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THE
LITTLE GRAMMARIAN:
DESIGNED
FOR THE USE OF YOUNG PERSONS.

BUT MORE PARTICULARLY
ADAPTED TO FACILITATE INSTRUCTION
IN
PREPARATORY SCHOOLS.

BY A TEACHER

BOSTON
PUBLISHED BY MUNN, JOE AND FRANCIS
120 WASHINGTON STREET.
1829.

Edw T 758.29.210

~~Edw T 1018.29.117~~

1851. May 5

Gift of James G. Green,
of the Senior Class,
from G. Green

DISTRICT OF MASSACHUSETTS, TO WIT :

District Clerk's Office.

Be it remembered, that on the twenty-ninth day of May, A.D. 1829, in the fifty-third year of the Independence of the United States of America, MUNROE & FRANCIS, of the said district, have deposited in this Office, the Title of a Book, the right whereof they claim as Proprietors, in the words following, to wit :

"The LITTLE GRAMMARIAN, or Easy Guide to the Parts of Speech ; designed for young persons in general ; but more particularly adapted to facilitate instruction in Preparatory Schools. By a Teacher. Illustrated with wood cuts."

In conformity to the act of the Congress of the United States, entitled "An act for the encouragement of learning, by securing the copies of maps, charts, and books, to the authors and proprietors of such copies, during the times therein mentioned ;" and also to an act entitled, "An act supplementary to an act entitled, an act for the encouragement of learning, by securing the copies of maps, charts and books, to the authors and proprietors of such copies during the times therein mentioned ; and extending the benefits thereof to the arts of designing, engraving, and etching historical and other prints."

JOHN W. DAVIS, *Clerk of the District of Massachusetts.*

PREFACE.

It is not intended in the following Elementary Work to present any thing new in Grammar ; but merely to give old and tried systems a more attractive form. No sufficient reason can be given why the rugged fields of every branch of learning should not be strewed with flowers, enticing at every step the infant progress.

Books have been published without number, and on all kinds of plans,—machines invented,—charts projected,—and tables designed, for the purpose of facilitating the dry and uninteresting study of Grammar. Children have been, as it were, nailed for hours and hours to the laborious work, till tears or sleep have relieved their aching eyes from the irksome task ; and months and years, which might have been more usefully employed, been wasted by them in trying to tell the difference betwixt an adjective and an adverb, or between the pluperfect and second future tenses of the verb.

The Abbé Gualtier wrote a series of stories, in which the different parts of speech were Italicised, and succeeded admirably in aiding his little fellow citizens in acquiring this tedious but useful science.

But we think the best plan, yet adopted, is the system of Mnemonicks, which is found highly useful in aiding the memory ; as pictures both excite attention and afford amusement to young minds. Children, accustomed to view cuts, will retain an indelible impression of the parts of speech : and when to these facilities are added fascinating tales, in which the several parts of speech are distinctly marked and italicised, a great point has been obtained in forwarding their studies.

Our principal aim in this book has been to make the science of Grammar as clear as any other reading to mothers and young instructresses. Ladies, particularly those who have not in their early years studied grammar with much

assiduity, are unwilling to enter upon the task of teaching it;—we will say more—they are unable. They view it as an arduous undertaking, and are fearful of engaging in it;—those, who do enter upon it, proceed with timidity, losing all that heartfelt satisfaction, which should attend a mother who is conscious she is fulfilling her duty to her child. By our present method, the way is made clear and pleasant; and the simplicity of the plan cannot but be admitted by all who use it.

We claim not the invention of the scheme, but we have, by uniting several plans, all good, compressed into one little volume the works of several authors, and thereby obtained a system, that has high advantages, in our opinion, for the easy acquisition of English Grammar.

The *Chapters* are designed to be read over; the *Recapitulation* is to be committed to Memory.

The *Practice* is founded on Scripturo, as being most readily furnished for the purpose, and also affording the means of impressing the oracles of truth upon the young mind, and combining the most important Moral Instruction with the arrangement of Grammar.

The design being to simplify Grammar, it will be observed that its niceties are here omitted, and that the Compound Tenses of the verbs are not used, as being only calculated to perplex the young pupil.

The three principal Tenses are quite sufficient for rudimental instruction. The order of Nature is also followed in the arrangement of the Parts of Speech; and the mode of explanation is as plain and simple as possible, that the work may, in every respect, answer the title, which it bears, of *Grammar for Children*.

For Teachers of Infant Schools it is hoped that this work will prove useful; as they can accommodate its several parts to the capacity of their little pupils, and teach them with pleasure and ease to comprehend lessons, hitherto in too many cases incomprehensible even to adults.

Boston, May 25, 1829.

THE LITTLE GRAMMARIAN.

LESSON I. (*To be read.*)

THE English Language has *twenty-six letters*; of these, *a, e, i, o, u,* and *y,* are called *vowels*, and the rest are called *consonants*.

A *vowel* may be sounded by itself; a consonant must have a vowel joined to it, to give it a sound; for example; *a* and *e* are sounds of themselves, they need no additional letter to help in sounding them, but *b* must have *e* added to make it sound *be*; and so for the other consonants.

When two vowels meet together, having *one sound*, they are called *diphthongs*.

Diphthongs sometimes sound the first vowel only; as *e* with *ea*, in *meat*; the *a* not being sounded. Sometimes they sound both, as *oi* in *voice*; in which case, both vowels are clearly blended in one sound.

When the first vowel only is sounded, it is called an *improper diphthong*; when both vowels are sounded, it is called a *proper diphthong*.

Vowels alone, or consonants and vowels put together, make *syllables*, as *ba, ab*.

The putting of *syllables* together is called *spelling*.

Syllables put together by spelling make *words*.

Words are distinct sounds, by which we express our thoughts.

Words of one syllable are called *monosyllables*; words of many syllables are called *polysyllables*.

RECAPITULATORY LESSON.

To be committed to Memory.

Q. How many *letters* are there in the English language?—A. Twenty-six.

Q. Which are called *vowels*?—A. a, e, i, o, u, and sometimes y.

Q. Which are called *consonants*?—A. All that remain.

Q. What is a *vowel*?—A. A letter that may be sounded by itself.

Q. What is a *consonant*?—A. A letter that cannot be sounded without a vowel being joined to it.

Q. What is a *diphthong*?—A. Two vowels joined together.

Q. When is a diphthong called an *improper diphthong*?—A. When one vowel only is sounded.

Q. When is a diphthong *proper*?—A. When both vowels are sounded.

Q. How are *syllables* made?—A. By vowels alone, or consonants and vowels put together.

Q. What do you call putting consonants and vowels together?—A. *Spelling*.

Q. How do you make *words*?—A. By putting syllables together.

Q. What are *words*?—A. Words are distinct sounds, by which we express our thoughts.

Q. What are *monosyllables*?—A. Words of one syllable.

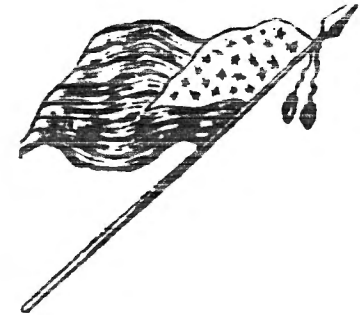
Q. What are *polysyllables*?—A. Words of many syllables.

