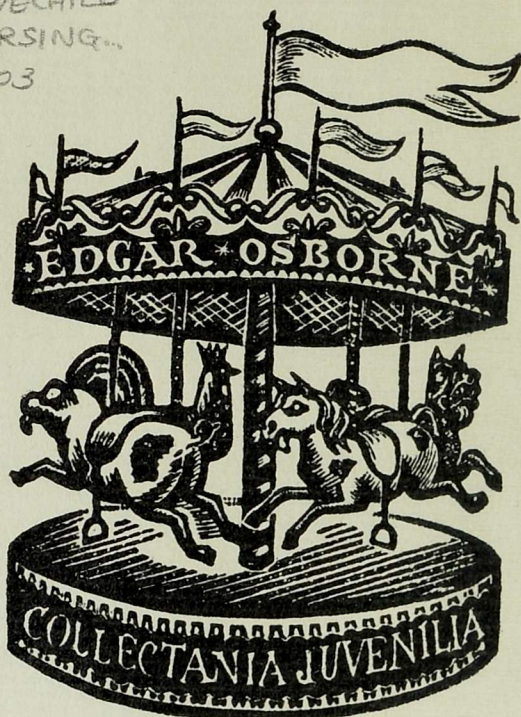


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LOVECHILD  
PARSING...  
1803



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# PARSING LESSONS

FOR

*ELDER PUPILS:*

RESOLVED INTO

THEIR ELEMENTS,

FOR THE

ASSISTANCE

OF

PARENTS AND TEACHERS.

BY

*MRS. LOVECHILD,*

---

THE SECOND EDITION.

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LONDON:

PRINTED FOR J. HARRIS, SUCCESSOR TO  
E. NEWBERY, THE CORNER OF ST.  
PAUL'S CHURCH-YARD.

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1803.



PARASITIC LESIONS

FOR

ELDER PUPILS

BY

THE

FOR THE

ASSISTANCE

OF THE

OF THE

OF THE

OF THE

LONDON

OF THE  
OF THE  
OF THE

Bryce, Printer, Bridewell Hospital, Bridge Street.



TO

*MOTHERS, GOVERNESSES,*

*ASSISTANTS,*

ALL WHO ARE ENGAGED IN THE

TASK OF TEACHING,

THIS LITTLE WORK,

DESIGNED

TO EASE THEIR LABOUR, AND SPARE THEIR

TIME,

IS INSCRIBED,

WITH A SINCERE WISH FOR SUCCESS

IN THE ATTEMPTS

TO RENDER THE STUDY OF GRAMMAR

PLEASANT.



## PREFACE.

**D**IFFERENT methods are used in the several sets of lessons, as being thought most agreeable.

In the first set, the part of speech is ascertained by a figure placed over each word: A Scholar may make trial of himself, or be examined by the Teacher: This is to be used with a perforated screen, or merely a narrow slip of card; or, in a school, the passage allotted for the lesson of the day may be copied and given out.

In the second set, the part of speech in question is distinguished by being printed in *Italics*: this may be used in the following manner:—

Let the Teacher read the lesson aloud in sentences, and be careful to avoid laying any



particular emphasis to mark the word; the Pupil to say what words are of the kind which is the object of enquiry; or, if the book whence the passages are taken be at hand, it will be better to use the lessons as recommended in the directions prefixed to that set. The three first are of nouns; the fourth and fifth are of adjectives; the sixth and seventh of verbs; and the eighth of pronouns. Italics are used till we come to the ninth lesson; in that the type is uniform; and at the end the words are arranged under their respective appellations. The mode of examination for that lesson is this:—Require the Pupil to pick out the parts of speech; first, say what nouns there are; then what adjectives, &c. In the third set, the sentence is to be read over carefully once or twice, and considered; then parsed; each sentence and lesson in this set is resolved into its elements;

ments; the Pupil to say what part of speech each word is, and why it is such.

The fourth set is calculated for full examination; to this there is prefixed a sort of prelude which may be read over repeatedly before the Pupil is required to explain all the accidents; the first time of going through this book, the Scholar may as well only tell the part of speech; which is given in the second column; and afterwards attend to farther particulars.

In parsing lessons for children, caution must be used to avoid words concerning which any doubt can arise; we must shun with care such as depend upon the manner in which they are used, till the Scholar is well grounded; then they may serve to exercise his mind. A few such are provided, under the head of Trials; but they should be reserved for those who are far advanced.

For

For young Pupils, it is expedient to sink all beyond the verb, under the general appellation of *Particles*, as is recommended in the Parsing Lessons for Young Children. As this volume may be purchased by some who have not that little work, it must just be remarked, that a Lady who may begin to instruct a Pupil already past the age for which those infantine lessons are designed, will do well to observe the same method; namely, to teach the Scholar first to distinguish the noun; then adjective; then verb; then pronoun; and wait till these are clearly understood, before she proceeds farther.

Mr. Bullen remarks, that, properly speaking, perhaps, there are but three parts of speech; the substantive, the adjective, and the verb; and some other ingenious writer has asserted, that savages have no part of speech but the noun and verb, making the

noun



noun serve to express the quality—as in Homer, “Thou *dog* in forehead, and in heart a *deer*.” To leave these entertaining reflections, and return to our serious work of teaching. It is obvious that those primitive parts of speech must be the most easy for Children to comprehend.

The frequent reference to Child’s Grammar and Mother’s Grammar may seem to require some apology. They were written with a view to rendering the task of teaching Grammar to young Children perfectly easy, even for Ladies who may themselves have neglected the study of it. Those who are in that predicament will, perhaps, condescend themselves to read over, carefully, the Mother’s Grammar, whilst their Pupils are going through the Child’s; and will not be displeased to meet with some few additional remarks in this volume, as a sort of Appendix to the Mother’s Grammar;

Grammar; which, being extracted from the works of our best writers upon the subject, was designed to spare much trouble to those who were engaged in tuition—the reception it has met with has been highly flattering. Long since the first printing of that little volume, the *Rudiments of English Grammar* appeared\*: of that publication the writer of this has taken the liberty to avail herself, upon the same plan as that she followed in *Mother's Grammar*, by borrowing a few passages; yet, not wishing to preclude the admittance of the book itself to the maternal and school library.

\* *Rudiments of English Grammar for the Use of Schools* by Mr. Bullen.

## CONTENTS.

# CONTENTS.

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Page

<i>FIRST Set of Lessons ; in which the Part of Speech is ascertained by a figure placed over each word . . . . .</i>	5
<i>Second Set ; in which the Part of Speech in question is distinguished by Italics . . . . .</i>	15
<i>Third Set ; where the explanation follows each . . . . .</i>	29
<i>A Prelude to full Examination . . . . .</i>	39
<i>Cases of Nouns . . . . .</i>	40
<i>Declension of Nouns . . . . .</i>	42
<i>Adjectives . . . . .</i>	44
<i>Pronouns . . . . .</i>	45
<i>Cases of Pronouns . . . . .</i>	46
<i>Kinds of Pronouns . . . . .</i>	47
<i>Declension of Pronouns . . . . .</i>	48
<i>Verbs . . . . .</i>	51
<i>Participles . . . . .</i>	53
<i>Adverbs ;</i>	



<i>Adverbs; their Arrangement</i> . . . . .	54
<i>Conjunctions</i> . . . . .	59
<i>Prepositions</i> . . . . .	61
<i>Connectives, Remarks on them</i> . . . . .	63
<i>Rules for Parsing</i> . . . . .	68
<i>Considerations on Article, &amp;c.</i> . . . .	ib.
<i>Full Examination</i> . . . . .	72
<i>Exercise</i> . . . . .	84
<i>Trials for Pupils who are advanced</i> . . .	86
<i>Exercise of doubtful Words</i> . . . . .	88
<i>Fourth Set of Lessons, for Practice and full Examination</i> . . . . .	91

# PARSING LESSONS

FOR

## ELDER PUPILS.

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### PARTS OF SPEECH.

1. **A**N article is a part of speech set before nouns common, to fix their vague signification.—*Mother's Grammar*, 12.
2. A noun is the name of a person, place, or thing—Whatever can be seen, heard, felt, or understood.
3. An adjective is a word that denotes the quality of any person, place, or thing. An adjective cannot stand by itself, but must have a noun to which it belongs. Adjectives are improperly called nouns; for they are not names.—*Mother's Gram.* 10. See Derivation.
- B 4. A pro-

4. A pronoun is a word used instead of a noun. Mr. Bullen divides these into pronouns substantive, or those which declare our meaning; and pronouns adjective, which have no meaning unless they are joined to a substantive.
5. A verb is a word that denotes the acting or being of any person, place, or thing.
6. A participle is formed from the verb, and participates the nature of other parts of speech.
7. An adverb is a part of speech joined to a verb, an adjective, a participle, and sometimes to another adverb, to express the quality or circumstance of it.—*Child's Grammar*, 16. *Mother's*, 53.
8. A conjunction is a part of speech which joins words or sentences together.—*Child's Gram.* 18.
9. A



9. A preposition is a word set before nouns or pronouns, to express the relation of persons, places, or things to each other.

10. An interjection is a word not necessary to the sense, but thrown in to express any sudden emotion of the mind.

~~~~~

THE part of speech in this set is distinguished by a figure placed over each word—a figure of one marks the article; and so on in the order following:

- |               |                   |
|---------------|-------------------|
| 1. Article.   | 6. Participle.    |
| 2. Noun.      | 7. Adverb.        |
| 3. Adjective. | 8. Conjunction.   |
| 4. Pronoun.   | 9. Preposition.   |
| 5. Verb.      | 10. Interjection. |

To a young Pupil, the five words in the latter column are called particles.

In a School, which does not admit of so much attention being paid to each individual as might be afforded by a Mother; and where, of course, there are many Pupils in the same class, any of the lessons may be used thus:

Copy a certain portion for the lesson of the day; and let each Pupil consider it by himself; then parse it by word of mouth to the Teacher, or do it in writing, and shew it to the Teacher; who, to spare trouble, can compare it with the book.

~~~~~

FIRST

## FIRST SET.

[To be used with a Screen to conceal the Figures.]

## LESSON I.

4      4      5      3      5      7  
WE that are young are lately

6      3      8      4      5  
made alive ; therefore we should

5      4      4      5      6      4  
thank Him who hath made us

3      4      5      4      3  
alive. He fashioneth our tender

2      8      5      4      9      5  
limbs, and causeth them to grow ;

4      5      4      3      8      3      8  
He maketh us strong, and tall, and

3      4      5      5      9      2  
lively. We will think of God

7      4      5      8      7      4  
when we play, and when we

B 3

work;



5            7            4            5            8            7  
 work ; when we sleep, and when  
 4            5            4            2            5            5  
 we wake : His praise shall dwell  
 7            9            4            2  
 continually on our lips.

