend an ear of good taste. Every one would object to the expressions, boys' hats, horses' hoofs, goodness' sake.

Exercises. It is important that the exercises upon the possessive adjectives formed from nouns, be written and examined by the teacher. Let the pupil tell the following singular nouns into adjectives; thus, father's, brother's, etc., according to Rule 1.

father  hat  wing  glass
brother sister  echo  tooth
mother bride ox  candle
boy   bottle  shoe  shoe
book   brush  mouse  boot
leal goose  king  eye
arm   church  queen  horse
wife  eagle  child  woman
man   life  knife  sea
foot   leaf  calf  attorney
moth  fish  city  treaty
penny  sex  chimney  bond
lady  kiss  journey  pen
fox   study  valley  sky
miss  army  sheep  sheep

Then let the pupil write the plural of the same nouns, and then turn the plurals into adjectives, according to Rules 3d and 3d.

Say to the pupil, it is evident that John's hat and the hat of John mean the same thing. Let him therefore turn the latter noun of the following sentences into a possessive adjective; as, Jacob's house, for The house of Jacob. This should be done in writing also.
The house of Jacob.
The bonnet of Ann.
The gown of the bishop.
The wives of the men.
The gold of the miser.
The glove of James.
The hopes of our race.
The pride of the heart.
The spots of the leopard.
The horns of oxen.

VI. NOUN ADJECTIVES.

16. Noun adjectives are nouns used as adjectives without alteration; as, iron shovel, brass lamp, &c.

Exercise. Most nouns may be used as adjectives in this way. Let the pupil point out the adjectives in the following sentences.

head, dress. wedding cake.
foot step. Mister Ford.
car ring. Doctor Pill.
eye sight. Deacon Good.
silver spoon. Madam Ball.
pepper box. Miss Brown.
razor strap. Misses Brown.
house dog. Miss Browns.
city hall. John Fish.
school door. Prince Charles.
copy right. King George.
state house. President Adams.

Sometimes the adjective is joined to the noun by a hyphen; as, eye-sight, foot-step; and sometimes the words are run together; thus, eyesight, footstep. Such words are called compound nouns. Adjectives of this class are never compared.

VII. IRREGULAR ADJECTIVES.

17. Irregular adjectives are such as cannot well be placed in any of the other classes. The principal adjectives of this class, are the following.

<table>
<thead>
<tr>
<th>a</th>
<th>both</th>
<th>this</th>
<th>each</th>
<th>which</th>
</tr>
</thead>
<tbody>
<tr>
<td>an</td>
<td>several</td>
<td>these</td>
<td>every</td>
<td>what</td>
</tr>
<tr>
<td>any</td>
<td>some</td>
<td>that</td>
<td>either</td>
<td>whichever</td>
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<tr>
<td>many</td>
<td>such</td>
<td>those</td>
<td>neither</td>
<td>whatever</td>
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<td>own</td>
<td>all</td>
<td>the</td>
<td>whosoever</td>
<td></td>
</tr>
<tr>
<td>only</td>
<td>whole</td>
<td>as</td>
<td>other</td>
<td></td>
</tr>
<tr>
<td>none</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This class admits no degrees of comparison, but each of its subdivisions requires explanation.


A is used before words beginning with any consonant but silent h; as, a man, a horse.
A is generally used before eu and long u; as, an European, a unit.
A is generally used before w and y and the word one; as, a youth, a witch, such a one.
An is used before words beginning with the vowels a, e, i, o and short u; as, an apple, an egg, an island, an owl, an urchin.
An is used before a silent h, and even before h not silent, if the word has more than two syllables, and is accented on the second; as, an hour, an historical fact.

Exercises. Let the pupil correct the following sentences, orally or in writing, and give his reasons for the correction.

A owl flew into a bosh near a house.
An hundred men deserted from a army.
A ugly person may be a honest one.
An hopeful youth is not a idle one.
An holy man can not love such an one.
An humane disposition is not an amoral one.
A humble spirit is not an hypocrite.
A inch is long for such an worm.
A Indian was within an yard of me.
An euphony means a agreeable sound.
An eulogy is a oration in praise of the dead.
A Irishman is also an European.
A head contains many an hair.
A hour is an half of two hours.
A ulcer is often an incurable sore.
A Utopian plan is an ideal one.
I heard a Indian give such an yell.
An yellow apple and a early pear.
An youthful dress becomes not an old person.
A ox should learn early to wear an yoke.
A upright man means a honest one.
A hostler is one who takes care of an horse.
An ewe has an head without an horn.
It is a honor to respect an hoary head.
An yearly allowance is an annuity.
An whole nation made an useful law.
An herd of cattle contain an hundred.
If you give a inch, he will take a ell.
An Yes is as easy a answer as an No.
A erect position is an healthful one.

Exercise. Let the pupil correct the following sentences into the singular number.

None are good, no not one.
None are so deaf as those who will not hear.
There were none to help me when I needed a friend.
None can love those whom they dread.
None do more than their duty.

20. This, These; That, Those; The; A.
This is singular, and its plural is these.
That is singular, and its plural is those.
The is a varied spelling of this, these, that, or those, and may be used for either of them, but it is never used without the noun, as they are.
This and these, in speaking, point out things near to us; that and those point out things more distant.

In writing, this and these refer to things last mentioned, and that and those to the things first mentioned in the sentence. This and these correspond to the word latter, and that and those to the word former.

Exercise. Ask the pupil who are meant by these and those, former and latter, in the following rhyme.

Good boys and girls obey,
But idle ones will play.
These always we despise,
But those shall have the prize.
The former please their God,
The latter feel the rod.

Let the pupil correct the following sentences:
That world prepares us for this which is to come.
Those seats near me are better than these at a distance.
That advice I am giving you is the same as this I gave you long ago.
Honor and shame are before you; choose this and avoid that.
These kind of shoes do not protect the feet.
Those sort of folks are never satisfied.

As is usually called a conjunction; but, after the word such, it is sometimes used for that; thus, "Let such as love me, follow me"; that is, let such that love me, follow me.


These words take a number and separate it into individuals, so that, although all are taken, still each is taken by itself.
Each, every, either and neither are always singular, and never have any word agreeing with them in the plural.

Exercise. Let the pupil say what noun each, every, either or neither, qualifies in the following sentences, and then let him correct the sentence.
Each should take their own hats,
Every boy know their duty.
Either of the gentlemen may try their luck.
Neither sailor lost their clothes.
Each of the men are to be examined.
Every one of the boys are in fault.
Either of the pens are good enough.
Neither of the paintings are sold.
Neither of us were present.
Either of them make noise enough.
Each of you are accountable.
Every man of them were taken.

Now let each pupil make a sentence in which one of these adjectives is introduced.

22. Other, Another.

Other has its plural others, but another has no plural, for another means one other.
Other, another, each, either and neither, have an adjective formed from them, as from nouns, by adding the apostrophe and s, but others, being plural, takes the apostrophe alone; thus, other's, others', another's, each's, either's, neither's.

Exercise. Let the pupil correct such adjectives in the following sentences as are printed in italic type.
Others property is not to be used as our own.
This is one man's and that is the other's.
Another's misfortune should not please us.
The good man feels for others wrongs.
Others sufferings touch us not like our own.
Another's rights must be respected.


These adjectives always have some noun; either expressed or not, directly after them; as, the book which (book) I sold; I will give you what (price) you ask.
The words whichever, whatever, whatsoever and whichever, may be called compound adjectives.

Exercise. The best exercise will be to furnish sentences, and require the pupil to point out or supply the noun.
Here are two books; which — is yours?
Boys, tell me which — of you did it.
This is the price which — others pay.

* This adjective is seldom heard and more rarely seen.
What author tells us what — death is?
He told me what — I ought to do.
I will give you what — you lost.
I shall take whichever — I can ride.
I take it whosoever — it may be.
Whatever — you do, do it to the glory of God.
Which — did it, you or he?
What — is the necessity of going now?
Think upon whatsoever things are lovely.
I put away what — I did not wish to eat.

THE PRONOUN.

24. Pronouns are certain words used to designate persons, to prevent the too frequent repetition of their names.

Pronouns, like nouns, have three persons, three genders, and two numbers.

The pronouns are,

Agents. Objects.

Sing. I, Me, for the speaker or first person, of either sex.
We, Us, for the speaker with others, of either sex.

Plur. Thou or Thee or You, for the hearer or second person, of either sex.
Ye or You, for the hearers, of either sex.

He, Him, for the third person, masculine.
She, Her, for the third person, feminine.
It, It, for the third person, neuter.

Agents. Objects.

Sing. Who, Whom, for the three persons.
Plur. Who, Whom, either masculine or feminine.

In familiar discourse, you is used in the second person, instead of thou, thee, and ye, which are used only in what is called the solemn style.

It usually refers to things, and never refers to persons, except, perhaps, to young children.

Him is often joined to the noun self, and them to selves; but these compounds, with myself, thyself, yourself, himself, herself, itself, ourselves and yourselves, are compound nouns and not pronouns.

Whoever, whose, whosoever, and whomsoever, may be called compound pronouns.

Exercises. Ask the pupil the person of we, thee, it, her, thou, us, who, I, she, you, me, him, ye, them, whom, he, they, and so on, till he is familiar with the persons.

Then go over the same list, and require the number and person of each.

Finally, name the pronouns, and ask whether they are agents or objects, and let the pupil place a word after them expressing what they do, or place them after a word to show what is done to them. They will do this readily without knowing technically what a verb is.

If, however, they hesitate, ask them to correct the following sentences, and give a reason for the correction.

Me loves he, but him hates I.
Thee saw she, but her did not see thou.
Can thee tell we whom did it?
They are not so good as us.

It may not be amiss to give a few sentences in which the pronouns are correctly used, and require the pupil
to tell the person, number, and gender, and say whether the pronoun is an agent or an object; thus,

We urged him to stay, but he preferred to go.
They told us, and we obeyed them.
You punished her, but she denied it still.
Thou seest them, but he does not.
You know me, but I do not know you.

Then, to let the pupil see the use of pronouns, and adjectives formed from pronouns, in preventing the repetition of nouns, require the pupil to leave out as many nouns, and adjectives formed from them, as he can, and substitute pronouns or the adjectives formed from them. Let no words be altered but those in Italic type.