COMMON NOUNS.

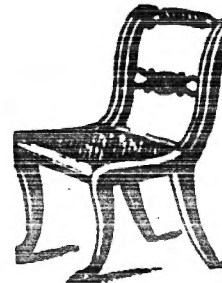
A Noun is the *Name* of a thing.



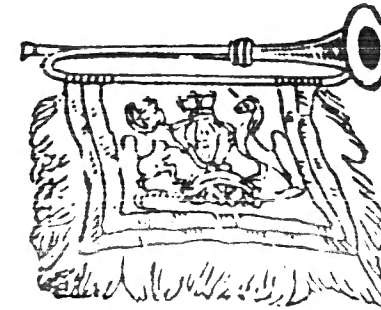
CROWN.



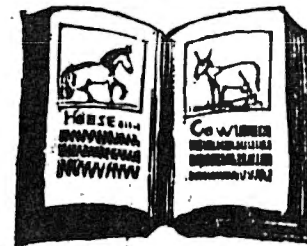
FLAG.



CHAIR.



TRUMPET.



BOOK.



GOAT.

N O U N S.

Called Substantive from *substantia*, a substance ; or Noun, from *nomen*, a name.

When we begin to talk, our first effort is, to call things by their *names* ; for this reason we begin with *the noun*, which signifies *name*.

The noun is, therefore, that part of speech which expresses the names of persons or things. By some it is called a *substantive*, because any thing that has a *substance* or *existence* is a *noun* ; as, *a man*, *a horse* ; *virtue*, *goodness*. A man, a horse, are things which we can *see*, and all things that we can see are nouns. *Virtue*, *goodness*, we cannot see, but as they are things that exist, they are nouns.

When we were infants, our mothers and nurses taught us first to speak by the use of the noun. The first effort of speech was to call things by their names, and to ask for them in this manner : *bread*, *drink*, *book*, *picture* ; all of which are nouns.

To know if a word be a noun, take this simple rule : any word that makes sense with *a*, *an*, or *the* before it, is a noun.

Nouns are divided into *proper* and *common*. *Proper nouns* are those which belong to individuals, such as the names of persons and places ; as, *Thomas*, *Bethlehem*. *Common nouns* are those which express names common to many things of the same kind. *Village* is, therefore, a common noun, because there are many villages ; and this word is used to express any one of them. *Man* is a common noun, because it serves to point out any man among all the human race. *Tree* is a common noun, because it refers to all kinds of trees, without expressing one particular sort : On the contrary : *Bethlehem*, as it points out *one particular village* of that name ; *John*, as it describes

NOUNS.

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some *particular person*, though many may be called *John* ; and *sycamore*, as it refers to *one kind of tree*, to distinguish it from an oak, or an elm, or any other tree, are all *proper nouns*.

Nouns have two NUMBERS, one is called the *singular* number and the other the *plural*. Singular means *one* ; plural means *more than one*.

PLURAL NOUNS.



BOYS.

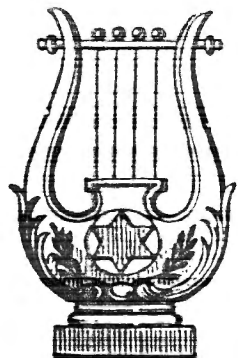


GIRLS.

NOUNS WITH ADJECTIVES.

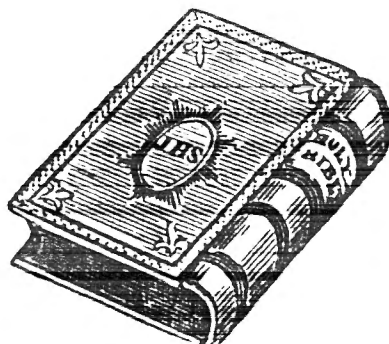
An Adjective expresses the *quality* of a thing.

a **SPLENDID**



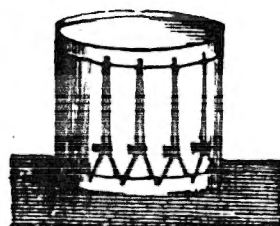
HARP.

a **LARGE**



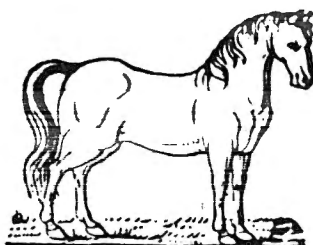
BIBLE.

a **NOISY**



DRUM.

a **WHITE**



HORSE.

a **BEAUTIFUL**



ROSE.

a **STRONG**



ARM.

Note. The words at the top are *Adjectives*, the words under the pictures are *Nouns*.

ADJECTIVES.

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LESSON III.

ADJECTIVES.

From *ad*, to, and *jacere*, to throw or fix.

When, in first learning to talk, we have learnt the names of things, and can express some *nouns*, we begin to find our want of some word to describe their peculiar qualities; for instance, if we see two cakes, the one *white* and the other *brown*, and we want to point out in words the one we should choose rather than the other, we learn to say, the *white* cake, or the *brown* cake; now *white* and *brwon*, and such like words, are called adjectives. There are also some adjectives which express the *size* or the *duration* of a thing, as *small* or *large*, *long* or *short*; but in general the adjective expresses its *quality*.

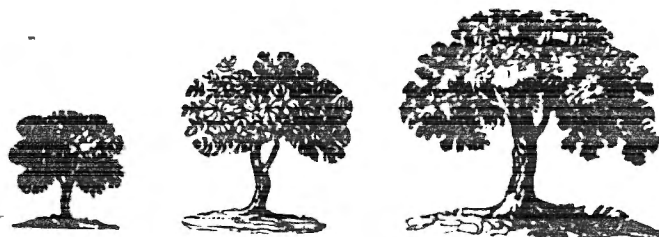
An adjective may be known by putting the word *thing* after it; as, a *good* thing, a *round* thing, a *long* thing: good, round, and long, here make sense with thing; and, if they make sense, they are adjectives.

As an adjective describes the quality of a thing, it also describes the degree of that quality. One article may be *more strongly coloured* than another, though both colours may be of the same quality; for instance: there may be *three* green apples on the table; in speaking of them we may therefore say, this is *green*, that is *greener*, and the other is the *greenest* of all. These are called *the three DEGREES OF COMPARISON*. The first is *the positive degree*, as it describes the positive, or real state of the apple; the second is called *the com-*

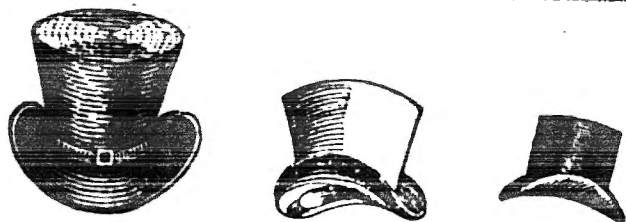
COMPARISON OF ADJECTIVES.

