



AN ABRIDGMENT  
OF  
MURRAY'S  
ENGLISH GRAMMAR,

AND

EXERCISE ;

WITH QUESTIONS, ADAPTED TO THE USE OF  
SCHOOLS AND ACADEMIES ;

ALSO

AN APPENDIX,

CONTAINING RULES AND OBSERVATIONS FOR  
WRITING WITH PERSPICUITY AND ACCURACY.

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## P R E F A C E.

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THE long established reputation of MURRAY'S ENGLISH GRAMMAR renders it unnecessary at the present time to add any comment on its merits. The large Grammar, however, has been generally found too prolix to render it a suitable text-book for the younger class of learners; but on the other hand the abridgments, that have already appeared, are in many respects too concise to meet the ends for which they were designed. The principal object, therefore, of the present abridgment is to obviate the objection urged against the former, and to supply the deficiency of the latter. All experience proves that no system of teaching is so well calculated to ensure success as that which is accompanied by explicit and appropriate illustrations of the principles inculcated. A short example often gives a clearer conception of a precept than the most explicit words could convey. For this reason it has been thought proper to combine the Grammar and Exercise, to adapt an exercise to each chapter and section throughout the work, so that the pupil at every stage of his progress may have a practical illustration of the portion under his immediate study. By this arrangement, it is believed, that the present abridgment will in a great measure supersede the use of the Exercise heretofore used in connection with the Grammar, as it contains the most important portions of that Exercise. Those, however, who may think proper to make use of Murray's Exercise and Key, will find this abridgment to correspond in general with the arrangement of these works. The Questions, arranged at the bottom of each page, it is hoped, will give a value to the work, and prove useful both to teachers and pupils. Some slight deviation will be found in the arrangement of the Rules of Syntax; but in general the language of the *Original* has been carefully preserved.

M. J. K.

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# ENGLISH GRAMMAR.

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

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

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## ORTHOGRAPHY.

### CHAPTER I.

1. Orthography, the first part of grammar, treats of the nature and powers of letters, and the proper method of spelling words. A letter is the first principle, or least part of a word.

The letters of the English language, called the Alphabet, are twenty-six in number.

These letters are the representatives of certain articulate sounds, the elements of the language. An articulate sound is a sound of the human voice formed by the organs of speech.

2. Letters are divided into *vowels* and *consonants*. A vowel is an articulate sound, that can be perfectly uttered by itself without the aid of any other sound. 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; but in every other situation they are vowels. A consonant is an articulate sound, which cannot be perfectly uttered without the aid of a vowel: *as, b, d, f, l*, which require vowels to express them fully.

1. What is English Grammar? How is it divided? Of what does Orthography treat? What is a letter? What are they called? What are these letters? What is an articulate sound?

2. How are letters divided? What is a vowel? What is said of *w* and *y*? What is a consonant?

*Note.*—The following is a list of the Roman, Italic, and Old English characters, both Capital and Small.

Cap.	Small.	Cap.	Small.	Cap.	Small.	
A	a	<i>A</i>	<i>a</i>	Æ	æ	ai.
B	b	<i>B</i>	<i>b</i>	Ɔ	ɔ	bee.
C	c	<i>C</i>	<i>c</i>	Ɔ	Ɔ	see.
D	d	<i>D</i>	<i>d</i>	Ɔ	ɔ	dee.
E	e	<i>E</i>	<i>e</i>	Ɔ	ɔ	ee.
F	f	<i>F</i>	<i>f</i>	Ɔ	ɔ	ef.
G	g	<i>G</i>	<i>g</i>	Ɔ	ɔ	jee.
H	h	<i>H</i>	<i>h</i>	Ɔ	ɔ	aitch
I	i	<i>I</i>	<i>i</i>	Ɔ	ɔ	i or eye.
J	j	<i>J</i>	<i>j</i>	Ɔ	ɔ	jay.
K	k	<i>K</i>	<i>k</i>	Ɔ	ɔ	kay.
L	l	<i>L</i>	<i>l</i>	Ɔ	ɔ	el.
M	m	<i>M</i>	<i>m</i>	Ɔ	ɔ	em.
N	n	<i>N</i>	<i>n</i>	Ɔ	ɔ	en.
O	o	<i>O</i>	<i>o</i>	Ɔ	ɔ	o.
P	p	<i>P</i>	<i>p</i>	Ɔ	ɔ	pee.
Q	q	<i>Q</i>	<i>q</i>	Ɔ	ɔ	cue.
R	r	<i>R</i>	<i>r</i>	Ɔ	ɔ	ar.
S	s	<i>S</i>	<i>s</i>	Ɔ	ɔ	ess.
T	t	<i>T</i>	<i>t</i>	Ɔ	ɔ	tee.
U	u	<i>U</i>	<i>u</i>	Ɔ	ɔ	u or you
V	v	<i>V</i>	<i>v</i>	Ɔ	ɔ	vee.
W	w	<i>W</i>	<i>w</i>	Ɔ	ɔ	double u.
X	x	<i>X</i>	<i>x</i>	Ɔ	ɔ	eks.
Y	y	<i>Y</i>	<i>y</i>	Ɔ	ɔ	wy.
Z	z	<i>Z</i>	<i>z</i>	Ɔ	ɔ	zed or zee.

A perfect alphabet of any language would contain a number of letters precisely equal to the number of simple articulate sounds belonging to the language, and each simple sound would be represented by its own distinct character. This, however, is far from being the state of the English alphabet; it has more original sounds than distinct significant letters. But to obviate the inconvenience that would naturally arise, many of these letters are made to represent not only one, but several sounds.

The following tables represents the number of vowel sounds :

*Letters denoting the simple sounds.*

*Words containing the simple sounds.*

**A** has four simple sounds.

1. The long slender English
2. The long Italian
3. The broad German
4. The short sound of the Italian

- a, as in *fate*, paper.  
 a, as in *far*, father.  
 a, as in *full*, water.  
 a, as in *fat*, mat, marry.

**E** has two sounds.

1. The long
2. The short

- e, as in *me*, here, metre.  
 e, as in *met*, let, get.

**I**, has two sounds.

1. The long
2. The short

- i, as in *pine*, tile.  
 i, as in *pin*, sin.

**O** has four sounds.

1. The long open
2. The long closed
3. The long broad
4. The short broad

- o, as in *no*, note, notice.  
 o, as in *move*, prove.  
 o, as in *nor*, for, or.  
 o, as in *not*, got.

**U** has three sounds.

1. The long diphthongal
2. The short
3. The middle

- u, as in *tube*, curate.  
 u, as in *tub*, cub.  
 u, as in *full*, pull.