When Caesar had conquered the enemies of Caesar's country, Caesar turned Caesar's arms against Caesar's own country.
Sarah said to Sarah's mother, Mother! Sarah wishes that Sarah's mother would lend Sarah Sarah's mother's shawl, for Sarah is cold and Sarah's mother is not.
Lucy and Jane gave Lucy and Jane's book to Lucy and Jane's aunt, and Lucy and Jane's aunt gave Lucy and Jane a work-box, and Lucy and Jane thanked Lucy and Jane's aunt for the work-box.

Mr. Smith and I were working in Mr. Smith's and my shop, when Mr. Smith's and my shop took fire, and in spite of Mr. Smith's and my exertions, and the exertions of Mr. Smith's and my neighbors, Mr. Smith's and my shop was burnt to the ground, and Mr. Smith and I were ruined.

When the general saw the enemy advancing, the general called the general's troops to arms, and arranged the general's troops in order for battle.

John's father was looking for George and John's brother. George and John should have told George and John's brother that George and John's father had been looking for George and John's brother till George and John's father was tired.
If a coach should lose one of a coach's wheels, the coach would fall to the ground.

When Washington had saved Washington's country,

Washington retired to Washington's plantation to spend the remainder of Washington's life in retirement.

If the speaker (1st person) meet the hearer (2d person) and address the hearer civilly, it is the hearer's duty to listen to the speaker, and to answer the speaker's questions as well as the hearer can.

Mr. Jones! when Mr. Jones calls on the speaker, the speaker wishes that Mr. Jones would leave Mr. Jones's name, that the speaker may know who has called on the speaker, and may return Mr. Jones's call.

THE VERB.

25. A Verb is a word that expresses what some noun or pronoun is doing or has done; as, John speaks; we saw.

All verbs express action, and may have objects after them either direct or remote.
26. Verbs have two, tenses, or times, called the present and the past.

An action that is going on is in the present time, and an action that has finished is in the past time; as, I fear, I feared; I write, I wrote.

Verbs, like nouns and pronouns, have two numbers and three persons.

Verbs are regular when their past tense or time is formed by adding d or ed to the present time; as, fear, feared; love, loved; and they are irregular when the past tense or time is not formed by adding d or ed; thus, write, wrote; buy, bought.

All the variations to which a regular English verb is subject may be seen in the following example.*

* Dr. Wallis, the earliest and most learned English grammarian, says, Not duo tantum habetis temporis present et praetensitum. Dr. Crome, the best of modern grammarians, says, If we regard those only as moods which are diversified by inflections, and, as Dr. Lowth observes, there can be no others, we find that our language has only one mood and two tenses.
Present Time.

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Love</td>
<td>Love</td>
</tr>
<tr>
<td>2.</td>
<td>Love or Lovest</td>
<td>Love</td>
</tr>
<tr>
<td>3.</td>
<td>Love, Loveth or Loves</td>
<td>Love</td>
</tr>
</tbody>
</table>

Past Time.

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Loved</td>
<td>Loved</td>
</tr>
<tr>
<td>2.</td>
<td>Loved or Lovedst</td>
<td>Loved</td>
</tr>
<tr>
<td>3.</td>
<td>Loved</td>
<td>Loved</td>
</tr>
</tbody>
</table>

27. English verbs have three Styles or Modes, called Familiar, Solemn and Ancient.

The familiar style, or mode, is that used in common conversation; as, you see, he fears. The solemn style, or mode, is that used in the Bible, and in prayer; as, Thou seest, he feareth.

The ancient style, or mode, now little used, allows no change in the second and third person, singular, of the verb, and generally follows the word if, though, lest, or whether; as, if thou seest; though he fear; lest he be angry; whether he go or stay.

The following will show how these styles or modes of speaking and writing vary the verb.

<table>
<thead>
<tr>
<th>Present Time.</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per. Familiar</td>
<td>I love.</td>
<td>I love.</td>
</tr>
<tr>
<td>Solemn</td>
<td>I love.</td>
<td>I love.</td>
</tr>
<tr>
<td>Ancient</td>
<td>I love.</td>
<td>We love.</td>
</tr>
<tr>
<td>Plural.</td>
<td>I love.</td>
<td>I love.</td>
</tr>
<tr>
<td>1. I love.</td>
<td>I love.</td>
<td>I love.</td>
</tr>
<tr>
<td>2. You love,</td>
<td>ThouLovest,</td>
<td>Thou</td>
</tr>
<tr>
<td>or</td>
<td>Loveyou.</td>
<td>Love.</td>
</tr>
<tr>
<td>or</td>
<td>Loveyou.</td>
<td>Love you.</td>
</tr>
<tr>
<td>3. He, she,</td>
<td>He, she,</td>
<td>They</td>
</tr>
<tr>
<td>it loves.</td>
<td>it Loveth,</td>
<td>it love.</td>
</tr>
<tr>
<td></td>
<td>it love.</td>
<td>love.</td>
</tr>
</tbody>
</table>

The verb Love has the verbal nouns love and loving, and the verbal adjectives loving and loved; as, Loving our neighbor, or, To love our neighbor, is our duty; A loving neighbor is apt to be a loved one.

For a general rule, when a question is asked, the pronoun is placed after the verb; as, Will you? Have they?

When a command is given, or a request made, the pronoun is generally omitted; as, Go and tell him; Please to be seated.

Directions. Ask the pupil whether the following verbs are in the present or past time or tense.

I did... I took. I hoped. I fell. I seek.
I see. I held. I hide. I had. I found.
I hear. I feared. I lost. I was. I admit.
I find. I showed. I keep. I point. I move.

If the verb is in the present time, let the pupil tell the past; and if past, let him tell the present.

Let the pupil tell the past tense of the following verbs, and say whether they are regular or irregular.

go mistake convert define sink
say mention tread hope tell
start oppose compare think slide
meet expect desire aid slip
hold inquire paint sell faint
favor allow confirm see put
forget permit die fall let

The pupil may now, with his book open, if necessary, put the following verbs in the place of Love, in all the styles, tenses, numbers and persons.

part kill utter expect count
treat pull adorn remark bless
mind appear insist dismiss call
tend disturb admit punish mix
pound compound adopt check box
hit oblige discard spoil cover

Let the pupil say in what style are the following phrases.

You deny it. Lest thou come to poverty.
She fears us. He seeks for fame.
Thou hast sinned. If it prove true.
If thou go not. Thou knowest all.
Though he slay me. It appears well.
Man passeth away. Charity never faileth.
You love mercy. It hopeth all things.
Whether he die or live. Thou sinnest.

More phrases should be given by the teacher, if these are found insufficient to make the pupil acquainted with these peculiar modes of expression.

The two tenses or times of all the Irregular verbs are given in a subsequent table; but the variations of a few irregular verbs are given below, because a peculiar use has been made of them by some grammarians.

Exercises. The first exercise should be to learn the variations the verb undergoes. Then the teacher may ask the time, style, number and person of He is, He were, I be, &c. &c.

Meanwhile, the pupil, with the grammar open, if necessary, may go through all the variations, and place after the verb a verbal adjective in sing or in ed; as, I am punishing, you are punishing; he is punishing;
or, I am punished, you are punished, he is punished, &c. &c.

It will be useful to require the pupil to tell of what the adjective expresses the condition, to show that it is a mere adjective. The following examples of verbal adjectives and others, whose meaning corresponds, will perhaps illustrate the position that the adjective is no part of the verb.

Penelope is loved or beloved.
The bone was injured or hurt.
Hope is extinguished or extinct.
The works are completed or complete.
The clergy are exempted or exempt.
The plan was perfected or perfect.
The things were opposed or opposite.

It will aid the future progress of the pupil, if he be also required to place a noun after this verb in all its changes; as, if I am a man, you are a scholar, he is a teacher, &c. Then show the pupil that the noun so following the verb, means the same person or thing as the verb's agent, and is said to be in apposition with it.

29. HAVE.

Present Time.

<table>
<thead>
<tr>
<th>Per.</th>
<th>Familiar</th>
<th>Solemn</th>
<th>Ancient</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I have.</td>
<td>I have.</td>
<td>I have.</td>
</tr>
<tr>
<td>2.</td>
<td>You have.</td>
<td>Thou hast.</td>
<td>Thou have.</td>
</tr>
<tr>
<td>3.</td>
<td>He has.</td>
<td>He hath.</td>
<td>He have.</td>
</tr>
</tbody>
</table>

Plural for the three Styles.

| 1. | We had. |
| 2. | Ye or you had. |
| 3. | They had. |

Past Time.

<table>
<thead>
<tr>
<th>Familiar</th>
<th>Solemn</th>
<th>Ancient</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I had.</td>
<td>I had.</td>
</tr>
<tr>
<td>2.</td>
<td>You had.</td>
<td>Thou hadst.</td>
</tr>
<tr>
<td>3.</td>
<td>He had.</td>
<td>He had.</td>
</tr>
</tbody>
</table>

Plural for the three Styles.

| 1. | We had. |
| 2. | Ye or you had. |
| 3. | They had. |

Have has the verbal nouns have and having, and the verbal adjectives having and had.

Exercises. After the pupil has learned the variations of the verb, skip him as in the verb be.

Then let the pupil place a verbal adjective after each variation of the verb; as, I have found, you have lost, she has done, &c.

Then, further, let the pupil place a noun or pronoun after the verbal adjective; as,

I have found a book.
You have lost time.
She has finished a task.

Now require the pupil to tell of what the verbal adjective expresses the condition; and, to aid him, ask him what is found? what have I found? lost? done? I have a book—how? in what condition? You have time—how? in what condition? She has a task—how? in what condition?
To show that the noun is the object of the verb, and not of the verbal adjective, say,

I have a found book, a lost book, a new book.
You have spare time, lost time, no time.
She has a finished task, a perfect task, &c.

30. Do.

Present Time.

Singular.

1. I do. I do. I do.
3. He does. He doeth or He do.

Plural for the three Styles.

1. We do. We do. We do.
2. Ye or you do. Ye or you do. Ye or you do.
3. They do. They do. They do.

Past Time.

