

THE  
**YOUTH'S CATECHETICAL  
GRAMMAR,**

OR  
A SIMPLE ILLUSTRATION OF THE PRINCIPLES  
OF THE  
**ENGLISH LANGUAGE,**

ADAPTED TO THE  
CAPACITY OF THE JUVENILE MIND;

Comprising a Philosophical View

OF  
ORTHOGRAPHY,

**ETYMOLOGY, SYNTAX AND PROSODY,**

ILLUSTRATED BY  
APPROPRIATE EXERCISES,

DESIGNED FOR THE IMPROVEMENT OF YOUTH,

BY <sup>ev</sup> E. GILBERT.

<sup>2d ed.</sup>  
If you would converse with children, adapt your language to their capacity.

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*[Printed by W. Mitchell.]*  
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180 Broadway; B & S. Collins, 230 Pearl-street, and by the  
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has consented to offer it to the public, hoping it may be useful both to teachers and pupils, by facilitating that once dry and much dreaded task—the study of English Grammar.

To present a summary view of a work so small as this is deemed needless, as it is presumed that every person who wishes to judge of its merits, will examine it in detail; therefore the author will only add that this work recognizes most of the principles adopted by Murray, but differs in the mode and style of illustrating them. He would also acknowledge himself indebted to several more modern authors, for many valuable hints which have been of service to him in preparing this work. In altering the definitions and style of language, it has been the author's object not only to render the definitions more appropriate, ~~but to adapt the style of language to the capacity of the juvenile mind; he has also endeavoured to explain his philosophical mode of parsing and correcting false syntax and orthography in such a manner as to exercise the understanding of the pupil. How far he has succeeded, and also the comparative merit between this and the works of other authors on the same subject, is left for a scrutinizing and enlightened community to judge.~~

## ENGLISH GRAMMAR.

ENGLISH GRAMMAR is the art of speaking and writing the English language with propriety.

The science is divided into four parts, viz. ORTHOGRAPHY, ETYMOLOGY, SYNTAX, and PROSODY.

ORTHOGRAPHY is that part of grammar which teaches the use of letters, and the proper formation of words.

ETYMOLOGY is that part of grammar which teaches the definitions, variations, and derivations of the parts of speech.

SYNTAX is that part of grammar which teaches the proper formation of sentences.

PROSODY is that part of grammar which teaches the proper pronunciation of words, the punctuation of sentences, and the laws of versification.

### QUESTIONS.

- What is English Grammar?
- How is the science divided?
- What is Orthography?
- What is Etymology?
- What is Syntax?
- What is Prosody?

## ORTHOGRAPHY.

ORTHOGRAPHY teaches the use of letters, and the proper formation of words.

LETTERS are the characters which are used to represent the sounds of the language.

There are twenty-six letters in the English alphabet, viz. A B C D E F G H I J K L M N O P Q R S T U V W X Y Z.

The letters are divided into *vowels* and *consonants*.

A *vowel* is a letter which represents a sound that can be pronounced without changing the position of the tongue or lips.

A *consonant* is a letter which represents a sound that cannot be pronounced without changing the position of the tongue or lips.

The vowels are A, E, I, O, U, and sometimes W and Y.

W and Y are consonants when they begin a word or syllable, and they are vowels when they do not begin a word or syllable.

## QUESTIONS.

What does *orthography* teach? What are *letters*? How many letters are there in the English alphabet? How are the letters divided? What is a *vowel*? What is a *consonant*? Which of the letters are vowels?—When are W and Y consonants? When are W and Y vowels?

*Note.*—Here the pupil should be required to pronounce the letters of the alphabet separately, and thereby distinguish the vowels from the consonants.

*For example.* Is *A* a vowel or a consonant?

Ans. *A* is a vowel, because it represents a sound that can be pronounced without changing the position of the tongue or lips.

Is *B* a vowel or a consonant?

Ans. *B* is a consonant, because it represents a sound that cannot be pronounced without changing the position of the lips.

Each of the vowels, except *W*, has two or more sounds, which may be learned by observing their sounds in the following words, viz:

	1	2	3	4
A.	Hate,	Hat,	Hall,	Hart,
E.	Met,	Met,	Her,	They,
I.	Mite,	Hit,	Stir,	
O.	Note,	Not,	Love,	Move.
U.	Tube,	Tub,	Bush.	
W.	New.			
Y.	Type,	Hymn.		

The pupil should be required to substitute other words for examples, to illustrate the sounds of the vowels.

## QUESTIONS AND DIRECTIONS.

How many sounds has *A*? Mention a word, for example, which contains the first sound of *A*. Also one which contains the second sound, etc.

*C* and *g* have also two sounds, viz. the hard and the soft.

*C* has its hard sound like *k*, when it is placed before *a*, *o*, or *u*, and it has its soft sound like *s*, when it is placed before *e*, *i*, or *y*. ▲4

Ex. *Can, cork, cure; celebrate, citizen, cyprus.*

*G* has its hard sound when it is placed before *a, o, or u*, and it generally has its soft sound like *j*, when it is placed before *e, i, or y*.

Ex. *Gain, gold, gun; gem, engine, Egypt.*

*Note*.—In some words *g* has its hard sound, when it is placed before *e, i, or y*. Ex. *Get, gird, craggy.*

The different sounds of *g* when it is placed before *e, i, or y*, are to be learned by observation.

Each of the other consonants has usually only one sound.

Compound sounds are represented by two or more letters united.

*Ch* has three sounds, viz. like *tsh* in English words, like *sh* in French words, and like *k* in Greek words.

Ex. *Charm, chaise, chord.*

*Gh* has a variety of sounds, which can only be learned by observing the sounds as they are used in different words. Ex. *Ghost, high, laugh, burgh, dough.*

*Ph* has usually the sound of *f*. Ex. *Philip, philosophy.*—*Note*. In the word *Stephen*, *ph* has the sound of *v*.

*Th* has two sounds, viz. the acute and the obtuse. Ex. *Thick, those.*

### QUESTIONS.

Have any of the consonants more than one sound?

How many sounds have *c* and *g*, and what are they?

When does *c* have its hard sound, and what is it like? When does *c* have its soft sound, and what is it like? Mention a word which contains the hard sound of *c*. Mention a word which contains the soft sound of *c*.

When does *g* have its hard sound? When does *g* have its soft sound, and what is it like? Mention a word which contains the hard sound of *g*. Mention a word which contains the soft sound of *g*. Does *g* ever have its hard sound when it is placed before *e, i, or y*? How must we learn the different sounds of *g*, when it is placed before *e, i, or y*?

How many sounds has each of the other consonants? How are compound sounds represented? How many sound has *ch*?

What does *ch* sound like in English words?

What does *ch* sound like in French words?

What does *ch* sound like in Greek words?

Mention a word which contains the *English* sound of *ch*.

Mention a word which contains the *French* sound of *ch*.

Mention a word which contains the *Greek* sound of *ch*.

What are the sounds of *gh*, and how are they to be learned? Mention examples which contain each of the sounds of *gh*, and describe the sound in each.

What does *ph* usually sound like?

What does *ph* sound like in the word *Stephen*?

How many sounds has *th*, and what are they called?

Give an ample of the acute sound of *th*.—

Give an example of the obtuse sound of *th*.

The compound sounds of the vowels are called *diphthongs* and *triphthongs*.

A *diphthong* is a compound sound formed of two vowels.

A *triphthong* is a compound sound formed of three vowels.

A diphthong is called proper when both of the vowels are distinctly sounded.

A diphthong is called improper when only one of the vowels is distinctly sounded.

#### EXAMPLES.

DIPHTHONGS.	TRIPHTHONGS.
<i>Proper</i> ,—Voice.	<i>Beau</i> .
<i>Improper</i> ,—Beat.	<i>View</i> .

#### QUESTIONS.

What are the compound sounds of the vowels called?

What is a diphthong? What is a triphthong? What is a *proper* diphthong? What is an *improper* Diphthong? Why is the sound of *oi*, in *voice*, called a proper diphthong?

Why is the sound of *ea*, in *beat*, called an improper diphthong? Why is the sound of *au*, in *beau*, called a triphthong?

Here the pupil should be required to substitute other words for examples which contain diphthongs and triphthongs, and to distinguish the proper from the improper.

#### WORDS.

Words are signs of our ideas.

Words are formed of letters and syllables.

A syllable is a letter or union of letters pronounced by a single impulse of the voice.

A word of one syllable is called a monosyllable.

A word of two syllables is called a disyllable.

A word of three syllables is called a trisyllable.

A word of more than three syllables is called a polysyllable.

#### QUESTIONS.

What are words? Of what are words formed? What is a syllable? What is a word of one syllable called? What is a word of two syllables called? What is a word of three syllables called? What is a word of more than three syllables called?

*Note*.—Here the instructor should mention a variety of words, and the pupil should be required to count the syllables, and also to give examples of monosyllables, disyllables, and give the reason why they are called so.

Accent is pronouncing one syllable in a word louder than the rest. AG

*Note*—Here the pupil should be required to distinguish the accented syllable in a variety of words, and also to change the accent from one syllable to the other, by pronouncing the words.

#### QUESTIONS.

What is accent?

What syllable is accented in the following words:—*Congratulate, dilatory, optics, auctioneer, &c.* Pronounce the word *content*, with the accent on the first syllable, and likewise with the accent on the last syllable. This mark, (') is used to distinguish the accented syllable, when written or printed, *Examples*.—*Deform'ity, emula'tion, cit'y.*

#### DIVISION OF WORDS.

Words are either primitive or derivative.

A primitive word is one which is not derived from any other English word.

A derivative word is one which is derived from some other English word.

Words which are composed of two or more simple words, are sometimes called compound.

#### EXAMPLES.

<i>Primitive.</i>	<i>Derivative.</i>	<i>Compound.</i>
Delight.	Delightful.	Tea-cup.
Content.	Contentment.	Stove-pipe.

#### QUESTIONS.

How are words divided? What is a primitive word? What is a derivative word? What is a compound word?

Why is *delight* a primitive word? Ans. Because it is not derived from any other English word. Why is *contentment* a derivative word? Ans. Because it is derived from *content*, which is also an English word? Why is *tea-cup* a compound word? Ans. Because it is composed of the two simple words, *tea* and *cup*.

The pupil should be required to give other examples of primitive, derivative, and compound words, and give the reason why they are such.

#### SPELLING.

Spelling is the art of expressing words by the proper arrangement of letters.

The spelling of a large proportion of the English words is arbitrary, and consequently it is to be learned by observation. The following rules, however, will serve to assist the learner in spelling many of them.

#### RULES FOR SPELLING.

##### RULE 1.

Monosyllables, which end in *f, l, or s*, double the final consonant when it is preceded by a single vowel.

*Exceptions*.—*Of, if, as, is, has, gas, pus, his, yes, his, was, thus, us.*

#### EXAMPLES OF FALSE SPELLING.

Staf	kil	gros
Puf	wil	mis
Snuf	mil	kis.

The pupil should be required to give the reason why the above examples are spelled wrong, and also to rectify them.

*For example.* Why is *staf* spelled wrong?  
 Ans. Because it is a monosyllable ending in *f*, and the *f* is preceded by the single vowel *a*, which requires the *f* to be doubled. It should be *staff*. (Here repeat the rule, &c.)

Why is *kil* spelled wrong?  
 Why is *gros* spelled wrong? etc.

## RULE II.

Monosyllables which end in any consonant except *f*, *l*, or *s*, never double the final consonant when it is preceded by a single vowel.

*Exceptions.* Add, *ebb*, *odd*, *egg*, *err*, *inn*, *butt*, *burn*, *purrr*, *buzz*.

## EXAMPLES OF FALSE SPELLING.

Mann	tubb	mapp
Pinn	mudd	stirr
Tenn	dogg	sitt

## QUESTIONS.

Why is *mann* spelled wrong?

Ans. Because it is a monosyllable ending in *n*, and the *n* is preceded by the single vowel *a*, which requires the *n* to be single. It should be *man*, etc.

Why is *tubb* spelled wrong?  
 Why is *pinn* spelled wrong?  
 Why is *tenn* spelled wrong?  
 Why is *dogg* spelled wrong? etc.

## RULE III.

Primitive words ending with *y*, preceded by a consonant, change the *y* into *i* before an additional syllable or termination. *Exceptions.*—When the additional syllable begins with *i*, the *y* is retained to prevent the *i* from being doubled; also, the words *styly*, *slyness*, and some others, are exceptions to this rule.

## EXAMPLES OF FALSE SPELLING.

Spyes	candyes	skyes
Happyness	ladyes	denyed
Carryed	follyes	dryed.

## QUESTIONS.

Why is *spyes* spelled wrong?

Ans. Because it is formed by annexing *es* to the word *spy*, which ends in *y*, and the *y* is preceded by the consonant *p*, which requires the *y* to be changed into *i*. It should be *spies*, etc.

Why is *happyness* spelled wrong?

Why is *carryed* spelled wrong? etc.

## RULE IV.

Primitive words ending with *y*, preceded by a vowel, retain the *y* before an additional syllable or termination.—*Exceptions.* *Daily*, *gaily*, *gaiety*.

## EXAMPLES OF FALSE SPELLING.

Emploiment	joiless	gainess
Coiless	plaiful	joiful.

## QUESTIONS.

Why is *joiless* spelled wrong?

Ans. Because it is formed by annexing *less* to the word *joy*, which ends in *y*, and the *y* is preceded by the vowel *o*, which requires the *y* to be retained. It should be *joyless*, etc.

Why is *plaiiful* spelled wrong?

Why is *gainess* spelled wrong? etc.

## RULE V.

Monosyllables and words accented on the last syllable ending with a single consonant, which is preceded by a single vowel, double that consonant when an additional syllable is annexed beginning with a vowel.

*Note.*—When the final consonant is preceded by a diphthong, or when the accent is on the preceding syllable, it is seldom doubled.

## EXAMPLES OF FALSE SPELLING.

Committee admittance rober begining.

## QUESTIONS.

Why is *committee* spelled wrong?

Ans. Because it is formed by adding *ee* to the word *commit*, which is accented on the last syllable and ends in the single consonant *t*, and the *t* is preceded by the single vowel *i*, which requires the *t* to be doubled. It should be *committee*, etc.

Why is *admittance* spelled wrong?

Why is *rober* spelled wrong? etc.

## RULE VI.

When words which end in *ll* have *ness*, *less*, *ly*, or *ful*, annexed to them, one *l* should be omitted. *Note.*—Words ending in any other double letter, preserve the letter double when these syllables are annexed.

## EXAMPLES OF FALSE SPELLING.

Fullness chiliness  
Skillfull dullness

## QUESTIONS.

Why is *fullness* spelled wrong?

Ans. Because it is formed by annexing *ness* to the word *full*, which ends in *ll*, which requires one *l* to be omitted. It should be *fulness*, etc.

Why is *skillful* spelled wrong?

Why is *dullness* spelled wrong? etc.

## RULE VII.

Words ending in silent *e*, generally retain the *e* when a syllable is added which begins with a consonant. *Exceptions.*—*Duly*, *truly*, *awful*, *judgment*, *abridgment*, *acknowledgment*.

## EXAMPLES OF FALSE SPELLING.

Disgracful emprovement  
Advancment sincerely  
Managment palness.

## QUESTIONS.

Why is *disgracful* spelled wrong?

Ans. Because it is formed of the word *disgrace*, which ends in silent *e*; and the additional syllable *ful*, which begins with the con-

sonant *f*, which requires the *e* to be retained. It should be *disgraceful*, etc.

Why is *advancement* spelled wrong?

Why is *sincerly* spelled wrong? etc.

#### RULE VII.

When words which end in silent *e* have an additional syllable or termination annexed to them, beginning with a vowel, the *e* should generally be omitted. *Exceptions*.—Words which end in *ge* and *ce* retain the *e* when *able* is annexed.

#### EXAMPLES OF FALSE SPELLING.

Blameable	slaveish
Cureable	lodging
Sensible	placeing.

#### QUESTIONS.

Why is *slaveish* spelled wrong?

Ans. Because it is formed of the word *slave*, which ends in silent *e*, and the additional syllable *ish*, which begins with the vowel *i*, which requires the *e* to be omitted. It should be *slavish*, etc.

Why is *placeing* spelled wrong?

Why is *cureable* spelled wrong?

#### RECAPITULATION.

What is spelling?

How do we learn to spell most of the English words?

How many rules are given in this book to assist in learning spelling?

What is rule 1st? What is rule 2d? etc. \*

#### Directions for Placing Capital Letters.

Rule 1st. The first word of every piece of writing, and every distinct sentence, should begin with a capital letter.