By this table it appears that there are in the English language fifteen simple vowel sounds, which are represented by only five distinct characters. The simple consonant sounds are twenty-two: as *B*, heard in *bay*, *tub*; *D*, in *day*, *sad*; *F*, in *off*, *for*, &c.

3. Consonants are divided into mutes and semi-vowels. The mutes cannot be sounded at all without the aid of a vowel. They are *b*, *p*, *d*, *t*, *k*, with *c* and *g* hard. The semi-vowels have an imperfect sound of themselves. They are *f*, *l*, *m*, *n*, *r*, *s*, *v*, *y*, *z*, with *c* and *g* soft. Four of the semi-vowels, namely *l*, *m*, *n*, *r*, are also distinguished by the name of *liquids*, from their readily uniting with other consonants, and flowing, as it were, into their sounds.

3. How are consonants divided? What is said of the mutes, and what are they? What have the semi-vowels, and what are they? How are four of the semi-vowels distinguished, and why?



4. A diphthong is the union of two vowels, pronounced by a single impulse of the voice: as, *ea* in *beat*, *ou* in *sound*. A triphthong is the union of three vowels, pronounced in like manner: as, *eau* in *beauty*, *iew* in *view*. A proper diphthong is that in which both the vowels are sounded: as, *oi* in *voice*, *ou* in *ounce*. An improper diphthong has but one of the vowels sounded: as, the *e* of *ea* in *eagle*, the *o* of *oa* in *boat*.

*Note.*—A more exact definition of a vowel and consonant may be given in the following words. A vowel is a simple articulate sound, perfect in itself, and formed by a continual effusion of the breath without any alteration in the position of the mouth or any motion of the organs of speech from the moment the vocal sound begins until it ends.

A consonant is a simple articulate sound, imperfect in itself, but which, joined to a vowel, forms a complete sound by a particular motion of the organs of speech. That *w* and *y* are consonants, when used as initials, appears evident from their not admitting the indefinite article *an* before them; as it would be improper to say, *an* walnut, *an* yard; and from their following a vowel without any difficulty of utterance; as, *frosty* winter, *rosy* youth. That they are vowels in other situations is evident from their regularly taking the sound of other vowels; as *w* has the exact sound of *u* in *saw*, *few*, *new*, &c., and *y* that of *i* in *hymn*, *fly*, &c. Consonants are distinguished by the organs of speech employed in pronouncing them into *labial*, *dental*, *guttural*, and *nasal*. The labials are those formed by the lips; as, *b*, *p*, *f*, *v*. The dentals are formed by the teeth; as, *l*, *d*, *s*, *z* and *g* soft. The gutturals are formed from the throat; as, *k*, *q*, *c*. The nasals are pronounced through the nose; as, *m*, *n*. The mutes are divided into *pure* and *impure*. The pure are those whose sounds cannot be at all prolonged; as, *k*, *p*, *t*. The impure are those whose sounds may be continued, though for a very short space; as, *b*, *d*, *g*. The semi-vowels may be subdivided into *vocal* and *aspirated*. The vocal are those formed by the voice, and are *l*, *m*, *n*, *r*, *v*, *w*, *y*, *z*; the aspirated are formed by the breath, and are *f*, *h*, *s*, *th* and *sh*. The sound of *c* is hard before *a*, *o*, *u*, *r*, *t*, and *l*: as, *cart*, *cottage*, *curious*, *craft*, *tract*, *cloth*, &c., and when it ends a syllable; as, *victim*, &c. It has the soft sound before *e*, *i*, and *y*, as *face*, *civil*, *cymbal*, *mercy*, &c. *G* is hard before *a*, *o*, *u*, *l* and *r*; as, *game*, *gone*, *gull*, *glory*, *grandeur*; and also at the end of words; as, *bag*, *nag*, *dog*. But it has generally the soft sound before *e*, *i* and *y*; as, *genius*, *ginger*, *Egypt*.

4. What is a diphthong? What is a triphthong? What is a proper diphthong? What is an improper diphthong?

## EXERCISE.

1. Full many a gem of purest ray serene,  
The dark unfathomed caves of ocean bear;  
Full many a flower is born to blush unseen,  
And waste its sweetness in the desert air.  
Down by yon woods where oaks their branches wave.  
The bloom of youth fades with advancing years.
2. Vital spark of heavenly flame,  
Quit, oh! quit this mortal frame,  
Trembling, hoping, lingering, flying,  
Oh! the pain, the bliss of dying.  
Exalt the brave and idolize success.  
The zealous mind is ever anxious to improve.
3. Earth, tear, boil, read, toil, pain, day,  
Beauty, people, oil, new, always, react, die,  
Guess, heroic, sound, taught, aunt, joy,  
Coal, violet, bilious, adieu, poniard, coil,  
Factious, lieu, speak, situation, down,  
Foe, doubt, precious, buy, dew, deceit.

## CHAPTER II.

## OF SYLLABLES AND WORDS.

1. A syllable is a sound, either simple or compound, pronounced by a single impulse of the voice, and constituting a word, or part of a word; as, *a*, *an*, *ant*. Spelling is the art of rightly dividing words into their syllables, or of expressing a word by its proper letters.

2. Words are articulate sounds used by common consent as signs of our ideas. A word of one syllable is termed a *Monosyllable*; a word of two syllables, a *Dissyllable*; a word of three syllables, a *Trisyllable*; and a word of four or more syllables, a *Polysyllable*.

3. All words are either primitive or derivative. A

1. Point out the vowels? Point out the consonants? Point out the words in which *w* and *y*, are vowels? In what words are they consonants? And why? 2. Point out the mutes? Point out the semi-vowels and liquids? 3. Point out the diphthongs in the above words? Point out the triphthongs? What are the words in which two vowels come together, but do not form a diphthong?

1. What is a syllable? What is spelling? 2. What are words? What is a monosyllable? a dissyllable? a trisyllable? a polysyllable? 3. What are all words? What is a primitive word? What is a derivative word?

primitive word is that which cannot be reduced to any simpler word in the language ; as, *man, good, content*. A derivative word is that which may be reduced to another word in English of greater simplicity ; as, *handful, goodness, contentment*.

*Note.*—A primitive word is the simplest form to which a word can be reduced ; as, *pen, tea, man*. A derivative is a word compounded of two or more primitive words, or derived from a primitive word ; as, *pen-knife, tea-cup, manly*. Words are derived from each other in various ways, viz. ; nouns are derived from verbs ; as, from *to love*, comes *lover* ; to *visit*, *visitor* ; to *survive*, *survivor* ; to *act*, *actor*. Verbs are derived from nouns ; as, from *salt*, to *salt* ; also from adjectives and adverbs ; as, *length*, to *lengthen* ; *short*, to *shorten* ; *forward*, to *forward*. Nouns are derived from adjectives ; as, from *white*, *whiteness* ; *good*, *goodness*. Adjectives are derived from nouns ; as, from *health*, *healthy* ; *joy*, *joyful* ; *care*, *careless*. Nouns are also derived from other nouns ; as, from *king*, *kingdom* ; *law*, *lawyer* ; *senate*, *senator*. Adverbs are derived from adjectives ; as, from *slow*, *slowly* ; *base*, *basely* ; *able*, *ably*.