Singular.

1. I did. I did. I did.
2. You did. Thou dist. Thou did.
3. He did. He did. He did.

Plural for the three Styles.

1. We did. We did. We did.
2. Ye or you did. Ye or you did. Ye or you did.
3. They did. They did. They did.

Do has the verbal nouns do and doing, and the verbal adjectives doing and done.

Exercises. After the pupil has learned the variations of the verb, let him be skipped as before.

Then remark that Do is the only verb whose meaning is not confined to a particular action, and therefore it allows the name of every other action to be placed after it; as, I do work, I do fight, I do sleep; and these names of action are just as much the object of the verb do, as if they were names of things instead of actions; indeed, work and fight and sleep happen to be names of things, as well as of actions. Let the pupil put a verbal noun or name of an action after every variation of do. He may put the name of a thing also, if more exercise is needed; as, I do love, I do good; you do play, you do mischief, &c.
May has neither verbal nouns nor adjectives.

Exercises on this and the following verbs will be furnished hereafter.

<table>
<thead>
<tr>
<th>32. CAN.</th>
<th>Present Time.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Per.</strong></td>
<td><strong>Singular.</strong></td>
</tr>
<tr>
<td>Familiar</td>
<td>I can.</td>
</tr>
<tr>
<td></td>
<td>You can.</td>
</tr>
<tr>
<td></td>
<td>He can.</td>
</tr>
</tbody>
</table>

Plural for the three Styles.
1. We can.
2. Ye or you can.
3. They can.

**Past Time.**

 Singular.

<table>
<thead>
<tr>
<th>Per.</th>
<th>Familiar.</th>
<th>Solemn and Ancient.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I should.</td>
<td>I should.</td>
<td></td>
</tr>
<tr>
<td>You should.</td>
<td>Thou shouldst.</td>
<td></td>
</tr>
<tr>
<td>He should.</td>
<td>He should.</td>
<td></td>
</tr>
</tbody>
</table>

Plural for the three Styles.
1. We should.
2. Ye or you should.
3. They should.

Shall has neither verbal nouns nor adjectives.

### 33. SHALL.

#### Present Time.

**Singular.**

<table>
<thead>
<tr>
<th>Per.</th>
<th>Familiar.</th>
<th>Solemn and Ancient.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I shall.</td>
<td>I shall.</td>
<td></td>
</tr>
<tr>
<td>You shall.</td>
<td>Thou shall.</td>
<td></td>
</tr>
<tr>
<td>He shall.</td>
<td>He shall.</td>
<td></td>
</tr>
</tbody>
</table>

Plural for the three Styles.
1. We shall.
2. Ye or you shall.
3. They shall.

#### Past Time.

**Singular.**

<table>
<thead>
<tr>
<th>Per.</th>
<th>Familiar.</th>
<th>Solemn and Ancient.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will.</td>
<td>I will.</td>
<td></td>
</tr>
<tr>
<td>You will.</td>
<td>Thou will.</td>
<td></td>
</tr>
<tr>
<td>He will.</td>
<td>He will.</td>
<td></td>
</tr>
</tbody>
</table>

Can has neither verbal nouns nor adjectives.

Remarks upon the common use of these irregular verbs as **Auxiliaries** may be found in the Appendix.
Plural for the three Styles.
1. We will.
2. Ye or you will.
3. They will.

Past Time.
Singular.
Pr. Familiar. Solemn and Ancient.
1. I would. I would.
2. You would. Thou wouldst.
3. He would. He would.

Plural for the three Styles.
1. We would.
2. Ye or you would.
3. They would.

Will, the irregular verb, has no verbal nouns nor adjectives.
But will is also a regular verb; as I will, thou wiltest, he wills, &c.; I willed, thou willedst, he willed, &c.; and then its verbal nouns are will and willing, its verbal adjectives willing and willed.

35. Must.
Present and Past Time.
Singular.
Per. Familiar. Solemn and Ancient.
1. I must. I must.
2. You must. Thou must.
3. He must. He must.

Plural for the three Styles.
1. We must.
2. Ye or you must.
3. They must.

Must has no variations, in fact, and no verbal nouns nor adjectives.
Men could make peace. Pride could uphold beggars.
Virtue would guide men. Youth should shun flatterers.
Hope should cheer poverty. Passion should submit to reason.
Wealth ought to bless us. Truth must direct them.
Must we meet them? We might prevent war.

I may have money. They would have troops.
You can have virtue. Ye should have prudence.
She might have patience. I must have means.
We would have credit. Thou oughtest to have time.

Now refer the pupil to the Exercises on page 49, and question him in regard to the verbal nouns and verbal adjectives also in the following sentences.

I may have found a book. Ye will have seen them.
You may have lost time. They shall have done it.
She must have finished a task. I can have completed it.
She might have kept silence. Thou shouldest have felt it.
We should have helped him. He could have saved us.

38. Table of Irregular Verbs.

An Irregular Verb is one whose past tense or time is not formed by adding d or ed to the present tense.

The following is a very correct list of all irregular verbs with the verbal adjectives and nouns formed from them. It will be seen that some verbs have both a regular and irregular past tense; that most used is placed first.

Directions. Let the pupil learn the present and past tenses before he learns to form the nouns and adjectives.
<table>
<thead>
<tr>
<th>Present Time</th>
<th>Past Time</th>
<th>Verbal Nouns</th>
<th>Verbal Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>gild</td>
<td>gilded, gilt</td>
<td>gild, gilding</td>
<td>gilding, gilded, gilt</td>
</tr>
<tr>
<td>give¹</td>
<td>gave</td>
<td>give, giving</td>
<td>giving, given</td>
</tr>
<tr>
<td>go²</td>
<td>went</td>
<td>go, going</td>
<td>going, gone</td>
</tr>
<tr>
<td>grave³</td>
<td>graved</td>
<td>grave, graving</td>
<td>graving, graven, graved</td>
</tr>
<tr>
<td>grind</td>
<td>ground</td>
<td>grind, grinding</td>
<td>grinding, ground</td>
</tr>
<tr>
<td>grow</td>
<td>grew</td>
<td>grow, growing</td>
<td>growing, grown</td>
</tr>
<tr>
<td>hang</td>
<td>hung, hanged</td>
<td>hang, hanging</td>
<td>hanging, hanged, hung</td>
</tr>
<tr>
<td>hear</td>
<td>heard</td>
<td>hear, hearing</td>
<td>hearing, heard</td>
</tr>
<tr>
<td>hew</td>
<td>hewed</td>
<td>hew, hewing</td>
<td>hewing, hewn, hewed</td>
</tr>
<tr>
<td>heave</td>
<td>heaved, hove</td>
<td>heave, heaving</td>
<td>heaving, heaved</td>
</tr>
<tr>
<td>hide</td>
<td>hid</td>
<td>hide, hiding</td>
<td>hiding, hidden</td>
</tr>
<tr>
<td>hit</td>
<td>hit</td>
<td>hit, hitting</td>
<td>hitting, hit</td>
</tr>
<tr>
<td>hold²</td>
<td>held</td>
<td>hold, holding</td>
<td>holding, held, holden</td>
</tr>
<tr>
<td>hurt</td>
<td>hurt</td>
<td>hurt, hurting</td>
<td>hurting, hurt</td>
</tr>
<tr>
<td>keep</td>
<td>kept</td>
<td>keep, keeping</td>
<td>keeping, kept</td>
</tr>
<tr>
<td>knit</td>
<td>knit, knitted</td>
<td>knit, knitting</td>
<td>knitting, knit, knitted</td>
</tr>
<tr>
<td>know¹</td>
<td>knew</td>
<td>know, knowing</td>
<td>knowing, known</td>
</tr>
<tr>
<td>lade¹</td>
<td>laded</td>
<td>lade, lading</td>
<td>lading, laden</td>
</tr>
</tbody>
</table>

¹ So, forgive and misgiv. ² The past tense, forwent, is never used. ³ So, engrave. Only irregular in the verbal adjective. So with Mon, on p. 61. ⁴ Old adj. hid. ⁵ Holden is rarely used. So, behold and withhold. ⁶ So, foreknow. ⁷ So, unladen. Lade must not be confounded with lovd, which is regular.

<table>
<thead>
<tr>
<th>Present Time</th>
<th>Past Time</th>
<th>Verbal Nouns</th>
<th>Verbal Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>lay¹ (to put)</td>
<td>laid</td>
<td>lay, laying</td>
<td>laying, laid</td>
</tr>
<tr>
<td>lead²</td>
<td>led</td>
<td>lead, leading</td>
<td>leading, led</td>
</tr>
<tr>
<td>leave</td>
<td>left</td>
<td>leave, leaving</td>
<td>leaving, left</td>
</tr>
<tr>
<td>lend</td>
<td>lent</td>
<td>lend, lending</td>
<td>lending, lent</td>
</tr>
<tr>
<td>let</td>
<td>let</td>
<td>let, letting</td>
<td>letting, let</td>
</tr>
<tr>
<td>lie</td>
<td>lay</td>
<td>lie, lying</td>
<td>lying, lain</td>
</tr>
<tr>
<td>light</td>
<td>lighted, lit</td>
<td>light, lighting</td>
<td>lighting, lighted, lit</td>
</tr>
<tr>
<td>lose</td>
<td>lost</td>
<td>lose, losing</td>
<td>losing, lost</td>
</tr>
<tr>
<td>make</td>
<td>made</td>
<td>make, making</td>
<td>making, made</td>
</tr>
<tr>
<td>may</td>
<td>might</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mean</td>
<td>meant</td>
<td>mean, meaning</td>
<td>meaning, meant</td>
</tr>
<tr>
<td>meet</td>
<td>met</td>
<td>meet, meeting</td>
<td>meeting, met</td>
</tr>
<tr>
<td>mow</td>
<td>mowed</td>
<td>mow, mowing</td>
<td>mowing, mowed, mown</td>
</tr>
<tr>
<td>must</td>
<td>must</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ought</td>
<td>ought</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pay¹</td>
<td>paid</td>
<td>pay, paying</td>
<td>paying, paid</td>
</tr>
<tr>
<td>put</td>
<td>put</td>
<td>put, putting</td>
<td>putting, put</td>
</tr>
<tr>
<td>quit</td>
<td>quitted, quit ⁸</td>
<td>quit, quitting</td>
<td>quitting, quit, quit</td>
</tr>
<tr>
<td>read</td>
<td>read (pron. red)</td>
<td>read, reading</td>
<td>reading, read (red)</td>
</tr>
</tbody>
</table>