*Hymns in Prose.*

## II.

1            3            2            5            6            9            2  
 The strong ox is given to man,  
 9            5            4            2            8            5            4  
 to prepare his food, and assist him  
 9            4            2            1            2            7  
 in his labours. The cow plentifully  
 5            4            9            2            1            3  
 supplieth him with food. The swift  
 2            8            5            3            1            3  
 horse also is obedient. The fearful  
 2            5            9            1            2            9  
 sheep hearken to the voice of  
 their

4                      2                      8                      5                      4  
 their shepherd, and follow him.

3              5      1              2              2      1  
 Faithful is the shepherd's guard ; a

2              9              2              9              2              4  
 pattern of fidelity to man. He

5              4              2              9              2              8  
 preferreth his duty to life, and

5              7              1              2              8              2  
 suffereth not the thief or robber

9              5                      3                      8              3  
 to approach. Watchful and sincere ;

3              8              3                      6              1  
 sportful and affectionate ; chearing the

2              9      4              2                      4              5  
 heart of his master. Who commanded

4              9      5              2                      1              2              8  
 these to obey man ? The lion and

1              2              5              9              5              6              1  
 the tiger refuse to be tamed. The

2              8              1              2              5              7              2  
 ox and the dog want not strength

to

9        5        2        2        8        2  
to    resist    man's    will.    But    God

5        6        4        9        2        8  
hath    created    these    for    man,    and

5        6        4        3        9  
hath    made    them    subservient    to

4  
him.

*Hymns to the Supreme Being.*

---

### III.

5        9        1        2        4        5        3  
Look    at    the    thorns    that    are    white

9        2        8        1        2        4  
with    blossoms,    and    the    flowers    that

5        6        9        1        3        2  
are    trodden    in    the    green    path.

1        2        9        2        5        7        6  
The    hand    of    man    hath    not    planted

4        1        2        5        7        6  
them;    the    sower    hath    not    scattered

the



<sup>1</sup> the <sup>2</sup> seeds <sup>9</sup> from <sup>4</sup> his <sup>2</sup> hand, <sup>8</sup> nor <sup>1</sup> the  
<sup>2</sup> gardener <sup>6</sup> digged <sup>1</sup> a <sup>2</sup> place <sup>9</sup> for <sup>4</sup> them  
<sup>9</sup> with <sup>4</sup> his <sup>2</sup> spade. <sup>4</sup> Who <sup>5</sup> causeth <sup>4</sup> them  
<sup>9</sup> to <sup>5</sup> grow? <sup>4</sup> It <sup>5</sup> is <sup>2</sup> GOD: <sup>4</sup> we <sup>5</sup> see  
<sup>4</sup> Him <sup>9</sup> in <sup>4</sup> His <sup>2</sup> works.

*Hymns in Prose.*

---

#### IV.

<sup>1</sup> The <sup>3</sup> glorious <sup>2</sup> sun <sup>5</sup> is <sup>6</sup> set <sup>9</sup> in <sup>1</sup> the  
<sup>2</sup> west; <sup>1</sup> the <sup>2</sup> night-dews <sup>5</sup> fall; <sup>8</sup> and <sup>1</sup> the  
<sup>2</sup> air, <sup>4</sup> which <sup>5</sup> was <sup>3</sup> sultry, <sup>5</sup> becomes <sup>3</sup> cool.

The

<sup>1</sup>The <sup>2</sup>flowers <sup>5</sup>fold <sup>4</sup>their <sup>3</sup>coloured  
<sup>2</sup>leaves : <sup>4</sup>they <sup>5</sup>fold <sup>4</sup>themselves, <sup>8</sup>and  
<sup>5</sup>hang <sup>4</sup>their <sup>2</sup>heads <sup>9</sup>on <sup>1</sup>the <sup>3</sup>slender  
<sup>2</sup>stalk. <sup>1</sup>The <sup>2</sup>chickens <sup>5</sup>are <sup>6</sup>gathered  
<sup>9</sup>under <sup>1</sup>the <sup>2</sup>wing <sup>9</sup>of <sup>1</sup>the <sup>2</sup>hen ;  
<sup>4</sup>herself <sup>5</sup>is <sup>9</sup>at <sup>2</sup>rest <sup>8</sup>also. <sup>1</sup>The <sup>3</sup>little  
<sup>2</sup>birds <sup>5</sup>have <sup>6</sup>ceased <sup>4</sup>their <sup>2</sup>warbling ;  
<sup>4</sup>they <sup>5</sup>are <sup>3</sup>asleep <sup>9</sup>on <sup>1</sup>the <sup>2</sup>boughs :  
<sup>4</sup>they <sup>5</sup>sleep <sup>9</sup>with <sup>4</sup>their <sup>2</sup>heads <sup>9</sup>behind  
<sup>4</sup>their <sup>2</sup>wing. <sup>7</sup>There <sup>5</sup>is <sup>1</sup>an <sup>2</sup>eye <sup>4</sup>that  
seeth

5      9      3      2      7  
 seeth in dark night as well as in

1      3      2      4      2      5  
 the bright sun-shine :—that eye is

2  
 God's.

*Hymns in Prose.*

V.

1      2      5      1      2      9  
 The silk-worm spins a thread from

4      2      1      2      5      1  
 her bowels : the spider weaves a

3      2      1      2      5      4  
 curious web : the mole makes her

2      9      2      1      2  
 apartments under ground : the linnet

5      9      1      2      1      2  
 sings in the hedge : the parrot

5      9      4      2      1      2  
 talks in her cage : the rabbit

burrows



5            9        1        2            3        2  
burrows in the earth: many insects

5            9            2            4            5        4  
feed upon honey; they suck it

9            2            8        1        2        5  
from flowers; but the bee stores

4        9        4            2        9        5        2  
it in her hive, to supply food

9        1            2            7        1        2  
for the winter, when the flowers

5        3        3  
are all dead.



## VI.

2            5            4        7            3        2  
God knows our most secret thoughts;

4            5            2            8            2            1  
He fills heaven and earth: the

2            5            3            9            4            2            4  
earth is full of His goodness: His

eyes

2        5        9        3        2        5  
 eyes    are    in    every    place.    Fear

2        4        5        4        2        5  
 God;    He    is    thy    Creator;    love

4        4    5    4        2        5  
 Him;    He    is    thy    Benefactor.    Honour

1        2        4    5        1        2        9  
 the    King:    he    is    the    Father    of

4        2        5        1        2  
 his    people.    Read    the    scriptures:

4        5        1        2        9        3  
 they    are    the    dictates    of    divine

2  
 wisdom.

7        2        5        5        6        8  
 No    knowledge    can    be    attained    but

9        2        2        5        7        5  
 by    study.    Religion    does    not    require

C                    a gloomy

1            3            8    1            3            2  
a gloomy, but a chearful aspect.

5            7            8    1            3            2  
Forget not that the brightest part

9            4            2            5            2            8    1  
of thy life is nothing but a

2            4            5            7            7            7  
flower, which is almost as soon

6            7            7            7            5  
withered as blown. Never value

4            9            4            2            8  
yourself upon your fortune; for

4            5            1            2            9    1            3  
this is the sign of a weak

2  
mind.



## SECOND SET.

~~~~~

THE Lessons of the next Set are taken from THE RATIONAL DAME: the figures refer to the page of that work; as those Ladies who have the book will find it convenient to lay the volume before the Pupil, whilst she keeps this in her view. In the three first, the nouns are in *Italics*. In these Lessons many nouns occur which are not objects of sense: they must, therefore, be reserved for elder Pupils; and it may be remarked to them, that nouns which can neither be seen, heard, nor felt, may yet be understood: for instance, the word mind may give some idea of such nouns.

N. B. The Lessons may be divided according to circumstances.

The part of speech in question is distinguished by being printed in *Italics*.

~~~~~

## LESSON I.

*Nouns.*

## THE HORSE—28.

THE *horse* is a noble creature, and very useful to *man*. A *horse* knows his own *stable*: he distinguishes his *companions*, remembers any *place* at which he has once stopped, and will find his *way* by a *road* which he never travelled. The *rider* governs his *horse* by *signs* which he makes with the *bit*, his *foot*, his *knee*, or his *whip*. The *horse*, is less useful when dead than some other *animals* are. The *skin* is used for *collars*, *traces*, and other *parts* of *harness*. The *hair* of the *mane* is used for *wigs*; of the *tail*, for *bottoms* of *chairs*, and *floor-cloths*, besides supplying the *angler* with *fishing-lines*.

## H.

## Nouns, continued.

## THE OX—31.

*Ox* is the family-name for all our horned cattle. The *flesh* of an *ox* is *beef*. An *ox* is a very useful animal, and is used to draw a *plough* or *cart*; his *flesh* supplies us with *food*: the *blood* is used as *manure*, as well as the *dung*; the *fat* is made into *candles*; the *hide*, into *shoes* and *boots*; the *hair* is mixed with *mortar*; the *horn* is made into curious things—*combs*, *boxes*, *handles* for *knives*, *drinking-cups*, and used instead of *glass* for *lanterns*. The *bones* are used to make little *spoons*, *knives* and *forks*, for *children*, *buttons*, &c. *Cows* give us *milk*, which is excellent *food*; and of *milk* we make *cheese*; of the *cream* we make *butter*. The young animal is a *calf*; his *flesh* is *veal*; *vellum* is made of his *skin*, and covers of *books*.



## III.

*Nouns, continued.*

## THE SHEEP.—33.

*Sheep supply us with food ; their flesh is mutton. Sheep supply us with clothes ; the wool is made into cloth, flannel, and stockings. The skin is leather, which is worn, and used to cover books. The entrails are twisted into strings for fiddles ; their dung affords rich manure for the earth. The female is an ewe. A sheep is a timid animal, and runs from a dog ; yet an ewe will face a dog when her lamb is by her side : she thinks not then of her own danger, but will stamp with her foot, and push with her head, seeming to have no fear : such is the love of mothers !*

## IV.

*Adjectives.*

## THE ASS.—29.

The ass is *humble*, *patient*, and *quiet*.—  
 Why should an animal so *good*, so *patient*,  
 and so *useful*, be treated with contempt?—  
 An ass is *strong*, *hardy*, *temperate*, and less  
*delicate* than the horse : it must be owned,  
 he is not so *sprightly* as that *noble* and  
*generous* animal, but rather *dull*, and often  
 rendered *stupid* by *unkind* treatment.