#### EXERCISE.

1. Lo, the poor Indian ! whose untutored mind  
Sees God in clouds, or hears him in the wind.  
His soul proud science never taught to stray  
Far as the solar walk or milky-way.
2. And thou, who, mindful of the unhonored dead,  
Dost in these lines their artless tale relate,  
By night and lonely contemplation led  
To wander in the gloomy walks of fate,  
Hark ! how the sacred calm, that breathes around,  
Bids every fierce tumultuous passion cease.
3. Man, earth, healthy, oak, manhood, earthly,  
Toil, careless, child, toilsome, joyful, fruit,  
Joy, manful, childish, childhood, sin, kind,  
Sinful, lover, kindness, white, fruitful, oaken,  
Worth, whiteness, freedom, kingdom, beautiful,  
Salt, shortness, saltish, good, goodness.

1. Point out the words containing but one syllable ? What words contain two or more syllables ? 2. Point out the monosyllables ? the dissyllables ? the trisyllables ? the polysyllables ? 3. Point out the primitive words in the above section ? Point out the derivative words ? From what are they derived ?

## PART II.

## ETYMOLOGY.

## CHAPTER I.

*The Parts of Speech.*

1. The second part of Grammar is **ETYMOLOGY**, which treats of the different sorts of words, their various modifications, and their derivation. There are in English nine sorts of words, or, as they are commonly called, **PARTS OF SPEECH**; namely, the *Article*, the *Substantive* or *Noun*, the *Adjective*, the *Pronoun*, the *Verb*, the *Adverb*, the *Preposition*, the *Conjunction*, and the *Interjection*.

1. An Article is a word prefixed to nouns to point them out and show how far their signification extends; as, *a* field, *a* house, *an* eagle, *the* woman.

2. The Substantive or Noun is the name of any thing that exists, or of which we have any notion; as, *London*, *man*, *virtue*.

*Note.*—Whatever has a name is a noun. A noun, therefore, may be known by asking the question, Is it the name of a thing? The word **noun** is more appropriate than *substantive*, because it is much more general in its application; the latter in its literal sense signifies something that has *substance*. The words, *idea*, *thought*, *spirit*, *angel*, &c., are not properly substantives, because they contain no substance, nothing that we can hear, taste, feel; but they are nouns, because they are the names of certain things.

3. An Adjective is a word added to a noun to express its quality; as, An *industrious* man; a *virtuous* woman.

*Note.*—An adjective simply expresses quality, and may be known by its making sense with the addition of the word *thing*; as, a *good* thing, a *bad* thing; or of any particular noun; as, a *wise* man, an *humble* mind; or by answering to the question, What is the quality of the noun? as, a *sweet* apple; What is the quality of the apple? the answer is *sweet*.

4. A Pronoun is a word used instead of a noun to avoid the too frequent repetition of the same word; as, “The *man* is happy, *he* is virtuous, *he* is benevolent, *he* is useful.”

*Note.*—In the above example the pronoun *he* voids the repetition of the phrase *the man*. The following are a few of the principal pronouns; *I*, *thou*, *he*, *she*, *it*, *we*, *you*, *they*, *him*, *her*, *them*, *who*.

1. What is the second part of Grammar, and of what does it treat? In English how many parts of speech, and what are they?

1. What is an article? 2. What is a noun? 3. What is an adjective? 4. What is a pronoun?

5. A Verb is a word, which signifies, *to be, to do, or to suffer*; as, *I am, I rule, I am ruled.*

*Note.*—A Verb may be more fully defined a word which expresses, first, a state of being; as, *to be, to live*; or, secondly, an action performed by some agent; as, “Washington *liberated* his country;” or, thirdly, the receiving of an action; as, “Washington *was loved* by his countrymen.” A verb may be known by asking the question, “Does the word express *being, action, or the receiving of an action* ;” if so, it is a verb.

6. An Adverb is a part of speech joined to a verb, an adjective, and sometimes another adverb, to express some quality or circumstance respecting them; as, *He reads well*; *a truly good man*; he writes *very correctly.*

*Note.*—The adverb may be generally known by its answering to the question, *how?* as, he reads *correctly*; how does he read? the answer is *correctly.* The words, *here, there, no, not, how, now, often, justly, yes, why, more, most,* are adverbs.

7. Prepositions serve to connect words with one another, and to show the relation between them; as, “He went *from London to York,*” “She is *above* disguise,” “They are supported *by* industry.”

*Note.*—Any word, which shows the relative position of two objects is a preposition; as, “The man descended *into* the well,” “He is *near* the bottom,” “Place the book *on* the table.” Prepositions may be generally known by making sense with any of the personal pronouns in the objective case after them: as, “*with* him, *for* her, *by* them, *to* you, *in* you, *after* them, *on* it, *against* me,” &c.

8. A Conjunction is a part of speech chiefly used to connect sentences, so as out of two or more to make but one. It sometimes connects only words; as, “Thou *and* he are happy, *because* you are good;” “Two *and* three are five.”

9. An Interjection is a word used to express some passion or emotion of the speaker; as, “*O* virtue! how amiable thou art!” “*Alas!* I fear;” “*Ah* me!”

#### EXERCISE.

1. The man, a boy, an apple, the book, the pen.  
2. Men, the city, nation, the sun, an eagle, the moon, virtue, fame, the night, a king.

5. What is a verb? 6. What is an adverb?

7. What is a preposition? 8. What is a conjunction? 9. What is an interjection?

*Questions on the Exercise.*—1. Point out the articles? 2. Point out the nouns?

3. A good man, a virtuous child, an humble mind, the diligent scholar, a faithful friend.

4. He is the person, of whom I spoke ; we saw them ; they were with you ; she said it.

5. I love to read, he knows his lesson, they arrived, John writes, the grass grows, the bird sings.

6. He acted wisely and prudently ; does he read well ? No, not very well ; how seldom he comes !

7. In the city, he gained it by labor, not for me, with it and without it, he sold it to the man, on the table, from his friend.

8. But, if you and your friend will go, I will also ; as neither you nor I can perform it, yet he or his friend may be able to do so.