¹ So, its compounds, except delay, which is regular. ² So, misset. ³ Laid, though common in England, is never used here. ⁴ So, repay and everpay. ⁸ Quit is less used than formerly.
### Present Time

<table>
<thead>
<tr>
<th>Verb</th>
<th>Past Time</th>
<th>Present Time</th>
<th>Past Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>rend</td>
<td>rent</td>
<td>rend, rending</td>
<td>rend, rent</td>
</tr>
<tr>
<td>rid</td>
<td>rid</td>
<td>rid, riding</td>
<td>ridding, rid</td>
</tr>
<tr>
<td>ride</td>
<td>rode</td>
<td>ride, riding</td>
<td>riding, ridden, rode</td>
</tr>
<tr>
<td>ring</td>
<td>rang, rung</td>
<td>ring, ringing</td>
<td>ringing, rung</td>
</tr>
<tr>
<td>rise</td>
<td>rose</td>
<td>rise, rising</td>
<td>rising, risen</td>
</tr>
<tr>
<td>rive</td>
<td>rived</td>
<td>rive, riving</td>
<td>riving, riven</td>
</tr>
<tr>
<td>run</td>
<td>ran</td>
<td>run, running</td>
<td>running, run</td>
</tr>
<tr>
<td>saw</td>
<td>sawed</td>
<td>saw, sawing</td>
<td>sawing, sawed, sawn</td>
</tr>
<tr>
<td>say</td>
<td>said</td>
<td>say, saying</td>
<td>saying, said</td>
</tr>
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<td>shaped</td>
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</tr>
</tbody>
</table>

### Past Time

<table>
<thead>
<tr>
<th>Verb</th>
<th>Present Time</th>
<th>Past Time</th>
<th>Present Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>sheared</td>
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<td>shoe</td>
<td>shod</td>
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<tr>
<td>slit</td>
<td>slit, slitted</td>
<td>slit, slitting</td>
<td>slitting, slit, slitted</td>
</tr>
</tbody>
</table>

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1. Shore is seldom if ever heard in New England. 2. The verb show should never be used, for it is pronounced like show, and its meaning is the same. 3. Show, used as a past tense, is a vulgarism.
### Present Time | Past Time | Verbal Nouns | Verbal Adjectives
---|---|---|---
smite | smote | smite, smiting | smiting, smitten
sow | sowed | sow, sowing | sowing, sown
speak | spoke, spake | speak, speaking | speaking, spoken
speed | sped | speed, speeding | speeding, sped
spend | spent | spend, spending | spending, spent
spill | spilled, spilt | spill, spilling | spilling, spilled, spilt
spin | spun, span | spin, spinning | spinning, spun
spit | spitted | spit, spitting | spitting, spitten, spit
spread | spread | spread, spreading | spreading, spread
spring | sprang, sprung | spring, springing | springing, sprung
stand | stood | stand, standing | standing, stood
steal | stole | steal, stealing | stealing, stolen
stick | stuck | stick, sticking | sticking, stuck
sting | stung | sting, stinging | stinging, stung
strike | struck | strike, striking | striking, struck, stricken
string | strung | string, stringing | stringing, strung

1 Regular except in its adjective. The old past, *strowed*, is disused. *As this verb is pronounced like *straw*, and has the same meaning, it should never be used.*

2 So, *beastide.*

3 *Spit, to prepare for roasting, is a regular verb.*
Exercises. After the pupil has learned the present and past tenses or times, let him name the verbal nouns and then the verbal adjectives.

The teacher should inform him that the first verbal noun has generally the word to before it, which usually shows it to be the remote object of some action. This name of an action with to before it, means the same as the other noun in tag; for it is the same thing to say, "To see the sun is pleasant," as to say, "Seeing the sun is pleasant." And "I prefer sitting" is the same as "I prefer to sit."

39. Unipersonal or Impersonal Verbs.

With the imperfect verbs may be classed a few that are seldom or never used, except in the third person singular with the pronoun it; as, if it bleds, it rains, it snows, it hails.

These are usually called Impersonal verbs, that is, verbs without any person, but as they have one person, the third, at least, it seems more correct to call them, as some do, Unipersonal verbs, that is, verbs with one person.

Perhaps the five verbs above mentioned are the only Unipersonal verbs in English; and, of course, as they are regular verbs, the distinction is not very important.

THE ADVERB.

40. The Adverb is a word so called because it is usually joined to a verb to qualify it; thus, He writes correctly. He ran swiftly.

But, Adverbs are sometimes joined to adjectives, and sometimes to other adverbs, to modify their meaning; as, very correct; more correctly.

The greater number of adverbs are formed by
adding the syllable *ly* to adjectives of the first, second or fourth classes; thus, from the adjective correct we form correctly, from loving, lovingly, from confessed, confessedly, from first, firstly, &c.

A few adverbs are formed by adding *ly* to a noun; as,

Nouns.  | Adverbs.
---|---
day | daily
night | nightly
hour | hourly
week | weekly
year | yearly
month | monthly

Exercise. Let adjectives be given to the pupil, and let him turn them into adverbs. Then let one pupil furnish an adjective, and another change it till the exercise becomes familiar.

41. Besides the adverbs in *ly*, more than a hundred are so irregularly formed that they cannot well be described, and the following alphabetical list of them must be learned, if the pupil has not already learned the *rhyming* list in Part First.

**Table of Adverbs.**

| A-days① | always | best | Far
---|---|---|---
| a-nights① | anon | by-and-by | forth
| again | apart | Doubtless | forward
| ago | asunder | downward | Gratis
| alike | at-all | Else | Hence
| almost | Backward ② | enough | henceforth
| already | backwards | ere | here
| also | besides | even | hereafter
| altogether | better | ever | hereabout

① Corruption of *days*, of nights. ② Adverbs ending in *ward* have often an *e* added, making words. *Word* is also placed after adverbs and nouns of place; as, thither-word, heaven-word.

42. **Comparison of Adverbs.**

A few adverbs may be compared by a change of termination; as,

---|---|---
| well | better | best
| soon | sooner | soonest
| much | more | most
| often | oftener | oftenest
| long | longer | longest
| little | less | least
| far | farther | farthest

Some of these are adjectives as well as adverbs.

① Corruption of the *day*, the *morrow*. 

---

FOWLE'S COMMON SCHOOL GRAMMAR.
Most of the adverbs in *ly* may be compared like adjectives, by adding *more* or *less* for the comparative degree, and *most* or *least* for the superlative; as, wisely, more wisely, most wisely; wisely, less wisely, least wisely.

Adverbs formed by adding *ly* to a noun cannot be compared, not even when used as adjectives.

**Exercises.** Let the teacher furnish a verb, and require the pupils to supply as many adverbs as they can. Thus, he may say, *He writes,* and then may ask, how? when? where? waiting between each question till they exhaust their stock of adverbs. Then let the pupil be required to furnish a sentence containing a verb and an adverb.

Now let the teacher furnish a sentence containing a verb and an adverb, and let the pupil place another adverb before that in the sentence. Thus, if the teacher says, *She looks well,* let the pupil say, *She looks very well,* not well, *too well,* *pretty well,* *tolerably well,* &c.

Finally, let the teacher give at first one adverb, and afterwards two, and require the pupils to introduce them into sentences of their own. When practicable, it is always better to write exercises than merely to speak them.

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**THE PREPOSITION.**

43. Prepositions are words generally used to convey the action of a verb to some remote object; as, *She sent her son to school.*

**List of Prepositions.**

<table>
<thead>
<tr>
<th>About</th>
<th>above</th>
<th>after</th>
<th>against</th>
<th>along</th>
<th>amid</th>
<th>across</th>
<th>among</th>
<th>amongst</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>below</td>
<td>around</td>
<td>behind</td>
<td>beneath</td>
<td>at</td>
<td>amidst</td>
<td>athwart</td>
<td>besides</td>
</tr>
</tbody>
</table>

---

44. The above list includes all the words that can with any propriety be called prepositions. A few other words usually classed with them, may perhaps require a few remarks.

*Near* and *nigh* have been classed with prepositions, but they are good adjectives, having the word *to* or *unto* understood or not expressed after them, as is the case with the adjective *like.*

*According to,* *bating,* *concerning,* *during,* *excepting,* *regarding,* *respecting,* *touching,* *pending* are sometimes called prepositions, but they are only verbal adjectives qualifying a noun or pronoun, and having an object after them. In the following sentences, these words (with the exception of *during,* which qualifies the same word, *that* does) qualify the pronoun *I.*

*According to* that (?) I am right.
*Bating* that (?) I agree with you.
*Concerning* that (?) I am doubtful.
*During* that (?) I was sheltered.
*Excepting* that person, I was alone.
*Regarding* no danger, I went boldly.
*Respecting* death, I agree with Paul.
*Touching* that offence, I am guiltless.

In the sentence, "Pending the trial, he died."

*Meaning except.*

*According with is as correct, if not as common, as according to, and the construction is the same, though according-with is never called a preposition, as consistency would require.*
pending qualifies trial, as the transposition of the words will make more evident; thus, “The trial pending (or continuing) he died.”

Except, save, and but have been classed with prepositions, but except and save are common verbs, and but is a remnant of an old verb. The three verbs mean the same thing, and the noun after them is their direct object. But, when it does not mean except, belongs to the conjunctions.

Past is sometimes classed with prepositions, in such sentences as the following:

He hurried past us.

It was past nine.

Good writers say, He hurried by us; but if it be authorized, it is only a contraction of passed, and expresses the condition of he or us. In the second sentence, past qualifies nine. “It was nine, passed, done, ended.”

Any difficulty in parsing a word in the class to which it belongs, should never induce us to intrude it into another class. Passed is not called a preposition, as its unnecessary contraction, past, has been.