---

## V.

*Adjectives, continued.*

## THE HOG.—35.

The hog appears to have a *divided* hoof,  
 like the *peaceable* animals which we call  
 cattle ; but he really has the bones of his  
 feet like those of a beast of prey ; and a  
*wild* hog is a very *savage* animal. Swine  
 have

have been esteemed proverbially *untractable* and *stupid*, and *incapable* of tuition; but it appears that even a pig may be taught.— A hog is a *disgusting* animal: he is *filthy*, *greedy*, *stubborn*, *disagreeable*, whilst *alive*, but very *useful* at his death. Hogs are *voracious*; yet, where they find *plentiful* and *delicious* food, are very *nice* in their choice, will decline *unsound* fruit, and wait the fall of *fresh*, though hunger will force them to devour *rotten* and *putrid* substances. A hog has a *strong* neck, *small* eyes, a *long* snout, a nose *rough* and *callous*, and a *quick* sense of smelling: his method of feeding, by turning up the earth with his nose, required *all* these, and a more *prone* form than that of other animals.

We ought to shun the manners of the swine, and be *temperate*, *cleanly*, *pure*.



## VI.

*Verbs.*

## THE GOAT.—33.

A goat *is* like a sheep; but the goat *has* no wool: he *has* hair. The white hair *is* valuable for wigs; cloth *may be* made (participle of make) of the goat's hair.—The skin of the goat *is* more useful than that of the sheep.

A goat *seems* to have more sense than a sheep. Goats *love* to *feed* upon hills: they *are* fond of browsing (participle active) upon vines, and *delight* in the bark of trees. Goats *live* among mountains, *climb* the steepest rocks, and *spring* from brow to brow. The young *is* a kid; the flesh of kids *is* esteemed (participle passive); gloves *are* made of their skin: weakly persons *drink* the milk of goats.

## VII.

## VII.

*Verbs, continued.*

## THE DEER.—34.

Deer *shed* their horns annually in the spring: if the old ones *do not fall* off, the animal *rub*s them gently against the branch of a tree. The new horns *are* tender; and the deer *walk* with their heads low, lest they *should rub* against the branches: when they *are* full grown and hard, the deer *rub* them against the trees, to *clear* them of a skin with which they *are* covered. The skins of deer *are* of use for leather: the horns *make* good handles for common knives. Spirit of hartshorn *is* extacted from them, and hartshorn shavings *are* made.

The flesh *is* esteemed: we *call* it venison. Fawns *are* eaten, but less commonly.

## VIII.

## VIII.

*Pronouns.*

## THE CAT.—38.

*I* will now give *you* an account of the cat; and I know *you* will listen to *me* with pleasure.

The cat has sharp claws, *which she* draws back when *you* caress *her*: then *her* foot is as soft as velvet.

Cats have less sense than dogs: *their* attachment is chiefly to the house: *his* to the persons *who* inhabit it.—How fond is Pompey of *us*.

Kittens have *their* eyes closed some days after *their* birth. The cat, after suckling *her* young some time, presents *them* with mice and young birds. Cats hunt by *their* eye; *they* lie in wait, and spring upon *their* prey, *which they* catch by surprise; then sport with, and torment the poor animals, till *they* kill *them*. Cats see best  
in



in the gloom : in a strong light, the pupil of the cat's eye is contracted to a mere line : by night, *it* spreads into a large circle. Cats live in the house, but are not subject to the owner : *they* are self-willed and wayward. Cats love pefumes ; *they* are fond of valerian and marum. *They* dislike water, cold, and bad smells : *they* love to bask in the sun, and to lie on soft beds. The teeth of cats are better suited for tearing *their* prey than for chewing food. Cats will crush a mouse, and swallow *it*, very speedily : *they* swallow the fur and bone ; *we* are told that *it* is wholesome for *them* to do so, as the flesh alone would be too nourishing. Cats eat grass as medicine : *they* are fond of fish, *which they* cannot catch.

Cats are beasts of prey ; and the fiercest wild beast are of the cat-kind.

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*THE Pupil to pick out the Nouns, &c. in successive perusals, or according to her progress.*

*N. B. Some of the Parts of Speech are arranged at the end of the Lessons.*

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## IX.

### THE DOG.—40.

The dog is gifted with that sagacity, vigilance, and fidelity, which qualify him to be the guard, the companion, the friend of man ; and happy is he who finds a friend as true and uncorrupt as this animal, who will rather die by the side of his master, than take a bribe of a stranger to betray him. No other animal is so much the companion of man as the dog. The dog understands his master by the tone of his voice ; nay, even by his look, is ready to obey him. Dogs are very serviceable to us. A dog will conduct a flock of sheep, and will use no roughness but to those which straggle, and then merely to bring

D

them

them back. The dog is said to be the sole animal who always knows his master and the friends of his family ; who distinguishes a stranger as soon as he arrives ; who understands his own name, and the voice of the domestics ; and who calls on his lost master by cries and lamentations. A dog is the most sagacious animal we have, and the most capable of education. In most dogs, the sense of smelling is keen : a dog will hunt his game by the scent, which remains where it has passed ; in following his master, will stop where the roads cross ; and (with his nose to the ground) try which way the scent is strongest ; then pursue that. The sense whereby he is enabled to trace a single person through a crowd of people, is a gift of THE CREATOR, which exceeds our comprehension.

A dog is naturally a beast of prey, and would eat flesh, yet learns to eat the  
refuse



refuse of any kind of food on which his master subsists. They eat the tops of grass as a vomit. The eyes of puppies remain closed some days after their birth.

### *Nouns.*

#### CREATOR

dog sagacity vigilance fidelity guard  
 companion friend man animal side  
 master bribe stranger tone voice look  
 flock sheep roughness family name  
 domestics cries lamentations education  
 sense smelling game scent roads nose  
 ground way person croud people gift  
 Creator comprehension beast prey flesh  
 refuse kind food tops grass vomit eyes  
 puppies days birth.

### *Adjectives.*

gifted happy true uncorrupt other  
 ready serviceable sole different lost  
 sagacious capable keen strongest single  
 any some.

*Pronouns.*

he him his we us it they them their  
those who which other our.

*Verbs.*

is qualify be finds will die take betray  
understands obey are will conduct use  
straggle bring knows distinguishes arrives  
calls have hunt remains has stop cross  
try pursue trace exceeds would eat learns  
subsists remain.

*Participles.*

gifted passed following enabled closed.

*Adverbs.*

rather than no so much nay even very  
then merely always soon most where  
whereby naturally after.

*Conjunctions.*

and as but yet (nevertheless.)

*Prepositions.*

with to of by through on.

*THIRD*

## THIRD SET.

## LESSON I.

NEVER excite those thoughts in others  
which will give them pain.

*Never* adv.

*never excite (excite not)* verb imper.

*those* a pronoun when used instead of a  
noun ; but here rather an adjective ; a  
pronominal adjective.

*thoughts* noun—in prep.

*others* persons understood—*which* pron.

*will give* verb indic. future.

*them* pron. accus.—*pain* noun.

If you would be free from sin, avoid  
temptation.

*If* conj.

*you* pron. used (from custom) as nom. sing.

*would be* verb subj.—*free* adj. *from* prep.  
*sin* noun.

*avoid* verb imper.—*temptation* noun.



## II.

Be more ready to forgive than to return  
an injury.

*Be* verb. imper.

*more* adv.—*ready* adj.

*to forgive* verb infin.—*to return* same.

*than* adv.—*an* art. indef.—*injury* noun.

Be always good humoured.

*Be* verb imper.—*always* adverb.

*good humoured* adj.

Govern your passions.

*Govern* verb imp.—*your* pron. poss.

*passions* noun.

Disdain to tell a lie.

*Disdain* verb imper.—*to tell* verb infin.

*a* art. indef.—*lie* noun.

## III.

Where will you get money to buy clothes for him ?

Oh ! He who covers the fields with grass, and the trees with leaves, will take care to cover my Jemmy. He has given me fingers to sew and spin ; and I will use them to clothe my little orphan : whilst we can work and pray, we can want nothing.

*Where* adv.—*will* helping verb.

*you* pron. nom. 2d sing.

*get* verb indic. future—*money* noun.

*to buy* verb infin.—*clothes* noun.

*for* prep.—*him* pron. 3 accus. masc.

*Oh !* interj.—*He* pron. sing. nom. mas. 3.

*who* pronoun.

*covers* verb sing. 3 indic. pres.

*the* art. def.—*fields* noun—*with* prep.

*grass* noun—*and* conj.—*the* art. def.

*trees* noun—*with* prep.—*leaves* noun.

*will*

*will take* verb 3 indic. future.  
*care* noun—*to cover* verb infin.  
*my* pron. possess.—*Jemmy* noun proper.  
*He* pron. sing. nom. mas. 3.  
*has given* verb sing. 3 indic. preter perf.  
*me* pron. sing. acc. 1.  
*fingers* noun plu.—*to sew* verb infin.  
*and* conj.—*spin* verb infin. (to, understood.)  
*and* conj.—*I* pron. sing. nom. 1.  
*will use* verb indic. future.  
*them* pron. acc. 3 plu.  
*to clothe* verb infin.—*my* pronoun possess.  
*little* adjunct.—*orphan* noun—*whilst* adverb.  
*we* pron. plu. nom. 1.  
*can work* verb potent.—*and* conj.  
*pray* verb (can is understood.)  
*we* pron. plu. nom. 1.  
*can want* verb potent.  
*nothing* noun.



## IV.

A poor labourer had six young children, whom he had found it very difficult to maintain, but whom he had nevertheless supported by his industry, till a bad season, when the price of corn was raised.

*A* art. indef.—*poor* adj.—*labourer* noun.

*had* verb—*six* adj.—*young* adj.

*children* noun—*whom* pron.—*he* pron.

*had* verb—*found* verb—*it* pron.—*very* adv.

*difficult* adj.—*to maintain* verb—*but* conj.

*whom* pron.—*he* pron.—*had* verb.

*nevertheless* conj.—*supported* part.—*by* prep.

*his* pron.—*industry* noun—*till* adv.

*a* art.—*bad* adj.—*season* noun—*when* adv.

*the* art. def.—*price* noun—*of* prep.

*corn* noun—*was* verb—*raised* part.

## V.

And what do you do with your children ?  
 says he, while he was playing with my  
 boy. What do I do with them, says I ;  
 they run along the streets and roads,  
 carrying flowers and little brooms to  
 sell ; and when nobody will buy any  
 thing, they beg charity. They will  
 grow up in idleness : you must make  
 your boy learn some honest trade, and  
 put your girl out to work with some  
 honest people.

*And* conj.—*what* pron.—*do* verb.  
*you* pron.—*do* verb—*with* prep.  
*your* pron.—*children* noun—*says* verb.  
*he* pron.—*while* adverb—*he* pron.  
*was* verb—*playing* verb—*with* prep.  
*my* pron.—*boy* noun.—*What* prep.  
*do* verb—*I* pron.—*do* verb—*with* prep.  
*them* pron.—*says* verb—*I* pron.