Rule 2d. The names of all individuals, either persons or places; also words derived from individual names, should begin with capital letters.

Rule 3d. The pronoun *I*, and the interjection *O*, and also the first word of every line in poetry, should begin with a capital letter.

*Note*.—Other words may with propriety begin with capitals, if they are remarkable from any case.

#### ETYMOLOGY.

Etymology is that part of grammar which teaches the definitions, variations, and derivations of the parts of speech.

In English there are ten parts of speech, viz. Article, Noun, Adjective, Pronoun, Verb, Participle, Adverb, Preposition, Conjunction, and Interjection.

#### DEFINITIONS.

An *article* is a part of speech used to limit a noun.

A *noun* is the name of a thing, or sort of things.

An *adjective* is a part of speech used to describe a noun.

A *pronoun* is a part of speech used instead of a noun.

A *verb* is a part of speech which expresses action, or existence, in a direct manner.

A *participle* is a part of speech derived from a verb, and expresses action, or existence, in an indirect manner.

An *adverb* is a part of speech used to add to the meaning of verbs, adjectives, and participles.

A *preposition* is a part of speech used to show the relation between other words.

A *conjunction* is a part of speech used to connect words and sentences.

An *interjection* is a part of speech used to express sudden passion or emotion.

*Examples of Articles and Nouns.*

The boy	the door	a book	a slate
An apple	an orange	the window	a bird
A map	an inkstand	a pin	the horse.

QUESTIONS.

What part of speech is *the* in the first example, and why? Ans. *The* is an article, because it is used to limit the noun boy.

What part of speech is boy, and why?

Ans. *Boy* is a noun, because it is the name of a sort of persons, etc.

*Examples of Articles, Adjectives, and Nouns.*

A good house, a little dog, a long rope, the large boys, an old chair, a long lesson, a short lesson, an easy lesson, a sharp knife, an ugly boy, a broken window.

What part of speech is *a* in the first example, and why? What part of speech is *good*, and why? Ans. *Good* is an adjective, because it is used to describe the noun house.

What part of speech is *house*, and why?

*Examples of Articles, Adjectives, Nouns, Pronouns, and Verbs.*

The blind man lost his hat.  
The large boys have recited their lesson.  
I have studied my grammar lesson.  
You must be a good child.  
The little dog caught a red squirrel.  
See the old hen feed her chickens.

QUESTIONS.

What part of speech is *the* in the first example, and why? What part of speech is *blind*, and why? What part of speech is *man*, and why? What part of speech is *lost*, and why?

Ans. *Lost* is a verb, because it expresses an action in a direct manner.

What part of speech is *his*, and why? Ans. *His* is a pronoun, because it is used instead of the noun *man*.

What part of speech is *hat*, and why?

*Examples of Articles, Nouns, Adjectives, Pronouns, Verbs, Participles, and Adverbs.*

I heard the boys studying loudly.  
John has a little book neatly bound.  
An old man caught a thief stealing his apples slyly.

## QUESTIONS.

What part of speech is *I* in the first sentence, and why? Ans. *I* is a pronoun, because it is used instead of the name of the person speaking.

What part of speech is *heard*, and why?

What part of speech is *boys*, and why?

What part of speech is *studying*, and why?

Ans. *Studying* is a participle, because it is derived from the verb *study*, and expresses an action of *boys* in an indirect manner.

What part of speech is *loudly*, and why?

Ans. *Loudly* is an adverb, because it is used to add to the meaning of the participle *studying*, etc.

*Examples of Prepositions, Conjunctions,  
Interjections, &c.*

John and Charles went to school. Oh! I have cut my finger with a knife. Bats fly in the air, and catch small insects. Oh! see that black snake crawling on the ground. The men raised the heavy timbers of the Church with ropes and pulleys suspended on a gin-pole. The book was neatly bound, and it contained many valuable lessons.

## QUESTIONS.

What part of speech is *and* in the first sentence, and why? Ans. *And* is a conjunction, because it is used to connect the words *John* and *Charles*.

What part of speech is *to*? Ans. *To* is a preposition, because it is used to show the relation between *went* and *school*.

What part of speech is *oh*, in the second sentence, and why? Ans. *Oh* is an interjection, because it is used to express a sudden emotion of pain.

What part of speech is *and* in the third sentence, and why? Ans. *And* is a conjunction, because it is used to connect the preceding and subsequent sentences.

*Notc.*—The other words in the sentence should be parsed according to the same principles, as illustrated in the foregoing examples.

*Obs.*—Having illustrated the principle by which the pupil should distinguish the parts of speech in a sentence, I next proceed to show their classifications and variations.

*Classifications and Variations of the Parts of Speech.*

## OF ARTICLES.

An article is a part of speech used to limit a noun.

There are two kinds of articles, viz. the *definite* and *indefinite*.

The definite article limits a noun by defining some particular thing or things.

An indefinite article limits a noun to one thing of the kind, without defining any particular one.

*This* is called the *definite* article, because it defines the noun to which it refers.

*A*, or *an*, is called *indefinite*, because it does not define the noun to which it refers.

## EXAMPLES.

*The* boys are studying. Will you lend me *a* pencil?

## QUESTIONS.

What is an article? How many kinds of articles are there? How does a definite article limit a noun? How does an indefinite article limit a noun? What words are used for articles? What is *the* called, and why? What is *a* or *an* called, and why?

What kind of an article is *the* in the first example, and why? Ans. *The* is a definite article, because it defines some particular *boys*. What kind of an article is *a* in the second example, and why? Ans. *A* is an indefinite article, because it limits the noun *pencil* to one of the kind, without defining any particular

## OF NOUNS.

A noun is the name of a thing, or sort of things.

Nouns which express the union of many individuals, are called collective nouns.

## EXAMPLES.

Multitude, assembly, congress, flock, school.

Nouns have variations of gender, person, number and case.

## GENDER.

Gender is a classification made in consequence of sex. Nouns have three distinctions of gender viz. the *masculine*, *feminine*, and *neuter*.

The masculine gender denotes animals of the male kind.

The feminine gender denotes animals of the female kind.

The neuter gender denotes objects which are neither male nor female.

## EXAMPLES.

Mas.	Fem.	Neuter.
man	woman	house
boy	girl	desk.

## QUESTIONS.

What is a noun? What does a collective noun express? Mention several examples. Why is *school* a collective noun? Ans. *School* is a collective noun, because it expresses the union of many individual scholars. Why is *assembly* a collective noun? What variations have nouns? What is gender? How many distinctions of gender have nouns, and what are they? What does the masculine gender denote? What does the feminine gender denote? What does the neuter gender denote? What gender is *man*, and why? Ans. *Man* is in the masculine gender, because it is the name of a sort of persons of the male kind. What gender is *cow*, and why? Ans. *Cow*

is in the feminine gender, because it is the name of a sort of animals of the female kind? What gender is *house*, and why? Ans. *House* is in the neuter gender, because it is neither male nor female. What gender is *boy*, and why? What gender is *goose*, and why? What gender is *desk*, and why?

Nouns have a different form in the masculine and feminine genders.

There are *three* different modes of distinguishing the *masculine* and *feminine* genders.

The first mode of distinguishing the masculine and feminine genders, is by different words which have no relation of sound.

## EXAMPLES.

<i>Mas.</i>	<i>Fem.</i>	<i>Mas.</i>	<i>Fem.</i>
bachelor	maid	Master	Mistress
boar	sow	nephew	niece
boy	girl	ram	ewe
buck	doe	singer	{ songstress or singer
bull	cow		
cock	hen	sir	madam
dog	bitch	sloven	slut
drake	duck	son	daughter
earl	countess	stag	hind
father	mother	uncle	aunt
friar	nun	wizard	witch
gander	goose	hart	roe
husband	wife	horse	mare
king	queen	lad	lass
man	woman		

The second mode of distinguishing the masculine and feminine genders is by different terminations.

## EXAMPLES.

<i>Mas.</i>	<i>Fem.</i>	<i>Mas.</i>	<i>Fem.</i>
Abbot	Abbess	host	hostess
actor	actress	hunter	huntress
administrator	administratrix	inheritor	{ inheritress or inheritrix
adulterer	adulteress	instructor	instructress
ambassador	ambadressess	jew	jewess
arbiter	arbitress	lion	lioness
auditor	auditress	marquis	marchioness
author	authoress	mayor	mayoress
baron	baroness	patron	patroness
benefactor	benefactress	peer	peeress
bridegroom	bride	poet	poetess
cannon	canoness	priest	priestess
caterer	cateress	prince	princess
chanter	chantress	prior	priores
conductor	conductress	prophet	prophetess
count	countess	proprietor	proprietress
czar	czarina	protector	protectress
deacon	deaconess	shepherd	shepherdess
detractor	detractress	songster	songstress
director	directress	sorcerer	sorceress
duke	duchess	suitor	suitress
elector	electress	sultan	{ sultana, or sultanness
embassador	embassadress	tiger	tigress
emper	empress	testator	testatrix
enchanter	enchantress	traitor	traitress
executer	executrix	tyrant	tyranness
fornicator	fornicatress	victor	victress
god	goddess	votary	votaress
governor	governess	viscount	viscountess
heir	heirress	widower	widow
hermit	hermitess		
hero	heroine		

The third mode of distinguishing the masculine and feminine genders, is by prefixing a word to the noun.

## EXAMPLES.

<i>Mas.</i>	<i>Per.</i>
Man-servant	Maid-servant
he-goat	she-goat
cock-sparrow	hen-sparrow
male-descendants	female-descendants.

## QUESTIONS.

Have nouns the same form in the masculine and feminine genders?

How many modes are there of distinguishing the masculine and feminine genders?

What is the first mode of distinction?

What is the second mode of distinction?

What is the third mode of distinction?

*Note.*—The different forms of the masculine and feminine genders should be carefully committed to memory by the pupil, and rendered familiar by frequent recitations.

## PERSONIFICATION.

Personifying is representing objects as though they were persons.

In figurative language, names which denote objects that impart their qualities; also those that are remarkable for power, greatness or sublimity, are sometimes personified and spoken of as masculine, although naturally neuter.

Names which denote receptacles, or objects which are distinguished for the more mild and

delicate qualities, are sometimes spoken of as feminine.

*Note.*—The appropriate use of figurative language adds much to the force and beauty of an expression.

## EXAMPLES.

<i>Nouns personified as masculine.</i>	<i>Nouns personified as feminine.</i>
Sun	Ship
Wind	Moon
Death	Spring
Time	Earth.

Can *Wisdom* lend,  
With all *her* heavenly power,  
The pledge of Joy's anticipated hour.

CAMPBELL.

## QUESTIONS.

What is the meaning of *personifying*?

What kind of words are personified as masculine?

What kind of words are personified as feminine?

What is the use of figurative language?

[See the note.]

Why is *wind* personified as masculine?  
Ans. Because it is remarkable for its power.

Why is *ship* personified as feminine? Ans.  
Because it is the receptacle of freight or loading.

Why is *spring* personified as feminine?  
Ans. Because it is distinguished for mildness.

Why is *sun* personified as masculine? Ans.  
Because it imparts light.

How is *wisdom* personified in the example,  
and why?

## PERSON.

Person is that variation of nouns and pronouns which distinguishes the speaker, the person spoken to, and the person or thing spoken of.

Nouns have three distinctions of person, viz. *first*, *second*, and *third*.

The first person is the person speaking.

The second person is the person spoken to.

The third person is the person or thing spoken of.

*Note*—Nouns have the same forms in each of the persons.

## EXAMPLPES.

I therefore the *prisoner* of the Lord, beseech you, &c. Ephesians, 4th chap. 1st verse.

James, come and recite.

The boys rode on the pony.

## QUESTIONS.

What is person? How many distinctions of person have nouns?

What is the first person?

What is the second person?

What is the third person?

Have nouns a different form in each person?

What person is *prisoner* in the first example, and why? Ans. *Prisoner* is in the first person, because it is the name of the person speaking.

What person is *James* in the second example, and why? Ans. *James* is in the second person, because it is the name of the person spoken to.

What person is *boys* in the third example, and why? Ans. *Boys* is in the third person, because it is spoken of.

*Note*.—Examples and questions of this kind, should be extended till the pupil is familiar with the different persons.

## NUMBER.

Number is the distinction between one and more than one. There are two distinctions of number, the singular and the plural.

The singular number implies only one object.

The plural number implies more than one object.

*Obs.*—Collective nouns are considered in the singular number, when the members act or exist as one body, and they are considered in the plural when the members act individually.

*Note*—Most of the nouns have a different form in each number.

The plural number is generally formed by adding *s* or *es* to the singular.

## EXAMPLES.

<i>Singular</i>	<i>Plural.</i>	<i>Singular</i>	<i>Plural.</i>
House	houses	bench	"
Slate	slates	desk	"
Book	books	boy	"
Finger	fingers	plate	"

Some nouns which end in *f*, or *fe*, form their plurals by changing the *f* or *fe* into *ves*.

## EXAMPLPES.

William broke Daniel's slate.

## QUESTIONS.

What case is *William*, and why? Ans. William is in the nominative case, because it is the agent of the verb broke.

What case is *Daniel's*, and why? Ans. Daniel's is in the possessive case, because it relates to the possession of slate.

What case is *slate*, and why? Ans. Slate is in the objective case, because it is the object of the transitive verb broke, &c.

*Examples to illustrate the variations of Nouns.*

Francis has finished his sum.

Daniel study your philosophy lesson.

Henry's mother has visited him.

## QUESTIONS.

What part of speech is *Francis* in the first sentence, and why?

What gender, person, number, and case, and why?

*Note.*—The same questions may be applied to each of the nouns and pronouns in the above sentences; and they should be answered according to the principles already illustrated.

## ADJECTIVES.

An adjective is a part of speech used to describe a noun.

There are three classes of adjectives, viz. the positive, comparative, and superlative.

The positive adjective describes a noun in a positive manner, without comparing it with any other object.

The comparative adjective describes a noun by comparing it with another object.

The superlative adjective describes a noun by comparing it with more than one object.

## QUESTIONS AND DIRECTIONS.

What is an adjective?

How many classes of adjectives are there?

Describe the positive adjective.

Describe the comparative adjective.

Describe the superlative adjective.

## EXAMPLES.

Boston is a *large* city.

New-York is *larger* than Boston.

Pekin is the *largest* city in the world.

## QUESTIONS.

What kind of an adjective is *large* in the first sentence, and why? Ans. *Large* is a positive adjective, because it describes the city of Boston in a positive manner, without comparing it with any other object.

What kind of an adjective is *larger* in the second sentence. Ans. *Larger* is a comparative adjective, because it describes the city of New-York by comparing it with Boston.

What kind of an adjective is *largest* in the third sentence. Ans. *Largest* is a superlative adjective, because it describes the city of Pekin by comparing it with more than one city.

Personal pronouns are such as are used to personate other words.

Relative pronouns are those which relate to some preceding word or sentence, which is called the antecedent.

Adjective pronouns are those which serve to describe the nouns to which they relate.

#### QUESTIONS.

What is a pronoun?

How many classes of pronouns are there?

What is a personal pronoun?

What is a relative pronoun?

What is an adjective pronoun?

#### PERSONAL PRONOUNS.

Personal pronouns have variations of gender, person, number and case.

*Note.*—The gender, person, and number of personal pronouns, are always the same as the nouns which they represent.

*Obs.*—It may be observed that the distinction of gender is confined to the third person, singular number of personal pronouns.

#### EXAMPLES.

I will lend *my* book to *you*, if *you* will return *it*.  
John asked *me* to hear *him* recite *his* lesson.

#### QUESTIONS.

What variations have personal pronouns?

How are the gender, person, and number of personal pronouns ascertained?

Which person and number admit of the variations of gender?

What kind of a pronoun is *I* in the first example; and what person, number and case, and why?

*Ans.* *I* is a personal pronoun, because it personates a person; first person, because it personates the person speaking; singular number, because it personates only one person; nominative case, because it is the agent of the verb *will lend*.

What kind of a pronoun is *you*, and what person, number, and case, and why?

*Ans.* *You* is a personal pronoun, because it personates persons; second person, because it personates persons spoken to; plural number, because it personates more than one person; objective case, because it is the object of the preposition *to*.

What kind of a pronoun is *it*, and what gender, person, number, and case, and why?

*Ans.* *It* is a personal pronoun, because it personates the noun book; neuter gender, because it personates book, which is neither male nor female; third person, because it personates book, which is spoken of; singular number, because it personates only one book; objective case, because it is the object of the transitive verb *return*.

What kind of a pronoun is *my* in the first example; and what person, number, and case, and why?