An Adjective describes the *quality* of a thing, and the *degree* of that quality: it also, in the same manner, expresses the *size* or *duration* of a thing with its *degree*.

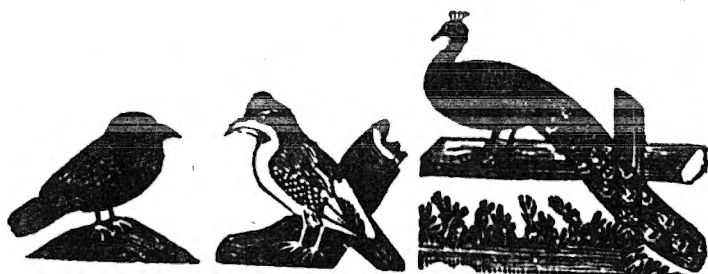
POSITIVE. COMPARATIVE. SUPERLATIVE.



A *small* TREE. A *larger* TREE. The *largest* TREE of the three.



A *small* HAT. A *smaller* HAT. The *smallest* HAT of the three.



A *beautiful* BIRD. A *more beautiful* BIRD. The *most beautiful* BIRD.

N. B. The words in *Italic* mark the positive, the comparative, and superlative degrees.

ADJECTIVES.

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parative degree, as it shows, by comparing one apple with another, which of the two possesses any quality more than the other; and the third is called the *superlative degree*, as it describes the highest state of the quality.

The general rule for forming these degrees is, by adding to the positive *er*, which makes it comparative, or *est*, which makes it superlative; as,

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Great.	Greater.	Greatest.

NOTE 1. Positives, which end in *e*, drop the *e* in their comparative and superlative, because it is useless; thus:—

<i>Fine.</i>	<i>Finer.</i>	<i>Finest.</i>
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NOTE 2. Positives, which end in *d*, *g*, or *t*, when there is a *single* vowel before either, double the last letter, and add the *er* and *est*; as,

Sad	Sadder.	Saddest.
Big.	Bigger.	Biggest.
Hot.	Hotter.	Hottest.

NOTE 3. When the positive ends in *y* with a consonant before it, the *y* is in the comparative and superlative changed into *i*, with the usual terminations, *er* and *est*, added; as,

Happy.	Happier.	Happiest.
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NOTE 4. Words of *more than one syllable* are generally compared by *more* and *most*; as,

Excellent.	<i>More</i> excellent.	<i>Most</i> excellent.
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where he began to search about for his parent. At length he drew near the spot where she lay almost *lifeless*; and, without the power of uttering a syllable, he caught her up in his arms, pulled off his jacket, threw it over her shoulders, and took his *own* handkerchief from his neck, and put it round her's.

Being extricated from the ditch into which she had fallen in the dark, and in which she had wearied herself with *fruitless* efforts to get out, she kissed and embraced her *poor* Jock, whilst he hung over and patted her *poor old* face, and told her, "Jock was a *good* boy."—"Good, indeed," said the *poor* widow, as she recovered; "and *good* is that *divine* Being, who has been my guardian and friend in this *fearful* hour, to lead my *poor, poor idiot* boy to the side of his mother in her distress! How shall I be *grateful* enough to Him; for He has been *merciful* indeed to me! In the *dark* hour He has been my light; and in the depths of *human* wo, my safeguard and protector! And thanks be to thee, my *poor darling* boy; for, *senseless* as thou art to the world, all thy love, thy affection, and thy feelings, are fully and freely bestowed on me; thy *poor, grateful, and loving* mother!"

The rest is shortly told; the widow, by Jock's aid, reached her home; where a *brisk* fire soon warmed them; a *comfortable* supper strengthened their *exhausted* nature; and a *sound* repose refreshed their *wearied* bodies.

Little ones, when you read this, pity *poor* Jock's affliction; yet learn to love your parents, as he loved his *poor* and *distressed* mother.

NOUNS WITH ARTICLES.

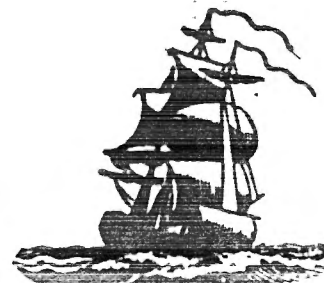
Articles are prefixed to Nouns to point them out.



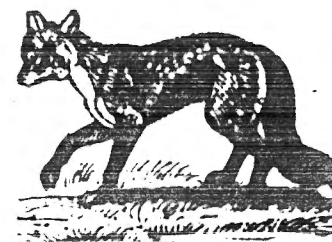
THE Eagle.



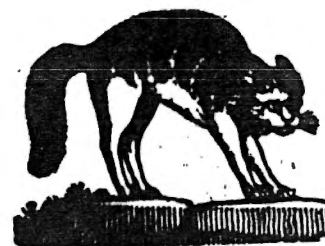
A Bell.



A Ship.



THE Fox.



THE Cat.



AN Owl.

Note. The little words *a*, *an*, *the*, are the Articles.

recognize and secure the man who had assaulted and robbed him. *The* man was taken to prison ; and in *a* few months received his trial, and was sent from England for life, to toil in *a* distant land, a just punishment for *the* crimes he had wrought in his own. Now, had little Ann used *a* instead of *the* in her alarm, *the* thief would have escaped before she had been able to tell her parents what she really meant : hence remember *the* great difference between using *a* or *an* and *the*.

LESSON V.

VERBS.

From the Latin, *verbum*, a word.

The **VERB** is the next part of speech with which you must be acquainted. Nature soon teaches the want of this after the noun and the adjective. Hence a child says, imperfectly, *want pretty picture*, and the like ; omitting, as yet, the pronoun *I*, which would give his language a more correct meaning.

A verb is a word which, when applied to *persons*, expresses WHAT THEY ARE DOING with their bodies or minds ; when applied to things without life or power, it expresses their **CONDITION** ; some few express **EXISTENCE**. In simple terms, it may be thus generally described : *A verb is used to show what WE ARE doing to other persons or things, and what other persons or things are DOING TO US ; and some verbs describe THE STATE in which we are.**

* The Definition of the verb by LINDLEY MURRAY, and other writers, seems to be too general for the mind of a child ; what can he understand by the expressions, "*to be*," "*to do*," or "*to suffer* ?"

VERBS.

A Verb expresses an *Action* or *Condition*.



To BARK.