*they*

*they* pron.—*run* verb—*along* adverb.  
*the* article—*streets* noun—*and* conj.  
*roads* noun—*carrying* part.—*flowers* noun.  
*and* conj.—*little* adj.—*brooms* noun.  
*to* prep.—*sell* verb—*and* conj.—*when* ad.  
*nobody* noun—*will* verb—*buy* verb.  
*any* adj.—*thing* noun—*they* pron.  
*beg* verb—*charity* noun.—*They* pron.  
*will* verb—*grow up* verb—*in* prep.  
*idleness* noun. — *You* pron.—*must* verb.  
*make* verb—*your* pron.—*boy* noun.  
*learn* verb—*some* adj.—*honest* adj.  
*trade* noun—*and* conj.—*put* verb.  
*your* pron.—*girl* noun—*out* adv.—*to* prep.  
*work* noun—*with* prep.—*some* adj.  
*honest* adj.—*people* noun.

---

 VI.

Oh ! most unhappy children, who have  
 had the misfortune to contract vicious  
 habits ! It is to reform and to console  
 you



you, that I relate the history which you have now to read. It will teach you that it is always possible for you to amend yourselves when ye have spirit and courage to resolve from the bottom of your hearts.

Rosamond was the joy and delight of her parents ; they tenderly loved her, and she seemed fond of them.

*Oh* interj.—*who* pron.—*have* verb.  
*had* verb—*the* art.—*misfortune* noun.  
*to* prep.—*contract* verb—*vicious* adj.  
*habits* noun—*it* pron.—*is* verb—*to* prep.  
*reform* verb—*and* conj.—*to* prep.  
*console* verb—*you* pron.—*that* conj.  
*I* pron.—*recite* verb—*the* article.  
*history* noun—*which* pron.—*you* pron.  
*have* verb—*now* adv.—*to* prep.  
*read* verb.—*It* pron.—*will* verb.  
*teach* verb—*you* pron.—*that* conj.  
*it* pron.—*is* verb—*always* adv.

*possible*

*possible* adj.—*for* prep.—*you* pron.  
*to* prep.—*amend* verb—*yourselves* pron.  
*when* adv.—*ye* pron.—*have* verb.  
*the* art.—*spirit* noun—*and* conj.  
*courage* noun—*to* prep.—*resolve* verb.  
*from* prep.—*the* art.—*bottom* noun.  
*of* prep.—*your* pron.—*hearts* noun.

*Rosamond* noun proper—*was* verb.  
*the* art.—*joy* noun—*and* conj.  
*delight* noun—*of* prep.—*her* pron.  
*parents* noun—*they* pron.—*tenderly* adv.  
*loved* verb—*her* pron.—*and* conj.  
*she* pron.—*seemed* verb—*fond* adj.  
*of* prep.—*them* pron.

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THE remaining Lessons are calculated for full examination. Previous to such use of them, it may be expedient to read and explain the following Prelude; or the Pupil may turn to the corresponding pages of either of the little Grammars to which such frequent reference is made: This is done partly to avoid swelling the present work by numerous quotations, but not solely from that consideration: It appears to the Writer, that the most effectual method of imprinting strongly on the memory of the Pupil the rule in question, is to recur to it whenever he is at any loss.

The purchase of the two Grammars is so small, and the Writer so entirely uninterested in the sale of them (except as her wish to assist both Teachers and Pupils is concerned) that she will offer no further apology on the subject, but trust to the candour of her readers.

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## PRELUDE TO FULL EXAMINATIONS.

## CONCORDS.

THERE belong to a noun, *number, case,* and *gender*.

(Mother's Grammar, page 14, &c.)

A verb must agree with its nominative case, in number and person: that is, a verb must be of the same number and person as its nominative case:

*I write—she learns—boys play.*

If there be more nominatives than one, the verb is put in the plural number; as, *Mary and I are going.*

And when these nominative cases are of different persons, the verb plural must agree with the first person in preference to the second: You and I love *our* king—and with the second in preference to the third: You and she love *your* mother.

## CASES OF NOUNS.

In english, the cases of nouns are formed by the help of prepositions.

In the french and latin languages, nouns have six cases; namely, *nominative*, *genitive*, *dative*, *accusative*, *vocative*, *ablative*: these are used to express the different relations and connections of the same noun.

The *nominative* names the noun, goes commonly before the verb, and answers to the question *who* or *what* \*.

Q. *Who* came to see you?

A. My *brothers* came to see me.

The *genitive* denotes possession, is known commonly by the sign *of*, and answers to the question *whose*.

Q. *Whose* is that book?

A. My *brother's*, or the book *of* my brother.

\* See pages 19 and 33, Mother's Grammar.

(Cases of Nouns, continued.)

The *dative* is expressed by the signs *to* and *for*, and answers to the question *to whom*. Here the noun undergoes no change in our language : the pronoun requires to be in the accusative.

The *accusative* follows the verb, and answers to the question *whom* or *what*.

Q. *Whom* do you teach ?

A. I teach Ann : (for though we do not vary the noun, yet we must the pronoun I teach *her*.)

The *vocative* is used in *calling*, addressing, or speaking to a person, and sometimes known by the sign *O*. Ann ! come hither—or *O* Ann !

The *ablative* is known by the signs *by*, *with*, *from*, *in*.



(Cases of Nouns, continued.)

*It is certainly desirable for a boy to be familiar with these distinctions; and girls will find it expedient when they begin to study the french language.*

### DECLENSION OF NOUNS.

#### *Singular.*

<i>nom.</i>	The man before the verb active
<i>gen.</i>	of the man
<i>dat.</i>	to the man
<i>accus.</i>	the man after the verb
<i>voc.</i>	o man
<i>abl.</i>	by the man.

#### *Plural.*

<i>nom.</i>	men before the verb active
<i>gen.</i>	of men
<i>dat.</i>	to men
<i>accus.</i>	men
<i>voc.</i>	o men
<i>abl.</i>	by, with, or from men.

*Singular;*

(Cases of Nouns. continued.)

*Singular.*

<i>nom.</i>	a good man
<i>gen.</i>	of a good man
<i>dat.</i>	to a good man
<i>accus.</i>	a good man
<i>voc.</i>	o good man
<i>abl.</i>	with a good man.

*Plural.*

<i>nom.</i>	good men
<i>gen.</i>	of good men
<i>dat.</i>	to good men
<i>accus.</i>	good men
<i>voc.</i>	o good men
<i>abl.</i>	by, with, or from good men.

**ADJECTIVES.**

## ADJECTIVES.

(Mother's Gram. 17.)

Adjectives have no change in english, but that the mere expression is called *positive* ; *more* of the quality, *comparative* ; and *most* is called *superlative*. These degrees of comparison are sometimes formed by the adverbs *more* and *most*.

Adjectives cannot stand alone—they have no sense—with the addition of thing, they are understood.

The circumstance of being able to form degrees of comparison, may help to give an additional distinction between nouns substantive and nouns adjective, as our little sons are taught to call these two parts of speech.—See *Mother's Gram.* 10.

*Cautions.*—Take care not to use two comparatives, as *more happier* ; or two superlatives, as *most justest*. Never use a superlative relating to only *two* things ; say, the *elder* of the *two*, not the *eldest*—the *eldest* of the *three* is proper.

PRONOUNS.



## PRONOUNS.

*Child's Gram. 9.**Mother's Gram. 18.*

There belong to a pronoun, *number, case, gender, person.*

A pronoun must be of the same *number, case, gender* and *person* as the noun for which it stands——except that custom has established the use of the second person plural in addressing a single person; the verb therefore must be plural—you *are*; you *were*; you *have*.

*Exercise.*

Form the plural of any given pronoun.  
—We have two cases of pronouns—the *nominative* and *accusative*.

(*Child's Gram. 9.*)

The *nominative* goes before the active verb, and *names* the agent, and answers to the question *who*.

(*Mother's Gram. 19 and 33.*)

Q. *Who* wrote this?

A. *I* did.

The

(*Pronouns*, continued.)

The *accusative* follows the verb active ; is called the *object*, and answers to the question *whom*.

Custom makes us use the accusative plural instead of the nom. sing. in the second person ; as, *You* love books.

*Exercise.*

Find the accusative case of any given pronoun.

*Nominative.*

*Singular.*

1. I
2. thou
3. he, she, it.

*Plural.*

1. we
2. ye \*
3. it.

*Accusative.*

*Singular.*

1. me
2. thee
3. him, her.

*Plural.*

1. us
2. you \*
3. them.

\* Politeness requires a change from grammatical propriety in these particulars.

Mr,

(*Pronouns*, continued.)

Mr. Bullen calls these pronouns *substantive*; and remarks that, like other substantives, they declare their own meaning, without the help of any other word.

The pronouns *adjective*, he adds, are, *my, thy, our, your, and their*;—which, like other adjectives, have no meaning, unless they are joined to a substantive.

The pronouns *relative*, are *who, which, and that*; they are called relatives, because they relate to some noun going before, which is therefore called the antecedent. *Who* and *whom* are applied to persons; and *which* to animals, and things without life. There are some other words which partake of the nature both of a pronoun and an adjective; and they are called *pro-nominal* adjectives; as, *this, that, other,*  
*some*



(Pronouns, continued.)

*some, one, none*; and also the words *each, every, either, neither, whether*, and the *same*.

Mr. Bullen says, that *what*, is compounded of *that* and *which*.

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*For the same reason that the Declension of Nouns was given, a few instances of the Declension of Pronouns are added.*

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## DECLENSION OF PRONOUNS.

### I.

<i>Singular</i>		<i>Plural</i>	
<i>nom.</i>	I	<i>nom.</i>	we
<i>gen.</i>	of me or mine	<i>gen.</i>	of us or ours
<i>dat.</i>	to me	<i>dat.</i>	to us
<i>acc.</i>	me	<i>acc.</i>	us
<i>voc.</i>	—	<i>voc.</i>	—
<i>abl.</i>	by me.	<i>abl.</i>	by us.

### II.

(Pronouns, continued.)

*Singular.**Plural.*

II.

II.

<i>nom.</i> Thou	<i>nom.</i> ye
<i>gen.</i> of thee or thine	<i>gen.</i> of you or your's
<i>dat.</i> to thee	<i>dat.</i> to you
<i>acc.</i> thee	<i>acc.</i> you
<i>voc.</i> o thou	<i>voc.</i> o ye
<i>abl.</i> with thee	<i>abl.</i> with you

III.

III.