What kind of a pronoun is *him* in the second example; and what gender, person, number, and case, and why?

## DECLENSION OF THE PERSONAL PRONOUNS.

Each variation has a different form, which may be learned by observing the following table of declension.

*First Person.*

<i>Singular.</i>		<i>Plural.</i>	
<i>Nom.</i>	I	<i>Nom.</i>	We
<i>Pos.</i>	My or mine	<i>Pos.</i>	Our or ours
<i>Obj.</i>	Me	<i>Obj.</i>	Us.

*Second Person.*

<i>Singular.</i>		<i>Plural.</i>	
<i>Nom.</i>	Thou	<i>Nom.</i>	Ye or you
<i>Pos.</i>	Thy or thine	<i>Pos.</i>	Your or yours
<i>Obj.</i>	Thee.	<i>Obj.</i>	You.

*Note.*—Modern writers use the pronoun *you* in the nominative and objective case, and also *your* and *yours* in the possessive case of both numbers.

## EXAMPLE.

<i>Singular.</i>		<i>Plural.</i>	
<i>Nom.</i>	You	<i>Nom.</i>	You
<i>Pos.</i>	You or yours	<i>Pos.</i>	Your or yours
<i>Obj.</i>	You	<i>Obj.</i>	You.

*Third Person, Masculine Gender.*

<i>Singular.</i>		<i>Plural.</i>	
<i>Nom.</i>	He	<i>Nom.</i>	They
<i>Pos.</i>	His	<i>Pos.</i>	Their or theirs
<i>Obj.</i>	Him	<i>Obj.</i>	Them.

*Third Person, Feminine Gender.*

<i>Singular.</i>		<i>Plural.</i>	
<i>Nom.</i>	She	<i>Nom.</i>	They
<i>Pos.</i>	Her or hers	<i>Pos.</i>	Their or theirs.
<i>Obj.</i>	Her	<i>Obj.</i>	Them.

*Third Person, Neuter Gender.*

<i>Singular.</i>		<i>Plural.</i>	
<i>Nom.</i>	It	<i>Nom.</i>	They
<i>Pos.</i>	Its	<i>Pos.</i>	Their or theirs
<i>Obj.</i>	It	<i>Obj.</i>	Them.

## COMPOUND WORDS.

*Self* is sometimes annexed to the singular, and *selves* to the plural of personal pronouns.

*They are thus declined.*

	<i>Singular.</i>	<i>Plural.</i>
1st Per.	Myself	Ourselves
2d	Thyself	Yourselves
3d <i>Mas.</i>	Himself	Themselves
3d <i>Fem.</i>	Herself	Themselves
3d <i>Neu.</i>	Itself	Themselves.

*Note.*—The compound words are never used in the possessive case, but are used indiscriminately in the nominative and objective.

The declension of the personal pronouns should be rendered familiar by frequent recitations.

## QUESTIONS.

Have all the variations of personal pronouns the same form?

How are the different forms of personal pronouns to be learned?

How are the personal pronouns declined in the first person?

How are personal pronouns declined in the second person?

How do modern writers decline the second person?

How are personal pronouns declined in the third person, *masculine gender*? b5

How are personal pronouns declined in the third person, *feminine* gender?

How are personal pronouns declined in the third person, *neuter* gender?

What terminations are sometimes annexed to personal pronouns?

How are the compound words declined?

In which of the cases are the compound words used?

#### RELATIVE PRONOUNS.

Relative pronouns are those which relate to some preceding word or sentence, which is called the antecedent.

Relative pronouns have variations of person, number, and case.

The person and number of relative pronouns are always the same as the nouns which they represent.

Relative pronouns, like nouns, have three cases, viz. the nominative, possessive, and objective.

#### EXAMPLES.

This is the pencil *which* I bought.

The sheriff caught the men *who* stole the goods.

#### QUESTIONS.

What are relative pronouns?

How are the person and number of relative pronouns ascertained?

How many cases have relative pronouns, and how are they distinguished?

What kind of a pronoun is the word *which* in the first example, and why; and what person, number, and case, and why?

Ans. *Which* is a relative pronoun, because it relates to the antecedent, *pencil*; third person, because it represents a pencil which is spoken of; singular number, because it represents only one pencil; objective case, because it is the object of the transitive verb *bought*.

What kind of a pronoun is *who* in the second example, and why; what person, number, and case, and why?

Ans. *Who* is a relative pronoun, because it relates to the antecedent *men*; third person, because it represents men which are spoken of; plural number, because it represents more than one man; nominative case, because it is the agent of the verb *stole*.

*Who*, *which*, *that*, and *what*, are used for relative pronouns

*Who* is used to relate to persons.

*Which* is used to relate to animals and things.

*That* is used to prevent repeating *who* and *which* too often, and consequently relates to both persons and things.

*What* is called a compound relative, because it supplies the place of *that which*; and when it is parsed, it should be resolved into those two words, each of which should be parsed separately—*that* being an adjective pronoun, and *which* a relative.

## DECLENSION OF WHO AND WHICH.

Nom.	Who	Nom.	Which
Pos.	Whose	Pos.	Whose
Obj.	Whom	Obj.	Which.

Note.—*As* is called a relative pronoun when it supplies the place of *who* or *which*.—Ex. "Eat such things *as* are set before you."—*Luke* x. 8.

*Ever* and *soever* are sometimes annexed to *who*, *which*, and *what*, but the meaning is not changed, and the compound words are parsed the same as simple ones.

*Who*, *which*, and *what*, are called interrogatives when they are used in asking questions, and always relate to the answer of the question.

## QUESTIONS.

- What words are used for relative pronouns?  
 What is *who* used to relate to?  
 What is *which* used to relate to?  
 What is the use of *that*, and to what does it relate?  
 What is *what* called, and how is it parsed?  
 How is *who* declined?  
 How is *which* declined?  
 What other word is used for a relative pronoun, and when?  
 What *terminations* are sometimes annexed to *who*, *which*, and *what*, and what effect do they have on the meaning of the words?  
 What are *who*, *which* and *what* called when they are used in asking questions, and to what do they relate?

## ADJECTIVE PRONOUNS.

Adjective pronouns are those which serve to describe the nouns to which they relate.

There are three classes of adjective pronouns, viz. the *definite*, *indefinite*, and *distributive*.

The **DEFINITE** are those which relate to nouns in a definite or pointed manner.

Definite adjective pronouns have two distinctions of number, viz. the singular and plural, each of which has its peculiar form.

The singular relates only to one object.

The plural relates to more than one object

## EXAMPLES.

<i>Singular.</i>	<i>Plural.</i>
This	These
That	Those.

The **INDEFINITE** are those which relate to nouns in an indefinite or general manner.

## EXAMPLES.

Some	Any	All
Other	One	Such.

The **DISTRIBUTIVE** are those which relate to nouns separately or singly.

## EXAMPLES.

Each	Every	Either.
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## QUESTIONS.

- What are *adjective pronouns*?  
 How many classes of adjective pronouns are there?  
 What are *definite* adjective pronouns?

What *variations* have definite adjective pronouns, and how are they distinguished?—Mention the examples.

What are *indefinite* adjective pronouns?—Mention the examples.

What are *distributive* adjective pronouns?—Mention the examples.

## EXAMPLES.

See *this* book.  
*Some* person has torn my book.  
*Every* man must account for himself.

## QUESTIONS.

What kind of a pronoun is *this* in the first example; and what number, and why?

Ans. *This* is an adjective pronoun, because it serves to describe the noun *book*, to which it relates; definite adjective pronoun, because it relates to the book in a definite or pointed manner; singular number, because it relates to only one book.

What kind of a pronoun is *some* in the second example, and why?

Ans. *Some* is an adjective pronoun, because it serves to describe the noun *person*, to which it relates; indefinite adjective pronoun, because it relates to the person in an indefinite or general manner.

What kind of a pronoun is *every* in the third example, and why?

Ans. *Every* is an adjective pronoun, because it serves to describe the noun *man*, to which it relates; distributive adjective pronoun, because it relates to *a man*, separately or singly.

## VERBS.

A verb is a part of speech which expresses action, or existence, in a direct manner.

There are four classes of verbs, viz. *transitive*, *intransitive*, *passive*, and *neuter*.

A *transitive* verb expresses an action which effects some object.

## EXAMPLES.

I strike the desk.

What kind of a verb is *strike*, and why?

Ans. *Strike* is a transitive verb, because it expresses an action which effects the object *desk*.

I opened my book.

What kind of a verb is *opened*, and why?

The boys built a fort.

What kind of a verb is *built*, and why?

Samuel studied his lesson.

What kind of a verb is *studied*, and why?

An *intransitive* verb expresses an action which does not effect any object.

## EXAMPLES.

I walk.

What kind of a verb is *walk*, and why?  
 Ans. *Walk* is an intransitive verb, because it expresses an action which does not effect any object.

The boys study.

What kind of a verb is *study*, and why?

The grass grows.

What kind of a verb is *grows*, and why?

The horse runs.

What kind of a verb is *runs*, and why?

A *passive* verb expresses an action which is received by a subject.

## EXAMPLES.

The book was torn.

What kind of a verb is *was torn*, and why?  
 Ans. *Was torn* is a passive verb, because it expresses an action which is received by the subject *book*.

The horse was beaten.

What kind of a verb is *was beaten*, and why?

The corn was planted.

What kind of a verb is *was planted*, and why?

The bird was shot.

What kind of a verb is *was shot*, and why?

A *neuter* verb expresses existence, or a state of existence.

## EXAMPLES.

The snow is white.

What kind of a verb is *is*, and why? Ans.  
*Is* is a neuter verb, because it expresses existence.

The boys sit on the bench.

What kind of a verb is *sit*, and why?—  
 Ans. *Sit* is a neuter verb, because it expresses a state of existence.

The tongs stand by the stove.

What kind of a verb is *stand*, and why?

I am in the house.

What kind of a verb is *am*, and why?—

The boys slept late this morning.

What kind of a verb is *slept*, and why?  
 Lafayette was in the United States in the year 1824.

What kind of a verb is *was*, and why?

## QUESTIONS AND DIRECTIONS.

What is a verb?

How many *classes* of verbs are there, and what are their names?

How is a *transitive* verb distinguished?—  
 Give an example of a transitive verb, and tell why it is such.

How is an *intransitive* verb distinguished?  
 —Give an example of an intransitive verb, and tell why it is such.

How is a *passive* verb distinguished? Give an example of a passive verb, and tell why it is such.

How is a *neuter* verb distinguished? Give an example of a neuter verb, and tell why it is such.

Each class of verbs have variations of *mode*, *tense*, *person*, and *number*.

#### MODE.

Mode is the manner of expressing action or existence.

There are five modes of expressing action or existence, viz. the *infinitive*, *indicative*, *imperative*, *potential*, and *subjunctive*.

#### INFINITIVE MODE.

The *infinitive* mode expresses an action or existence in a general manner, without any agent or subject.

#### EXAMPLES.

The boys love to study.

In what mode is the verb *to study*, and why? Ans. *To study* is in the infinitive mode, because it expresses an action in a general manner, without any agent or subject.

I told the boys to recite.

In what mode is the verb *to recite*, and why?

The teacher showed me how to write.

In what mode is the verb *to write*, and why?

#### INDICATIVE MODE.

The *indicative* mode expresses an action, or existence, used in declaring.

#### EXAMPLES.

The United States are independent.

In what mode is the verb *are*, and why?

Ans. *Are* is in the indicative mode, because it expresses an existence, used in declaring.

Arnold was a traitor.

In what mode is the verb *was*, and why?

The rain fell in torrents.

In what mode is the verb *fell*, and why?

#### IMPERATIVE MODE.

The *imperative* mode expresses an action or existence used in commanding, exhorting, permitting, entreating, or begging.

#### EXAMPLES.

"Disperse, ye rebels."

In what mode is the verb *disperse*, and why?

Ans. *Disperse* is in the imperative mode, because it expresses an action used in commanding.

"Ask, and it shall be given you."

In what mode is the verb *ask*, and why?

Ans. *Ask* is in the imperative mode, because it expresses an action used in exhorting.

Do as you please.

In what mode is the verb *do*, and why?  
 Ans. *Do* is in the imperative mode, because it expresses an action used in permitting.

"Give us this day our daily bread."

In what mode is the verb *give*, and why?  
 Answer. *Give* is in the imperative mode, because it expresses an action used in entreating.

#### POTENTIAL MODE.

The *potential* mode expresses an action or existence, which implies possibility, liberty, will, duty, obligation, or necessity.

#### EXAMPLES.

You can learn grammar.

In what mode is the verb *can learn*, and why? Ans. *Can learn* is in the potential mode, because it expresses an action which implies possibility.

You may go and play soon.

In what mode is the verb *may go*, and why? Ans. *May go* is in the potential mode, because it expresses an action which implies liberty.

Hannibal would have conquered Rome.

In what mode is the verb *would have conquered*, and why. Ans. *Would have conquered* is in the potential mode, because it expresses an action which implies a will.

We should do good, even to our enemies.

In what mode is the verb *should do*, and why? Ans. *Should do* is in the potential mode, because it expresses an action which implies duty or obligation.

You may write a letter.

In what mode is the verb *may write*, and why?

#### SUBJUNCTIVE MODE.

The *subjunctive* mode expresses an action or existence, which implies a condition or a wish.

#### EXAMPLES.

If you study your lesson well,

In what mode is the verb *study*, and why? Ans. *Study* is in the subjunctive mode, because it expresses an action which implies a condition.

I wish I had a new book.

In what mode is the verb *had*, and why? Ans. *Had* is in the subjunctive mode, because it expresses an action which implies a wish.

"Though he slay me, yet will I trust in him."

In what mode is the verb *slay*, and why?

"O that it were my chief delight,  
 To do the things I ought."

In what mode is the verb *were*, and why?

## QUESTIONS AND EXERCISES.

What is the mode of a verb? How many modes of expressing action or existence are there; and what are their names?

How do you describe the infinitive mode?

Give an example of a verb in the infinitive mode, and explain why it is such.

How do you describe the indicative mode?

Give an example of a verb in the indicative mode, and explain why it is such.

How do you describe the imperative mode?

Give an example of a verb in the imperative mode, and explain why it is such.

How do you describe the potential mode?

Give an example of a verb in the potential mode, and explain why it is such.

How do you describe the subjunctive mode?

Give an example of a verb in the subjunctive mode, and explain why it is such.

*Note.*—These exercises may be extended till the pupil can readily distinguish each of the modes.

## TENSE.

Tense is that variation of a verb which distinguishes its time.

Verbs have six tenses, viz. the *present*, *imperfect*, *perfect*, *pluperfect*, *first future*, and *second future*.

## PRESENT TENSE.

*The present tense* expresses an action, or existence, which is present or now taking place.

## EXAMPLES.

I walk on the floor.

In what tense is the verb *walk*, and why?  
 Ans. *Walk* is in the present tense, because it expresses an action which is now taking place.

I am in this room.

In what tense is the verb *am*, and why?  
 Ans. *Am* is in the present tense, because it expresses an existence which is present.

The children are drawing.

In what tense is the verb *are drawing*, and why?

I think they improve.

In what tense is the verb *think*, and why?

Washington is the capital of the United States.

In what tense is the verb *is*, and why?

## IMPERFECT TENSE.

*The imperfect tense* expresses an action, or existence, some time past.

## EXAMPLES.

You learned your lesson yesterday.

In what tense is the verb *learned*, and why?  
 Ans. *Learned* is in the imperfect tense, because it expresses an action some time past.

He was an excellent scholar.

In what tense is the verb *was*, and why?  
 Ans. *Was* is in the imperfect tense, because it expresses an existence some time past.

Buonaparte invaded Russia.

In what tense is the verb *invaded*, and why?

Scipio was a Roman general.

In what tense is the verb *was*, and why?

PERFECT TENSE.

The *perfect tense* expresses an action, or existence, which is past, but the period of time in which it happened, or existed, is not fully past.

EXAMPLES.

You have studied your lesson to-day.

In what tense is the verb *have studied*, and why? Ans. *Have studied* is in the perfect tense, because it expresses an action which is past, but the period of time in which it happened is not fully past.

I have been at school three weeks.

In what tense is the verb *have been*, and why? Ans. *Have been* is in the perfect tense, because it expresses an existence which is past, but the period of time in which it existed is not fully past.

"Jacob have I loved, but Esau have I hated."

In what tense is the verb *have loved*, and why?

"The Lord hath been mindful of us."

In what tense is the verb *hath been*, and why?

PLUPERFECT TENSE.

The *pluperfect tense* expresses an action, or existence, which had past before some other past time.