9. Ah ! Alas ! I fear for life ; O virtue ! hark !

#### CHAPTER II.

##### *Of the Articles.*

1. An ARTICLE is a word prefixed to a noun to point it out and show how far its signification extends ; as, a gander, *an* eagle, *the* woman. In English there are but two articles, *a* and *the* : *a* becomes *an* before a vowel, and silent *h* ; as, *an* acorn, *an* hour ; but if the *h* be sounded, the *a* only is used ; as, *a* hand, *a* heart, *a* highway.

2. *A* or *an* is styled the indefinite article, because it is used in a vague sense to point out one single thing of the kind ; as, "Give me a book ;" "Bring me an apple." *The* is called the definite article, because it ascertains what particular thing or things are meant ; as, "Give me the book ;" "Bring me the apples ;" meaning some particular book or apples referred to. A noun without an article to limit it is generally taken in its widest sense ; as, "A candid temper is proper for man ;" that is, for all mankind.

*Questions on the Exercise.*—3. Point out the adjectives ? 4. Point out the pronouns ? 5. Point out the pronouns, verbs, and nouns ? 6. Point out the adverbs ? 7. Point out the prepositions and nouns ? 8. Point out the conjunctions ? 9. And interjections ?

*Questions on the Articles.*—1. What is an article ? In English how many articles ? What does *a* become before a vowel or silent *h* ? If the *h* is sounded, what is used ? 2. What is *a* or *an* styled ? What is *the* called ? How is a noun without an article taken ?

## CHAPTER III.

*Of the Noun.*

1. A SUBSTANTIVE or NOUN is the name of anything that exists, or of which we have any notion : as, *City, Virtue, Fame*. Nouns are of two kinds, either proper or common.

2. Proper nouns are names appropriated to individuals : as, *George, London, Thames*. Common nouns are names which stand for *species* or *kinds* containing many sorts, or for sorts containing many individuals under them : as, *animal, man, tree*. Nouns have a *gender, number, and case* ; they are all of the second person when spoken *to*, and of the third person when spoken *of* : “ *John*, recite your lesson ; ” “ I saw the *man*.”

*Note*.—Proper nouns are names appropriated to individual persons and particular places or things, which are not common to any particular class : as, *John, James, Boston, Paris*. Common nouns are those which comprehend various kinds under one particular class ; the word *man* is a common noun, because under that term various species or kinds are comprehended, and it is common to the whole class of men. The noun *tree* is common, because there are many kinds of trees ; *animal* is common for the same reason. When proper nouns have an article annexed to them, they are used as common nouns : as, “ He is the *Cicero* of his age ; ” “ he is a *Washington*.” When a common noun is particularly distinguished by an article or pronoun, it may be used to signify an individual : as, “ *the* boy is studious ; ” “ *that* girl is discreet.” Some nouns are thus distinguished : 1st. *Collective* nouns, or nouns of multitude : as, *the people, the parliament, the fleet, the army*. 2d. *Abstract* nouns : as, *whiteness, goodness, knowledge*. 3d. *Verbal* or *participial* nouns : as, *beginning, ending, writing*.

## EXERCISE.

1. A flower, a tree, an apple, an orange, the field, virtue, temperance, a prince, the laws, beauty.

2. Washington, Europe, wisdom, America, the sun, Boston, street, house, Baltimore, winter, heart, Gregory, a volume, the stars, a book, Mary, Delaware, city, animal, a country, Bristol.

*Questions on the Nouns*.—1. What is a noun ? How many kinds of nouns ?

2. What are proper nouns ? What are common nouns ? What have nouns ?

*Questions on Exercise*.—1. Point out the articles and nouns ? 2. Point out the proper and common nouns ?

SECTION II.—*Gender.*

1. Gender is the distinction of nouns with regard to sex. There are three genders, the *Masculine*, *Feminine* and *Neuter*.

2. The Masculine Gender denotes animals of the male kind: as, a *man*, a *horse*, a *king*. The Feminine Gender signifies animals of the female kind: as, a *woman*, a *queen*, a *hen*. The Neuter Gender denotes objects which are neither males nor females: as, a *field*, a *house*, a *garden*. Some nouns, naturally neuter, are by a figure of speech converted into the masculine or feminine gender: as, when we say of the sun, *he* is setting; and of a ship, *she* sails well.

*Note.*—Nouns, which signify either males or females, have, what is usually termed, the *Common Gender*; because their gender is common to both sexes; as, *parent*, *friend*, *servant*, *cousin*. Figuratively in English the Masculine Gender is given to nouns which are conspicuous for their attributes of imparting or communicating, or which are naturally strong and efficacious. Those again are made feminine, which are conspicuous for their attributes of containing or bringing forth, or which are peculiarly beautiful or amiable. On these principles the *sun* and *time* are said to be in the masculine gender; while the *moon*, the *earth*, a *ship*, a *city*, a *country*, and *virtue* are in the feminine gender.

## EXERCISE.

1. Mother, table, book, desk, wood, boy, wife, king, lady, husband, tree, knife, cup, sea, lion, son, daughter, lioness, fear, axe, aunt.

2. Parent, child, friend, servant, the earth, the sun, the moon, virtue, Boston, France, Asia, Paris, sparrow, dove, face.

SECTION III.—*of Number.*

1. Number is the consideration of an object as one or more. Nouns have two numbers, the singular and the plural. The singular number expresses but one object: as, a *chair*, a *table*. The plural number signifies more objects than one: as, *chairs*, *tables*.

*Questions on Gender.*—1. What is gender? How many genders? 2. What is the masculine gender? The feminine? The neuter? What is said of some nouns naturally neuter?

*Questions on Exercise.*—1. What is the gender of the nouns in paragraph 1st. 2. What is the gender of parent, &c.

*Questions on Number.*—1. What is number? How many numbers have nouns? What is the singular number? What is the plural number?



2. Some nouns, from the nature of the things which they express, are used only in the singular form: as, *wheat, gold, sloth, pride, &c.*; others only in the plural form; as, *bellows, scissors, ashes, riches, &c.*; some are the same in both numbers, as *deer, sheep, swine.*

3. The plural number of nouns is generally formed by adding *s* to the singular: as, *dove, doves*; *face, faces*; *pen, pens.* But, when the singular ends in *x, ch* soft, *sh, ss*, or *s*, the noun takes *es* in the plural: as, *box, boxes*; *church, churches*; *lash, lashes*; *kiss, kisses*; *chorus, choruses.* If the noun ends in *ch* hard, the plural is formed by adding *s*: as *monarch, monarchs.*

4. Nouns ending in *f* or *fe* are rendered plural by the change of these terminations into *ves*: as, *half, halves*; *loaf, loaves*; *knife, knives*; except *grief, relief*, and some others which have *s*; those in *ff* have *s*: as, *muff, muffs.* Nouns which have *y* in the singular with no other vowel in the syllable, change it into *ies* in the plural: as, *beauty, beauties*; *fly, flies*; but the *y* is not changed when there is another vowel in the syllable: as, *key, keys*; *delay, delays.*

*Note.*—Some nouns are rendered plural by the change of *a* into *e*, *man, men*; *woman, women*; others by the change of *oo* into *ee*; as, *foot, feet*; *goose, geese*; *ox and child, oxen and children.* The word *news* is considered singular, and the noun *means* is used both numbers.