*Sing.**Plur.*

<i>nom.</i> He, she, it	<i>nom.</i> They
<i>gen.</i> { of him, her, it, his, her's, its	<i>gen.</i> of them or their's
<i>dat.</i> to him, her, it	<i>dat.</i> to them
<i>acc.</i> him, her, it	<i>acc.</i> them
<i>voc.</i> ———	<i>voc.</i> ———
<i>abl.</i> { from, &c. him, her, it.	<i>abl.</i> from them.

*Cautions.*

Take care never to put the accusative case after the verb *to be*.—2. Who is there?—*A.* It is *I*—not it is me : this is the more necessary, because in french the answer is *c'est moi*. Again: It was *she* who wrote this—not her—except after the infinitive mode. For instance: *It is said to be her.*—*Mother's Grammar*, 42.

Beware of using the pronoun substantive where the pronoun adjective is required.

Say, Give me *those* books—not them books.

Never use a pronoun where there is no occasion for one: The man said—not the man *he* said.



## VERBS.

The circumstance of being *active*, *passive*, or *neuter*, must be first considered.

(*Mother's Grammar*, 33.)

There belong to a verb, *number*, *person*, *mode*, and *tense*.

Every verb has a *nominative case*, either expressed or understood (except in the *infinitive mode*); and in english it is usually set before the active verb.—See *Mother's Grammar*, page 34.

In asking a question, the verb goes before, except a helping verb is used: learn you? do you learn?

In order to find the *nominative case*, ask the question, *who*; and the word that is an answer to the question is the *nominative case* of the verb: Who learns?—I learn.

(Verbs concluded.)

A verb is a word expressed or understood in every sentence, and shews the *existence, action, or suffering* of a noun.

A pupil should find the infinitive mode of a verb: I am—to be;—and form participles.—Examination is easy by the *Mother's Grammar*, page 50.

### *Exercise.*

After conjugating verbs, the practice required should be to explain the number, person, mode, tense, &c. of any given instance.

Take a book, and ask, what mode, what tense, &c. is such a verb.

The tenses are explained familiarly in the *Child's Grammar*, page 26.

### *Auxiliaries.*

See *Mother's Grammar*; 30.

## PARTICIPLES.

*Mother's Grammar*, 48.

For the Formation of Participles, see page, 50 of the *Mother's Grammar*.

*Caution.*

Beware not to confound the past tense of the verb and the participle:

I rose—I have risen.

I gave—I have given.



## ARRANGEMENT OF ADVERBS.

*Child's Gram.* 15.*Mother's Gram.* 53.1. Adverbs of *Place*.

Here, there, whither, thither, hither, whence, hence, thence, &c.

Beware of saying *from* hence, *from* thence, &c.—The preposition is implied.

2. *Of Time*.

When, then, now, often, always, seldom, &c.

3. *Of Number*.

Once, twice, thrice.

4. *Of*

(*Adverbs*, concluded.)

4. Of *Quantity*.

Much, little, (when it means *small*, it is an adjective) enough, &c.

5. Of *Comparison*.

How, rather, too, very, than, so, &c.

6. *Colloquial*.

Yes, no, perhaps, indeed, &c.

7. Adverbs ending in *ly* (*like*) which generally denote *manner*, have the same meaning as the adjective from which they are derived ; as from neat *neatly*, &c.

## FRENCH ADVERBS.

*Adverbe.*

De tems, de lieu, de qualité, de quantité, d'interrogation, d'affirmation, de negation.

*De Tems.*

Un adverbe qui est employé, a marquer le tems du verbe, & qui repond à la question, *quand?*—ex. hier, aujourd'hui, demain, &c.

*De Lieu.*

Un adverbe qui est employé a marquer le lieu de l'action, & qui repond à la question, *ou?*—ex. ici, là, &c.

*De Quantité.*

Un adverbe qui exprime une quantité et qui repond a la question *combien?*—ex. peu, beaucoup, assez, &c.

*De*



(*French Adverbs, continued.*)

*De Qualité.*

Un adverbe qui exprime une manière, & qui répond à la question *comment*?—ex. modestement, sagement, &c.

*D'Interrogation.*

Un adverbe dont on se sert pour interroger:—ex. comment? pourquoi? ou? combien? quand?

*De Negation.*

Un adverbe dont on fait usage pour nier l'existence, ou l'action:—ex. non, ne, ne-point, ne pas, nullement.

*D'Affirmation.*

Un adverbe qu'on emploie pour affirmer une action, & pour exprimer une certitude:—ex. certes, certainement, oui.

*Abbé Gaultier.*

*Remark.*

*Remark.*

An adverb may be generally known by its answering the question *how ? how much ? when ? where ?* &c.—for instance:

How does ————read ?

*A. Well.—See Child's Grammar, 16.*

*Caution.*

Take care not to use adjectives for adverbs: for instance, we say, a genteel girl; but to express the manner in which she dances, we form an adverb, and say, she dances genteelly. Exceeding good is wrong—exceedingly good.

## CONJUNCTIONS.

*Child's Gram.* 18.*Mother's Gram.* 54.*A list of the principal Conjunctions.*

As, and, although, but, both, because, either, for, if, lest, nor, neither, nevertheless, notwithstanding, or, so, that, than, though, therefore, unless, yet.

It must be borne in mind, that some of these words are either conjunctions or other parts of speech according as they are used.

The conjunctions *if, though, unless, except, whether, and until*, which express doubt and uncertainty, require a subjunctive mode after them.

*Mother's Grammar*, 24, &c.

The



(*Conjunctions*, continued.)

The conjunction *than* requires the same case after it as that which goes before it ; as,

*He* is wiser than *I*.

I love *her* better than *him*.

Which elliptical sentences are thus completed :

He is wiser than I *am*.

I love her better than I *love* him.

*Mother's Grammar*, 42.

## PREPOSITIONS.

*Child's Gram.* 19.*Mother's Gram.* 55.

Prepositions are joined to any case of the pronoun but the nominative; as, with *him*, from *him*, to *me*.

*In*, signifies rest.

*Into*, implies motion.

*A List of the principal Prepositions.*

Above, about, after, against, among, at, before, behind, by, below, beneath, beside, between, beyond, down, for, from, in, into, near, out, of, off, on, over, through, towards, to, upon, unto, under, until, up, with, within, without.

Some of these are adverbs when not used so as to shew the relation of persons, &c. to each other.

(*Prepositions*, continued.)

Prepositions are often confounded with verbs ; as, overtake, undertake, uphold, withstand ; they are also placed after verbs, particularly after the monosyllable verbs to give, to keep, to make, to cast, to go, to hold ; of which they generally change the signification ; as, to give up, to give over, to give out.

A preposition may be known by its admitting after it a personal pronoun in the objective case—*with him, for her, to them, &c.*

Prepositions govern the objective case ;  
as,

I hear a good character *of him*.

Turn not *from him* that is needy.



## REMARKS UPON CONNECTIVES.

Some sorts of words there are, which, like cyphers in arithmetic, have no signification when separate; though, when joined to other words, they are very significant.

Those words which become significant by being connected with other words, may be divided into two classes; the *necessary*, and the *useful*; the former we may call *connectives*; the latter, *articles*.——It is needless to remark, that this must not be read by young Grammarians.

Connectives connect either words or sentences.

*Prepositions* connect words.

*Conjunctions* connect sentences.

Article has no meaning, but serves to fix the vague signification of nouns.

Adjective has no meaning of itself, but serves to express the quality of the noun.

A verb, or participle, cannot be where a substantive is not either expressed or understood; and an adverb is equally dependent upon its verb.

Agreeably to this notion of adverbs, it would be easy to specify a great number of them, which limit, enlarge, or otherwise modify, the meaning of the verbs, participles, adjectives, and adverbs, to which they are joined; as, he walked *much*; he walked *gracefully*; or, he was wounded *slightly* &c. *more* brave, *less* brave; or, *more* bravely; *very* bravely, &c.

*Theory of Language.*

Most adverbs seem to have been introduced into language in order to express in  
one

one word the meaning of two or three.—*In what place, by where? to what place, by whither?—At the present time, by now?—At what time, by when?—At that time, by then.—Many times, by often.—Not many times, by seldom.—It is done as it should be, by well done.—It is done with wisdom, by wisely done.—It is certain that he will come, by he will certainly come, &c.* Even *yes* may be expressed by circumlocution without an adverb; as, *Are you well? I am well.—Yes* would have answered.

Conjunctions join sentences together; a conjunction has no meaning by itself, but is of great use in connecting sentences, and shewing their dependance upon each other.

Perhaps it may be thought that conjunctions, as well as prepositions, do sometimes connect words; as when we say, *he is a learned and a good man.* But this



sentence, when analysed, will be found to consist of two distinct sentences : he is a learned man : he is a good man.

The term *preposition* signifies *placing before*; and it is true of almost all the words of this class, that they are, or may be, *put before* the words which they connect with something previous.

A preposition may be defined, a part of speech not significant of itself, but of such efficacy as to unite two significant words, which, according to the nature of things, or the rules of the language, could not otherwise be united.

A substance and its quality of themselves coalesce—A *good man*: here prepositions are quite unnecessary.

There is a connection equally intimate between the agent and the action ; as, the  
boy

*boy reads*; the noun coalescing with the verb so naturally that no other word is necessary to unite them.—But to mark the connection of some other words, *prepositions* are necessary—*The rain falls....heaven—The enemy ran.....the river*: prepositions here are necessary.

## RULES FOR PARSING.

First find what part of speech each word in the sentence is.

Then seek for the following circumstances.

*Article.*

Is it definite, or indefinite?

*Mother's Grammar, 12.*

*Noun.*

Consider its number, case, gender; and whether proper or common.

Whatever be its case, consider why, by the rules for that particular case: if it be the nominative case to the verb, consider what pronoun it would require.

*Adjective.*



(*Rules for Parsing, continued.*)

*Adjective.*

Consider what noun it belongs to, and whether it be positive, comparative, or superlative. A word is a genuine adjective when it can be applied to a noun as its quality.—See *Mother's Grammar*, 10.

*Pronoun.*

Consider for what noun it stands, and whether it be (as it ought) of the same number and case as the noun would be itself, if used in the same place.

Then consider its person; and whatever be its case, consider why, by the rules. Consider too, what kind of pronoun.

*Verb.*

Consider whether it be active, passive, or neuter : (*Mother's Grammar*, 33.) If it be  
active,

(*Rules for Parsing*, continued.)

active, look for its accusative case, expressed or understood. Then consider its number, person, mode and tense: see whether it be in the same number and person as its nominative case.

### *Participle.*

*Mother's Grammar* 48.

Active or passive—used as an adjective to express the quality of a noun; as, a *loving* mother—or as a verb with time; as, my mother is *reading*—or as a sort of noun expressive of an act; as, mothers delight in *teaching* their children: some call this a participial noun.