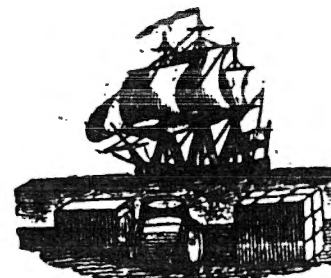
To DANCE.



To READ.



To DRINK.



To SAIL.



To SLEEP.

Examples. *We strike*; this shows the action of the body: *we love*; this shows the action of the mind. *We sleep, we sit*, are not actions, but merely express our state. So also we say of a thing without life, it is *decaying* or *fading*, this shows its state or condition. *To decay, to fade*, are verbs.

To know a verb, put the word *to* before it; if it make sense, it is a verb: we cannot say, *to woman*, for woman is a noun; nor *to smoky*, for smoky is an adjective, and it would not in these cases make sense; but we can say, "*to walk*," "*to run*," &c., because these are verbs.

There are three sorts of verbs.

1. The **ACTIVE VERB**; this represents an action which one person or thing does *to* another person or thing; as, "*Saul eyed David*;" "*I hate vain thoughts*." In the first case, the action of Saul's eyes is directed *to* or *towards* David; in the last, we see the hatred of David's mind *towards* vain thoughts.

2. The **PASSIVE VERB*** this expresses an action *received by* a person or thing: "*Benjamin is loved by me*." "*He is slain*." Here the person *receives* the action, instead of performing it.

3. A **NEUTER VERB**: this does not express any action, but merely describes *the state* of a person or thing, as *he weeps, he laughs*.

Note well that a neuter verb *cannot act upon any noun*; for though you can say, "*he esteems a man*," "*he scolds him*," these being active

* For the purpose of simplifying the verb, the author has adopted Murray's passive verb, which most other grammarians do not admit.

verbs, you cannot say, *he weeps a man, he laughs him*, because weeps and laughs are neuter.

If, therefore, you cannot place a noun or pronoun after a verb, it is then a neuter verb.

VERBS.



Active. Passive. Neuter.

The active *gives* the strokes.—The passive *receives*. The neuter neither gives nor receives, but remains inactive.

There are two verbs, which are principal auxiliaries, or *helping verbs*: *TO BE*, which signifies *to exist*; and, *TO HAVE*, which means *to possess*.

To let and *to do* are also used in the service of other verbs. All these *help* in expressing modes, tenses and other parts of speech, in other verbs.

A verb has four distinguishing properties: *number, person, mode, tense*.

First, A verb has **NUMBERS**. That is to say, *the singular number*, meaning one only; and *the plural number*, meaning more than one. *I love*, is singular; *we love*, is plural.

into *my* arms, and had the satisfaction of presenting *him* afterwards to *his* father, *who* returned from India, with an immense fortune.—*That* father, *my* children, was *your* grandfather; and *that* poor orphan, *your* worthy father, and *my* nephew.

LESSON VII.

ADVERBS.

From *ad*, to, and *verbum*, a word.

Following the order of nature, after a child has learnt the use of the verb and pronoun, with the parts of speech we have previously considered, he wants to find some way of occasionally expressing his thoughts *more forcibly*, and describing things more correctly than he is yet able to do by any words with which he is furnished. Hence he finds the use of the adverb. He would say to his companion, "I love you," but he wants to say more to his mother, and an adverb helps him to say, "I love you *dearly*."

Adverbs are, therefore, sometimes added to adjectives or other adverbs, but mostly to verbs, to give them a more distinct meaning. Thus, he talks *quickly*—he deals *honestly*—he means *well*—he is a *very* good man.

Adverbs are chiefly of

manner	correctly,	wonderfully, &c.
time	now,	then, &c.
place	here,	there, &c.
degree	very,	vastly, &c.

Most adverbs end in *ly*, as, *soberly*, *wisely*, &c.

VERBS WITH ADVERBS.

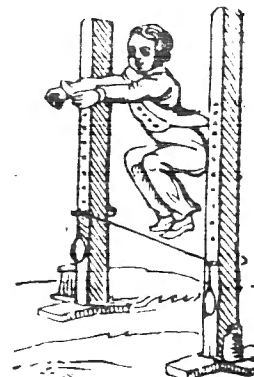
An Adverb describes the meaning of the Verb more correctly.

TO BAT

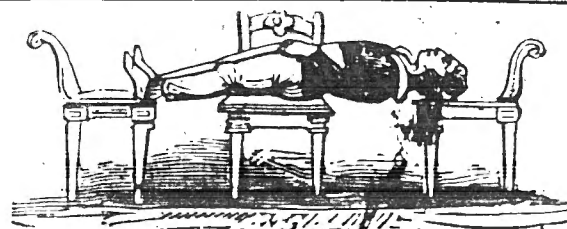


SMARTLY.

TO JUMP



NIMBLY.



TO LIE QUIETLY.



TO RIDE PLEASANTLY.

PREPOSITIONS.

Prepositions show the relation between words.



A Coach WITH four horses going FROM Boston TO Providence, WITH passengers ON the outside.



A Boy running AFTER a Dog.

N. B. The words in capitals are Prepositions.

PREPOSITIONS.

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The use of the preposition in showing the relation and connection of words, may be seen in the following passage:—"A certain man went down *from* Jerusalem *to* Jericho and fell *among* thieves, who stripped him *of* his raiment, and wounded him and departed, leaving him half dead." Luke x. 30.

THE LITTLE DRUMMER.

A STORY, TO EXEMPLIFY PREPOSITIONS.

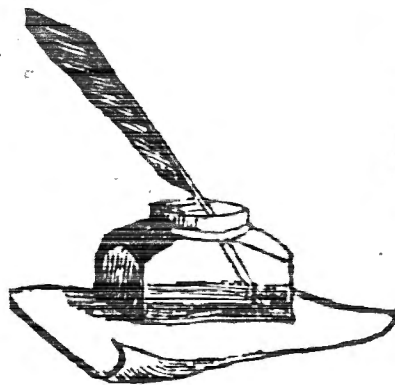
"Blessed are the Peace-makers."

It is now *about* ten years ago, said my uncle, as I was walking *from* Nottingham *to* Mansfield, *by* the way of Sherwood Forest, so well known as the scene *of* the pranks *of* Robin Hood and his men, that I saw a poor little fellow reposing *on* the ground, *by* the road side, *with* his head *upon* his drum. He was evidently very tired, *with* carrying his knapsack; and, through fatigue, had perhaps suffered the party, *to* which he belonged, *to* go on *before*, *without* him.