EXAMPLES.

I had learned my lesson before the teacher came.

In what tense is the verb *had learned*, and why? Ans. *Had learned* is in the pluperfect tense, because it expresses an action which had past before the teacher came.

The boy had been idle before he recited, or he would have known his lessons.

In what tense is the verb *had been*, and why? Ans. *Had been* is in the pluperfect tense, because it expresses an existence which had past before he recited.

Milton had lost his sight before he finished his last poems.

In what tense is the verb *had lost*, and why?

The British laws had become oppressive to the Colonies before they declared themselves independent.

In what tense is the verb *had become* and why?

FIRST FUTURE TENSE.

The *first future tense* expresses an action, or existence, which is yet to come.

EXAMPLES.

I will give you a new lesson to-morrow.

In what tense is the verb *will give*, and why? Ans. *Will give* is in the first future tense, because it expresses an action which is yet to come.

Your friends will soon be here.

In what tense is the verb *will be*, and why?  
 Ans. *Will be* is in the first future tense, because it expresses an existence which is yet to come.

You will soon acquire a knowledge of grammar.

In what tense is the verb *will acquire*, and why?

The weather will soon be pleasant.

In what tense is the verb *will be*, and why?

#### SECOND FUTURE TENSE.

The second future tense expresses an action, or existence, which will be finished at or before some future time.

#### EXAMPLES.

I think you will have learned your next lesson before to-morrow noon.

In what tense is the verb *will have learned*, and why? Ans. *Will have learned* is in the second future tense, because it expresses an action which will be finished before to-morrow noon.

Next week, I shall have been at school two years.

In what tense is the verb *shall have been*, and why? Ans. *Shall have been* is in the second future tense, because it expresses an existence which will be finished next week.

You will have finished reciting pretty soon.

In what tense is the verb *will have finished*, and why?

Next spring, Jackson will have been President six years.

In what tense is the verb *will have been*, and why?

#### QUESTIONS AND EXERCISES.

What is tense?

How many tenses have verbs, and what are they called?

How do you describe the present tense?

Give an example of a verb in the present tense, and tell why it is such.

How do you describe the imperfect tense?

Give an example of a verb in the imperfect tense, and tell why it is such.

How do you describe the perfect tense?

Give an example of a verb in the perfect tense, and tell why it is such.

How do you describe the pluperfect tense?

Give an example of a verb in the pluperfect tense, and tell why it is such.

How do you describe the first future tense?

Give an example of a verb in the first future tense, and tell why it is such.

How do you describe the second future tense?

Give an example of a verb in the second future tense, and tell why it is such.

*Note.*—These exercises may be continued till the pupil understands the tenses.

The person and number of verbs are always the same as their agents or subjects

#### EXAMPLES.

I am writing.  
You are grammarians  
The horses were beaten.

#### QUESTIONS.

In what person and number is the verb *am writing* in the first example, and why?

*Ans.* *Am writing* is in the first person, because it expresses an action of the person speaking; singular number, because it expresses an action of only one person.

In what person and number is the verb *are* in the second example, and why?

*Ans.* *Are* is in the second person, because it expresses the existence of the person spoken to; plural number, because it expresses the existence of more than one person.

In what person and number is the verb *were beaten* in the third example, and why?

*Ans.* *Were beaten* is in the third person, because it expresses an action received by horses, which are spoken of; plural number, because it expresses an action received by more than one horse.

#### CONJUGATION OF VERBS.

The conjugation of verbs is the proper formation of their several modes, tenses, persons, and numbers.

*Note.*—Most of the variations of verbs have a peculiar form.

The conjugation of a verb is called regular, when its imperfect tense and perfect participle are formed by adding *d* or *ed* to the present.

The conjugation of a verb is called irregular, when its imperfect tense and perfect participle are not formed by adding *d* or *ed* to the present.

Verbs which can only be used in part of the modes and tenses, are called defective.

*Note.*—To illustrate the conjugation of regular verbs, take for example the verb *love*, which is conjugated the same as all other regular verbs.

#### EXAMPLE.

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

*Obs.*—We see that it is regular, because its imperfect tense and perfect participle are formed by adding *d* to the present.

*Note.*—The other variations of verbs are chiefly formed by the use of a class of words called auxiliaries.

AUXILIARIES are words used to help conjugate the verbs.

#### QUESTIONS.

What is the conjugation of verbs?

Have all the variations of verbs the same form?

When is the conjugation of a verb called regular?

When is the conjugation of a verb called irregular?

What verbs are called defective?

Are all regular verbs conjugated alike?  
Conjugate the verb *love*, and tell why it is regular.

How are the other variations of verbs chiefly formed?

What are auxiliaries?

#### *Conjugation of the Infinitive Mode.*

Verbs have only two tenses in the infinitive mode, viz. the *present* and *perfect*.

The infinitive mode is conjugated in the present tense, by prefixing the auxiliary *to* to the verb, and in the perfect tense by prefixing the auxiliaries *to have* to the perfect participle.

#### EXAMPLES.

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

Verbs in the infinitive mode have no variation of person or number.

*Note.*—The auxiliary *to* is sometimes omitted in the present tense, as in the following example:  
I made the horse *run*, (that is,) *to run*.

#### QUESTIONS AND EXERCISES.

Describe the infinitive mode.

How many tenses have verbs in the infinitive mode, and what are they?

How is the infinitive mode conjugated in the present tense?

How is the infinitive mode conjugated in the perfect tense?

Conjugate the verb *love* in the infinitive mode, present and perfect tenses.

What other variations have verbs in the infinitive mode? Ans. None.

What omission is sometimes made in conjugating the present tense? Mention an example.

#### *Conjugation of the Indicative Mode.*

Verbs in the indicative mode are used in each of the *tenses*, *persons*, and *numbers*.

The following conjugation will exhibit the various forms in each of the tenses.

#### *Present Tense.*

<i>Singular.</i>	<i>Plural.</i>
1. <i>Pers.</i> I love	1. We love
2. <i>Pers.</i> Thou lovest	2. Ye or you love
3. <i>Pers.</i> He, she, or it, } loveth or loves	3. They love.

The auxiliary *do* is sometimes prefixed to the verb in the present tense, to express positiveness.

#### EXAMPLE OF THE POSITIVE FORM.

<i>Singular.</i>	<i>Plural.</i>
1. I do love	1. We do love
2. Thou dost love	2. Ye or you do love
3. He, she or it doth } or does love	3. They do love.

#### QUESTIONS AND EXERCISES.

Describe the indicative mode.

In what tenses, persons, and numbers, are verbs in the indicative mode used?

What is the form of the present tense of the verb *love* in the second person singular?

What is the form of the present tense of the verb *love* in the third person singular ?

What is the plural form ?

What auxiliary is sometimes prefixed to the verb in the present tense, and for what purpose ?

Conjugate the verb *love* through the present tense according to the first form.—Singular—Plural.

Conjugate the verb *love* through the present tense in the positive form.—Singular—Plural.

*Imperfect Tense.*

The imperfect tense of a regular verb is conjugated by adding *d* or *ed* to the present.

EXAMPLE.

<i>Singular.</i>	<i>Plural.</i>
1. I loved	1. We loved
2. Thou lovedst	2. Ye or you loved
3. He loved	3. They loved

The imperfect tense is sometimes conjugated by prefixing the auxiliary *did* to the present. This form is used to express positiveness.

EXAMPLE OF THE POSITIVE FORM.

<i>Singular.</i>	<i>Plural.</i>
1. I did love	1. We did love
2. Thou didst love	2. Ye or you did love
3. He did love	3. They did love.

NOTE.—In asking a question, the first auxiliary should precede the noun or pronoun. Example. *Do you love. Has he been loved.*

QUESTIONS AND EXERCISES.

How is the imperfect tense of a regular verb conjugated in the indicative mode ?

What is the form of the imperfect tense of the verb *love* in the second person, singular number ?

What is the plural form of the verb *love* in the imperfect tense ?

How is the imperfect tense sometimes conjugated, when it is required to express positiveness ?

Conjugate the verb *love* through the imperfect tense, according to the first form. Singular—Plural.

Conjugate the verb *love* through the imperfect tense in the positive form. Singular—Plural.

How should the first auxiliary be placed in asking a question ?

*Perfect Tense.*

The perfect tense in the indicative mode, is conjugated by prefixing auxiliaries to the perfect participle.

EXAMPLE.

<i>Singular.</i>	<i>Plural.</i>
1. I have loved	1. We have loved
2. Thou hast loved	2. Ye or you have loved
3. He hath or has loved	3. They have loved.

QUESTIONS AND EXERCISES.

How is the perfect tense conjugated in the indicative mode ?

What auxiliary is used in the first person, singular number ?

What auxiliary is used in the second person, singular number ?

What auxiliaries are used in the third person, singular number?

What auxiliary is used in the plural number?  
Conjugate the verb *love* through the perfect tense.—Singular—Plural.

*Pluperfect Tense.*

The pluperfect tense in the indicative mode, is conjugated by prefixing auxiliaries to the perfect participle.

EXAMPLE.

<i>Singular.</i>		<i>Plural.</i>	
1. I had loved		1. We had loved	
2. Thou hadst loved		2. Ye or you had loved	
3. He had loved		3. They had loved.	

QUESTIONS AND EXERCISES.

How is the pluperfect tense conjugated in the indicative mode?

What auxiliary is used in the first and third persons, singular number?

What auxiliary is used in the second person, singular number?

What auxiliary is used in the plural number?  
Conjugate the verb *love* through the pluperfect tense. Singular—Plural.

*First Future Tense.*

The first future tense is conjugated by prefixing auxiliaries to the verb.

EXAMPLE.

<i>Singular.</i>		<i>Plural.</i>	
1. I shall or will love		1. We shall or will love	
2. Thou shalt or wilt love		2. Ye or you shall or will love.	
3. He shall or will love		3. They shall or will love.	

QUESTIONS AND EXERCISES.

How is the first future tense conjugated?  
What auxiliaries are used in the second person, singular number?

What auxiliaries are used in the first and third persons in each number?

Conjugate the verb *love* through the first future tense. Singular—Plural.

*Second Future Tense.*

The second future tense is conjugated by prefixing auxiliaries to the perfect participle.

EXAMPLE.

<i>Singular.</i>		<i>Plural.</i>	
1. I shall have loved.		1. We shall have loved	
2. Thou wilt have loved		2. Ye or you will have loved	
3. He will have loved		3. They will have loved.	

QUESTIONS AND EXERCISES.

How is the second future tense conjugated?  
What auxiliaries are used in the first person in both numbers?

What auxiliaries are used in the second person, singular number?

What auxiliaries are used in the third person, singular number, and also in the second and third persons, plural?

Conjugate the verb *love* through the second future tense. Singular—Plural.

*Conjugation of the Imperative Mode.*

The imperative mode is always in the present tense and second person, consequently

it has no variations of tense or person, and the form is the same in both numbers.

<i>Singular.</i> Love thou, or Do thou love.	EXAMPLE.	<i>Plural.</i> Love ye or you, or Do ye or you love.
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#### QUESTIONS AND EXERCISES.

In what tense is the imperative mode always used?

In what person is the imperative mode always used?

Has the verb, in the imperative mode, any variation of form?

Conjugate the verb *love* in the imperative mode. Singular—Plural.

#### *Conjugation of the Potential Mode.*

The potential mode is only used in the present, imperfect, perfect, and pluperfect tenses.—Future time is expressed in the potential mode, by the use of adverbs. *For example*—You may go to school *to-morrow*.

The potential mode is also used in each of the persons and numbers.

#### *Present Tense.*

The potential mode is conjugated in the present tense, by prefixing auxiliaries to the verb.

#### EXAMPLE.

<i>Singular.</i> 1. I may, can or must love 2. Thou mayst, canst or must love 3. He may, can or must love	EXAMPLE.	<i>Plural.</i> 1. We may, can or must love 2. Ye or you may, can or must love 3. They may, can or must love.
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*Note*.—The auxiliaries *may* and *can* are used to imply liberty or possibility, and *must* is used to imply obligation or necessity.

#### QUESTIONS AND EXERCISES.

In what tenses is the potential mode used? How is future time expressed in the potential mode? Give an example.

How is the potential mode conjugated in the present tense?

What auxiliaries are used in the second person, singular number?

What auxiliaries are used in the other persons and numbers?

What do the auxiliaries *may* and *can* imply?

What does the auxiliary *must* imply?

Conjugate the verb *love* through the present tense. Singular—Plural.

#### *Imperfect Tense.*

The potential mode is conjugated in the imperfect tense, by prefixing auxiliaries to the verb.

#### EXAMPLE.

<i>Singular.</i> 1. I might, could, would, or should love 2. Thou mightst, couldst, wouldst, or shouldst love 3. He might, could, would or should love	EXAMPLE.	<i>Plural.</i> 1. We might, could, would, or should love. 2. Ye or you might, could, would, or should love 3. They might, could, would or should love
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*Note*.—The auxiliaries *might* and *could* are used to imply liberty or possibility. *Would* implies *will*, and *should* implies duty.

## QUESTIONS AND EXERCISES.

How is the potential mode conjugated in the imperfect tense?

What auxiliaries are used in the second person, singular number?

What auxiliaries are used in the other persons and numbers?

What do the auxiliaries *might* and *could* imply?

What does the auxiliary *would* imply?

What does the auxiliary *should* imply?

Conjugate the verb *love* through the imperfect tense. Singular—Plural.

*Perfect Tense.*

The potential mode is conjugated in the perfect tense, by prefixing auxiliaries to the perfect participle.

## EXAMPLE.

<i>Singular.</i>	<i>Plural.</i>
1. I may, can, or must have loved	1. We may, can, or must have loved.
2. Thou mayst, canst, or must have loved.	2. Ye or you may, can, or must have loved.
3. He may, can, or must have loved.	3. They may, can, or must have loved.

## QUESTIONS AND EXERCISES.

How is the potential mode conjugated in the perfect tense?

What auxiliaries are used in the second person, singular number?

What auxiliaries are used in the other persons and numbers?

Conjugate the verb through the perfect tense. Singular—Plural.

*Pluperfect Tense.*

The pluperfect tense, in the potential mode, is conjugated by prefixing auxiliaries to the perfect participle.

## EXAMPLE.

<i>Singular.</i>	<i>Plural.</i>
1. I might, could, would, or should have loved	1. We might, could, would, or should have loved
2. Thou mightst, couldst, wouldst, or shouldst have loved	2. Ye or you might, could, would, or should have loved
3. He might, could, would, or should have loved	3. They might, could, would, or should have loved.

## QUESTIONS AND EXERCISES.

How is the potential mode conjugated in the pluperfect tense?

What auxiliaries are used in the second person, singular number?

What auxiliaries are used in the other persons and numbers?

Conjugate the verb *love* through the pluperfect tense. Singular—Plural.

*Conjugation of the Subjunctive Mode.*

The subjunctive mode is used in each of the tenses, persons and numbers.

Verbs are conjugated in the subjunctive mode, the same as in the indicative in all the tenses, except the present and imperfect.

*Present Tense.*

When the verb in the present or imperfect tense expresses a wish or a condition which refers to future time, it has the same form in each person and number, which is generally the same as the plural form in the indicative mode.

*Note.*—The condition is generally implied by placing a conjunction before the sentence. The conjunctions which are chiefly used to imply conditions are, *if, though, unless, except, whether, lest, notwithstanding*, and some others.

## EXAMPLE.

<i>Singular.</i>	<i>Plural.</i>
1. If I love	1. If we love
2. If thou love	2. If ye or you love
3. If he love	3. If they love.

*Note.*—The condition is sometimes implied by the use of auxiliaries.

## EXAMPLE.

Should it rain to-morrow, we will stay in the house; (*that is*) if it rain.

*Imperfect Tense.*

<i>Singular.</i>	<i>Plural.</i>
1. If I loved	1. If we loved
2. If thou loved	2. If ye or you loved
3. If he loved	3. If they loved.

When the present or imperfect tenses of the subjunctive mode do not refer to future time, they are conjugated the same as the indicative.

*Note.*—There are some exceptions to these rules, and the subjunctive mode is subject to many irregularities, for which no general rule can be given. They are best learned by observing the form in which they are used by correct and approved authors.

## QUESTIONS AND EXERCISES.

In what tenses is the subjunctive mode used?

How are all the tenses, except the present and imperfect, conjugated?

How is the present tense conjugated when it refers to future time?

How is the condition of the subjunctive mode generally applied?

What conjunctions are chiefly used to express condition?

Conjugate the verb *love* through the present tense of the subjunctive mode. Singular—Plural.

In what other way is condition sometimes implied? Give an example.