### *Adverb.*

See what word it qualifies, and what kind of adverb it is. Some have degrees of comparison.

### *Conjunctions.*

(*Rules for Parsing, continued.*)

*Conjunctions.*

*Child's Gram.* 18.

*Mother's Gram.* 54.

Consider what sentences or words it connects : if it join sentences, see whether they go on the same time, mode, and method. If nouns, whether they be in the same case ; as also if pronouns ; if verbs, whether the modes and tenses be the same. See what kind of conjunction.

FULL



## FULL EXAMINATION.

How many parts of speech are there ?

What are they called ?

What is an article ?  $\left\{ \begin{array}{l} \text{Child's Gram. p. 1.} \\ \text{Mother's Gram. 12.} \end{array} \right.$

1.

How many kinds of article ?

When is the indefinite used ?

When is the definite used ?

2.

What is a noun ?  $\left\{ \begin{array}{l} \text{Child's Gram. p. 1.} \\ \text{Mother's Gram. 13.} \end{array} \right.$

Tell me some nouns — some *persons*,  
*places*, *things*.

What changes belong to a noun ?

Number, case, and gender—kind.

*Number.*

How many numbers has a noun ?

What are they called ?

Of how many does the singular speak ?

Of how many the plural ?

*Case*

(Full Examination, continued.)

### Case.

*Child's Gram.* 13.

*Mother's Gram.* 15.

How many cases has the noun in our language?

What does the nominative do?

What question does it answer?

Where is it placed with respect to the verb?

What is the sign of the genitive?

What does it denote?

What question does it answer?

What is it sometimes called?

### Gender.

*Child's Gram.* 13.

*Mother's Gram.* 15.

How many genders are there?

What does the masculine denote?

What does the feminine?

What do we call those which have no case?

H

*Adjectives.*

(Full Examination, continued.)

### *Adjectives.*

*Child's Gram. 3.*

*Mother's Gram. 17.*

What is an adjective?

Tell me some adjectives?

Has an adjective sense alone?

To what accidents is it subject?

How many degrees?—We will suppose  
*pretty*—form the comparative and super-  
lative.

### *Pronoun.*

*Child's Gram. 4.*

*Mother's Gram. 18.*

What is a pronoun?

What belong to it?

Number, case, gender, person.

### *Person.*

How many persons?

*Child's Gram. 11.*

*Mother's Gram. 18*

Of whom does the first person speak?

Speaking of myself, what words do I use?

Speak-



(*Full Examination, continued.*)

*Child's Gram.* 10.

*Mother's Gram.* 19.

Speaking of myself before the verb,  
what pronoun do I use?

Speaking of myself after the verb?

[This is understood of the active verb.

—*See Mother's Gram.* page 33.]

When another is spoken to, what person is the pronoun?

Tell me the second person singular before the verb, &c. *as occasions arise.*

### Number.

Pronouns, being used *for* nouns, have, like them, two numbers, singular and plural.

### Case.

*Child's Gram.* 9.

*Mother's Gram.* 19.

How many cases has a pronoun?

What does the nominative do?

Where does it go; before, or after the verb?

[The active verb is understood.—*See Mother's Gram.* page 33.]

(*Full Examination, continued.*)

What is the question which the nominative answers?—*who*, or *what* remember—and it is called the *agent* of the verb.

Where does the accusative go?

What is it called? the object—and sometimes the objective case—remember.

To what question does the accusative answer?

Repeat the nominatives. (*Ch. Gram. 10.*)

Now tell me the accusatives.

Of the first person—of the second, &c.

What is he? What is the accusative?

### *Gender.*

Of what gender are nouns?

What pronoun is used for a noun of no gender?

How many genders are there?

### *Person.*

Of what person are nouns?

What pronoun is used before the verb for the masculine?—What after the verb?

*Verb.*

(Full Examination, continued)

### Verb.

What is a verb?

*Child's Gram. 6. Mother's Gram. 22.*

What is the mark of a verb?—Is it not that you can prefix a pronoun?

---

*Relative to verbs, many particulars must be reserved till the Pupil is pretty familiar with grammar; and the first time of using these queries, it is better to pass to the adverb: Children should nevertheless early acquire the habit of conjugating verbs.*

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### Modes.

*Child's Gram. 25.*

*Mother's Gram. 23.*

Q. How many modes are there?

Q. What are they called?

Q. What does the indicative do?

A. It declares or asks a question.

Q. What does the imperative do?

A. It commands or forbids.



(*Full Examination*, continued.)

Q. Why is the subjunctive so called?

A. Because another word is subjoined.

Q. Why is it sometimes called conjunctive?

A. Because a conjunction is used.

Q. What is meant by potential?

A. It denotes power, and is a branch of the subjunctive.—*See Mother's Gram.* 26.

Q. How do you know the infinitive?

A. It has neither number, nor person, nor nominative case before it; and is known commonly by the sign *to*, expressed or understood.—*See Mother's Gram.* 24.

### *Tense.*

*Child's Gram.* 26.

*Mother's Gram.* 44.

What is meant by tense?—*Time.*

What is the first division?—*Past, present, and future.*

What is past time?

What is present time?

What is future?

How many tenses are there?

Why

(*Full Examination, continued.*)

Why are they so called ?

What does the present time denote ?

What are its signs ?

What does the preterimperfect denote ?

What are the signs ?

What does the preterperfect denote ?

What is the sign ?

What does the preterpluperfect denote ?

What is its sign ?

What does the future denote ?

How many branches has it ?

What is future imperfect ?

What is future perfect ?

### *Kind of Verbs.*

*Mother's Grammar, page 33.*

What are verbs called, that signify acting ?

Where is the agent placed ?

What is the *active* verb otherwise called ?

Why is it called transitive ?

What does a verb *passive* express ?

What does it imply ?

Which

(*Full Examination*, continued.)

Which takes the lead in the passive verb; the object, or the agent?

What does a verb neuter express?

What is it otherwise called?

Why is it called intransitive?

Give me an instance.

What verb has always a nominative case after it?

*Mother's Gram.* 42.

*The active and passive voices are well explained, in few words, at page 27 of Mr. Bullen's Rudiments.*

### *Participle.*

*Mother's Grammar*, 48.

### *Active and Passive.*

How does the active participle end?

How does the passive, most commonly?

Form some participles.---*Mother's Gr.* 50.

Take such—or such a verb.---*Formation.*

Is



(Full Examination, continued.)

*Mother's Grammar, 48.*

Is the participle here an adjective derived of a verb, and denoting the quality of the noun---as a *living* child, a *learned* man; or a verb with time, as, I was *writing*; or a participial noun, as, I love *writing*, namely, the act.

### Adverb.

*Child's Gram. 15.*

*Mother's Gram. 53.*

What is an adverb?

What does the adverb shew?—the manner of the verb, does it not?

Form some adverbs from adjectives.

What do the following adverbs relate to?

*Now, when, soon*?—*Time.*

What do *once, twice, thrice*, relate to?—*Number.*

What do *there, where, &c.*?—*Place.*

Do adverbs ever admit of comparison?

Compare { well—better—best  
ill—worse—worst.

What

(*Full Examination*, continued.)

What is a mark of the adverb?

That one word serves the purpose of many; as *now* (at this time,) &c.—See page 64.

### *Conjunction.*

*Child's Gram.* 18.

*Mother's Gram.* 54.

What does a conjunction do?

Ann *and* John learn grammar; *but* Belle does not——Which are the conjunctions?

Has a conjunction meaning alone?

### *Preposition.*

*Child's Gram.* 19.

*Mother's Gram.* 55.

What is a preposition?

Edward *is* gone *to* school——Which is the preposition?

Between what nouns does the word *to* express the relation?

Is a preposition significant of itself?

What then is its use?

My

(*Full Examination, continued.*)

My papa is      Wales ; he will come  
London soon——Fill up the spaces——  
What two significant words are united by  
*in* ?—What two by *to* ?

### *Interjection.*

*Child's Gram. 20.*

*Mother's Gram. 57.*

What is an interjection ?

Is it ever necessary to the sense ?

What does it then do ?

Would the sense remain the same if  
they were left out ?

EXERCISE



## TRIALS

OF

## PUPILS WHO ARE ADVANCED.

*There are words of which the mode of using can alone determine what part of speech they are.*

Distinguish when certain words are conjunctions, and when not.—For instance, the particle *for* :

*for* { “This letter is for you.”—Here  
*a* { it is a preposition : it is set before  
*prep.* { a pronoun, to shew the relation.

*Child's Gram. 19. Mother's Gram. 55.*

*for,* { “I am tired of this book, for it is  
*a* { tedious.”—There it is a conjunc-  
*conj.* { tion, meaning *because*, and joining  
 sentences.

*Child's Gram. 18.—Mother's Gram. 54.*

*yet,*

yet, { “You have lost time; yet (never-  
 a { theless) you will soon get through  
 conj. { the grammar.”

yet, { Are you ready ?  
 an {  
 adv. { “Not yet :”—*relating to time.*

that, { “I know that you love me ;  
 a { and that you take pleasure in my  
 conj. { lessons.”

that, { Which book do you prefer ?—  
 a { That—But if book were added, it  
 pron. { would become a pronominal ad-  
 jective ; for the genuine pronoun  
 always stands by itself, assuming  
 the power of a noun, and supply-  
 ing its place.

For instance:

*This* is virtue. }  
Give me *that*. } pronouns.

Harris makes these words, in some cases, articles—for instance, *this* habit is virtue; *that* man is virtuous—saying, “These, as they supply not the place of a noun, but only serve to ascertain one, are articles; the genuine article never standing by itself, but appearing at all times associated to something else, requiring a noun.

“The article stands *with* a noun.

“Pronoun stands *for* a noun.”

*Harris.*

*Therefore* is an adverb, when, without joining sentences, it only gives the sense of *for that reason*; when it both gives that sense, and also connects, it is a conjunction; as, when we say,

He is good; therefore he is happy.

The



The same thing is true of *consequently*, *accordingly*, and the like, when they are only subjoined to *and*; or, joined to *if*, *since*, &c. they are adverbs; the connection being made without their help: when they appear single, and unsupported by any other connective, they may be called conjunctions.

*before*,  
adverb. { I was up before you (were)  
meaning sooner than.  
*Child's Gram.* 18.

*before*,  
prep. { You stand before me—prep.  
*Child's Gram.* 19.—*Mother's Gram.* 55.

*after*,  
adverb. { She came after (relating to  
time) you were gone.

*after*,  
prep. { The dog runs after you.

She goes before we do—that is, in point of time—before, an adverb.

She came before us ; that is, in presence of us—before, is a preposition, shewing the relation of the two pronouns.

In some cases, the preposition suffers no change ; but becomes an adverb by nothing more than its application.