It was rather a singular sight to behold, *on* a heath producing only furze and broom, *for* many miles around, *with* here and there a few sheep wandering *up* and *down* among the stunted bushes, a poor little drummer, *in* his gaudy jacket, resting, *amid* the silence of nature, *with* his noisy instrument *of* war *beneath* his head. He appeared to enjoy his nap very much; and, as I thought it would be a pity to disturb him, seeing him sleep so soundly, I was *on* the point *of* leaving him *in* his slumbers, *when*, turning *away from* him, I struck my foot *against*

CONJUNCTIONS

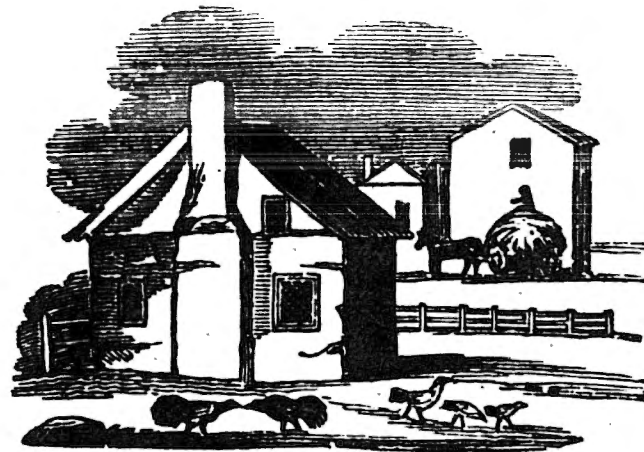
Join words and Sentences.



Pen AND Ink.



Man AND Bear.



House, AND Fowls, AND Hay Cart:—BUT the Cocks are fighting.

CONJUNCTIONS.

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CONJUNCTIONS do for sentences what prepositions do for words; that is, they connect them together. Sometimes they connect words.

The principal are,

again	however	since
albeit	if	that
also	lest	than
although	likewise	through
and	moreover	therefore
as	nor	thereupon
because	neither	unless
both	nevertheless	whereas
but	notwithstanding	whether
either	or	whereupon
else	otherwise	yet
except	so	
for	save	

Example of Conjunctions, Acts xiii. 49—52.
 —“And the word of the Lord was published throughout all the region. *But* the Jews stirred up the devout and honourable women, *and* the chief men of the city, *and* raised persecution against Paul *and* Barnabas, *and* expelled them out of their coasts. *But* they shook off the dust of their feet against them, *and* came into Iconium. *And* the disciples were filled with joy *and* with the Holy Ghost.”

Some conjunctions are called *copulative*, and some *disjunctive*. The *conjunction copulative* continues the sentence, and lengthens it by joining and connecting its circumstances with another: as, “And at midnight Paul *and* Silas

when a boy, became a ruined man early in life. His want of thought soon led him into trouble, *and* his disregard of sober, pious, *and* good books, only left him a relish for such trash as made him almost a deist; *that* is, one who denies the truth of the Bible. He fell, from one step to another, down the descent of vice, and finished his days, a victim to light reading, want of reflection, *and* contempt of God *and* His Commandments!

INTERJECTIONS.

O! Oh!
Ah! Hush!
Alas! Ho!

INTERJECTIONS

Are words used to express some passion of the mind: principally of *joy* or *grief*. If you hurt yourself, and cry out; or if you suddenly see any thing that fills you with surprise, you generally use an *interjection*. The following passages of scripture begin with interjections:—"O that my people had hearkened unto me."—"Alas, master, for it was borrowed."—"Hail, thou highly favoured among women."

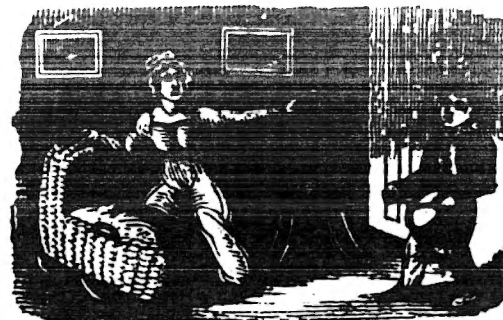
INTERJECTIONS.



O dear! my poor brother.



O! my dear father, how glad I am to see you.



HUSH! you will wake the baby.

EXPLANATION
OF ALL
THE NINE PARTS OF SPEECH.



LO! THE FINE SHIP SAILS PLEASANTLY AND CALMLY
INTO HER PORT.

LO! is an *Interjection*, expressive of the feelings of the mind; here it may signify Pleasure. THE, is the definite *Article*, and points out what Ship you mean. FINE, is an *Adjective*, and shows a quality of the Ship. SHIP, the main object in the picture, is a *Noun*, or name given to the thing that sails. SAILS, is a *Verb*, expressing a movement. PLEASANTLY, is an *Adverb*, which describes more correctly the manner in which the Ship sails. AND, is a *Conjunction*, which unites the adverb, PLEASANTLY, with the adverb, CALMLY; the latter adverb describing, yet more particularly the manner of the Ship sailing. INTO, is a *Preposition*, and connects the verb with the noun upon which it (the verb) acts, that is, PORT. HER, is a *Pronoun*, and stands instead of Ship, which must otherwise be again repeated, if you would point out the port as particularly belonging to the Ship. The word might have been *its*, but custom has made us call a ship feminine, as we do a woman.

THE
INFANT SCHOOL GRAMMAR.

CONSISTING OF
ELEMENTARY LESSONS

IN
THE ANALYTICAL METHOD;

ILLUSTRATED BY
SENSIBLE OBJECTS AND ACTIONS.

Originally composed for Infant School No. 1 in New-York.

"So far as words are of use and signification, so far is there a connection between the sound and the idea, and a designation that one stands for the other; without which application of them, they are nothing but so much noise." LOCKE.

SECOND EDITION, ENLARGED AND IMPROVED.

By J. Black

NEW-YORK:

SOLD BY R. LOCKWOOD, 415 BROADWAY, AND A. W. COREY, 140 NASSAU-STREET

1832.

PREFACE.

THE first step in the INFANT SYSTEM of education is development, or to assist the mind in making discoveries for itself through the medium of the senses ; in other words, to teach it things before we teach it signs. The next step is cultivation, by endeavouring to give a right direction to the intellectual and moral faculties of the child, to check evil propensities in the bud, and carefully to instil right sentiments into the infant heart, while yet soft and tender ; to excite in it feelings of kindness, of gentleness, of obedience, and of love, and while yet scarcely resisting, to introduce its possessor into " that way in which it should go."

To teach the child to think, to observe, and reflect, and thus fit him for the station allotted to the human being by the Creator. "A little lower than the angels," and above "the brutes that perish."

The next step in order, appears to be expression, or a proper understanding and use of words, as the signs of ideas, the result of previous thought and observation; to effect this, a knowledge of the elements of grammar seems properly to form a part of the system of development. This knowledge, like all that has preceded it, should be communicated chiefly by oral instruction. How little a child understands of grammar from the old method practised in schools, and with how much labour that little is attained, will be allowed by all who recollect poring over long grammatical lessons, and as it were driving them into the memory with scarcely any idea, save that of the sounds of the words they were repeating. Aware of this evil and with a view to prevent it, the instructions given in Infant school, No. 1. have been chiefly oral.