#### EXERCISE.

1. Book, table, gloves, dollar, nail, trees, pen, canes, horse, farms, river, cities, bank, streets, parent.

2. Box, foot, man, fly, goose, wife, ruff, calf, faith, piety, temple, spy, deer, alms, pride, bird, house, flower, poet, boy.

#### SECTION IV.—Case.

1. In English nouns have three cases, the *Nominative*, the *Possessive*, and the *Objective*. The nominative

*Questions on Number.*—2. How are some nouns used? 3. How is the plural number of nouns formed? When do nouns take *es* in the plural? 4. How are nouns ending in *f* or *fe* rendered plural? What are the exceptions? Nouns in *y*?

*Questions on Exercise.*—1. What is the number of the nouns in paragraph 1st? 2. Write the plural of the nouns in the 2d?

*Questions on Case.*—1. How many cases have nouns? What is the nominative case?

case simply expresses the name of a thing, or the subject of the verb: as, "The *boy* plays," "the *girls* learn."

2. The possessive case expresses the relation of property or possession, and may be known by having generally an apostrophe with the letter *s* coming after it: as, "My *father's* house," "the *scholar's* duty." When the plural ends in *s*, the other *s* is omitted, but the apostrophe is retained: as, "On *eagles'* wings," "the *drapers'* company." When the singular ends in *ss* or *s*, the apostrophic *s* is often omitted: as, "For *goodness'* sake," "James' book," "Thomas' hat."

3. The objective case expresses the object of an action or of a relation, and generally follows a verb active or a preposition: as, "John assists *Charles*," "they live in *London*."

Note.—Nouns in English are thus declined:

	<i>Singular.</i>	<i>Plural.</i>
<i>Nominative.</i>	A mother,	Mothers.
<i>Possessive.</i>	A mother's,	Mothers'.
<i>Objective.</i>	A mother,	Mothers.
<i>Nominative.</i>	The man,	Men.
<i>Possessive.</i>	The man's	Men's.
<i>Objective.</i>	The man,	Men.

*Exercise on Case.*

1. Charles reads his lesson. The cars have arrived in the city. John lost his brother's cap. The wrath of Peleus' son. The author wrote a book. The child tore the book. The boy plays with a ball. Thomas broke John's cane. Peace of mind is virtue's reward. The president's chair. Virtue rewards her followers. Cæsar conquered Pompey.

CHAPTER IV.

*Of the Adjective.*

1. An Adjective is a word added to a noun to express its quality: as, An *industrious* man, a *benevolent* mind. In English the adjective is not varied on account of gender, number, or case: as, a *careless* boy, *careless* girls. The only variation, which it admits, is that of the degrees

*Questions on Case.*—2. What is the possessive? When is the other *s* omitted? 3. What is the objective case? Decline mother? man?

*Questions on Exercise.*—1. Point out the nominative cases? The possessive cases? The objective cases?

of comparison. There are commonly reckoned three degrees of comparison, namely, the *Positive*, *Comparative*, and *Superlative*.

2. The Positive state expresses the quality of an object without any increase or diminution : as, *good*, *wise*, *great*. The comparative degree increases or lessens the positive in signification : as, *wiser*, *greater*, *less wise*. The superlative increases or lessens the positive to the highest or lowest degree : as, *wisest*, *greatest*, *least wise*.

3. The Comparative is formed by adding *r* or *er* to the positive : as, *wise*, *wiser* ; *great*, *greater* ; and the superlative by adding *st* or *est* : as, *wise*, *wisest* ; *great*, *greatest*. The adverbs *more* and *most*, placed before the adjective, have the same effect : as, *more wise*, *most wise*.

4. Monosyllables, for the most, are compared by *er* and *est* ; and dissyllables by *more* and *most* : as, *mild*, *milder*, *mildest* ; *frugal*, *more frugal*, *most frugal*. Some words have an irregular comparison : as, *good*, *better*, *best* ; *bad*, *worse*, *worst* ; *little*, *less*, *least* ; *much*, or *many*, *more*, *most* ; and a few others. When an adjective, with the definite article before it, is used without a noun, it is taken as a noun : as, *The virtuous* are always happy ; Providence rewards *the good* and punishes *the bad*.

*Note*.—The termination *ish* is sometimes employed as a degree of comparison, and tends to diminish the signification below the positive : as, *black*, *blackish* ; *salt*, *saltish*. The word *rather* expresses a small degree, or excess of quality : as, “She is *rather* profuse in her expenses.” In comparing two things the superlative should never be employed ; these expressions, “the *wisest* of the two ;” “the *eldest*, the *best* of the two,” &c. are improper ; it should be “the *wiser*, the *elder*, and the *better* of the two.” The same noun may be qualified by several adjectives in the same sentence : as, “a *wise*, *virtuous*, and *benevolent* man. Adjectives that have in themselves a superlative signification do not admit of the degrees of comparison : as *chief*, *extreme*, *supreme*, *right* : *chiefest*, *extremest*, *rightest*, &c., are improper. Various nouns placed before other nouns express some quality, and may be considered as adjectives in that position : as, *sea-fish*, *wine-vessel*, *window-glass*, *gun-powder*, *corn-field*, &c. Ad-

*Questions on the Adjective*.—1. What is an adjective ? In English what is said of the adjective ? What variation does it admit ? 2. What is the positive ? the comparative ? the superlative ? 3. How is the comparative formed ? How is the superlative formed ? What effect have *more* and *most* ? 4. How are monosyllables and dissyllables compared ? What words have an irregular comparison ? When is an adjective taken as a noun ?

jectives expressing number are called *numeral* adjectives, of which there are two kinds; the *cardinal*: as, *two, three, four*, &c.; and the *ordinal*: as, *first, second, third*, &c. Adjectives derived from participles are called *participial* adjectives: as, "a *loving* child," "a *heated* imagination."

*Exercise on the Adjective.*

1. A sweet apple, A good and wise man, A strong body, Verdant fields, A happy parent, A peaceful mind, A mutual agreement, A rapid and limpid stream, A sensual mind, An obdurate heart, Tender feelings, Composed thoughts, A woman amiable, A better world, An obedient son, Shady trees. A fragrant flower, Steamboat, An apple pie, A wine glass.