He rides *about*—add the city, and it would be a preposition.

Do not *after* lay the blame on me.—  
*See Harris, 205.*

## FOURTH SET.

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*IN the following Set of Lessons, a young Scholar may tell the Part of Speech only ; an elder one may be expected to explain farther ; each Pupil may be examined according to his progress and abilities.—Seek the Number, Case, Gender, Person, Mode, Tense.*

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### LESSON I.

THE ox patiently endureth the yoke, and obeyeth the voice of his driver : he laboureth with incessant pains, and meekly receiveth his reward ; the portion allotted him for his support.—Who commanded him to obey man, and to submit himself to his pleasure ?

The



## (I.)

Word. kind. num. case. gend. pers. mode. tense.

The	art.						
ox	noun.	s.	nom.				
patiently	adv.						
endureth	verb.	s.	-	-	3.	indic.	pres.
yoke	noun.						
and	conj.						
obeyeth	verb.	s.	-	-	3.	indic.	pres.
voice	noun.						
of	prep.						
his	pron.	-	-	m.	3.	-	-
driver	noun.						
he	pron.	s.	nom.	m.	3.	-	-
laboureth	verb.	s.	-	-	3.	indic.	pres.
with	prep.						
incessant	adj.						
pains	noun.						
and	conj.						
meekly	adv.						
receiveth	verb.	s.	-	-	3.	indic.	pres.
his	pron.	-	-	m.	3.		
							reward

Word.	kind.	num.	case.	gend.	pers.	mode.	tense.
reward	noun.						
portion	noun.						
allotted	part.						
him	pron. s. accus.	m.	3.				
for	prep.						
his	pron.	-	-	m.	3.		
support	noun.						
who	pron.						
commanded	verb indic.					preter imperfect.	
him	pron. s. accus.	mas.	3.				
to obey	verb.					infinitive.	
man	noun.					accusative.	
and	conjunction.						
to submit	verb. infin.						
himself	pronoun.						
to	preposition.						
his	pronoun possessive.						
pleasure	noun.						

*Hymns to the Supreme Being.*

## II.

The father, the mother, and the children, make a family. If the family be numerous, and the grounds be large, there must be servants to help to do the work : all these dwell in one house : they sleep beneath one roof ; they eat of the same bread ; they kneel down together, and praise God, every night and morning, with one voice : they are very closely united, and are dearer to each other than any strangers. If one be sick, they mourn together ; and if one be happy, they rejoice together.

*Hymns in Prose.*



(II.)

Word. Kind. num. case. gend. pers. mode. tense.

The	art.					
father	noun.	s.	nom.	mas.	3.	
mother	noun.	s.	nom.	fem.	3.	
and	conj.					
children	noun.	plu.	nom.	-	3.	
make	verb.	plu.	-	-	3.	ind. pres.
a	art.					
family	noun.					
if	conj.					
be	verb.	-	-	-	-	subj.
numerous	adj.					
grounds	noun.	plu.				
large	adj.					
there	adv.					
must be	verb.	-	-	-	-	ind.
servants	noun.	plu.				
to help	verb.	-	-	-	-	inf.
all	adj.					
these	pron.	plu.				

Word.	kind.	num.	case.	gend.	pers.	mode.	tense.
dwell	verb.	plu.	-	-	3.	ind.	pres.
beneath	prep.						
same	adj.						
every	adj.						
with	prep.						
very	} adv.						
closely							
united	part.						
dearer	} adj.						
to	prep.						
each	pron.						
other	pron.						
than	adv.						
any	adj.						
stranger	noun.						
if	conj.						
one	noun, as it is a person.						
be	verb.	-	-	-	-	subj.	
sick	adj.						
they	pron.	plu.	nom.	3.	-	-	

mourn

Word:	kind.	num.	case.	gend.	pers.	mode.	tense.
mourn	verb.	.	.	.	.	3. indic.	pres.
together	adv.	.	.	.	.	.	.
and	conj.	.	.	.	.	.	.
if	conj.	.	.	.	.	.	.
one *	noun	.	.	.	.	.	.
be	verb.	.	.	.	.	.	.
happy	adj.	.	.	.	.	.	.
they	pron. plu. nom.	.	.	.	.	3.	.
rejoice	verb.	.	.	.	.	3. ind.	pres.
together	adv.	.	.	.	.	.	.

\* Meaning, one person.



## III.

The hen sits upon her nest of straw ;  
 she watches patiently the full time ; then  
 she carefully breaks the shell ; and the  
 young chickens come out.

Word.	kind.	num.	case.	gend.	pers.	mode.	tense.
The	art.						
hen	noun.	s.	nom.	fem.			
sits	verb.	s.			3.	ind.	pres.
upon	prep.						
her	pron.						
nest	noun.						
of	prep.						
straw	noun.						
she	pron.	s.	nom.	fem.	3.		
watches	verb.	s.			3.	ind.	pres.
patiently	adv.						
the	art.						
full	adj.						

time

Word.	kind.	num.	case.	gend.	pers.	mode.	tense.
time	noun.						
then	adv.						
she	<i>as before.</i>						
carefully	adv.						
breaks	verb. sing.	-	-		3.	ind.	pres.
shell	noun.						
and	conj.						
young	adj.						
chickens	noun. plu.						
come	verb. plu.	-			3.	indic.	pres.
out	<i>adv. as no noun follows it.</i>						

## IV.

Why take ye thought for raiment?  
consider the lillies of the field how they  
grow :—not Solomon in all his glory was  
arrayed like one of these.

Word.      kind. num. case. gend. pers. mode. tense.

Why	adv.						
take	verb.	-	-	-	-	ind. pres.	
ye	pron. plu. nom.	-	2.	-	-		
thought	noun.						
for	prep.						
raiment	noun.						
consider	verb.	-	-	-	-	imp.	
the	art.						
lillies	noun. plu. acc.						
of	prep.						
field	noun.						
how	adv.						
they	pron. plu. nom.	-	3.				

grow



Word.	kind.	num.	case.	gend.	pers.	mode.	tense.
grow	verb.	plu.	-	-	3.	ind.	pres.
not	adv.						
Solomon*	noun.						
in	prep.						
all	adj.						
his	possess.						pron.
glory	noun.						
was	verb.	sing.	-	-	3.	ind.	pr. im.
arrayed	part.						
like	adj.						
one	adj.						
of	prep.						
these	pron.	plu.					

\* *Proper.*

## V.

Who can find a virtuous woman ? for  
her price is far above rubies.

Word.	kind.	num.	case.	gend.	pers.	mode.	tense
Who	pron.						
can find	verb.					<i>to a boy, this is</i>	pot.
a	ind.						
virtuous	adj.						
woman	noun.						
for	conj.					<i>as it means because</i>	
her	pron.						
price	noun.						
is	verb.	sing.				- - 3.	ind. pres.
far	adv.					<i>as it means much.</i>	
above	prep.						
rubies	noun.						

## VI.

An honest man is the noblest work of God.

Word. kind. num. case. gend. pers. mode. tense.

An *ind.* art.

honest adj.

man noun. sing. nom.

is verb. sing. - - 3. ind. pres.

the *def.* art.

noblest *sup.* adj.

work noun.

of prep.

God noun.



## VII.

When we admire the beauty of the flowers which no human art can equal; let us remember that they are thus adorned by OUR CREATOR, who knoweth that, from the constitution of our bodies, we have need of cloathing, and will certainly furnish us with the means of procuring it.

Word.	kind.	num.	case.	gend.	pers.	mode.	tense.
When	adv.						
we	pron.	plu.	nom.		- I.		
admire	verb.	plu.			-	- I.	ind. pres.
the <i>def.</i>	art.						
beauty	noun.						
of	prep.						
the <i>def.</i>	art.						
flowers	noun.	plu.					
which	pron.						

Word. kind. num. case. gend. pers. mode. tense.

no *is here* adj.

human adj.

art noun.

can equal verb. *to a boy, call it* poten.

let us re-  
member } verb. plu. - - 1. imp.

that conj.

they pron. plu. nom. - 3.

are verb. plu. - - 3. ind. pres.

thus adv.

adorned part.

by prep.

our pron.

Creator noun. sin. accus.

who pron.

knoweth verb. sin. - - 3. ind. pres.

that conj.

from prep.

the *def.* art.

constitution noun. s.

of prep.

Word.	kind.	num.	case.	gend.	pers.	mode.	tense.
our	pron.						
bodies	noun.	plu.					
we	pron.	plu.	nom.		- 1.		
have	verb.	plu.			-	- 1. ind.	pres.
need	noun.						
of	prep.						
cloathing	noun.						
and	conj.						
certainly	adv.						
willfurnish	verb.				-	-	- ind. fut.
us	pron.	plu.	accus.		- 1.		
with	prep.						
the	art.						
means	noun.						
of	prep.						
procuring	{ noun participial, the act of procuring.						
it	pron.	sing.	accus. neut.		3.		



## VIII.

## BIRDS.

If these little choristers express their gratitude by chanting the praises of their Maker and Preserver, how ought Christians to blush, if, for so great blessings as they have received, they pay not their tribute of thanksgiving.

*If* conjunc.

*these* pron. plu.

*little* adj.

*choristers* noun. nom. plu.

*express* verb. subj.—*Mother's Gram.* 26.

*their* pron. poss.

*gratitude* noun.

*by* prep.

*chanting* participial or verbal noun. (49)

*the* article def.

*praises*

*praises* noun. plu.

*of* prep.

*their* pron. poss. plu. 3.

*Maker* noun.

*and* conj.

*Preserver* noun.

*how* adv.

*ought* verb. potential.

*Christians* noun. plu.

*to blush* verb. inf.

*if* conj.

*for* prep.

*so* adv.

*great* adj.

*blessings* noun. plu.

*as* conj.

*they* pron. plu. nom. 3.

*have received* verb. preter perf. ind.

*they* pron. plu. nom. 3.

*pay not* { verb. subj. mode, formed by the  
conj. *if*

*their* pron. plu. poss. 3.

*tribute*

*tribute* noun.

*of* prep.

*thanksgiving* participial noun.

# IX.

## THE MUSIC OF BIRDS.

The music of birds was the first song of thanksgiving which was offered on earth, before man was formed. All their sounds are different, but all harmonious ; and they compose a choir which we cannot imitate.

*The* article definite.

<i>music</i>	{	noun.	}	nom. to the verb was.
<i>of</i>		prep.		
<i>birds</i>		noun plural		

*was* verb. ind. pr. imp. 3d. sing.

*the* article def.



*first* adj. sup.

*song* noun. nom. to verb *was*

*of* prep.

*thanksgiving* participial noun.

*which* pronoun relative to *song*.

*was* verb.

*offered* verb with time.

*on* prep.

*earth* noun.