A, when it means at, on, of, or in, must be called a preposition, and carefully distinguished from the adjective a; thus,

He was gone a fishing. (at or on.)

I found him going a-foot. (on.)

He often falls now-a-days. (of.)

Many a man may fail. (of man, i.e. mankind.)

In such cases a is in fact a contraction of some preposition first spoken rapidly and then carelessly spelled. One of the clock, has passed into one o’clock, and the next step will be one a clock; unless the corruption is checked by the greater attention now paid to orthography and etymology.

Exercises. Perhaps the best exercise will be to give the pupil a suitable verb and require him to place a preposition and a remote object after it. Thus, the teacher may say I ran, where? The pupils may say, about the yard; around the house; into the water; &c. &c. etc.

45. Next, the attention of the pupil may be drawn to the frequency with which the preposition to is used to point out names of actions as the remote object of verbs. The teacher may say, whatever I desire must be the object of desire. I desire honor, money, friends, &c. I desire to live, to die, to hear, &c.

Let the pupils say, what else they desire, and then give them other verbs, as I hate, I begin, I intend, I am, I ought, &c.

It may not be amiss, also, to give them the verbs, I shall, I will, I may, I can, I might, I could, I would, I should, I must, I dare, I let, I have, &c., to let them see that these verbs admit the verbal noun after them without the preposition; as, I shall see, I will learn, I may fail, &c.

Let a verb be given, and a direct as well as a remote object required; as,

I wrote—a letter to my father.

I presented—a book to my friend.

I required pay from the passengers.

I admitted them in the evening. &c. &c.

46. It is customary, when a preposition follows a verb, and has no object expressed, to call it an adverb; but this never should be done if the object can be supplied. Let the pupils endeavor to supply the objects in the following sentences.

I went up stairs, but soon came down.

I was not looking when he passed by.

You go behind, and I will run before.

When they are on the bridge, do not go under.

Open the door, but do not go in.

Approach near (to) the cliff, but do not fall over.

Whilst they went above, I said below.
As, when no object can be found or conceived of, and not till then, let the preposition be called an adverb.

THE CONJUNCTION.

47. Conjunctions are certain words used to connect single words or parts of a sentence.

List of Conjunctions.

<table>
<thead>
<tr>
<th>Also</th>
<th>For c</th>
<th>so</th>
</tr>
</thead>
<tbody>
<tr>
<td>although</td>
<td>If c</td>
<td>still</td>
</tr>
<tr>
<td>and c</td>
<td>Lest</td>
<td>than</td>
</tr>
<tr>
<td>as</td>
<td>Namely</td>
<td>that c</td>
</tr>
<tr>
<td>Because c</td>
<td>neither</td>
<td>then</td>
</tr>
<tr>
<td>both</td>
<td>nevertheless</td>
<td>therefore c</td>
</tr>
<tr>
<td>but c</td>
<td>nor</td>
<td>though</td>
</tr>
<tr>
<td>Either</td>
<td>notwithstanding</td>
<td>Unless</td>
</tr>
<tr>
<td>eke</td>
<td>Or</td>
<td>Whereas</td>
</tr>
<tr>
<td>else</td>
<td>otherwise</td>
<td>wherefore c</td>
</tr>
<tr>
<td>even</td>
<td>Save</td>
<td>whether</td>
</tr>
<tr>
<td>except</td>
<td>since c</td>
<td>Yet</td>
</tr>
</tbody>
</table>

Those conjunctions marked c have been supposed to connect words or phrases, and also to continue the sense, and on this account have been called conjunctions; but the distinction is so often doubtful, and is of so little practical use, that it will not be insisted upon.

48. Also, else, than, since, still and even, when they do not appear to connect words or phrases, and when they do not qualify nouns, are called adverbs.

Both, either, neither, even and still are also adjectives when they qualify or are joined to nouns, as:

- Both men went.
- Either book will do.
- Neither boy can write.
- Even scales are best.
- Still persons eat the most.

Except and save are verbs, as is the old word eke, to add.

For is a preposition when because cannot be put in its stead.

As, after the word such, is parsed as the word that would be in its place.

An, an old word, meaning the same as if, is only found in old authors, except it be in the expression, “An’t please your honor,” that is, An it please, or If it please your honor.*

If, though, although, whether, except, and unless are often used with the ancient style of verbs; thus,

- If he go, he will repent of it.
- Though he fail, he will rise again.
- Although he fail, he will try again.
- Whether he go or stay, he will be resigned.
- Except he repent, he will perish.
- Unless she try, she cannot succeed.

* As is often met with in Shakespeare, and is omitted in the Bible, but is misspelled and.
Exercises. The pupil must learn the list, if he has not already done so, in Part I.

Give the pupil sentences in the familiar or solemn style, to be turned into the ancient, if the pupil is competent to do this; thus,

Familiar or Solemn. 
Ancient.
If you are. 
If thou be.
Whether he is. 
Whether he be.
Unless thou dost. 
Unless thou do.
Whether he sees or not. 
Whether he see or not.
Though he slays me. 
Though he slay me.
Except it dies. 
Except it die.
Although there is no fruit. 
Although there be no fruit.
If thou loves me. 
If thou love me.

THE INTERJECTION.

49. Interjections, strictly speaking, are only natural sounds that do not properly belong to written language.

List of Interjections.

Ah! 
aha!
alack!
alack or 'st!
ah!
ha, ha, ha!
halloo!
o!
O! (for surprise)
(a for pain)
(pish)
(pish)
(tush)
(mum)

50. Some other words are called interjections, because they are used in sudden exclamations; but if all words used in exclamations are to be called interjections, confusion of classes must ensue. It is better to explain the words to the pupil; thus,

Adieu! is a French word, â being the preposition to, and Dieu meaning God.

Fi! is an old verb, meaning shin!
Hark! is an old verb, meaning hear!
Alas! and alack! are probably our interjection ah and the French or Latin word las or lassus, weary. Alas is an adjective qualifying the speaker who uses it.
Lo! is the verb look!
Halt! is the verb hold!
Welcome! is the adverb well and the verbal adjective come. It is also used as a noun and a verb.
Silence! is a noun, the object of keep understood.
Amount! is the verb advance or go!
Begone! Hail! Behold! are verbs.
Good-by! is good way or good journey, by being the object of wish understood.
Farewell! is the verb fare and the adverb well, you being understood between them.
Lack-a-day! is probably ah-weary-day!
Well-a-day! is probably ah-well (or good) day!
Mathinks! is a remnant of that age of our language when little regard was paid to the use of pronouns or the terminations of verbs; me is the agent of thinks.
Forsoth! means for truth!
Prithee! is a corruption of pray thee, the pronoun I being understood.
Marry! is a corruption of Mary, the virgin's name, used as an oath.

Exercises. Besides frequently saying * over the lists of Adverbs, Prepositions, Conjunctions and Interjections, a useful exercise may be made by writing each word of the four lists on separate pieces of card, shaking them well, and then drawing them out, as in the case of the first four classes.

* It is best to let the class say the tables simultaneously, and then each in turn say one word in the order of the tables, taking precedence as they say correctly or not.
Then these four classes may be mixed with as many words of the other four classes, and drawn out by the pupils as before.

Finally, the pupils may arrange the words on the cards so as to form sentences.

RULES

FOR THE CONSTRUCTION OF SENTENCES.

I. Every Agent must have a verb agreeing with it in number and person; as, I love, thou loves, he loves.

Note 1. A verbal noun, like any other noun, may be the agent of a verb; as, To err is human; to forgive, divine. Saving is earning.

Note 2. Two or more agents in the singular number, connected by the conjunction and, (whether and be expressed or not,) require their verb to be plural; as, James, George and John are here.

Note 3. The singular of a collective noun sometimes requires a plural verb; as, The company are all gone. This depends upon the idea of unity or plurality conveyed by the context.

Note 4. In a question, the agent is usually placed after the verb, and in a command or request, the agent is omitted; as, Are you sick? Go, instantly! Give me some water.

Note 5. Every pronoun must be of the same number, gender and person as the noun for which it stands.

II. A verb must always agree with its agent in number and person; as, I love, thou loves, he loves.

III. A noun or pronoun, placed after another noun or pronoun, to identify, explain or qualify it, is said to be in apposition with it; as, William, the conqueror.

IV. A noun or pronoun that is neither agent nor object, nor in apposition, is Independent, as, Moses, will you go? He being sick, we did not go.

V. Every adjective qualifies or distinguishes some noun or pronoun expressed or understood.

VI. Verbs, verbal adjectives and verbal nouns may have a direct object affected by the action they express; as, They saw me; Seeing them, I escaped.

Note 1. The verbs shall, will, may, can, and must, admit no object after them but verbal nouns; as, I shall see; we must try; and these are direct objects.

VII. Prepositions usually point out the remote object of some action; as, We sent them to England. They were running from trouble. I wish to go. I love to ride.

Note 1. Of generally points out the source or possessor of the following noun or pronoun; and for (when not a misspelling of for) points out the following noun or pronoun as the cause of something previously mentioned; as, He went for the sake of peace.

Note 2. The preposition to is often omitted before the verbal noun that follows the verbs let, do, bid, behold, go, dare, feel, need, make, see, hear, and some others. (So with the verbs in Note 1, Rule VI.)

Note 3. The preposition is often omitted before nouns of time, weight, measure, distance, quantity, value and price. When no suitable preposition can be supplied, the noun is independent, by Rule IV.

Note 4. To sometimes merely points out a word as a verbal noun; as, To err is human.

*If the word Neuter had not been already appropriated, the author would have preferred it to Independent; but the latter word is familiar to the student of other grammars.
VIII. Adverbs qualify verbs or verbal nouns, adjectives, or other adverbs.

IX. Conjunctions connect words or parts of a sentence, and often prevent the repetition of words previously expressed.

Directions. The teacher should ask what the conjunctions connect, and what words have been omitted.

**DIRECTIONS FOR ANALYSIS OR PARSING,**

**AS IT IS GENERALLY CALLED;**

SHOWING THE APPLICATION OF THE PRECEDING RULES TO THE CONSTRUCTION OF SENTENCES.

Note. The author has taken the same sentences given by Mr. Murray, that the difference between the two systems of English Grammar may be seen.