2. High, Wise, Sweet, Happy, Noble, Short, Elegant, Magnificent, Candid, Unfortunate, Good, Little, Bad, Chief, Extreme, Thin, Full, Proper, Disastrous, Cooling, Two, Three, Six, Nine, First, Second.

CHAPTER V.

*Of Pronouns.*

1. A Pronoun is a word used instead of a noun to avoid the too frequent repetition of the same word: as, "The man is happy, *he* is benevolent, *he* is useful." There are three kinds of pronouns, namely the *Personal*, the *Relative*, and the *Adjective Pronoun*.

SECTION I.—*Of Personal Pronouns.*

1. There are three *Personal Pronouns*, namely, *I; thou; he, she, or it*; with their plurals *we; ye or you; they*.

2. Personal pronouns admit of *person, number, gender, and case*. The persons are three in each number, namely:

<i>I</i> , is the first person.	}	<i>Singular.</i>
<i>Thou</i> , is the second person.		
<i>He, she, or it</i> , is the third person.		
<i>We</i> , is the first person.	}	<i>Plural.</i>
<i>Ye or you</i> , is the second person.		
<i>They</i> , is the third person.		

3: Pronouns have two numbers, the singular and plu-

*Questions on Exercise.*—1. Point out the adjectives, and tell what nouns they qualify? 2. Compare the above adjectives? What adjectives are not compared?

*Questions on Pronouns.*—What is a pronoun? How many kinds of pronouns?

ral ; as, *I, thou, he, we, ye* or *you, they*. Gender has respect only to the third person singular : as, *he, she, it*. *He* is masculine, *she* is feminine, and *it* is neuter.

4. Personal pronouns have three cases—the nominative, possessive, and objective : they are thus declined :

Person.	Case.	Singular.	Plural.
<i>First.</i>	<i>Nom.</i>	I.	We.
	<i>Poss.</i>	Mine.	Ours.
	<i>Obj.</i>	Me.	Us.
<i>Second.</i>	<i>Nom.</i>	Thou	Ye or you.
	<i>Poss.</i>	Thine.	Yours.
	<i>Obj.</i>	Thee.	You.
<i>Third Masc.</i>	<i>Nom.</i>	He.	They.
	<i>Poss.</i>	His.	Theirs.
	<i>Obj.</i>	Him	Them.
<i>Third Fem.</i>	<i>Nom.</i>	She.	They.
	<i>Poss.</i>	Hers.	Theirs.
	<i>Obj.</i>	Her.	Them.
<i>Third Neut.</i>	<i>Nom.</i>	It.	They.
	<i>Poss.</i>	Its.	Theirs.
	<i>Obj.</i>	It.	Them.

*Note.*—The objective of the pronoun has in general a form different from that of the nominative or possessive case. Personal pronouns, compounded with the word *self*, are called *compound personal pronouns* ; they are employed to denote emphasis, or distinction, and they are used either in the nominative or objective cases only : as, “ he came *himself* ; ” “ I saw the person *himself* ; ” “ she *herself* will do it ; ” “ this is the book *itself* ; ” and in the plural, “ they *themselves* performed it, ” we heard from the men *themselves*.”

#### SECTION II—Of *Relative Pronouns*.

1. Relative Pronouns are such as relate in general to some word or phrase going before, which is thence called the *antecedent* ; they are *who, which, and that* : as, “ The man is happy *who* lives virtuously.”

*Questions on Personal Pronouns.*—1. How many personal pronouns ? 2. Of what do they admit ? How many are the persons, and what are they ? 3. How many numbers have pronouns ? What is said of gender ? 4. How many cases have pronouns ? Decline the pronouns in both numbers ?

*Questions on Relative Pronouns.*—1. What are relative pronouns ?

*What* is a kind of compound relative including both the antecedent and the relative, and is mostly equivalent to *that which* : as, "This is *what* I wanted ;" that is to say, *the thing which* I wanted."

2. *Who* is applied to persons, *which* to animals and inanimate things : as, "He is a *friend, who* is faithful in adversity ;" "The *bird, which* sung so sweetly, is flown ;" "This is the *tree, which* produces no fruit."

*That*, as a relative, is often used to prevent the too frequent repetition of *who* and *which*. It is applied to both persons and things : as, "*He that* acts wisely deserves praise ;" "Modesty is a *quality that* highly adorns a woman."

3. *Who* is of bo'h numbers, and is thus declined :

*Singular and Plural.*

<i>Nominative.</i>	Who.
<i>Possessive.</i>	Whose.
<i>Objective.</i>	Whom.

*Who, which, and what* are called *Interrogatives*, when they are used in asking questions : as, "*Who* is he ?" "*Which* is the book ?" "*What* are you doing ?"

SECTION III.—*Of Adjective Pronouns.*

1. Adjective Pronouns are of a mixed nature, participating of the properties both of pronouns and adjectives.

The adjective pronouns may be subdivided into four sorts ; namely, the *possessive*, the *distributive*, the *demonstrative*, and the *indefinite*.

The *possessive* are those which relate to possession or property.

There are seven of them, viz., *my, thy, his, her, our, your, their*.

*Mine* and *thine*, instead of *my* and *thy*, were formerly used before a substantive or adjective beginning with a vowel or a silent *h* : as, "Blot out all *mine* iniquities."

*Questions on Relative Pronouns.*—2. What is said of *what* ? To what are *who* and *which* applied ? What is said of *that* ? 3. What number is *who* ? Decline it ? What are *who, which, and what* called when used in asking questions ?

*Questions on Adjective Pronouns.*—1. What are adjective pronouns ? How are they divided ? What are the possessive ?

2. The *distributive* are those which denote the persons or things that make up a number, as taken separately and singly. They are *each, every, either*: as, "Each of his brothers is in a favorable situation;" "Every man must account for himself;" "I have not seen either of them."

3. The *demonstrative* are those which precisely point out the subjects to which they relate: *this* and *that, these* and *those*, are of this class: as, "This is true charity, that is only its image."

*This* refers to the nearer person or thing, and *that* to the more distant: as, "This man is more intelligent than that." *This* indicates the latter, or last mentioned; *that*, the former, or first mentioned; as, Wealth and poverty are both temptations; *that* tends to excite pride, *this*, discontent."

4. The *indefinite* are those which express their subjects in an indefinite or general manner. The following are of this kind: *some, other, any, one, all, such, &c.*

*Other* and *one* are declined in the following manner:

	Singular.	Plural.	Singular.	Plural.
<i>Nom.</i>	other.	others.	one.	ones.
<i>Poss.</i>	other's.	others'.	one's.	ones'.
<i>Obj.</i>	other.	others.	one.	ones.