Conjugate the verb *love* through the imperfect tense. Singular—Plural.

How are the present and imperfect tenses conjugated when they do not refer to future time?

*Irregular Verbs.*

An irregular verb forms its imperfect tense and perfect participle, by substituting other words.

## EXAMPLE.

<i>Present.</i>	<i>Imperfect.</i>	<i>Per. Participle.</i>
Do	did	done.

These variations are arbitrary, and may be learned by studying the following catalogue of the irregular verbs:—

*Note.*—Those distinguished by the letter R are sometimes conjugated regularly, and where two forms are used, the former is considered preferable.

<i>Present.</i>	<i>Imperfect.</i>	<i>Perfect Participle.</i>
Abide	abode	abode
Am	was	been
Arise	arose	arisen
Awake	awoke, R	awaked
Bear, to produce	bare	born
Bear, to carry	bore	borne
Beat	beat	beaten, beat
Begin	began	begun
Bend	bent	bent
Bereave	bereft, R	bereft, R
Beseech	besought	besought
Bid	bid, bade	bidden, bid
Bind	bound	bound
Bite	bit	bitten, bit
Bleed	bled	bled
Blow	blew	blown
Break	broke	broken
Breed	bred	bred
Bring	brought	brought
Build	built	built
Burst	burst	burst
Buy	bought	bought
Cast	cast	cast
Catch	caught, R	caught, R
Chide	chid	chidden, chid
Choose	chose	chosen
Cleave, to split	clove or cleft	cleft, cloven
Cling	clung	clung
Clothe	clothed	clad
Come	came	come
Creep	crept	crept
Crow	crew, R	crowed
Cut	cut	cut
Dare, to venture	durst	dared
Deal	dealt, R	dealt, R

<i>Present.</i>	<i>Imperfect.</i>	<i>Perfect Participle.</i>
Dig	dug, R	dug, R
Do	did	done
Draw	drew	drawn
Drink	drank	drunk
Drive	drove	driven
Dwell	dwelt, R	dwelt, R
Eat	eat, or ate	eaten
Fall	fell	fallen
Feed	fed	fed
Feel	felt	felt
Fight	fought	fought
Find	found	found
Flee	fled	fled
Fling	flung	flung
Fly	flew	flown
Forget	forgot	forgotten
Forsake	forsook	forsaken
Freeze	froze	frozen
Get	got	got
Gild	gilt, R	gilt, R
Gird	girt, R	girt, R
Give	gave	given
Go	went	gone
Grave	graved	graven, R
Grind	ground	ground
Grow	grew	grown
Have	had	had
Hang	hung, R	hung, R
Hear	heard	heard
Hew	hewed	hewn, R
Hide	hid	hidden or hid
Hit	hit	hit
Hold	held	held
Hurt	hurt	hurt
Keep	kept	kept
Knit	knit, R	knit, R
Know	knew	known
Lade	laded	laden

<i>Present.</i>	<i>Imperfect.</i>	<i>Perfect Participles.</i>
Lay	laid	laid
Leave	left	left
Lend	lent	lent
Let	let	let
Lie, <i>to rest</i>	lay	lain
Load	loaded	laden, R
Lose	lost	lost
Make	made	made
Meet	met	met
Mow	mowed	mown, R
Pay	paid	paid
Read	read	read
Rend	rent	rent
Rid	rid	rid
Ride	rode	rode
Ring	rung, rang	rung
Rise	rose	risen
Rive	rived	riven
Run	ran	run
Saw	sawed	sawn, R
Say	said	said
See	saw	seen
Seek	sought	sought
Sell	sold	sold
Send	sent	sent
Set	set	set
Shake	shook	shaken
Shape	shaped	shaped, shapen
Shave	shaved	shaven, R
Shear	sheared	shorn
Shed	shed	shed
Shine	shone, R	shone, R
Shoe	shod	shod
Shoot	shot	shot
Show	showed	shown
Shrink	shrank	shrunk
Shut	shut	shut
Sing	sung, sang	sung

<i>Present.</i>	<i>Imperfect.</i>	<i>Perfect Participle.</i>
Sink	sunk, sank	sunk
Sit	sat	sat
Slay	slew	slain
Sleep	slept	slept
Slit	slit	slit or slitted
Smite	smote	smitten
Sow	sowed	sown, R
Speak	spoke	spoken
Speed	sped	sped
Spend	spent	spent
Spill	spilt, R	spilt, R
Spin	spun	spun
Spit	spit, spat	spit
Split	split	split
Spread	spread	spread
Spring	sprung, sprang	sprung
Stand	stood	stood
Steal	stole	stolen
Stick	stuck	stuck
Sting	stung	stung
Stride	strode or strid	stridden
Strike	struck	struck or stricken
String	strung	strung
Strive	strove	striven
Strow	strowed	strown
Swear	swore	sworn
Sweat	swet, R	swet, R
Sweep	swept	swept
Swell	swelled	swollen; R
Swim	swum, swam	swum
Swing	swung	swung
Take	took	taken
Teach	taught	taught
Tear	tore	torn
Tell	told	told
Think	thought	thought
Thrive	throve, R	thriven
Throw	threw	thrown

<i>Present.</i>	<i>Imperfect.</i>	<i>Perfect Participle.</i>
Thrust	thrust	thrust
Tread	trod	trodden
Wax	waxed	waxen, R
Wear	wore	worn
Weave	wove	woven
Weep	wept	wept
Wet	wet	wet, R
Win	won	won
Wind	wound	wound
Work	wrought, R	wrought, R
Wring	wrung	wrung
Write	wrote	written

The other variations of irregular verbs are conjugated by the use of auxiliaries, the same as regular verbs.

#### QUESTIONS AND DIRECTIONS.

How does an irregular verb form its imperfect tense and perfect participle?

How are the imperfect tense and perfect participle of irregular verbs to be learned?

Conjugate and spell the imperfect tense and perfect participle of the verb *abide*, etc.

How are the other variations of irregular verbs conjugated?

*Obs.*—To illustrate still farther the conjugation of irregular verbs, I give for example the conjugation of the verb *to be* through the infinitive and indicative modes; and the pupil should be required to conjugate the other variations according to the principles already explained. The learner should also observe what auxiliaries are used in each variation, and the same questions may be applied as are used in the conjugation of the regular verbs, or they may be extended or varied according to the judgment of the instructor.

#### Conjugation of the verb, *to be*.

##### INFINITIVE MODE.

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

##### INDICATIVE MODE.

###### *Present Tense.*

<i>Singular.</i>	<i>Plural.</i>
1. I am	1. We are
2. Thou art	2. Ye or you are
3. He is	3. They are.

###### *Imperfect Tense.*

<i>Singular.</i>	<i>Plural.</i>
1. I was	1. We were
2. Thou wast	2. Ye or you were
3. He was	3. They were.

###### *Perfect Tense.*

<i>Singular.</i>	<i>Plural.</i>
1. I have been	1. We have been
2. Thou hast been	2. Ye or you have been
3. He has been	3. They have been.

###### *Pluperfect Tense.*

<i>Singular.</i>	<i>Plural.</i>
1. I had been	1. We had been
2. Thou hadst been	2. Ye or you had been
3. He had been	3. They had been.

###### *First Future Tense.*

<i>Singular.</i>	<i>Plural.</i>
1. I shall or will be	1. We shall or will be
2. Thou shalt or wilt be	2. Ye or you shall or will be
3. He shall or will be	3. They shall or will be

###### *Second Future Tense.*

<i>Singular.</i>	<i>Plural.</i>
1. I shall have been	1. We shall have been
2. Thou wilt have been	2. Ye or you will have been
3. He will have been	3. They will have been.

*Conjugation of Passive Verbs.*

Passive verbs are conjugated through all the modes and tenses, by prefixing auxiliaries to the perfect participle.

## EXAMPLES,

Showing the conjugation of the verb *love*, in the first person, in each of the tenses of the indicative mode.

*Present.*

<i>Singular.</i>		<i>Plural.</i>
I am loved		We are loved.

*Imperfect.*

<i>Singular.</i>		<i>Plural.</i>
I was loved		We were loved.

*Perfect.*

<i>Singular.</i>		<i>Plural.</i>
I have been loved		We have been loved.

*Pluperfect.*

<i>Singular.</i>		<i>Plural.</i>
I had been loved		We had been loved.

*First Future.*

<i>Singular.</i>		<i>Plural.</i>
I shall be loved		We shall be loved.

*Second Future.*

<i>Singular.</i>		<i>Plural.</i>
I shall have been loved		We shall have been loved

\* *Note.*—The auxiliaries used in conjugating passive verbs, have the same variations as the verb *to be* in each of the modes, tenses, persons, and numbers.

## QUESTIONS AND EXERCISES.

How are passive verbs conjugated?  
 Conjugate the verb *love*, in the passive form, through each of the tenses.  
 What variations have the auxiliaries which are used in conjugating passive verbs?

What auxiliary is used to conjugate the indicative mode, present tense, first person, singular? And also in the second and third person?

These questions may be extended to each of the modes, tenses, persons, and numbers.

*Note.*—The verb *to be*, through all its variations, is also used to help conjugate transitive, intransitive, and neuter verbs, when they assume the definite form.

*Obs.*—The definite form is used to express action or existence which is unfinished. It is conjugated in each of the modes, tenses, persons, and numbers.

## EXAMPLES.

I am writing.  
 He had been studying.  
 You should have been learning your lesson.

## EXPLANATION.

*Am*, in the first sentence, is an auxiliary, because it is used to help conjugate the verb *writing*.

*Am writing* is a verb, because it expresses an action in a direct manner.

*Had been*, in the second sentence, are auxiliaries, because they are used to help conjugate the verb *studying*.  
*Had been studying* is a verb, because it expresses an action in a direct manner, &c.

## QUESTIONS.

When is the verb, *to be*, used to help conjugate other verbs?

What is the use of the definite form of conjugating verbs?

How do you explain the first example?

How do you explain the second example?

How do you explain the third example?

*Note.*—The pupil should be required to conjugate some verb in the definite form through all the variations.

## PARTICIPLES.

A participle is a part of speech derived from a verb, and expresses an action or existence in an indirect manner.

There are three kinds of participles, viz. *imperfect, perfect, and compound.*

The imperfect participle expresses an action or existence which is not completed.

The perfect participle expresses an action or existence which is completed.

The compound participle expresses an action or existence previously completed.

## EXAMPLES.

I saw the children playing in the yard.  
The stage has just arrived, loaded with passengers.  
The witness, having been sworn, was permitted to testify.

## QUESTIONS.

What is a participle?

How many kinds of participles are there, and what are they called?

Describe the *imperfect* participle.

Describe the *perfect* participle.

Describe the *compound* participle.

What kind of a participle is *playing*, in the first example, and why? Ans. *Playing* is an imperfect participle, because it expresses an action which is not completed.

What kind of a participle is *loaded*, in the second example, and why? Ans. *Loaded* is a perfect participle, because it expresses an action which is completed.

What kind of a participle is *having been sworn*, in the third example, and why? Ans. *Having been sworn* is a compound participle, because it expresses an action previously completed.

Each of the participles has a different form. Imperfect participles are formed by adding *ing* to the verbs from which they are derived.

## EXAMPLES.

Verbs	Im. Participles.	Verbs	Im. Participles.
Work	working	Kill	_____
Meet	meeting	Delay	_____

Perfect participles which are derived from regular verbs, are formed by adding *d* or *ed* to the verbs from which they are derived.

## EXAMPLES.

Verbs	Per. Participles.	Verbs	Per. Participles.
Talk	talked	Whistle	_____
Bake	baked	Play	_____

*Note.*—The forms of perfect participles which are derived from irregular verbs, may be learned from the list of the irregular verbs.

## EXAMPLES.

Verbs	Per. Participles.	Verbs	Per. Participles.
Go	gone	Am	_____
Work	wrought	Think	_____

*Note.*—The auxiliary *being* is sometimes prefixed to the perfect participle.

## EXAMPLES.

Being made	Being loved
Being lost	Being destroyed

The compound participle is formed by prefixing the word *having* to the perfect participle.

## EXAMPLES.

Verbs	Com. Participles.	Verbs	Com. Participles.
Love	having loved	Learn	_____
Find	having found	Write	_____

The foregoing vacancies should be supplied by the pupil.

*Obs.*—It may be observed that the distinction between a *verb* and *participle* is, that a verb expresses an action or existence in a *direct* manner, and a participle expresses an action or existence in an *indirect* manner.

## QUESTIONS AND EXERCISES.

- Have all the participles the same form?  
 How are the imperfect participles formed?  
 What is the imperfect participle from the verb *work*? &c.  
 How are perfect participles formed which are derived from regular verbs?  
 What is the perfect participle from the verb *talk*? &c.  
 How are the forms of the perfect participles to be learned, which are derived from irregular verbs?  
 What is the perfect participle from the verb *go*?  
 What auxiliary is sometimes prefixed to the perfect participle? Mention an example.  
 How are compound participles formed?  
 What is the compound participle from the verb *love*? &c.  
 What is the distinction between a verb and a participle?

## ADVERBS.

An Adverb is a part of speech used to add to the meaning of verbs, adjectives, and participles.

*Nota.*—Some adverbs admit of the same variations as adjectives, and are subject to the same syntactical rules.

## EXAMPLE.

Positive.	Comparative.	Superlative.
Fast	faster	fastest.

*Obs.*—Adverbs might be arranged into a variety of other classes, but as they are nearly all subject to the same syntactical rules, it is deemed needless to class them.

A phrase, or part of a sentence, sometimes performs the office of an adverb.

## EXAMPLES.

*Three days ago* we were encamped on the bank of the river.  
 He did not go *a great ways* into the country.

## EXPLANATION.

*Three days ago* is an adverbial phrase, because it is used to add to the meaning of the verb *were encamped*.  
*A great ways* is an adverbial phrase, because it is used to add to the meaning of the verb *go*.

## QUESTIONS.

- What is an adverb?  
 Of what variations do some adverbs admit?  
 Why is it deemed unnecessary to arrange the adverbs into other classes?

What is sometimes used to perform the office of an adverb?

How do you explain the first example?

How do you explain the second example?

#### Formation of Adverbs.

A large proportion of the adverbs are derived from adjectives, and are formed by adding *ly* to the words from which they are derived.

#### EXAMPLES.

Adjectives.	Adverbs.	Adjectives.	Adverbs.
Neat	neatly	Cool	_____
Great	greatly	delightful	_____
Wonderful	wonderfully	comfortable	_____
Large	largely	pious	_____
Bountiful	bountifully	rough	_____
Dreadful	dreadfully	first	_____
Strange	strangely	earnest	_____

*Note.*—Adverbs are sometimes combined with prepositions, and not only add to the meaning of words, but also express a relation.

#### EXAMPLES.

Whereby, whereof, therein, herein, wherein, whereunto, hereby, thereof, herewith, thereto, wherewith, &c.

#### QUESTIONS.

From what part of speech is a large proportion of the adverbs derived?

How are they formed?

What adverb is derived from the adjective neat? &c.

With what part of speech is the adverb sometimes combined? Mention the examples.

#### PREPOSITIONS.

A Preposition is a part of speech used to show the relation between other words.

Prepositions do not admit of classification.

The importance and use of prepositions may be impressed on the mind, by observing their improper omission in the following sentences.

The fisherman waded <sup>A</sup> the river. [It should be *in* the river.]

The children run <sup>A</sup> the streets.

Abbey Jane rode <sup>A</sup> the horse.

The following is a list of the principal words used for prepositions:

To, for, under, without, from, against, beneath, towards, across, along, between, among, amongst, near, beyond, since, down, through, till, round, within, into, below, amidst, about, above, of, around, before, behind, after, betwixt, by, over, underneath, unto, up, upon, with.

*Note.*—The meaning of the words may be impressed on the mind of the pupil, by selecting words of opposite meaning.

#### FOR EXAMPLE.

What word is opposite in meaning to *for*? Ans. *Against, etc.*

#### QUESTIONS.

What is a preposition?

Do prepositions admit of classification?

What word is omitted in the first sentence, and what is its use?

What word is omitted in the second sentence, and what is its use?

What word is omitted in the third sentence, and what is its use?

## CONJUNCTIONS.

A conjunction is a part of speech used to connect words and sentences.

Conjunctions are divided into two classes, viz., copulative and disjunctive.

A copulative conjunction connects words and sentences, by adding them together.

A disjunctive conjunction connects words and sentences, by expressing opposition of meaning.

The following is a list of the principal conjunctions :—

*Copulative.*—And, if, then, both, for, as, because, since, therefore, wherefore.