**Vice produces misery.**

Vice is a common noun, neuter gender, third person, singular number, and agent of the verb *produces*, according to Rule I.

*produces* is a regular verb, present tense, singular number, third person, agreeing with its agent *vice*, according to Rule II.

*misery* is a common noun, neuter gender, third person, singular number, and the direct object of the verb *produces*, according to Rule VI.

**SIMILAR SENTENCES FOR PRACTICE.**

Pain follows pleasure.
Confidence brings success.
Merit wins esteem.
Patience overcomes obstacles.
Virtue confers nobility.
Cheerfulness promotes health.

**Peace and joy are virtue's crown.**

*Peace* is a com. noun, neut., 3d p., sing., and, with *joy*, the agent of the verb *are*, by Rule I, Note 2.

*are* is a conjunction, connecting the nouns *peace* and *joy*, by Rule IX.

*joy* is a com. noun, neut., 3d p., sing., and, with *peace*, the agent of the verb *are*, by Rule I, Note 2.

*are* is an irregular verb, present tense, plural number, 3d pers., to agree with its agents, *peace* and *joy*, by Rule II.

*virtue's* is a possessive adjective, distinguishing *crown* from other crowns, by Rule V.

*crown* is a common noun, neut., 3d p. sing., in apposition with *peace* and *joy*, by Rule III.

**SIMILAR SENTENCES FOR PRACTICE.**

Virtue and religion are man's duty.  
Fame and applause are valor's reward.  
Man and beast are God's care.  
Noise and motion are youth's delight.  

**Wisdom or folly governs us.**


*or*, a conjunction, connecting the nouns *wisdom* and *folly*, and enabling the writer to omit the verb *governs*, after the first noun, by Rule IX.

*folly*, com. noun, neut., 3d p., sing., agent of the verb *governs*, by Rule I.

*governs*, regular verb, pres. t., sing., 3d p., to agree with its agent *folly*, by Rule II.

*us*, pers. pronoun, 1st p. plu., direct object of the verb *governs*, by Rule VI.

**SIMILAR SENTENCES FOR PRACTICE.**

Hope or fear influences them.  
Truth or duty requires it.  
Pity or love induces him.
FOWLE'S COMMON SCHOOL-GRAMMAR.

Fortune or ruin awaits us.
Wool or cotton warms her.
Air or moisture nourishes them.

Every heart knows its sorrows.

Every, irregular adjective, distinguishing heart, by Rule V.

heart, com. noun, neut., 3d p. sing., agent of the verb knows, by Rule I.

knows, irreg. verb, pres. t., sing. 3d p., to agree with its agent heart, by Rule II.

its, possessive adj., distinguishing the noun sorrows, by Rule V.

sorrows, com. noun, neut., 3d p., plu., direct object of the verb knows, by Rule VI.

SIMILAR SENTENCES FOR PRACTICE.

Every man influences his neighbor.
Either child knows my house.
Each bundle contains our clothes.
That voyage made his fortune.
Those books enlarge her mind.
The adjective distinguishes its noun.

The man is happy who lives wisely.

The, irreg. adj., distinguishing the noun man, by Rule V.

man, com. noun, masc., 3d p. sing., agent of is, by Rule I.
is, irreg. verb, pres. t., sing., 3d p., to agree with its agent man, by Rule II.

happy, adj., qualifying the noun man, by Rule V.

who, pers. pron., referring to man, 3d p. sing., and agent of lives, by Rule I.
lives, reg. verb, pres. t., sing., 3d p., to agree with its agent who, by Rule II.

wisely, an adverb, qualifying the verb lives, by Rule VIII.

SIMILAR SENTENCES FOR PRACTICE.

That king is wise who rules justly.
The man is rich who conducts virtuously.

Those children are wicked who act disobediently.
Those persons, who live innocently, are scarce.
The boy, who fell accidentally, is dead.
The lady, who dresses extravagantly, is vain.

Who preserves us?

Who, pers. pron., (no reference to any previous noun, when a question is asked) sing., agent of preserves, by Rule I.
preserves, reg. verb, pres. t., sing., 3d p., to agree with its agent who, by Rule II.

as, pers. pron., 1st p., plural, direct object of preserves, by Rule VI.

SIMILAR SENTENCES FOR PRACTICE.

Who prefers pain? Who loves poverty?
Who slandered her? Who fears death?
Who defended them? Who injures himself?

Whose house is that? My brother's and mine.

Who inhabits it? We.

Whose, a possessive adjective, distinguishing house, by Rule V.

house, com. noun, neut., 3d p., sing., agent of is, by Rule I.
is, irreg. verb, pres. t., sing., 3d p., to agree with its agent house, by Rule II.

that, irreg. adj., distinguishing house understood, by Rule V.

My and brother's, possessive adj., distinguishing house understood, by Rule V.

and, a conjunction, connecting the two adjectives brother's and mine, by Rule IX.
mine, a possessive adj., distinguishing house understood, by Rule V.

* Where several adjectives qualify one noun, it is preferable to take them all together, and call them a compound adjective, because each adjective generally modifies the meaning of the others; but it is justifiable and perfectly correct to parse my separately, and to make it qualify house, and not brother's, which is not the name of any thing, and therefore not a noun.
Who, pers. pron., 3d p., plural, agent of inhabit, by Rule I.

inhabit, reg. verb, pres. t., plu., 3d p., to agree with its agent who, by Rule II.

t, pers. pron., neut., 3d p., sing., direct object of inhabit, by Rule VI.

We, pers. pron., 1st p., plu., agent of do, or of inhabit understood, by Rule I.

SIMILAR SENTENCES FOR PRACTICE.

Whose books are these? — My sister's and mine.

Who reads them? — She.

Whose name is this? — My father's and ours.

Who denies it? — He.

Whose work is that? — My brother's and hers.

Who inspects it? — They.

Remember to assist the distressed.

Reinember, reg. verb, pres. t., sing. or plu., 3d p., to agree with its agent thou or ye understood, by Rule II. and Rule I., Note 4.

to, a preposition pointing out the remote object of the verb remember, by Rule VII.

assist, a verbal noun, the remote object of remember, by Rule VII.

the, irreg. adj., distinguishing the noun person or persons understood, by Rule V.

distressed, a verbal adj., qualifying the noun person or persons understood, by Rule V.

SIMILAR SENTENCES FOR PRACTICE.

Endeavor to comfort the afflicted.

Contrive to help the depressed.

Love to instruct the erring.

Aim to reward the deserving.

Try to save the falling.

Remember to pity the fallen.

We are not unemployed.

We, pers. pron., 1st p., plu., agent of are, by Rule I.
That affliction has benefited her and me, and has improved the character. These books have pleased them and us, and have delighted the children.

He will not be pardoned unless he repent.

He, pers. pron., 3d p., sing., agent of will; by Rule I. will, irreg. verb, pres. t., sing., 3d p., to agree with its agent is, by Rule II.

not, adverb, qualifying the verb will; by Rule VIII.

be, verbal noun, direct object of will, by Rule VI., Note I.

pardon, verbal adj., qualifying he; by Rule V.

unless, conjunction, connecting two phrases. Rule IX.

he, pers. pron., 3d p., masc., sing., agent of repent. Rule I.

repent, reg. verb, pres. t., ancient style, sing., 3d p., to agree with its agent he, by Rule II.

Similar sentences for practice.

She will not be released unless she be sick.

He will not be punished although he be proved guilty. We should not be alarmed lest we be unmaned. They would not be contented though they were 'filled .

God's works being neglected, devotion is false.

God's, possessive adj., distinguishing works. Rule V.

works, com. noun, neut., 3d p., plur., independent.

Rule IV.

being, verbal adj., qualifying works. Rule V.

neglected, verbal adj., distinguishing works. Rule V.

devotion, com. noun, neut., 3d p., sing., agent of is.

Rule I.

is, irreg. verb, pres. t., sing., 3d p., to agree with its agent devotion. Rule II.

false, adj., qualifying devotion expressed. Rule V.

Similar sentences for practice.

Good works being omitted, faith is dead.

Edward's books being lost, his lesson is unlearned.

Nature's aid being afforded, disease was removed.

Virtue's reward being received, man is encouraged.

FOWLE'S common school grammar.

The Emperor, Marcus Aurelius, was a wise and virtuous prince.

The, irreg. adj., distinguishing emperor. Rule V.

emperor, com. noun, masc., 3d p., sing., agent of was, by Rule I.

Marcus Aurelius, proper noun, masc., 3d p., sing., to be in apposition with emperor, by Rule III.

was, irreg. verb, past t., sing., 3d p., to agree with its agent, emperor, by Rule I.

a, irregular adj., distinguishing prince (perhaps understood.) Rule V.

wise, adj., qualifying prince (perhaps understood.) Rule V.

and, conj., connecting the adjectives wise and virtuous, and enabling the writer to omit the words was and a after it. Rule IX.

virtuous, adj., qualifying prince, Rule V.

prince, com. noun, masc., 3d p., sing., to be in apposition with emperor. Rule III.

Similar sentences for practice.

The Emperor, Julius Caesar, was a bold and aspiring soldier.

The Queen, Victoria, is an amiable and benevolent lady.

John, the Marquis, was a poor and dependant nobleman.

The Empress, Catharine, was a coarse and masculine woman.

To err is human.

To, preposition, pointing out err as a verbal noun. Rule VII., Note 4.

er, verbal noun, agent of is, by Rule I., Note 1.

is, irreg. verb, neut., pres. t., sing., 3d p., to agree with its agent err, by Rule II.

human, adj., qualifying the verbal noun err, by Rule V.

Similar sentences for practice.

To forgive is divine. To bear is natural.
To countenance persons who are guilty of bad actions, is scarcely one remove from actually committing them.