*Note.*—The words *own* and *self* are frequently added to the possessive adjective pronouns; they are used to express emphasis or opposition: as, "I live in *my own* house;" that is, the house *belongs* to me, not a hired house; "I *myself* will do it;" that is, "no other person;" "We may blame *ourselves*;" "It is *her own* book;" "It is *their own* fault," &c.; these are called *compound adjective pronouns*. The words *former* and *latter* may be properly ranked among the demonstrative pronouns: as, "John and Thomas are rival classmates; the *former* possesses the better judgement, the *latter*, the better memory."

#### EXERCISE—On Pronouns.

1. I wrote to him; You know that we sent it to them; They told her; She gave it to me; They sold it for more than its value; He read his lesson to us; Ye should learn.

*Questions on Adjective Pronouns.*—2. What are the distributive pronouns? 3. What are the demonstrative? 4. What are the indefinite? Decline *other* and *one*.

*Questions on Exercise.*—1. Point out the personal pronouns, and tell their number and case ?

2. The man who sent it; The person to whom it belongs; The book which I sent; The lady whose name we could not recollect; The boy that brought it; The house that fell down; He has brought what I wanted; Who is he? What is that? Which is the way?

3. My book; His lesson; Thy hat; Her desk; Our house; Your duty; Their farm; My own hat; It is their own business; We ourselves will go; I will bring it myself; Her task is performed; My cane is at your house; This man; That book; These boys; Those apples; One and all must go; Some person; No thing.

## CHAPTER VI.

*Of the Verb.*SECTION I—*Of the nature of Verbs.*

1. A Verb is a word which signifies, *to be, to do, or to suffer*: as, *I am, I rule, I am ruled*. Verbs are of three kinds; namely, *Active, Passive, and Neuter*. They are also divided into *Regular, Irregular, and Defective*.

2. A Verb Active expresses action, and always implies an agent, and generally an object acted upon: as, *to love*; “*I love my parents*,” “*John recites his lesson*.” The active verb is either *transitive or intransitive*.

An active-transitive verb expresses action which passes from the agent over to some other object: as, “*The tutor instructs his pupils*,” “*I esteem the man*,” “*Emily loves her mother*.”

An active-intransitive verb expresses an action which is confined to the agent, and has no effect upon any external object: as, *to walk, to run, to fly*; “*the man walks*,” “*the boy runs*,” “*the birds fly*.”

3. A Verb Passive expresses passion, or the receiving of some action or impression by the nominative or agent:

*Questions on Exercise.*—2. Point out the relative pronouns and the nouns to which they relate? Point out the interrogatives? 3. Point out the possessive pronouns? Point out the compound adjective pronouns? Point out the demonstrative? and the indefinite?

*Questions on the Verb.*—1. What is a verb? How many kinds of verbs, and how are they divided? 2. What is a verb active? What is said of the verb active? What does an active-transitive verb express? What does an active-intransitive verb express? 3. What is a verb passive?



as, to be loved ; “ Emily *is* loved by her mother ; ” “ the man *was* discharged.”

4. A Verb Neuter expresses neither action nor passion, but simply being, or a state of being : as, I *am*, I *sleep*, I *sit*.

Auxiliary Verbs are those by the aid of which the other English verbs are principally conjugated ; they are *do*, *be*, *have*, *shall*, *will*, *may*, and *can*, with their variations ; and *let*, when used as an auxiliary, and *must*, which have no variation.

*Note.*—The above division appears to be the most consistent with the definition and nature of the verb. An active verb expresses action, and conveys to the mind the idea of motion ; the passive verb expresses passion or the receiving of some action or impression by the nominative ; but the neuter expresses neither action nor the receiving of an action ; therefore, to call the verbs, to walk, to run, to fly, to swim, &c., neuter, would seem to be contrary to the definition of a neuter verb, because they give the idea of action or motion. They express action, but do not generally admit after them the objective case ; they are denominated *intransitive*, to distinguish them from those verbs which admit an object after them. An active-transitive verb, that has no immediate object after it, may be taken as intransitive : as, “ he *moves* the book ; ” the verb is transitive ; “ he *moves* forward ; ” the verb is intransitive. An active-transitive verb may be known by observing that the action always passes from the nominative to some object : as, “ John assists Charles.” The intransitive may be known by the action being always confined to its nominative, without affecting any object : as, “ John walks.” The passive may be known by the action always passing from some other object to the nominative ; as, “ John is assisted by Charles ; ” and the neuter verb, by expressing simply a state of being without action or motion ; as, “ John stands.”

#### EXERCISE—On Verbs.

1. *Act. Trans. Verb.* Virtue rewards her followers ; Sarah loves her parents ; She wrote a letter ; Charles abuses Samuel ; The man assists me ; I removed the books ; John sold the knife ; James bought it ; Send them to me ; The trees bear apples ; Cæsar conquered Pompey.

2. *Act. Intrans. Verbs.* The ship sails ; the fish swim ; the boy runs ; the birds fly ; the man walks ; the rain falls ; the earth revolves ; he reflects.

*Questions on the Verb.*—4. What is a verb neuter ? What are auxiliary verbs, and what are they ?

*Questions on the Exercise.*—1. Point out the verbs, and tell their nominatives and the object after them ! 2. Point out the intransitive verbs ?

3. *Passive Verbs.* Sarah is loved; the letter was written; Charles is abused; I am assisted; the books were removed; the slate was broken; the knives have been sold; Pompey was conquered.

4. *Neuter Verbs.* I am; he stands; the men sleep; they lie; she sits; they seem.

5. *Promiscuous.* They know him; the glass is broken; Henry stands; he struck the horse; the boy goes home; he runs; Emily is loved; pay the boy; they sit; the child sleeps.

SECTION II—*Of Number and Person.*

1. Verbs have two numbers, the Singular and Plural: as, "I run, we run." In each number there are three persons: as,

	Singular.	Plural.
<i>First Person.</i>	I love.	We love.
<i>Second Person.</i>	Thou lovest.	Ye or You love.
<i>Third Person.</i>	He, she, or it loves. They love.	

*Note.*—The verb in the three persons plural has, in general, the same termination as the first person singular; the second and third persons singular only vary in termination.

SECTION III—*Of Moods and Participles.*

1. Mood or Mode is a particular form of the verb, showing the manner in which the being, action, or passion, is represented.

There are five moods of verbs, viz. the *Indicative*, the *Imperative*, the *Potential*, the *Subjunctive*, and the *Infinitive*.

2. The *Indicative Mood* simply indicates or declares a thing: as, "He loves; he is loved;" or it asks a question; as, "Does he love? Is he loved?"

The *Imperative Mood* is used for commanding, exhorting, entreating, or permitting; as, "Depart thou; mind ye; let us stay; go in peace."