*before* adverb relating to time.

*man* noun (meaning mankind.)

*was* verb, &c. as before.

*formed* participle.

*all* adjective.

*their* pronoun. poss. plu. 3.

*sounds* noun. plu. nom. to following verb.

*are* verb. indic. pres.

*different* adjec.

*but* conj.

*all* adj.

*harmonious* adj.

*and* conj.

*they*

*they* { pron. plu. nom. 3. (standing for  
sounds.)

*compose* verb. plu. 3. ind. pres.

*a* article indef.

*choir* noun.

*which* pron. rel. standing for choir.

*we* pron. plu. nom. 1.

*cannot* verb. may be called ind.

*imitate* verb. inf. or together potential.

## X.

## THE NIGHTINGALE.

He who at midnight, when the labourer sleeps securely, should hear, as I have often done, the clear airs, the sweet descants, the natural risings and fallings, the doubling and redoubling of the nightingale's voice, might well be lifted above earth, and say, Lord, what music hast Thou provided for thy saints in Heaven, when Thou affordest bad men such music upon earth.

*He* pron. sing. nom. masc. 3.

nom. to should hear.

*who* pron. rel.

*at* prep.

*midnight* noun.

*when* adv.



*the* article def.

*labourer* noun. nom. to sleeps.

*sleeps* verb. 3. ind. pres. sing.

*securely* adv.

*should hear* potential mode; *he* is its pron.

*as* conj.

*I* pron. sing. nom. 1.

*have done* verb. ind. pret. perf.

*often* adv.

*clear, sweet, natural* adjec.

<i>risings, fallings,</i>	} participial nouns
<i>doublings, redoublings</i>	
	} plu.

*of* prep.

*the* art. def.

<i>nightingale's</i>	} voice of the nightingale.
<i>voice</i>	
	} noun. genitive case.

*might be* verb potent.

*lifted* part.

*above* prep.

*earth* noun.

*and* conj.

*say* verb. potential. (might is understood.)

*Lord* noun. vocative.

*what* pron.

*music* noun.

*hast* } verb. indic. pret. perf. 2d. sing.  
*thou* } pron. 2d. sing.  
*provided* }

*for* prep.

*thy* pron. poss. 2d. sing.

*saints* noun. plu.

*in* prep.

*Heaven* noun.

*when* adv.

*Thou* pron. sing. nom. 2.

*affordest* verb. ind. sing. 2. pres.

*bad* adj.

*men* noun. plu.

*such* pron. (Johnson.)

*music* noun.

*upon* prep.

*earth* noun.

## XI.

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*THIS Lesson and the next are designed as an Exercise for an elder Pupil; who may copy daily a Portion; then write against each word, the part of speech, and all other particulars; which the Teacher can afterwards compare with the Explanation following the 12th Lesson.*

---

## A CHARACTER.

My daughter had a disposition to make every one happy around her, without any mixture of fretfulness, peevishness, or whining; for she was of a most gentle, amiable temper, kind to every one that shewed the least kindness to her, and  
ex-



exceedingly desirous to gratify and oblige all. In this respect she delighted me, and afforded the strongest tokens of a beneficent mind; for she would not only seem to solicit her nurse to give the breast to other little infants like herself, but even to her babies; as if, from a singular generosity, she were disposed to distribute from her own table, amongst her friends, the best things she had.

*Character in a Letter from Plutarch.*

---

## XII.

### THE EEL AND LARK.

The eel buries itself in the mud. What a poor nasty life it leads. The lark mounts up towards heaven, and delights  
itself

itself with sweet music, to the praise of its GREAT CREATOR. Who would not wish to lead the life of a lark ! But then the lark can work as well as sing : it is never idle ; none of the good creatures of God are permitted to live and do nothing. It flies about to feed itself ; and when the earth is covered with snow and frost in the winter, it runs about upon the cold ground, and takes great pains to find a small living to keep it from starving. In the summer it makes the nest, and brings up its young. All creatures submit with cheerfulness to the laws of God, but unruly man, who becomes his own tormentor by resisting them ; for nothing can make us happy but the laws of God, which are all intended for that purpose. God hath made me to be like the lark ; to find

find my pleasure and my health in necessary business and profitable learning.

What a sad thing it would be if I should ever forsake the life of that sweet little innocent creature, to drown my senses in eating and drinking, or waste my precious time in sleep and idleness, or consume my substance with gaming and keeping bad company.

Let me learn a better lesson from the little lark ; for God hath made larks to teach us what we ought to be ; and he hath made swine, and wolves, and bats, and owls, to teach us what we ought not to be. The lark loves the day-light ; it sings before the sun rises ; it is always busy and at work. But owls fly from the sun, and love darkness, and make a frightful hooting ; which does not inspire us  
either



either with mirth or devotion, as the heavenly music of the lark doth.

*The Book of Nature.*

### EXPLANATION OF THE ELEVENTH LESSON.

Word. kind. num. case. gend. pers. mode. tense.

My *poss.* pron.

daughter noun.

had verb. ind. pr. im.

a *indef.* art.

disposition noun.

to make verb. inf.

every adj.

one noun, *person being understood.*

happy adj.

around prep.

her pron. sing. accus. fem. 3.

without prep.

any adj.

mixture noun.

of

Word. kind. num. case. gend. pers. mode. tense.  
of prep.

fretfulness noun, *formed from adjec. fretful.*

peevishness noun, *formed from adjec.*

or conj.

whining noun, *from verb.*

for conj.

she pron. sing. nom. f. 3.

was verb. sing. 3. ind. pr. imp.

of prep.

a *indef.* art.

most adv.

gentle adj.

and conj.

amiable adj.

temper noun.

kind adj.

to prep.

every adj.

one noun, *person is understood.*

that pron.

shewed verb. . . . ind. pr. im.

the *def.* art.

least

Word. kind. num. case. gend. pers. mode, tense.

least *super* adj.

kindness noun, *formed from adjective.*

to prep.

her pron. sing accus. fem. 3.

and conj.

exceedingly adv.

desirous adj.

to gratify verb. infin.

and conj.

oblige verb. infin.

all noun. *persons understood.*

In prep.

this pron. *used as an adjective.*

respect noun.

she pron. sing. nom. f. 3.

delighted verb. . . . ind. pr. im.

me pron. sing. accus. . 1.

and conj.

afforded verb . . . . ind. pr. im.

the *def.* art.

strongest *super* adj.

tokens noun.

of prep.





Word.	kind.	num.	case.	gend.	pers.	mode.	tense.
babies	noun.	plu.					
as if	conj.						
from	prep.						
a <i>indef.</i>	art.						
singular	adj.						
generosity	noun.						
she	pron.	sing.	nom.	fem.	3.		
were*	verb.	-	-	-	-	subj.	
disposed	part.						
to distribute	verb.	-	-	-	-	inf.	
from	prep.						
her own <i>poss.</i>	pron.						
table	noun.						
amongst	prep.						
her <i>poss.</i>	pron.						
friends	noun.	plu.	accus.				
the <i>def.</i>	art.						
best <i>super.</i>	adi.						
things	noun.						
she	pron.	sing.	nom.	f.	3.		
had	verb.	-	-	-	-	ind. pr. im.	

\* If she were.

# ARRANGEMENT OF WORDS IN THE TWELFTH LESSONS.

## *Nouns.*

Eel mud life lark Heaven music praise  
 Creator creatures nothing earth snow frost  
 winter ground pains living starving sum-  
 mer nest young (nestlings) chearfulness  
 laws man tormentor purpose pleasure  
 health business learning senses eating  
 drinking time idleness sleep gaming com-  
 pany lesson swine wolves bats day-light  
 sun work darkness hooting mirth de-  
 votion.

## *Adjectives.*

Nasty poor sweet great idle cold small  
 happy necessary profitable sad little inno-  
 cent precious bad better (comparative of  
 good) busy frightful heavenly none.

## MODES.



## MODES AND TENSES OF VERBS,

*Child's Gram.* 25, &c. *Mother's Gram.* 23, 44,

Word.	mode.	tense.	pers.	nom.
<i>buries</i>	ind.	pres.	3.	eel
<i>leads</i>	ind.	pres.	3.	it
<i>mounts</i>	ind.	pres.	3.	lark
<i>delights</i>	ind.	pres.	3.	lark
<i>would</i>	<i>helping.</i>			
<i>wish</i>	ind.			
<i>to lead</i>	infin.			
<i>can work</i>	} potent.	-	-	{ lark
<i>sing</i>				
<i>is</i>	ind.	pres.	3.	it
<i>are</i>	ind.	pres.	3.	creatures
<i>to live</i>	} inf.			
<i>to do</i>				
<i>flies</i>	ind.	pres.	3.	it
<i>to feed</i>	inf.			
<i>is</i>	ind.	pres.	3.	earth
<i>runs</i>	ind.	pres.	3.	it
<i>takes</i>	ind.	pres.	3.	it
<i>to find</i>	inf.			
<i>to keep</i>	inf.			

Word.	mode.	tense.	pers.	nom.	
<i>makes</i>	}	ind.	pres.	3.	it
<i>brings up</i>					
<i>submit</i>		ind.	pres.	3.	creatures
<i>becomes</i>		ind.	pres.	3.	man
<i>can make</i>		potent.			
<i>are</i>		ind.	pres.	3.	laws
<i>bath made</i>		ind.	pr. per.	3.	God
<i>to be</i>	}	inf.			
<i>to find</i>					
<i>would be</i>	}	helping			
<i>should</i>		ind.			
<i>forsake</i>		sub.			
<i>to drown,</i>	}	infin.			
<i>waste,</i>					
<i>consume</i>					
<i>Let us learn</i>	imp.	-	I.		
<i>bath made</i>	ind.	pr. per.	3.	God.	
<i>to teach</i>	inf.				
<i>ought</i>	-	-	-	we	
<i>loves</i>	ind.	pres.	3.	lark	
<i>sings</i>	ind.	pres.	3.	it	
<i>is</i>	ind.	pres.	3.	it	
<i>fly</i>	ind.	pres.	3.	owls	

*love*

love

Word.		mode.	tense.	person.	nom.
<i>love</i>	}	ind.	pres.	3.	owls
<i>make</i>					
<i>does</i>		ind.	pres.	3.	which
<i>inspire</i>		ind.	pres.	3.	which
<i>doth</i>		ind.	pres.	3.	music.

*Participles.**Mother's Gram. page 48.*

starving—a participial noun.

resisting gaming keeping eating drinking

hooting—nouns formed from verbs.

permitted intended covered made.

*Adverbs.*either up then never about when ever not  
always.*Conjunctions.*

and but for as well as or if as.

*Prepositions.*in towards with upon from for (for that  
purpose) to at.

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 FINIS.



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