To, prep., pointing out countenance as a verbal-noun.
Rule VII., Note 4.

countenance, verbal noun, agent of is. Rule I., Note 1.
persons, com. noun, com. gend. plur., 3d p., object of the verb countenance, by Rule VI.
who, pers. pron., referring to persons, plur., 3d p., agent of are. Rule I.
are, irreg. verb, pres. t., plur., 3d p., to agree with who.
Rule II.
guilty, adj., qualifying who. Rule V.
of, prep., pointing out the source of the guilt. Rule VII., Note 1.
bad, adj., qualifying actions. Rule V.
is, irreg. verb, pres. t., sing., 3d p., to agree with countenance. Rule II.
skircely, adverb qualifying is. Rule VIII.
one, numeral adj., distinguishing remove. Rule V.
from, prep., pointing out the remote object committing, by Rule VIII.
actually, adverb, qualifying the verbal noun committing, by Rule VIII.
committing, verbal noun, remote object of is, (or perhaps of remove.)
them, pers. pron., 3d p. plur., direct object of committing, by Rule VI.

SIMILAR SENTENCES FOR PRACTICE.

To excuse children who are inclined to bad practices, is hardly one degree from really encouraging them.

To provoke men who are addicted to angry passions, is surely one step directly doing the sin.

Let me proceed.

Let, irreg. verb, pres. t., sing. or plur., 3d p., to agree with whom or you understood. Rule II.
me, pers. pron., 1st p., sing., direct object of let. Rule VI.
proceed, verbal-noun, remote object of let. Rule VII., Note 2.

SIMILAR SENTENCES FOR PRACTICE.

Let us go.
Let patience work.
Let them prepare.
Let him submit.
Let mercy prevail.
Let her consider.

Living expensive and luxuriously destroys health.

Living, verbal noun, agent of destroys, Rule I., Note 1.
expensively, luxuriously, adverbs qualifying living. Rule VIII.
and, conj., connecting the two adverbs, and enabling you to omit living after it. Rule IX.
destroys, reg. verb, pres. t., 3d p., sing., to agree with living, by Rule II.
health, com. noun, direct object of destroys, Rule VI.

SIMILAR SENTENCES FOR PRACTICE.

Living piously and honestly secures peace.
Submitting cheerfully and readily promotes piety.
Resisting firmly and constantly procures redress.
Reading distinctly and naturally commands attention.
Spelling carelessly and incorrectly incurs disgrace.
Contending uselessly and unnecessarily incurs blame.

By living frugally and temperately health is preserved.

By, prep., pointing out the remote object of preserved. Rule VII.
living, verbal noun, remote object of preserved. Rule VII.
FRUGALLY, temperately, adverbs qualifying living. Rule VIII.
and, conj., connecting the two adverbs, &c. Rule IX.
health, com. noun, &c., agent of it. Rule I.
its, irreg. verb, &c., agreeing with health. Rule II.
preserved, verbal adj., qualifying health. Rule V.

SIMILAR SENTENCES FOR PRACTICE.
For doing justly and mercifully, men are honored.
By yielding often and constantly, vice is confirmed.
By trying frequently and patiently, ability is acquired.

PRACTICAL EXERCISES
ON THE
RULES OF SYNTAX.
The pupil may at first be required to parse only the words in Italic type. The figures over the words mark the rule by which the words are parsed.

RULE I. AND II.

Thou speakest and he heareth.
Thou readest while ye play.
We walked but thou remainedst.
Men die, but they live again.

Rule I, Note 1. To fear God is our duty.
To love man is pleasing to God.
To be, means to exist.
To die is sometimes to gain.

Note 2. He and I are innocent.
William and Mary were popular.
Faith, hope, and charity are three graces.
Home, fortune, life were sacrificed.

Note 3. The company were scattered.
A multitude rise against me.
The committee disagree.

Note 4. Are you a poor man?
Will John go to school?
Loves thou to be praised?
Is not virtue its own reward?

Note 5. I saw the men, and they saw me.
James took the books and brought them here.
John, who did the deed, escaped.
Men, who cheat, will be punished.
Ann and Susan, who heard it, told me.
Men and brethren, I speak to you.

RULE III.

Charles the king was beheaded.
William the Conqueror invaded Britain.
He loves me, his father and friend.
We admired Conquer the poor.
He was the first to speak his mind.

Their only son caused his own ruin.

He asked for a dollar, but they gave him none.

I can not speak on both subjects now.

Several persons gave him some money.

All men abhor such cruel conduct.

The whole army moved as one man.

Which robe and what color will you take?

Each day grows shorter as life advances.

Every man has his own prejudices.

Neither hat will fit, but neither suits my taste.

Other men take whatever thing is given.

Those boys will go whichever way is preferred.

The path that is another's he forsakes.

Give an inch, and he will take an ell.
Vice is vice, and virtue is virtue. I will go, but I shall not stay. We may see him, but we can not love him. If we would truly repent, we must reform. Men should try to benefit their fellow men. He could have done it if he had been diligent. Washington might have made himself a king.

**Rule VII.**

Virtue leads to peace, and vice to death.

He differs from me and agrees with you. They went towards the object in perfect silence. He is above, below, around and within us.

**Note 1.** Let me go, or else let me die. Do finish this piece before you begin that. Bid her therefore come and help me. I beheld him fall, but do not tell him. We observed them do it, and bade them stop. I would rather die than see him suffer. The man dares not commit such a crime. Ye felt them move, but dared not stir. He needs not speak until he is questioned: He went sooner than he needed to have gone.

**Note 2.** The heart of man is easily turned to evil. All minds must yield to the force of truth. Men are all children of one common Father. They fought for power, and we for liberty. For mercy's sake avoid all cause of war. Men often sell their souls for money.

**Note 3.** I waited an hour, and walked a league. It weighed five pounds, and cost a dollar. The cloth is four yards long and two yards wide. May your Honor live a thousand years. Virtue costs labor, vice costs misery.

**Note 4.** To be good is as easy as to seem good. To fear God is the first duty of man. To live in fear of death is to be always dying. To prepare for war often hastens its approach.

**Rule VIII.**

He writes well, but he spells badly. Men err often through want of thought.
Deal justly with men, and walk humbly with God.
I will go now, or stay till you return.
She was walking rapidly when I met her.
May I speak freely, and fear not your anger?
He was very careless, and she was too severe.
Money is very useful, when not imprudently used.
She kept speaking aloud, and I was greatly disturbed.

RULE IX.

She says I may go and you must stay.
Virtue adorns wealth and comforts poverty.
The officer said I might ride or walk.
Honor, virtue and conscience were all disregarded.
I did not write but I spoke to her.
Neither riches nor honor can insure peace.

QUESTIONS

FOR A GENERAL REVIEW OF THIS GRAMMAR.

How many letters are used in English?
Which of these letters are Vowels?
What are the other letters called?
Of what is a Syllable composed?
Of what is a Word composed?
Of what is a Compound Word composed?

How many Classes of words are there?
What words are called Nouns or Names?
What words are called Adjectives?
What words are called Pronouns?
How many are there?
What words are called Verbs?
What words are called Adverbs?
What words are called Prepositions?
What words are called Conjunctions?
What are Interjections?

What is a Noun or Name?
When are nouns called Proper?
When are nouns said to be Common?

What is Gender?
How many Genders are there?
What nouns are Masculine?
What nouns are Feminine?
What nouns are Neuter?
When are things said to be personified?
When are nouns of the common gender?

What is meant by the Number of nouns?
How many numbers have nouns?
What nouns are in the singular number?
What nouns are plural?
How is the plural of nouns generally formed?
When the singular ends in "x", how is the plural formed?
When the singular ends in "s", how is the plural formed?
When the singular ends in "y", with a consonant or the vowel "u" before it, how is the plural formed?
When any vowel but "u" comes before the "y", how is the plural formed?

How do nouns ending in "o" generally form their plural? How if they end in "io" or "io"?
Can you name any nouns that have no plural?
Can you name any that have no singular?
Can you name any that are alike in both numbers?

What nouns are called Collective nouns?
What is peculiar in the use of their singular?
Have they any regular plural?
When is the singular of a collective noun used as if it were plural?

How many Persons have nouns?
What nouns are said to be of the first person?
What nouns are said to be of the second person?
What of the third person?

When is a noun said to be an Agent?
When an Object?
How many kinds of objects have nouns, and what are they called?
Is an agent spelled differently from an object?

What is an Adjective?
How many classes of adjectives are there?
What are qualifying adjectives?
How many principal degrees of comparison have they?
What are the degrees called?
How do adjectives ending in a consonant form their comparative and superlative degrees?
When the adjective ends in e, how is it compared?
When adjectives can not be compared by adding r or er, s or st, how else may they be compared?
What adjectives are called Verbal adjectives?
How are verbal adjectives generally formed from verbs? In what three ways?
How may verbal adjectives be compared?
What is the chief peculiarity of verbal adjectives?

What are Numerals and Ordinal adjectives?
Of what number are numeral adjectives?
For what adjective is It sometimes used?
Of what number are Each, Every, Either, and Neither?
What is the plural of Other?
Why has Another no plural?
What Irregular Adjectives have adjectives formed from them by adding the apostrophe and s, or the apostrophe alone?
What compounds are formed from Which and What?
What are they called?

What words are called Pronouns?
Which pronoun ever refers to things?
How many Persons have pronouns?
How many Genders? How many Numbers?
What is the agent of the first person singular?
Plural?
What is the object of the first person singular?
Plural?
What is the agent of the second person singular?
Plural?
What is the object of the second person singular?
Plural?
What is the masc. agent of the third person?
What is the masc. object of the third person?
What is the fem. agent of the third person?
What is the fem. object of the third person?
What is the agent and what the object of the third person plural?
What pronoun is used for either person or sex?
What is its agent singular? Plural? What its object?
In what style are thou, thee, and ye used?
What words are joined to the pronouns, and what is the compound called?
What words are added to who and whom? What are the compounds called?

What is a Verb?
What verbs express action? Which have objects?
How many tenses or times have verbs? What are they called?
When are verbs said to be regular? When irregular?

How many styles or modes have verbs?
What are they called?
When is the familiar style used?
Where is the solemn style used?
How many words is the ancient style of verbs generally used?
Does the variation of styles affect both numbers?
Repeat the present tense, familiar style, of the verb Love?
Repeat the solemn style. The ancient.
Repeat the past time of the verb Love.
Is the verb varied in the past time? In what person?
Where is the pronoun placed when a question is asked?
Where is the agent when a request is made or a command given?