At the request of the teachers, I have from time to time committed my simple lessons

to writing, often after they have been taught in the school from mere memoranda; and now, at the repeated solicitation of teachers, and other respected friends of the infant system, I am induced to give them to the public.

Simple as these lessons are, they are not designed to exclude occasional verbal explanations, but are intended more as hints to aid teachers in such explanations, than as a regular grammar; and I would deeply regret having published them, did I think they were merely to be given to the children, and repeated by them without any variation of phraseology, or illustrations by sensible objects and actions on the part of the teacher, to make them still plainer.

Excellent as catechetical instruction is, it has not been found to remedy the evil of repeating lessons by rote. Another plan has therefore been adopted, that of dictating to the children short sentences, accompanied by verbal explanations, and then questioning them on what they have been repeating.

To find the answers, will require an effort of mind, and when given, will be the result of reflection, showing that the subject is under-

stood, or will give the teacher an opportunity of again repeating the sentence, varying the mode of expression, or illustrating the subject more forcibly by sensible objects and actions.

In preparing this little work for the press, I have found more difficulty than I had anticipated, and that chiefly with regard to fitting it for the use of teachers. Had I entirely omitted the answers, they might be at a loss to carry on the plan. I concluded therefore to observe a middle course, and give, or not give them, as the subject might appear more or less abstruse, or occasionally throw in an answer as the case seemed to require. The teacher however will please observe, that the children should be required themselves to furnish the answer, when the subject has been explained in the sentence corresponding with the question.

In giving the lesson, the first, and perhaps the second or third time, the question should immediately follow the sentence repeated. Example—There are twenty-six letters in the English alphabet: Q. How many letters are there in the English alphabet? Five of these letters are called vowels.

Q. How many of these letters are called vowels? &c. And last of all, let the questions only be asked; when all the answers are properly given, the teacher may proceed to the next lesson.

The grammar may be studied thoroughly in two courses; the first embracing

The first seven, and the tenth lesson on nouns.

The lesson on articles.

The first two lessons on adjectives.

The fifteenth, sixteenth, and seventeenth lessons on verbs.

The thirty-first and thirty-second on pronouns.

The thirty-fifth on adverbs.

The thirty-eighth on prepositions.

The thirty-ninth on conjunctions.

The fortieth on interjections.

SECOND COURSE.

All the above and other lessons with exercises in parsing.

Where the children can read, they should be furnished with books, and occasionally read the lessons themselves, especially when going through the grammar the second time.

The cuts are copied from an English work, by the Rev. Ingham Cobham,* as peculiarly adapted to illustrate the subjects. I also acknowledge myself indebted to that work for several valuable hints.

J. B.

New-York, April 1830.

* This work, in connection with another, by the Rev. W. Fletcher, has lately been republished in Boston, under the title of the "The Little Grammarian."

LESSONS IN GRAMMAR.

GRAMMAR signifies "The science or knowledge of letters," because letters are the elements of language and writing. We study Grammar that we may know how to speak and write correctly.

What does the word Grammar signify? Why is Grammar called the science of letters? Why do we study Grammar?

The teacher will assemble the children in class or on the gallery; and place before them a lesson consisting of the letters of the alphabet, divided into vowels and consonants; and pointing to the letters, the children will repeat in concert after the teacher.

LESSON I.

1. There are twenty-six letters in the English alphabet.
2. Five of them are called vowels.
3. Twenty-one of these letters are called consonants.
4. Those called vowels are *a, e, i, o, u*, and sometimes *w* and *y* are vowels.
5. Those called consonants are *b, c, d, f, g, h, k, l, m, n, p, q, r, s, t, v, x, z*, and sometimes *x* and *y* are consonants.

Nouns have NUMBERS, which are called *singular* and *plural*.

SINGULAR NOUNS.

Singular means one.



A MAN.



A TREE.

PLURAL NOUNS.

Plural means more than one.



HORSES.



COWS.

6. Are there any nouns the same in both numbers? Give an example.

7. How do nouns for the most part form their plural?

8. What are nouns called that denote a number of the same things? Give some examples.

EXERCISE.

I will name some singular nouns, and you will make them plural, and spell them.

A bible, A hat, An ocean, A continent,
a ruler, a head, a lake, a cape,
a house, an eye, a river, an island,
a tree, a nose, a sea, a town,
a dog, a mouth, a brook, a village.

We will now proceed with the story, and you will distinguish the nouns in the singular number.

"Before *James* began to play at *ball*, he turned the *face* of the *looking glass* towards the *wall*, for fear he should break it."

Now supply the singular nouns that I omit.

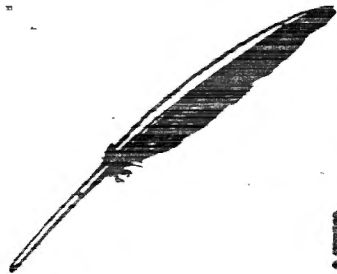
"Before _____ began to play at _____ he turned the _____ of the _____ towards the _____ for fear he should break it."

Now distinguish the plural nouns.

"After *James* had played some time, the ball struck the looking glass, and broke it and two *tumblers* that were near it. When his *parents* came home he went to them and said, I am very sorry I broke the looking glass and the *tumblers*—I did not break them on pur-

NOUNS WITH ARTICLES.

Articles limit the signification of nouns.



A QUILL.



THE BIBLE.

LESSON XIV.

"Three little words we hear and see,
In frequent use,—*a*, *an*, and *the*;
These words so useful, though so small,
Are those which *Articles* we call."

1. Any word that makes sense with *a*, or *the*, before it, is a noun.
2. An article is a little word placed before a noun to limit its signification.
3. There are two articles *a*, and *the*.
4. These are called definite, and indefinite.
5. *A* is the indefinite article, and limits the noun to one of a kind, but to no particular one; as, *a* man, *a* boy, may mean any man, any boy.
3. *The* is the definite article, and defines or points out the particular thing or things of

which we speak; as, *the* boy that lives with me, *the* girl with *the* pink frock.

7. When the noun begins with a vowel or an *h* that is not sounded, *a* is changed into *an*; as, *an* apple, *an* hour, *an* ear; and no *a* apple, *a* hour, *a* ear.

QUESTIONS.

1. How may you know a noun? What are these words called?
2. What is an article?
3. How many articles are there?
4. What are they called?
5. What is the use of the indefinite article? Give an example.
6. What is the use of the definite article? Give an example.
7. What does the article *a* become, when the noun begins with a vowel or *h* that is not sounded? Give an example.

If I tell you to give this pencil to *a* boy, what article do I use? *The indefinite article*. Would you know to what boy to give it? *No*. Why? *Because you do not point out any particular boy*. Might you not give it to any boy? If I tell you to give it to *the* boy who is acting as monitor, what article do I use? *The definite article*. Do you know what boy to give it to? *Yes*. Why? *Because you point out the particular boy to whom you wish me to give it*.