*Disjunctive.*—But, except, nor, or, than, neither, either, though, yet, whether, notwithstanding, lest, save, unless.

## QUESTIONS.

What is a conjunction?

Into how many classes are conjunctions divided, and what are they called?

Describe a copulative conjunction.

Describe a disjunctive conjunction.

What are the principal words used for copulative conjunctions?

What are the principal words used for disjunctive conjunctions?

## EXAMPLES.

The boy has learned his lesson, *and* recited it.

English grammar was once considered an irksome task, *but* now it is a pleasing study.

## QUESTIONS.

What kind of a conjunction is *and*, in the first example, and why? Ans. *And* is a copulative conjunction, because it connects the two sentences by adding them together.

What kind of a conjunction is *but*, in the second example, and why? Ans. *But* is a disjunctive conjunction, because it expresses opposition of meaning.

## INTERJECTIONS.

An Interjection is a part of speech used to express sudden passion or emotion.

The learner should be careful to acquire a habit of using appropriate words for interjections, and also to avoid low or vulgar words.

The following is a list of a part of the interjections, with their appropriate uses, viz.—

Those which are used for the expression of grief or surprise, are O! oh! ah! alas!

Those used for the expression of contempt, are pshaw! poh! fie! pish! &c.

Of wonder, what! heigh! really! indeed! strange!

Of a call of the attention, ho! hallow! lo! behold!

Of silence, hark! hush! hist!

Of salutation, welcome! hail! all hail!

Of exultation, huzza! hurrah!

## QUESTIONS.

What is an interjection?

What care should be taken in using interjections?

What interjections are used to express grief and surprise?

What interjections are used to express contempt?

What interjections are used to express wonder?

What interjections are used in calling the attention?

What interjections are used in commanding silence?

What interjections are used in salutation?

What interjections are used to express exultation?

The learner having acquired a knowledge of the definitions and variations of the parts of speech, may next proceed to parse or analyze sentences.

The following illustrations will serve to exhibit to the learner a philosophical mode of parsing.

## EXAMPLES TO ILLUSTRATE ARTICLES.

I want *a* boy to ride on *the* pony.

*A* is an article, because it is used to limit the noun boy—*indefinite article*, because it limits the noun boy to one of the kind, without defining any particular one.

*The* is an article, because it is used to limit the noun pony—*definite article*, because it defines some particular pony.

## EXAMPLES TO ILLUSTRATE NOUNS.

*James's sisters* came in the stage.

*James's* is a noun, because it is the name of a person—*masculine gender*, because it is the name of a person of the male kind; *third person*, because it is spoken of; *singular number*, because it implies only one person; *possessive case*, because it relates to the possession of *sisters*.

*Sisters* is a noun, because it is the name of a sort of persons; *feminine gender*, because it is the name of a sort of persons of the female kind; *third person*, because it is spoken of; *plural number*, because it implies more than one sister; *nominative case*, because it is the agent of the verb *came*.

*Stage* is a noun, because it is the name of a sort of carriages; *neuter gender*, because it is neither male nor female; *third person*, because it is spoken of; *singular number*, because it implies only one stage; *objective case*, because it is the object of the preposition *in*.

## EXAMPLES TO ILLUSTRATE ADJECTIVES.

Jesse has a *new* book.

*New* is an adjective, because it is used to describe the noun book—*positive adjective*, because it describes the book in a positive manner, without comparing it with any other object.

Benjamin is *older* than Jesse.

*Older* is an adjective, because it is used to describe the noun Benjamin; *comparative adjective*, because it describes Benjamin by comparing him with Jesse.

Rhode Island is the *smallest* state in the Union.

*Smallest* is an adjective, because it is used to describe the noun State; *superlative adjective*, because it describes the State by comparing it with more than one State.

## EXAMPLES TO ILLUSTRATE PRONOUNS.

*This* is the boy *whom* I saw studying *his* lesson.

*This* is a pronoun, because it is used instead of the

noun boy; adjective pronoun, because it serves to describe the noun boy, to which it relates; definite adjective pronoun, because it relates to the noun boy in a definite or pointed manner; singular number, because it relates to only one boy.

*Whom* is a pronoun, because it is used instead of the noun boy; relative pronoun, because it relates to the antecedent boy; third person, because it represents a boy, which is spoken of; singular number, because it represents only one boy; objective case, because it is the object of the transitive verb *saw*.

*I* is a pronoun, because it is used instead of the name of the person speaking; personal pronoun, because it personates a person; first person, because it personates the person speaking; singular number, because it personates only one person; nominative case, because it is the agent of the verb *saw*.

*His* is a pronoun, because it is used instead of the noun boy; personal pronoun, because it personates the noun boy; masculine gender, because it personates a person of the male kind; third person, because it personates a boy which is spoken of; singular number, because it personates only one boy; possessive case, because it relates to the possession of *lesson*.

This knife is *what* I wanted, (*i. e.*) this knife is *that which* I wanted.

*That* is a pronoun, because it is used instead of the noun knife; adjective pronoun, because it serves to describe the noun knife, to which it relates; definite adjective pronoun, because it relates to the knife in a definite or pointed manner; singular number, because it relates to only one knife.

*Which* is a pronoun, because it is used instead of the noun knife; relative pronoun, because it relates to the antecedent knife; third person, because it represents a knife, which is spoken of; singular number, because it represents only one knife; objective case, because it is the object of the transitive verb *wanted*.

### EXAMPLES TO ILLUSTRATE VERBS.

*I intend to ride to-morrow*; and, if it *were* convenient, you *might accompany* me.

*Intend* is a verb, because it expresses action in a direct manner; intransitive verb, because it expresses an action which does not effect any object—(*intend, intended, intended*.)—its conjugation is regular, because its imperfect tense and perfect participle are formed by adding *ed* to the present; indicative mode, because it expresses an action used in declaring; present tense, because it expresses an action which is now taking place; first person, because it expresses an action of the person speaking, represented by the pronoun *I*; singular number, because it expresses an action of only one person, represented by the pronoun *I*.

*To* is an auxiliary, because it is used to help conjugate the verb *ride*.

*To ride* is a verb, because it expresses an action in a direct manner; intransitive verb, because it expresses an action which does not effect any object, (*ride, rode, rode*;) its conjugation is irregular, because its imperfect tense and perfect participle are not formed by adding *d* or *ed* to the present; infinitive mode, because it expresses an action in a general manner, without any agent or subject; present tense, because it expresses an action which is now intended.

*Were* is a verb, because it expresses existence, in a direct manner; neuter verb, because it expresses existence, (*am, was, been*;) its conjugation is irregular, because its imperfect tense and perfect participle are not formed by adding *d* or *ed* to the present; subjunctive mode, because it expresses an action which implies a condition; imperfect tense, because it expresses an existence some time past; third person, because it expresses the existence of a state of convenience which is spoken of and personated by the pronoun *it*; singular number, because it expresses the existence of only one object, personated by the pronoun *it*.

*Might* is an auxiliary, because it is used to help conjugate the verb *accompany*.

*Might accompany* is a verb, because it expresses an action in a direct manner; transitive verb, because it expresses an action which effects the object *me*; (*accompany, accompanied, accompanied*;) its conjugation is regular, because its imperfect tense and perfect participle are formed by adding *ed* to the present; potential mode, because it expresses an action which implies liberty; imperfect tense, because it implies liberty some time past; second person, because it expresses an action of a person spoken to, represented by the pronoun *you*; singular number, because it expresses an action of only one person, represented by the pronoun *you*.

#### EXAMPLES TO ILLUSTRATE PARTICIPLES.

The boys *having recited* their lessons, and *being found* in good order, may have the privilege of *exercising* in the field.

*Having* is an auxiliary, because it is used to help form the participle *recited*.

*Having recited* is a participle, because it is derived from the verb *recite*, and expresses an action of the noun *boys* in an indirect manner; compound participle, because it expresses an action previously completed.

*Being* is an auxiliary, because it is used to help form the participle *found*.

*Being found* is a participle, because it is derived from the verb *find*, and expresses an action in an indirect manner, which is received by the noun *boys*; perfect participle, because it expresses an action which is completed.

*Exercising* is a participle, because it is derived from the verb *exercise*, and expresses an action of the noun *boys* in an indirect manner; imperfect participle, because it expresses an action which is not completed.

#### EXAMPLES TO ILLUSTRATE ADVERBS.

Thomas has written a *very* pretty letter *to-day*.

*Very* is an adverb, because it is used to add to the meaning of the adjective *pretty*.

*To-day* is an adverbial phrase, because it is used to add to the meaning of the verb *has written*.

#### EXAMPLES TO ILLUSTRATE PREPOSITIONS.

The ladies *from* New York have been riding *on* horses.

*From* is a preposition, because it is used to show the relation between ladies and New York.

*On* is a preposition, because it is used to show the relation between riding and horses.

#### EXAMPLES TO ILLUSTRATE CONJUNCTIONS.

*If* I can procure a horse *and* carriage, I shall ride in the country; *but* you must remain at home.

*If* is a conjunction, because it is used to connect the two subsequent sentences; copulative conjunction, because it connects the two sentences by adding them together.

*And* is a conjunction, because it is used to connect the words *horse* and *carriage*; copulative conjunction, because it connects the two words by adding them together.

*But* is a conjunction, because it connects the preceding and subsequent sentences; disjunctive conjunction, because it expresses opposition of meaning.

#### EXAMPLES TO ILLUSTRATE INTERJECTIONS.

*Alas!* and did my Saviour die.

*Alas* is an interjection, because it is used to express a sudden emotion of sorrow.

*Indeed!* I did not think it possible.

*Indeed* is an interjection, because it is used to express a sudden emotion of surprise.

*Hurrah!* for victory!

*Hurrah* is an interjection, because it is used to express a sudden emotion of exultation.

## PROMISCUOUS EXERCISES FOR PARSING.

## SELECT SENTENCES.

Moral and religious instruction should be early impressed on the minds of youth.

The children of the United States should be carefully instructed in the principles of republican government.

The proper direction of the youthful mind is a charge which lays a great responsibility on those with whom it is intrusted.

If you would qualify a child to enjoy happiness, teach him to check his evil propensities, before they become too strong for him to restrain.

A strict and unvarying adherence to truth is a certain indication of a noble mind.

He who practices deception, in any form, is in great danger of contracting a habit which will finally involve him in disgrace and misery.

The cultivation of the human mind has ever been considered among the most important concerns of civilized society.

Youth is the season in which the mind receives impressions with the greatest facility.

Gaming is a vice which infuses its pernicious influence under the specious title of innocent amusement.

The veil which covers from our sight the events of succeeding years, is a veil woven by the hand of mercy.

*Note.*—In order to parse poetical composition, it is frequently necessary to transpose it and give the meaning in prose. For example.

Who noble ends, by noble means obtains,  
Or failing, smiles in exile or in chains;  
Like good Aurelius, let him reign, or bleed  
Like Socrates, that man is great indeed.

## TRANSPPOSITION.

That man is great indeed, who obtains noble ends by noble means, or failing, smiles in exile, or in chains. Let him reign like good Aurelius, or let him bleed like Socrates.

## DISCIPLINE.

In colleges and halls, in ancient days,  
When learning, virtue, piety, and truth,  
Were precious, and inculcated with care,  
There dwelt a sage call'd Discipline. His head,  
Not yet by time completely silver'd o'er,  
Bespoke him past the bounds of freakish youth,  
But strong for service still, and unimpaired;  
His eye was meek and gentle, and a smile  
Play'd on his lips; and in his speech was heard  
Paternal sweetness, dignity, and love.  
The occupation dearest to his heart  
Was to encourage goodness. Learning grew  
Beneath his care, a thriving, vig'rous plant;  
The mind was well informed, the passions held  
Subordinate, and diligence was choice.  
If e'er it chanc'd, as sometimes chance it must,  
That one among so many, overleap'd  
The limits of control, his gentle eye  
Grew stern, and darted a severe rebuke:  
His frown was full of terror, and his voice  
Shook the delinquent with such fits of awe,  
As left him not till penitence had won  
Lost favor back again, and clos'd the breach.

*Cowper.*

“Two principles in human nature reign ;  
Self-love to urge, and reason to restrain ;  
Nor this is a good, nor that a bad we call,  
Each works its end, to move and govern all.”

## GRATITUDE.

Gratitude is a pleasing emotion.  
The sense of being distinguished by the kindness of another, gladdens the heart, warms it with reciprocal affection, and gives to any profession which is agreeable in itself a double relish, from its being the gift of a friend. Favors conferred by men, may become burdensome ; but nothing of this kind can affect the intercourse of gratitude with Heaven. Its favors are wholly disinterested. The Almighty aims at no end but the happiness of those whom he blesses, and he desires no return from them, but a devout and thankful heart.

## OF DERIVATION.

A large proportion of the words in the English language are derivatives.

The different parts of speech are derived from one another, in various ways, that is, nouns are derived from verbs and adjectives.

Verbs are derived from nouns, adjectives, and sometimes from adverbs.

Adjectives are derived from nouns.

Adverbs are derived from adjectives.

*Note.*—Numerous rules might be given for the derivation of words, but as that is best learned from Dictionaries, it is not thought proper to introduce them here.

## SYNTAX.

Syntax is that part of grammar which teaches the proper formation of sentences.

A sentence is a set of words so arranged as to convey an idea of some action or existence.

Simple sentences generally contain three principal parts, viz. the agent or subject, the action or existence, and the object of the action.

The agent or subject is a noun or pronoun, the action or existence is expressed by a verb, and the object of the action is also a noun or pronoun. For example :

Columbus discovered America.

*Note.*—Some sentences have but two principal parts, viz. the agent or subject, and the verb. For example :

Cæsar was murdered.

The other parts of a sentence are used to describe or add to the meaning of the principal parts, or to show some relation or connection between them.

A compound sentence consists of two or more simple sentences connected together by conjunctions. For example :

William fell from the horse, and hurt his head.

## QUESTIONS AND DIRECTIONS.

What is syntax ?

What is a sentence ?

How many principal parts have simple sentences generally, and what are they ?

What part of speech is the agent or subject ?

By what part of speech is the action or existence expressed ?

What part of speech is the object of the action ?

Give an example of a simple sentence.

Do all sentences contain three parts?

Mention a sentence which contains only two parts.

What are the various uses of the other parts of a sentence?

What is a compound sentence?

Give an example of a compound sentence, and tell why it is such.

### RULES

*For the Proper Arrangement and Forms of the Parts of Speech in a Sentence.*

#### RULE I.

##### OF ARTICLES.

*A* should be used for an indefinite article before words which begin with a consonant sound.

##### EXAMPLES OF FALSE SYNTAX.

Bring me *an* book.

*An* is improper, because it is used for an indefinite article before the word *book*, which begins with the sound of the consonant *b*. It should be *a* book.

*An* globe is round.

Isabelle was thrown from *an* horse.

##### QUESTIONS.

What is rule first?

What is improper in the first sentence, and why, and how should it be?

What is improper in the second sentence, and why? etc.

#### RULE II.

*An* should be used for an indefinite article before words which begin with a vowel sound.

##### EXAMPLES OF FALSE SYNTAX.

Will you lend me *a* umbrella?

*A* is improper, because it is used for an indefinite article before the word *umbrella*, which begins with the sound of the vowel *u*. It should be *an* umbrella.

I bought *a* orange for you and me.

He was *a* intimate friend of mine.

##### QUESTIONS.

What is rule second?

What is improper in the first example, and why, and how should it be?

What is improper in the second example, and why? etc.

#### RULE III.

##### OF NOUNS AND PRONOUNS.

A noun or pronoun, which is the agent or subject of a verb, should be in the nominative form.

##### EXAMPLES OF FALSE SYNTAX.

Charles and *me* went into the country.

*Me* is improper, because it is the objective form of the pronoun, and is agent of the verb *went*, which requires it to be in the nominative form. It should be *I*.

*Johnson's* the bookseller, is the person to whom I alluded.

*Johnson's* is improper, because it is the possessive form of the noun, and is agent of the verb *is*, which requires it to be in the nominative form. It should be *Johnson*.

*Him* and *me* played in the meadow.

If *thee* were in the habit of smoking, I would offer *thee* a cigar.

*Whomsoever* inculcates corrupt principles, becomes responsible for the evil resulting from them.

## QUESTIONS.

What is rule third?  
 What is improper in the first example, and why, and how should it be?  
 What is improper in the second example, and why? etc.

## RULE IV.

A noun or pronoun, which is the object of a transitive verb, participle, or preposition, should be in the objective form.

## EXAMPLES OF FALSE SYNTAX.

This book was bought for John and *I*.