Repeat the variations of the verb Be.
What verbal nouns has Be? What verbal adjectives?
How is the verb Have varied?
What are its verbal nouns and adjectives?
How is the verb Do varied?
What are its verbal nouns and adjectives?
How is the verb May varied?
What are its verbal nouns and adjectives?
How is the verb Can varied?
What are its verbal nouns and adjectives?
How is the verb Shall varied?
What are its verbal nouns and adjectives?
How is the verb Will varied?
What are its verbal nouns and adjectives?
How is the verb Must varied?
What are its verbal nouns and adjectives?
How is the verb Ought varied?
What are its verbal nouns and adjectives?

What is an Adverb?
To what words besides verbs are adverbs sometimes joined?
How are the greater number of adverbs formed?
How are adverbs ending in ly compared?
FOWLE'S COMMON SCHOOL GRAMMAR.

What words are called Propositions?  
Can you say the list of them?

What words are called Conjunctions?  
Can you say the list of them?

Which of the Conjunctions are used with the Ancient Style?

What are Interjections?  
Can you say the list of them?

What is the first Rule?  
What is the first Note under the first Rule?

What is the second Rule?  
What is the second Note?

What is the third Rule?  
What is the fourth Rule?

What is the fifth Rule?  
What is the sixth Rule?

What is the rule under Rule sixth?

What is the seventh Rule?  
What is the first Note under Rule seventh?

What is the second Note?  
third Note?  fourth?

What is the eighth Rule?  
What is the ninth Rule?

APPENDIX.

1. Page 9. It was not thought judicious or necessary to meet the young student at the threshold with a treatise on Orthography. There can be no doubt as to the importance of teaching our children “the nature and power of letters, and the just method of spelling words,” but the author thinks this can best be done in a work devoted to Orthography.

2. Page 9. The words a, an and the, have not been allowed to form a separate class of words, for two reasons; 1st, a and an are included in the same class with one, of which they are only varied spellings; and the is classed with this, these, that and those, of which it is also a varied spelling; and 2d, the best authorities do not hesitate to call the articles mere adjectives, and all parse them as such.

Participles have not been allowed to form a distinct class of words, because they are either used as adjectives to qualify nouns or pronouns, or as nouns expressing merely the name of an action. Some grammarians make no distinct class of them, but treat of them as a part of the verb, and others call them adjectives at once. The perfect participle is always used as an adjective, and if parsed accordingly, the sound tenses, of which it forms a part, and the whole passive voice must be dismissed, and no longer allowed to obstruct the pathway of the learner.

3. Page 11. The word name alone would have been preferred for this class of words, but noun being generally used and in fact only a corruption of name, (French, nom, Latin, nomen,) it was thought more prudent to use the words noun and name synonymously, and often together, than to use either exclusively.

5. Page 12. Some grammarians have a fourth gender, called the common gender, but they might as well have a common number for the singular of collective nouns, which sometimes is used plural, and for the few nouns not varied by number; as, array, deer, sheep, &c.

6. Page 21. The term "collective noun" has been substituted for Murray's "nouns of multitude," but the name we have preferred is not peculiar to this grammar.
Page 22. Mr. Murray seems to allow no first person to nouns, but why there should not be names that designate the speaker as well as the hearer, he does not say.

Page 23. It will be seen that the distinction of cases, or rather the term case, has been abandoned. Even Mr. Murray had doubts whether there was any objective case of English nouns, and Dr. Lowth admitted none. All agree, however, that there are two states of nouns, those of agent and object; and as these are very familiar terms, and more expressive than nominative and objective cases, they have been retained. Murray and others call the agent of a verb its subject. The most ingenious follower of Murray says, "The nominative case is that form or state of a noun or pronoun which denotes the subject of a verb." Dr. Crombie, to teach the difference between the nominative and objective cases, says: "They are distinguishable from each other by nothing but their place, the nominative being known by its being placed before the verb, and the subject of the action by its following it." In the phrase "John reads a book," what is the subject? John, says Mr. Murray; and it is fair to conclude that the book is John's autobiography! Book is the subject, says Dr. Crombie, and yet it is evident that the subject of the book is unknown. The term subject is undefined, therefore, because it is indefinite, and because we have a better.

The possessive case has been transferred to the class of adjectives, for several reasons. All agree that a noun is the name of something, but the possessive case never is the name of any thing. If "an adjective is a word added to a substantive to express some quality or circumstance respecting it," then the possessive case is an adjective: for it is always "added to a noun" and always "expresses the circumstance of possession." The best authorities in English Grammar uniformly call the possessive case an adjective. Wallis, Harris, Tooke, Croxton, Cardell, &c., &c. The child readily sees the propriety of calling this case an adjective; and when by adopting what is true we at the same time remove a stumbling block, who can hesitate as to his duty?

The distinction of direct and remote objects, besides being founded in truth, removes the common objection, that it is absurd to say an objective is governed by the preposition. This distinction shows also the true nature and use of the prepositions as indicated by their etymology, they being placed before, as pointers or indices, and nothing more.

Page 24. Our class of adjectives is somewhat larger than that of Murray's Grammar, but not so different as at first may appear. Our 1st, 2d, 4th, and 6th classes, he calls adjectives. Our 2d, he calls participles, but says they have the nature of adjectives, and are parsed like them. Our 7th class he calls adjective pronomics, and parses them as he does adjectives. Half of the 8th class, also, he calls adjective pronomics, and uses them like adjectives. Only a portion of this 8th class, therefore, really need any apology for being placed among adjectives. A few reasons have been given above for the classification we have preferred, and it will be time enough to say more when a reason can be given why in such expressions as city debt, state prison, &c., &c., city and state are called adjectives, while in the expressions, city's debt, state's prison, &c., &c., city's and state's are called nouns.

Page 25. The author is aware of the objection to the term passive when applied to the first degree of comparison; but, as the use of every adjective implies comparison, every thing being good, or bad, long or short, &c., &c., by reference to some thing not so good, bad, long or short, &c., it was thought best to adhere to the general plan of "belonging no terms unnecessarily." It will be seen that the parsing of every participles as an adjective or a noun does away with the whole passive voice, and the perfect and pluperfect tenses of the active voice. This is only restoring the grammar to what it was before Mr. Murray attempted to improve it, by making it the counterpart of Latin.

Page 26. It will be seen that the pronouns retained are all reduced to one class, and all personal. The possessive cases of personal and relative pronouns, and all adjective pronomics, being joined to nouns, are called adjectives at once.

No distinction of verbs into active and neuter is made, because all neutrals may be used actively, or active verbs may be used without their objects. Moreover, no neuter verbs, even the verb be, is excused from taking a remote object after it. "Be to me a friend," means action, and an object, as much as "Befriend me." If active or transitive verbs sometimes are neuter or intransitive, and vice versa, it seems hardly necessary to trouble children with the terms, for a verb is a verb for a that. Some grammarians doubt whether any action can exist without an object, and none philosophical etymologist has maintained that every verb has two objects.

No one will pretend that verbs, by change of termination alone, can be made to have more than two tenses. The question then is as to the utility of calling certain phrases, formed by the aid of auxiliaries, tenses. It may
be said, if we do this, we know not where to stop: Mr. Murray stopped at about thirty-eight phrases, but he might with equal propriety have made a hundred. — The pretence that a knowledge of these phrases assists the pupil in the study of the learned languages loses its force when it is seen that they neither correspond to the tenses in Latin nor Greek; and, just as much as they are made to correspond to these languages, they are made to differ from the modern languages, which are studied in the proportion of ten to one of the ancient. The true way seems to be to show what the English language is, that the points on which it differs from other languages, whether ancient or modern, may be impressed on the mind by contrast. If we wished to show the difference between the races of men, we should not paint all of one color, nor try in other ways to make them look alike.

Many are willing to give up all the rejected tenses but the future, and yet this is but a phrase. If it be right to retain the phrases I will go, and I shall go, where is the consistency of rejecting the phrases I would go, and I should go, which are formed by the same verb, and relate just as much to future time. The fact is, every verb must have a future object, and must every hope, intention, resolution, obligation, &c. I will go, is no more a future tense than I wish to go. The willing and wishing are present acts, to be gratified or not, as the case may be, hereafter. I will go, is I will to go, and I will go is no more a future tense, than I will my houses and lands to my heirs.

If the pupil were forbidden to use the phrases called tenses, there would be just cause of fear; but no such thing is proposed; the phrases remain in the language, and may be used as heretofore in expressing the meaning of the various tenses of other languages, which, by a change of terminations, effect in one way what we effect in another.

27. Mode has been explained "a manner of speaking;" and the only modes known in English are what are usually called the Familiar or Colloquial style, the Solenetic style, and that Ancient style which has long been going into disuse, and which is rarely used except by quaint writers. It is hoped that the juxtaposition of the styles will lead to the correct use of them, while it is believed that the terms Familiar, Solenetic, and Ancient, will convey a more definite idea to the pupil's mind than the terms Active and Passive voices, Indicative, Imperative, &c. Potential, Subjunctive, and

Dr. Crombie, after giving the form of the Imperative Mood, says very wisely, "I consider that no language, grammatically
phrases I must go and I must have gone, as plainly as if I shall go and I should have gone. The same remark will apply to Ought; as: I ought to go: I ought yesterday to have gone. Indeed, I must go and I ought to go are as good future tenses as I shall go, I will go; but it must be added, no better.

Let it be understood, that no attempt is made in this grammar to alter the established form or the ordinary use of our language. The botanist who simplifies and improves the classification or nomenclature of his science, does not alter the nature of a single plant nor prevent its proper cultivation; he only facilitates the acquisition of knowledge. Our object has been to ascertain what English Grammar is, and we have endeavored to put a course not unlike that proposed by the Rev. W. Shepheard, J. Joyce and Lant Carpenter, in their excellent work entitled "Systematic Education." "Grammar," say they, "as an art, refers only to particular languages, because it would be impossible to lay down any system of rules which would apply to two languages. We may point out in what respects the grammars of two languages agree, but we cannot form a common grammar for both. We shall, therefore, content ourselves with making the philosophy of our own language our principal object, and such a mode of procedure may contribute to render the practical use of the English language more clear and certain."