EXERCISE.

Distinguish the indefinite articles in this verse:

NOUNS WITH ADJECTIVES.

The Adjective in general expresses the quality of a thing.

A LITTLE



GIRL.

A BEAUTIFUL



ROSE.

Note. The words at the top are *Adjectives*, the words under the pictures are *Nouns*.

LESSON XV.

THE ADJECTIVE.

The Adjective then tells the kind,
Of ev'ry thing call'd *noun*;
Boys *good* or *bad*; girls *glad* and *sad*;
A *large*, or a *small* town.

1. Adjective means, added.
2. An Adjective is designed to be added to a noun, without which the adjective has no precise meaning.
3. Nouns denote persons, places, or things. Adjectives express the quality of persons,

places, or things; as, a good boy; a fine frock. Good expresses the quality of the boy, fine of the frock. *Good* and *fine* are adjectives.

4. The words expressive of numbers; such as one, two, three, four, &c. are adjectives; as, *one* boy, *two* girls; the *first* class, the *second* class. These last are called numeral adjectives.

QUESTIONS.

1. What does adjective mean?
2. What is an adjective? *An adjective is designed to be added to a noun, to express its quality.* Has an adjective any precise meaning unless it be added to a noun? Has the adjective *pretty* any meaning without a noun. Would you know what was pretty if I did not add a noun to it?
3. What are nouns? What do adjectives express? Give an example. What word expresses the quality of the boy? What of the frock? What are *good* and *fine*?
4. Are words expressive of numbers, adjectives? Give some examples. What are these adjectives called?

EXERCISE.

Distinguish the adjectives in this story.

"A *poor little* chimney-sweeper was employed at a gentleman's house, to sweep the chimney of the lady's *dressing-room*; when the *little* boy found himself alone, he could not help looking at the *handsome* things in

LESSON XVI.

ADJECTIVES CONTINUED.

1. As an adjective describes the quality of a noun, it also describes the degree of that quality.

2. There may be three green apples on the table. One may be *green*, another may be *greener*, and another may be the *greenest* of the three.

3. There may be three small children in a room; one may be *small*, another may be *smaller*, and another may be the *smallest* of the three.

4. These are called the degrees of comparison; positive, comparative, superlative.

5. The Positive degree describes the quality of a noun; as, a green apple, a large house, a small child. *Green*, *large*, and *small*, are adjectives in the positive degree.

6. The Comparative degree shows, by comparing one thing with another, a greater or less degree of the quality; as, one apple may be green, another apple may be greener, one child may be small, another may be smaller. *Greener* and *smaller* are both in the comparative degree.

7. The Superlative degree describes the highest or lowest state of the quality of a noun. One apple is *green*, another is *greener*, and another is the *greenest* of the three. One child is *small*, another is *smaller*, and a third is the *smallest* of the three. *Greenest* and *smallest* are in the superlative degree.

COMPARISON OF ADJECTIVES.

An Adjective describes the *quality* of a thing; and the *degree* of that quality; it also, in the same manner, expresses the *size* or *duration* of a thing with *its degree*.

POSITIVE, COMPARATIVE, SUPERLATIVE.



A tall MAN.

A taller MAN.

The tallest MAN
of the three.

Words of more than one syllable are generally compared by *MORE* and *MOST*.

A beautiful
BIRD.A more beautiful
BIRD.The most beautiful
BIRD.

N. B. The words in *italic* mark the comparative and superlative degrees.

LESSON XVIII.

ADJECTIVES CONTINUED.

1. When the positive ends in *y* with a consonant before it, as in happy, the *y* is changed into *i*, with the usual terminations *er* and *est*; as,

Positive,	Comparative,	Superlative.
Happy,	Happier,	Happiest.
Lovely,	Lovelier,	Loveliest.

2. Words of several syllables are generally compared by *more* and *most*; or *less* and *least*; as troublesome, *less* troublesome, *least* troublesome; diligent, *more* diligent, *most* diligent.

3. The following adjectives form their degrees of comparison peculiar to themselves.

Positive,	Comparative,	Superlative.
Little,	Less,	Least.
Bad,	Worse,	Worst.
Good,	Better,	Best.
Much,	More,	Most.

QUESTIONS.

1. How do you compare adjectives ending in *y* with a consonant before it?

2. How are words of several syllables compared? Give an example of an adjective of several syllables and compare it.

3. Are there any adjectives which form their degrees of comparison peculiar to themselves? Put the adjective *good* to these boys, and compare them; the adjective *bad*, and compare them; the adjective *little*, and compare them, &c.

LESSON XIX.

VERBS.

These nouns can also agents be,
And verbs express their actions;
Boys run and walk, girls laugh and talk,
Read, write, tell wholes and fractions.



TO RUN.



TO SLEEP.

A Verb expresses an *action* or *state*.

1. Verb means *word*, and tells what nouns do. Without the verb we can neither express our thoughts, nor ask others to teach us.

2. The verb tells what persons or things do or feel. The person is the agent; the thing done the action. Jane walks. *Walks* is a verb, because it tells what Jane does with her body. Jane is the agent; *walks* is the action. This boy *talks*. Boy is the agent; *talks* the action. The boy is the noun; *talks* is the verb, and tells what the boy does. Jane *thinks*; *thinks* is a verb, and tells what Jane does in her mind.

QUESTIONS.

1. What does verb mean? What does the

2. Are there any verbs that describe the state of persons or things? When we say we *sleep*, we *sit*, do we speak of our action or our state? When we say the picture is hanging, what does it describe? *The state of the picture*. Give a sentence with four parts of speech. *The good boy learns*. What part of speech do you call *The*? Why? *Good*? Why? *Boy*? Why? *Learns*? Why do you call *learn* a verb? *Because it is the word that tells what the good boy does*. See Lesson XIX. Part 2.

LESSON XXI.

VERBS CONTINUED.

The Active *gives* the strokes. The Passive *receives*. The Neuter neither gives nor receives, but remains inactive.



ACTIVE, PASSIVE, NEUTER.

1. There are three sorts of verbs; active, passive, and neuter.

2. An *active verb* represents an action which one person or thing does to another person or thing; as, I *lift* this picture; *lift* is an active verb, because it shows my action on the picture. I *love* good children; *love* is an active verb, because it shows the action of my mind towards good children.*

3. An active verb must have an agent or actor expressed or understood. This agent or actor is in the nominative case; as, John *writes* a good letter; *John* is the nominative to the active verb *writes*. Except when the verb is in the infinitive mood, then the agent is sometimes in the objective; as, I saw John *kill* a chicken. *John* is the agent and still in the objective case.

4. A *passive verb* expresses an action received by a person or thing; as, the bad boy *was punished* by the master; *was punished* is a passive verb, because it expresses an action *received* by the nominative boy, and not done by him.