*I* is improper, because it is the nominative form of the pronoun, and is the object of the preposition *for*, which requires it to be in the objective form. It should be *me*.

This is the person, *who* I invited to dine with me.

I invited no person but *he*.

*Who* shall I send to catch the pony?

*He* that is idle, I shall detain after school.

I called at the house of Mr. *Whiting's* this morning.

*Note.*—In the last example, the preposition *of* expresses the relation between *Whiting* and *house*, which requires *Whiting* to be in the objective form; but if *a* instead of *the* were placed before the noun *house*, it would then be considered a house of Mr. *Whiting's houses*, and the preposition *of* would relate to the noun *houses understood*—leaving the relation between *Whiting* and *house* to be expressed by the possessive form of the noun.

## QUESTIONS.

What is rule fourth?  
 What is improper in the first example, and why, and how should it be?  
 What is improper in the second example, and why? etc.

## RULE V.

A noun or pronoun, which relates to the possession of property, should be in the possessive form.

EXCEPTIONS.—When several nouns, in the possessive case, are used to represent the same thing, or when they are connected together by conjunctions, none of them should be in the possessive form, except those which immediately precede the object which they possess. For example:

This is *Reuben*, the crazy man's hat.

This is *Henry* and *Williams* book.

## EXAMPLES OF FALSE SYNTAX.

I will call at the *Librarians* and deliver a book of *him*.

*Librarians* is improper, because it is the objective form of the noun, and relates to the possession of *house understood*, which requires it to be in the possessive form. It should be *librarian's*.

*Him* is improper, because it is the objective form of the pronoun, and relates to the possession of *books understood*, which requires it to be in the possessive form. It should be *his*.

This book is not *Williams* it is *Charleses*.

I have hurt *me* finger very badly.

*John's* and *Samuel's* book was torn.

(See the note of exceptions)

## QUESTIONS.

What is rule fifth?  
 What are the exceptions to rule fifth?  
 What is improper in the first example, and why, and how should it be?  
 What is improper in the second example, and why? etc.

## RULE VI.

Pronouns, which represent only one object, should be in the singular form.

## EXAMPLES OF FALSE SYNTAX.

Each boy must study *their* own lesson.

*Their* is improper, because it is the plural form of the pronoun, and represents only one boy, which requires it to be in the singular form. It should be *his*,

We may reprove a child without abusing *them*.  
The nation will enforce *their* own laws.  
Either George or Peter has hurt *themselves* by falling.  
It is a duty of the Senate to keep a record of *their* own proceedings,

## QUESTIONS.

What is rule sixth?  
What is improper in the first example, and why, and how should it be?  
What is improper in the second example, and why? etc.

## RULE VII.

A noun or pronoun, which represents more than one object, should be in the plural form.

## EXAMPLES OF FALSE SYNTAX.

Envy and malice punish *itself*.

*Itself* is improper, because it is the singular form of the pronoun, and represents more than one object, (*malice and envy*) which requires it to be in the plural form. It should be *themselves*.

I bought two *ton* of coal.

*Ton* is improper, because it is the singular form of the noun, and represents more than one

ton, which requires it to be in the plural form. It should be *tons*.

The council did not agree, and *it* separated without forming any determination.

The servant took the coals from the stove and put *it* in the furnace.

Modesty and discretion adorn the mind of *its* possessor. He received a hundred pound a year.

## QUESTIONS.

What is rule seventh?  
What is improper in the first example, and why, and how should it be?  
What is improper in the second example, and why? etc.

## RULE VIII.

The forms of pronouns should correspond with the nouns, which they represent in person and gender.

## EXAMPLES OF FALSE SYNTAX.

The dog carried the basket in *its* mouth.

*Its* is improper, because it is the neuter form of the pronoun, and represents an animal of the male kind, which requires it to be in the masculine form. It should be *his*.

We will take an early breakfast by *yourselves*.

*Yourselves* is improper, because it is in the form of the second person, and represents the persons speaking, which requires it to be in the form of the first person. It should be *ourselves*.

You have hit the nail on *his* head.

You and the children may have the room to *themselves*, this evening, if you will preserve good order.

## QUESTIONS.

What is rule eighth?  
 What is improper in the first example, and why, and how should it be?  
 What is improper in the second example, and why? etc.

RULE IX.  
 OF ADJECTIVES.

Adjectives, and adverbs, which compare only two objects, should be in the comparative form.

## EXAMPLES OF FALSE SYNTAX.

Henry is the *oldest* of the two brothers.

*Oldest* is improper, because it is in the superlative form of the adjective, and compares only two brothers, which requires it to be in the comparative form. It should be *older*.

Which is the *farthest* north—London or New York?  
 Let us see which of the two classes will learn the *fastest*.

## QUESTIONS.

What is rule ninth?  
 What is improper in the first example, and why, and how should it be?  
 What is improper in the second example, and why? etc.

## RULE X.

Adjectives, which compare more than two objects, should be in the superlative form.

## EXAMPLES OF FALSE SYNTAX.

Which was the *former* of the twelve Cæsars?

*Former* is improper, because it is the comparative form of the adjective, and compares more than two persons, which requires it to be in the superlative form. It should be *first*.

England has the *more powerful* navy in the world.  
 Which is the *larger* of the United States?

## QUESTIONS.

What is rule tenth?  
 What is improper in the first example, and why, and how should it be?  
 What is improper in the second example, and why? etc.

RULE XI.  
 OF VERBS.

Verbs, which express the action or existence of only one object, should be in the singular form.

*Note.*—The singular form of verbs is generally made by adding *s* or *es* to the plural form.

*Obs.*—The different forms of verbs may be learned by observing the conjugation of verbs in etymology.

## EXAMPLES OF FALSE SYNTAX.

The Congress of the United States *consist* of a Senate and House of Representatives.

*Consist* is improper, because it is the plural form of the verb, and expresses the existence of only one Congress, which requires it to be in the singular form. It should be *consists*.

One of the boys *study* longer than the others.  
 Either William or Francis *are studying* loudly.  
 Which of the two boys *learn* the faster?  
 The slave *dare* not disobey his master.

## QUESTIONS.

What is rule eleventh?  
 What is improper in the first sentence, and why, and how should it be?  
 What is improper in the second sentence, and why? etc.

## RULE XII.

Verbs, which express the action or existence of more than one object, should be in the plural form.

## EXAMPLES OF FALSE SYNTAX.

Cotton and tobacco *grows* in the Southern States.

*Grows* is improper, because it is the singular form of the verb, and expresses the action of more than one object, (*cotton and tobacco*,) which requires it to be in the plural form. It should be *grow*.

The Congregation *was* much affected by the eloquence of the speaker.

*Was affected* is improper, because it is in the singular form of the verb, and expresses an action received by more than one person, which requires it to be in the plural form. It should be *were affected*.

Disappointments frequently *produces* a gloomy state of the mind.

Her expressive features *discloses* a penetrating mind.

Francis and Daniel *resides* in New York.

Eight of the Americans *was killed* in the battle at Lexington.

## QUESTIONS.

What is rule twelfth?

What is improper in the first example, and why, and how should it be?

What is improper in the second example, and why? etc.

## RULE XIII.

The conjugation of verbs should correspond with the time and manner of the action or existence; and also with the person of their agents or subjects.

## EXAMPLES OF FALSE SYNTAX.

My agent *done* the business for me last week.

*Done* is improper, because its conjugation does not correspond with the time of action. It expresses an action some time past, which requires it to be in the form of the imperfect tense. It should be *did*.

Though he *tortures* me, yet I will not shrink from my duty.

*Tortures* is improper, because its conjugation does not correspond with the manner of the action. It expresses an action that implies a future condition, which requires the conjugation to be in the form of the subjunctive mode. It should be *torture*.

"Our father who *is* in heaven, hallowed be thy name."

*Is* is improper, because it is in the form of the third person, and expresses the existence of the person spoken to, which requires it to be in the form of the second person. It should be *art*.

And he that *was* dead, sat up and began to speak.

I *scen* the steamboats when they started from the wharf.

Alexander's books *lays* on the floor.

You *had not ought* to waste your time in idleness.

I shall ride to-morrow unless it *rains*.

Why *did* not thou *return* before dinner?

## QUESTIONS.

What is rule thirteenth?

What is improper in the first example, and why, and how should it be?

What is improper in the second example, and why? etc.

## OF ADVERBS.

*Note.*—Perspicuity of style depends much upon the appropriate situation of adverbs, and many rules have been given by Grammarians for their arrangement; but there are so many exceptions to all general rules, respecting their situation, that they tend more to perplex than instruct the young learner, therefore, the subject is left for his future observation.

## RULE XIV.

Negative expressions should never contain more than one negative word.

*Note.*—Affirmative expressions are sometimes formed by the use of two negatives. For example: *He was not dishonest, (i.e.) he was honest.*

## EXAMPLES OF FALSE SYNTAX.

You should *not* make no blots on your book.

This sentence is improper, because it is a negative expression, and contains two negative words (*not* and *no*.) It should be, You should not make *any* blots on your book, or you should make *no* blots on your book.

Washington would *not* take no pay for his services during the war.

Never by *no* means practice fraud.

I did not see *nobody* in the stage.

I have never heard *nothing* about it.

I did not speak to him, *nor* he did *not* speak to me.

I *cannot* never learn this lesson.

## QUESTIONS.

What is rule fourteenth?

What is improper in the first example, and why, and how should it be?

What is improper in the second example, and why? etc.

## RULE XV.

Words, which are used to add to the meaning of verbs, adjectives and participles, should have adverbial forms, and also, those which are used to describe nouns, should have the form of adjectives.

## EXAMPLES OF FALSE SYNTAX.

The bird flew very *swift* through the air.

*Swift* is improper, because it is in the form of the adjective, and is used to add to the meaning of the verb *flew*, which requires it to be in the adverbial form. It should be *swiftly*.

The weather seems warm and *pleasantly*.

*Pleasantly* is improper, because it is the adverbial form of the word, and is used to describe the noun *weather*, which requires it to be in the form of the adjective. It should be *pleasant*.

The people treated me very *kind*.

You appear very *sobriety* to-day.

He was punished very *severe*.

We passed our time *agreeable*.

The company was very *agreeably*.

## QUESTIONS.

What is rule fifteenth?

What is improper in the first example, and why, and how should it be?

What is improper in the second example, and why? etc.

*Additional Notes and Observations on the Arrangement and Use of the different Parts of Speech.*

## OF ARTICLES.

1. Articles sometimes limit nouns through the medium of the adjective: as—A dozen sheets of paper—A hundred sheep—Alexander the Great.

2. The article *a* is sometimes improperly used before imperfect participles, and verbs which assume the form of imperfect participles: *as*—*I saw the man a walking in the street. He was a going to the store. The a should be omitted.*

3. When several adjectives, which are connected together, express different qualities of the same thing, the article should be omitted, except before the first: *as*—*Charles has a black and white dog*; but when adjectives describe different things of the same name, the article should be placed before each of them: *as*—*Charles has a black and a white dog.*

## OF NOUNS.

1. A part of a sentence is sometimes the agent or subject of a verb, and is consequently called a noun phrase: *as*—*Riding on horseback has been the means of improving my health.*

2. When nouns or pronouns are used independently of the rest of the sentence, their cases may be decided by considering whether they are spoken of as *agents* or *subjects*; or as *objects* of some action: *as*—*George, how long have you been at school?*

*George* is in the nominative case, because he is called upon to act by giving attention to what you have to say to him.

"Shame being lost, all virtue is lost."

*Shame* is in the nominative case, because it is spoken of as the subject of an action.

"Ah me! what evils do environ

The man that meddles with cold iron."

*Me* is in the objective case, because it personates the person affected.

3. A noun or pronoun sometimes relates to the possession of an action or existence, which is expressed by a noun phrase: *as*—*The scholar's studying diligently was the means of his becoming very learned.*

*Scholar's* relates to the possession of the action expressed by the phrase *studying diligently*, which is the agent of the verb *was*, and *his* relates to the possession of the existence expressed by the phrase *becoming very learned*, which is the object of the preposition *of*.

## OF ADJECTIVES.

An adjective is sometimes used to describe a noun phrase: *as*—*To see the sun is pleasant.*

Adjectives are sometimes used to describe nouns, which are not expressed in the sentence, but they should be supplied by the imagination, when the adjective is parsed: *as*—*He was a father to the fatherless.*

*Fatherless* is an adjective, because it is used to describe the noun *children* understood.

The situation of adjectives is chiefly regulated by fancy, (i. e.) they are either placed before or after the nouns which they describe, and they are sometimes detached from them, as best suits the style of composition.

## OF PRONOUNS.

1. Personal pronouns are sometimes improperly placed in the same part of the sentence with the nouns which they personate: *as*—*John he went with me. He is improper, because it is superfluous.*

2. *Them* is sometimes improperly used for a definite adjective pronoun: *as*, *bring me them books.* It should be *those* books.

3. The personal pronoun *it* may be used to personate the subject of discourse; *as*, *it was a question of importance*; or the state or condition of a person or thing: *as*—*I think it will rain to-morrow.*

4. The relative pronoun *who* is sometimes improperly used to represent animals: *as*—*this is the horse who won the prize. Who* should never be used to represent any thing but persons.

5. *Which* is sometimes improperly used to represent persons: *as*—*I saw the man which committed the crime.* It should be *who*. *Which* is sometimes properly applied to persons when it is used in asking questions; *as*, *Which of the two men is the taller?*

6. *What* is frequently used improperly, instead of *who* and *which*:—*This is the ball what you gave me. It should be which. Peter is the boy what went with me after apples. It should be who.*

7. Relative pronouns should be placed in that situation, which will most readily present their antecedents to the mind of the reader or hearer.

9. The interrogatives *which* and *what* may be classed with the definite adjective pronouns when they are used in asking questions in a definite or pointed manner: as—*What book did you read? In which room did you sleep?*

*Obs.*—It may be observed that the author has used the term *definite* instead of *demonstrative*, believing it to be a more appropriate term. He has also classed the words *my, thy, his, her, our, your, their*, with the personal pronouns, because they appear to have variations of gender, number, and case, which belong to personal and not to adjective pronouns.

The pronouns *this* and *these* are used to relate to things which are near, and *that* and *those* are used to relate to things more distant. *That* and *those* are used to relate to the former or first mentioned objects; *this* and *these* the latter, or last mentioned: as—Both *riches* and *poverty* are temptations; *that* tends to excite pride, *this* discontent.

"Farewell my friends; farewell my foes,  
My peace with *these*, my love with *those*."

#### OF VERBS.

1. Every verb, except in the infinitive mode, expresses the action or existence of an agent or subject, which, if not expressed, should be supplied by the imagination: as—*Study your lessons carefully.* In this example, I imagine the person or persons to whom I am speaking, to be the agent of the verb *study*.

2. When several verbs of the same mode and tense are connected together, the agent or subject, and also the auxiliaries are omitted, except before the first: as—*The boys must rise early in the morning, brush their shoes*

*and clothes, wash themselves, and learn their lessons, before breakfast.* But if the sentence is so lengthy as to render the meaning obscure, or if the mode or tense is changed, the agent or subject should generally be repeated: as—*The stage has just gone by, and it will return to-morrow.*

The following are exceptions to the above rule:

"What nothing earthly gives or can-destroy."

"Thy brother was dead and is alive again."

"Some are and must be greater than the rest."

3. A verb in the infinitive mode, expresses an action or existence which is the object of some other word: as—*I intended to visit you.* *To visit* expresses an action which is the object of the verb *intended*.

Although the infinitive mode is generally conjugated by prefixing the auxiliary *to* to the verb, yet the verb may be used without the auxiliary, when it sounds better to omit it: as—*I saw him kill the snake*, sounds better than, *I saw him to kill the snake*.

#### OF PARTICIPLES.

Participles, as well as verbs, express the action or existence of some agent or subject, though in an indirect, and sometimes obscure manner, and when they are parsed, the agent or subject should always be mentioned by the learner.

(See *Illustrations of Participles*, page 94)

Participles become nouns when they are used to express the name of an action: as—*Spelling is too much neglected by some teachers.* They also become adjectives when they are used to describe nouns: as—*The medicine was valued for its healing properties.*

#### OF ADVERBS.

Adverbs, which add to the meaning of adjectives, should generally be placed before them; but adverbs which add to the meaning of verbs and participles, may be placed before or after them as best suits the taste of the speaker or writer.

Adverbs are not only useful in adding to the meaning of other words, but also in rendering the style more concise, by expressing the meaning of several words in one; for example—*The teacher showed me how to hold my pen*, instead of, *The teacher showed me the position in which I should hold my pen*; but as they do not express the meaning as fully, they are sparingly used in forcible style.