5. Every passive verb must have a subject that receives the action of the verb: this subject is in the nominative case; as, Esther *is beloved* by her schoolmates.

6. Those verbs which are neither *active* nor *passive* are called *neuter*; as, he *sleeps*, she *sits*, the table *stands*. To *sleep*, to *sit*,

* A verb expressing action is called *transitive* when it acts upon an object; as, *John loves Jane*, and *intransitive* when it does not; as, *Mary walks*, *John runs*.

VERBS WITH ADVERBS.

The Verb expresses the action. The Adverb describes the manner of acting.

This man works

This man works



DILIGENTLY.



IDLY.

This man rides

This boy runs



SLOWLY.



FAST.

N. B. The word at the bottom of each picture is the Adverb.

LESSON XXXIX.

THE ADVERB.

To modify the verbs we use,
The adverb fits most neatly;
As, John *correctly* always writes,
And Jane she sings most *sweetly*.

1. Adverb means *word added*, and is added to verbs, to show the *manner* of acting, the *time* of acting, and the *place* where the action is performed, &c.

2. *First*—The adverb shows the *manner* in which an action is performed; as “James paints *neatly* ;” paints is a verb expressing the action of James; *neatly* is an adverb added to it, to show how the action of painting is performed. “Mary walks *slowly* ;” *slowly* is an adverb added to the verb walks, to show *how* Mary walks.

2. Adverbs expressing *manner*, are generally formed by adding *ly* to an adjective; as, fine, *finely* ; pious, *piously* ; fine and pious are adjectives; *finely* and *piously* are adverbs.

3. *Secondly*—The adverb shows the *time* when an action is performed; as, “James paints *now* ;” *now* is an adverb, and shows the time when James paints. “Mary came to school *to-day*, Esther came *yesterday*, John will come *to-morrow* ;” *to-day*, *yesterday*, and *to-morrow*, are adverbs. “Emily will go home *immediately*, I will hear you *instantly*, Mrs. F. will hear you *by-and-by*, or *presently* ;” *immediately*, *instantly*, *by-and-by*, and

LESSON XLI.

CONTRAST OF ADVERBS.

<i>Teacher.</i>	<i>Scholars.</i>
quickly,	slowly,
correctly,	incorrectly,
wisely,	foolishly,
cheerfully,	mournfully,
politely,	impolitely,
liberally,	illiberally,
gently,	rudely,
civilly,	uncivilly,
diligently,	idly,
voluntarily,	involuntarily,
pleasantly,	unpleasantly,
publicly,	privately,
happily,	unhappily,
certainly,	uncertainly,
often,	seldom,
near,	far off,
upward,	downward,
backward,	forward,
here,	there,
heretofore,	hereafter,
formerly,	latterly.

Now add these adverbs, as I name them, to a suitable verb, with an appropriate nominative, either noun or pronoun.

<i>Teacher.</i>	<i>Scholars.</i>
quickly,	<i>Isabella came quickly.</i>
slowly,	<i>he walks slowly, &c.</i>

Give a sentence with six parts of speech, and parse it. *The little bird, you saw, flew swiftly.*

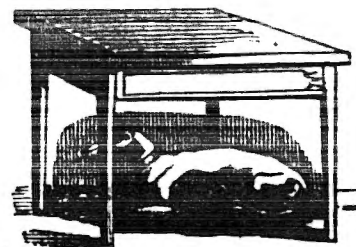
PREPOSITIONS show the relation between words.

This Man



walks WITH a stick.

This Dog lies



UNDER the Table.

This Man



goes FROM Post TO Post.

This Man rides



UPON a Horse.

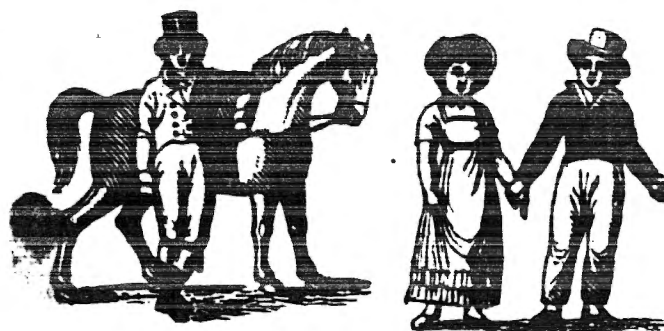
N. B. The words in capitals are the Prepositions.

I go church, and sit a pew.
 Mr. M. preaches Canal-street church.
 Do you sleep a bed or a cot.
 She has no bed : she lies the floor.
 Many poor women live washing.
 He gets his living weaving.
 Margaret retired the country.
 She made the silk a bonnet.
 He threw the ball the well.
 Grandma can't read spectacles.
 John took the apple James and gave
 it William.
 He fell a horse, and was killed
 the fall.
 He died a fever.
 I came Albany water.
 I had that book you.
 Did you go Brunswick when you
 went Philadelphia.
 Does he travel land or water ?
 He stands John and George.
 He walks a staff moonlight.
 We gather apples the fall, and put
 them barrels.

Give a sentence with seven parts of speech
 and parse it. A pious man reads the Bible
 daily with attention, he prays to God.

LESSON XLIII.

THE CONJUNCTION.



A MAN AND HORSE.

A BOY AND GIRL.

Conjunctions next we bring to join
 These sentences together;
 As John and James may go to town,
 If it should prove good weather.

1. Conjunction means that which joins together.
2. Conjunctions join sentences and sometimes words.
3. A simple sentence contains but one subject or nominative, and one verb which agrees with that nominative ; as, "Flowers grow in gardens."
4. A compound sentence is composed of two or more simple sentences, and then they require a conjunction or relative pronoun to join them together ; as, "Flowers grow in gardens, *and* bees extract honey from them," *and* is a conjunction.
5. Conjunctions are divided into two sorts, the *conjunctive* and the *disjunctive*.

INTERJECTIONS

Are words used to express some passion of the mind ; principally of *joy, grief, or fear* ; and is followed by a note of admiration.



O! my dear father, how glad I am to see you!



Hush! you will wake the baby.

LESSON XLIV.

THE INTERJECTION.

The interjection helps t' express
Our joys and sorrows too;
Joy for thy blessed word, O Lord!
That tells us what to do

Sorrow *alas!* that, we provoke
So good! so kind! a God,
And cry, *O dear!* when for our sins
We feel his chast'ning rod.

1. An interjection is a word used to express some sudden emotion or passion of the mind ; principally of *joy or grief, surprise, fear, &c.* ; as, Oh! Alas!

2. If we hurt ourselves and cry out, or if we see any thing that fills us with surprise, we generally use an *interjection*.

3. The principal interjections are :

O! Oh! Ah! Alas!

Ho! Lo! Hush!

QUESTIONS.

1. What is an interjection?
2. When we hurt ourselves and cry out, what part of speech do we generally use? When we are surprised, what do we use?
3. What are the principal interjections?