#### OF PREPOSITIONS.

In the use of prepositions great care should be taken to observe the exact meaning of the words used, so as not to substitute one for the other improperly; for example—*John has gone in the country*. The preposition *in* is improperly substituted for *into*.

The preposition is often inelegantly separated from the pronoun to which it relates: as—*This is the horse which I rode on*. It should be, *This is the horse on which I rode*.

Prepositions are frequently omitted in speaking and writing, but they should be supplied by the imagination: as—*Give me a book*, (i.e.) *to me*.

#### OF CONJUNCTIONS.

Conjunctions are used to connect single words of the same part of speech, for the purpose of showing their common relation to some other part of the sentence; and when several words or sentences are connected together in common, the conjunction is generally omitted, except between the two last: as—*My studies are reading, writing, grammar, arithmetic, geography, philosophy and history*.

Some conjunctions belonging to a former word or sentence, require particular conjunctions in the latter to correspond with them.

#### EXAMPLES.

*Though* requires *yet* or *nevertheless*: as—*Though he was frequently reproved, yet he did not reform*.

*Whether* requires *or*: as—*I have not concluded whether to go or stay*.

*Either* requires *or*: as—*I will either hear your lesson before dinner, or immediately after*.

*Neither* requires *nor*: as—*He would neither pay the debt, nor give security*.

*As* requires *as* or *so*: as—*The weather is as warm today as it was yesterday*.

*So* requires *as* or *that*: as—*Pompey was not so great a general as Cæsar. The knife is so dull that I cannot use it*.

Grammarians disagree in opinion respecting the words *but*, *except*, and *save*, as they are used in the following sentences.

1. They all returned, *but* he.
2. I invited them all, *except* him.
3. They were all slain by the enemy, *save* one man.

Some are of opinion that these words perform the office of prepositions; some think they have the force of verbs, and are equivalent to *be out*, which is the meaning of the Saxon word, from which *but* is derived; others class them with the disjunctive conjunctions.

The last of these opinions is deemed most rational, as may be seen from the following explanation.

In the first sentence, *but* is a conjunction, because it connects the preceding and subsequent sentences. The subsequent sentence being an ellipsis of, [*he did not return*] It is a disjunctive conjunction, because it expresses opposition of meaning. The principal object in settling this question is to determine the case of the noun or pronoun which follows; for, if they are prepositions or verbs, the subsequent noun or pronoun must always be in the objective case, but if they are conjunctions, the noun or pronoun is sometimes in the nominative, and sometimes in the objective case, which may be known by its relation to the verb.

The pronoun *he*, in the first sentence, is in the nominative case, because it is the agent of the negative meaning of the verb returned.

The pronoun *him*, in the second sentence, is in the

objective case, because it is the object of the negative meaning of the verb invited.

The case of the noun *man*, in the third sentence, may be considered ambiguous, as it may be proper to make it either the subject or object of the verb. *For Example*—It may be written, They were all slain by the enemy, save one man, (was not slain :) or it may stand thus, They were all slain by the enemy, save one man (they did not slay.)

It should be observed by the learner, that when the form of the verb is changed from the passive to the transitive, the case of the noun or pronoun is changed also, for the subject in the former becomes the object in the latter, or *vice versa*. For example.

*Passive form.* The child was instructed by me.      *Transitive form.* I instructed the child

#### OF INTERJECTIONS.

Interjections have very little or no connexion with the rest of the sentence, and as it is natural to speak them, it is considered proper to write them, immediately preceding the subject which excites the emotion

An elipsis, or omission of words, is frequently and properly made when it can be done without obscuring the meaning or weakening the force of the sentence: as—*A friend exaggerates a man's virtues, an enemy his crimes.*

Whenever elliptical sentences are parsed, the words omitted should be supplied by the imagination.

As the construction of one part of a sentence frequently depends upon the construction of the other, care should be taken to have all the parts correspond with each other.

#### PROMISCUOUS EXAMPLES OF FALSE SYNTAX.

He was blest with *a* excellent memory.  
The business was finished *previous* to my arrival.  
You should always endeavour to speak *correct*.  
As circumstances *alters*, things themselves should alter.  
The case is now very *differently*.

The fleet *were commanded* by Commodore Perry.  
Ignorance or negligence *have caused* this mistake.  
If I *was* to advise him he would not regard it.  
Must *thee* return to-morrow?  
I *had* rather do the work myself.  
My brother and *me* were walking together.  
Some person *has tore* my book.  
I do not observe no *impropriety* in this sentence.  
The book belongs to my cousin and *I*.  
Temperance and exercise *serves* to preserve health.  
Each soldier returned to *their own* fireside.  
*Moses* rod was turned into a serpent.  
Every house in the village *were burned*.  
I wish you *an* happy New Year.  
*They* that honor me I will honor.  
*Whom* did he say it was.  
We travelled at the rate of ten *mile* an hour.  
And thou also *was* with Jesus of Nazareth.  
And *them* that were with me saw indeed the light, and were afraid.  
The intelligence was communicated to me and *they* that were with me.  
This is *an* healthy situation.  
Some children are *easier* governed than others.  
I never have found *no* exceptions to this rule.  
Is your tea *agreeably*.

#### EXERCISES FOR THE ADDITIONAL NOTES AND OBSERVATIONS.

##### OF ARTICLES.

The boys have been *a* playing in the field.  
A north and *a* south line points to each pole.  
You may read the first and *the* second verse.

##### OF NOUNS.

*Him* being honest, I did not hesitate to trust him.  
The *coachman* driving carelessly was the cause of the disaster.

## OF ADJECTIVES.

That the sentence is improper, is *evidently*.  
And the *foolishly* said unto the wise, give us of your oil.

## OF PRONOUNS.

My people *they* do not consider.  
*Them* boys are not studying.  
This is the dog *who* caught the thief.  
You are the person *whom* I desired to see.  
I want that knife *what* I lent to you.  
I have been reading and *I have been* writing letters all the evening.  
The boy had frequently been reproved for his ill conduct, but would not *desist*.  
I heard him *to say* he wrote it.  
He is not industrious *more* than I am.

## OF PREPOSITIONS.

The boy was accused *for* telling a falsehood.  
This is the book which you have heard so much *of*.

## OF CONJUNCTIONS.

He was honest, *and* industrious, and prudent.

## PROSODY.

Prosody is that part of grammar which teaches the proper pronunciation of words, the punctuation of sentences, and the laws of versification.

## OF PRONUNCIATION.

As a general rule, the proper pronunciation of words is the natural combination of the sounds of the letters used in spelling them. They are varied, however, by accent, emphasis, pause and tone.

By changing the accent, (which is explained

in orthography,) we vary the pronunciation of words. We should, therefore, learn from standard dictionaries the proper place for the accent.

*Obs.*—As the pronunciation of words has long been subject to the variations of fashion, it has, in many words, become quite arbitrary, and we have to learn by observation, the most fashionable mode of pronouncing.

## OF EMPHASIS.

Emphasis is pronouncing one word in a sentence louder than the others, on account of its importance.

## EXAMPLES.

(The emphatic words are in italic.)

Did he *sell* the knife? I thought he *gave* it away.

## OF PAUSE.

Pause is a suspension of the voice for the purpose of taking breath, and also of expressing our ideas more distinctly.

The characters which denote pauses are the comma, (,) semicolon, (;) colon, (:) period, (.) interrogation, (?) exclamation, (!) and the dash, (—)

We pause at a comma while we can pronounce *one*; at a semicolon while we can pronounce *one two*; at a colon while we can pronounce *one, two, three, four*; at a period while we can pronounce *one, two, three, four, five, six*. The pauses of the interrogation, exclamation point, and dash, vary according to the construction of the sentence, but they are generally as long or longer than that of a period.

## OF TONES.

Tones are the various modulations of the voice used to express the feelings of the speaker.

## QUESTIONS.

What is prosody?

What is pronunciation?

What effect does it have to change the accent from one syllable to another?

How are we to learn the proper place for the accent of words?

What has varied the pronunciation of many words, and rendered their pronunciation arbitrary?

How are we to learn the fashionable pronunciation of words?

What is emphasis?

Which words are emphatic in the examples?

What is pause?

What are the characters that denote pause?

How long do we pause at a comma?

How long do we pause at a semicolon?

How long do we pause at a colon?

How long do we pause at a period?

How long do we pause at an interrogation point, exclamation point, and dash?

What are tones?

## PUNCTUATION.

Punctuation is the art of dividing a written composition into sentences, or parts of a sentence, by making the proper pauses.

*Rules for Punctuation.*

## OF THE COMMA.

A comma may be placed in any part of a sentence where the ease of the speaker, or the meaning of the sentence requires a short pause, without varying the inflection of the voice.

## OF THE SEMICOLON.

The semicolon is placed between the members of a compound sentence, where a pause is required which varies the inflection of the voice, without destroying the connection between them.

## OF THE COLON.

The colon is placed between the members of a compound sentence, when a pause is required with a falling inflection which renders them nearly independent of each other.

## OF THE PERIOD.

The period is placed after a sentence where the final pause is required, which renders it independent of any subsequent sentence.

## OF THE INTERROGATION POINT.

The interrogation point is placed at the end of a question, or a set of questions, which are connected together by conjunctions.

## OF THE EXCLAMATION POINT.

The exclamation point is placed after an expression, which indicates sudden emotion.

## OF THE DASH.

The dash is used to denote a pause which is occasioned by reflecting or hesitating; consequently its length is various.

## THE OTHER CHARACTERS USED IN WRITTEN COMPOSITION.

( ) *Parenthesis* are used to enclose something which is to be noticed by itself.

( ' ) The *Apostrophe* is used to distinguish the possessive case of nouns; as—the *man's horse*, *Charles's slate*. It is also used to show when a word or expression is contracted by the omission of some of the letters: as—

" 'T's education forms the common mind.  
Just as the twig is bent, the *tree's* inclin'd."

( - ) The *Hyphen* is placed between the parts of a word which is divided; as, *tea-cup*, *mono-syllable*.

( ^ ) The *Caret* is placed under the line where an omission is accidentally made, and interlined:

as—*this is <sup>my</sup> book.*

( " " ) The *Quotation* is placed before and after a passage taken from some other author: as—

" Know thou thyself, presume not God to scan;  
The proper study of mankind, is man."

( — ) or ( \*\*\* ) The *Elipsis* is used in the place of words or letters intentionally omitted: as, *K—g*, for *King*.

( { } ) The *Index* is placed before a passage which is to be noticed particularly.

( ¶ ) The *Paragraph* is placed at the beginning of a new subject.

( ~ ) The *Brace* is used to unite several terms which have some common relation.

( \* ) ( † ) ( ‡ ) ( § ) The *Asterisk*, *Obelisk*, *double Obelisk*, and *Parallels*, are used to refer to some note at the bottom of the page.

( ˘ ) The *Breve* is placed over a vowel or syllable which is sounded short: as—*un˘it*.

( ˉ ) The *Macron* is placed over a vowel or syllable which is sounded long: as—*dēfˉy*.

## QUESTIONS.

What is punctuation?

What is the place of a comma?

What is the place of a semicolon?

What is the place of a colon?

What is the place of a period?

What is the place of an interrogation point?

What is the place of an exclamation point?

What is the place of a dash?

What is the use of the parenthesis?

What is the use of the apostrophe?

What is the use of the hyphen?

What is the use of the caret?

What is the use of the quotation?

What is the use of the elipsis?

What is the use of the index?

What is the use of the paragraph?

What is the use of the brace?

What is the use of the asterisk, obelisk, double obelisk, and parallels?

What is the use of the breve?

What is the use of the macron?

## VERSIFICATION.

*Versification*, or *Poetry*, is the harmonious arrangement of words and syllables into certain lines or sets of lines, which correspond with each other in measure.

There are two kinds of poetry, viz: Rhyme, and Blank Verse.

*Rhyme* is the correspondence of sound between the last syllables of different lines: as—

"No knave but boldly will pretend,  
The requisites that form a friend."

*Blank Verse* is the correspondence of measure between different lines which do not correspond in rhyme: as—

"In human hearts what bolder thoughts can rise,  
Than man's presumption on to-morrow's dawn."

Every line of poetry is measured by a combination of syllables, called feet.

Poetical feet consist either of two or three syllables, which may be so varied as to produce eight different kinds—four of two syllables, and four of three syllables, viz:—

*Dissyllables.*

A Trochee - v  
An Iambus v -  
A Spondee --  
A Pyrrhic v v

*Trisyllables.*

A Dactyl - v v  
An Amphibac v - v  
An Anapæst v v -  
A Tribrach v v v

The horizontal lines represent the accented syllables, and the curve, the unaccented. For example—A Trochee has the former syllable accented, and the latter unaccented: as—  
smiling joyfûl.

The *Iambus*, *Trochee*, *Dactyl*, and *Anapæst*, are the most used, and consequently they are called principal feet, and the others are called secondary.

## QUESTIONS.

What is versification, or poetry?  
How many kinds of poetry are there, and what are they called?

What is Rhyme? Mention an example.

What is blank verse? Mention an example.

How are the lines of poetry measured?

Of how many syllables do poetical feet consist?

How many different kinds of feet can be produced by varying them, and what are their names?

What do the horizontal and curved lines represent?

Which syllable is accented, and which is unaccented, in a Trochee? &c.

Which of the feet are called principal, and which are called secondary?

## VULGARISMS,

## OR IMPROPER EXPRESSIONS.

Children should be taught to correct each other in the habit of using improper contractions and pronunciations. The following catalogue will exhibit the most prominent of these improprieties in use.

*Improper Contractions.*

Aint  
Haint  
Taint  
Maint  
Wont  
Cant  
Shant  
Darsent

*Corrections.*

is not, or are not  
have not, or has not  
it is not  
may not  
will not  
can not  
shall not  
dare not or durst not

*Improper Contractions.*

Waunt  
Weam  
Youm  
Theym  
Tuther

*Corrections.*

was not, or were not  
we are  
you are  
they are  
the other

<i>Improper Pronunciations.</i>	<i>Corrections.</i>	<i>Improper Pronunciations.</i>	<i>Corrections.</i>
Housen	houses	Cheer	chair
Ben	been	Aferrid	afraid
Youra	yours	Ketch	catch
Theirn	theirs	Och	oh
Ilizzen	is	sawr	saw
Axt	asked	Bile	boil
Wunst	once	Histo	hoist
Ort	ought	Jice	joist
Wessel	vessel	Sp	spoil
Wery	very	Jiite	joint
Nary	neither	Pinto	point
Ary	either	Fust	first
Wisht	wish	Ruff	roof
Gether	gather	Huff	hoof
Kiver	cover	Sut	soot
Handirons	andirons	Oblege	oblige
Jest	just	Agin	again
Hum	home	Winder	window
Stun	stone	Nigger	negro
This ore	this	That are	that

**TO TEACHERS.**

The philosophical mode of teaching may, at first view, appear complicated to those who are accustomed to the former plan; but the Author, from his own experience will convince any teacher, that in saying, that a very little practice will convince any teacher, that the philosophical plan is not only more interesting, but more simple than the former. The instructor will observe, that in order to prevent confusion by loading the mind with too many things at a time, the pupil should first be taught to parse, by distinguishing the parts of speech without any regard to the variations; as illustrated from page twentieth to page twenty-third. After he has learned to distinguish the parts of speech readily, he may proceed to learn the variations, and to notice them in parsing.

*Improper Contractions.*

Wauht  
Weam  
Youm  
Thoyrn  
Tuther

*Corrections.*

was not, or were not  
we are  
you are  
they are  
the other

*Improper Pronunciations.*

Housen  
Ben  
Yourn  
Theirn  
Hizzen  
Axt  
Wunst  
Ort  
Wessel  
Wery  
Nary  
Ary  
Wisht  
Gether  
Kiver  
Handirons  
Jest  
Hum  
Stun  
This are

*Corrections.*

houses  
been  
yours  
theirs  
his  
asked  
once  
ought  
vessel  
very  
neither  
either  
wish  
gather  
cover  
andirons  
just  
home  
stone  
this

*Improper Pronunciations.*

Cheer  
Afeard  
Ketch  
Och  
sawr  
Bile  
Histo  
Jico  
Sp  
Jinte  
Pinte  
Fust  
Ruff  
Huff  
Sut  
Obloge  
Agin  
Winder  
Nigger  
That are

*Corrections.*

chair  
afraid  
catch  
oh  
saw  
boil  
hoist  
joist  
spoil  
joint  
point  
first  
roof  
hoof  
soot  
oblige  
again  
window  
negro  
that

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