The *Potential Mood* implies possibility or liberty, power, *Questions on the Exercise.*—3. Point out the passive verbs? 4. The neuter verbs? 5. Point out the active, passive, and neuter verbs?

*Questions on Number.*—1. What have verbs? How many persons?

*Questions on Mood.*—1. What is mood? What is the number of the moods? 2. What is the indicative mood? The imperative? The potential?

will, or obligation ; as, " It may rain ; he may go or stay ; I can ride ; he would walk ; they should learn."

3. The Subjunctive Mood represents a thing under a condition, motive, wish, supposition, &c. ; and is preceded by a conjunction expressed or understood, and attended by another verb : as, " I will respect him, *though* he chide me ;" " Were he good, he would be happy:" that is, " *if* he were good."

The Infinitive Mood expresses a thing in a general and unlimited manner without any distinction of number or person ; as, " to act, to speak, to be feared."

The participle is a certain form of the verb, and derives its name from its not only participating, the properties of a verb, but also those of an adjective : as, " I am desirous of *knowing* him ;" " *Admired* and *applauded*, he became vain ;" " *Having finished* his work, he submitted ;" &c.

There are three Participles, the Present or Active, the Perfect or Passive, and the compound Perfect ; or " loving, loved, having loved."

*Note.*—The imperative mood in its literal sense implies a command ; it must, however, be employed on occasions of a very different nature, often to express the humblest supplication of an inferior being to one who is infinitely his superior ; as, " Give us this day our daily bread ; and *forgive* us our trespasses."

Participles convey an idea of time, and also signify action ; but, if from the participles we take away the idea of time, they simply express quality, and are called participial adjectives ; as, " Writing to a friend ; moving in haste ; heated with wine ;" here the words *writing*, *moving*, and *heated*, are participles, conveying a reference to the time at which the actions were performed ; but in the following sentences they are adjectives ; " *writing* paper ; a *moving* spectacle ; a *heated* imagination." Every present participle in English ends in *ing* : as, reading, doing, flying, &c.

#### SECTION IV—*Of Tense.*

1. Tense, being the distinction of time, might seem to admit only of the present, past, and future ; but, to mark it more accurately, it is made to consist of six variations ; viz, the *Present*, the *Imperfect*, the *Perfect*, the *Pluperfect*, and the *First* and *Second Future Tenses*.

*Questions on Mood.*—3. What is the subjunctive ? The infinitive ? What is a participle ? Their number ?

*Questions on Tense.*—1. What is said of tense, and what are they ?

2. The Present Tense represent an action or event as passing at the time in which it is mentioned: as, "I rule; I am ruled; I think; I fear."

The Imperfect Tense represents the action or event, either as past and finished, or as remaining unfinished at a certain time past: as, "I loved her for her modesty and virtue;" "They were travelling post when he met them."

3. The perfect Tense not only refers to what is past, but also conveys an allusion to the present time: as, "I have finished my letter;" "I have seen the person that was recommended to me."

The Pluperfect Tense represents a thing not only as past, but also as prior to some other point of time specified in the sentence; as, "I had finished my letter before he arrived."

4. The first Future Tense represents the action as yet to come, either with or without respect to the precise time when: as, "The sun will rise tomorrow;" "I shall see them again."

The second Future intimates that the action will be fully accomplished at or before the time of another future action or event: as, "I shall have dined at one o'clock;" "The two houses will have finished their business when the king comes to prorogue them."

*Note;*—The present tense is sometimes used in reference to persons long since dead, whose writings are still extant at the present time: as, "Seneca reasons and moralizes well," "Job speaks feelingly in his afflictions." The present tense preceded by the words, *when, before, as soon as, &c.*, is sometimes used to point out the relative time of a future action: as, "When he arrives he will hear the news;" "He will hear the news before he arrives, or as soon as he arrives." In animated historical narrations this tense is sometimes used for the imperfect: as, "He enters the territory of his enemies, fights and conquers, takes an immense booty, and returns to enjoy a triumph."

The imperfect and perfect tenses both denote past actions; but they differ from each other with regard to the time in which the actions were performed. The *imperfect* denotes the action performed within a period of time, which has entirely passed away, without any regard to the length of the period: as, "The ancient philosophers wrote learnedly on many subjects. The philosophers of the last century made great discoveries; I wrote last year; I saw the man last week; he went yesterday."

*Questions on Tense.*—2. What is the present tense? the imperfect? 3. What is the perfect? the pluperfect? 4. What is the first future tense? the second future?

The perfect tense denotes the action performed within a period of time, of which period there is still a portion to pass away: as, "Modern philosophers *have written* more extensively; the philosophers of the present age *have made* still greater discoveries; I *have written* this year; I *have seen* the man this week; he *has* returned to-day."

SECTION V.—*Of the Conjugation of the Verb.*

1. The conjugation of the verb is the regular combination and arrangement of its several numbers, persons, moods, and tenses.

The conjugation of the active verb is styled the *Active Voice*; and that of the passive verb, the *Passive Voice*.

*Note.*—The present and imperfect tenses in the active voice are called *simple tenses*, because they are seldom compounded with any of the auxiliary verbs, unless for the sake of emphasis: as, "I *do love*, he *did write*," &c.

The auxiliary verbs may be used as signs to point out the moods and tenses of the principal verbs. The sign of the present tense indicative, when used emphatically, is *do*, and of the imperfect *did*: as, "I *do love*; I *did write*." The sign of the perfect is *have*: as, "I *have written*." The sign of the pluperfect is *had*: as, "I *had written*." The sign of the first future is *shall* or *will*, and of the second future *shall* or *will have*; as, "I *shall* or *will write*, I *shall* or *will have written*." The sign of the potential mood, present tense, is *may* or *can*; as, "I *may* or *can write*." The sign of the imperfect is *might*, *could*, *should*, or *would*; as, "I *might, could, should, or would write*." The sign of the perfect is *may* or *can have*; as, "I *may* or *can have written*." The sign of the pluperfect is *might, could, should, or would have*; as, "I *might, could, should, or would have written*."

The sign of the infinitive mood is *to*: as, *to read, to write*; and the sign of the subjunctive mood is, *if, though, unless*, or some other conjunction implying doubt or contingency. By learning the above signs the pupil may be easily taught to conjugate any verb in the English language.

The auxiliary and active verb *To have* is conjugated in the following manner:

*TO HAVE.*

Indicative Mood.

*Present Tense.*

Singular.	Plural.
1. <i>Pers.</i> I have.	1. We have.
2. <i>Pers.</i> Thou hast.	2. Ye or you have.
3. <i>Pers.</i> He, she, or it, } hath or has. }	3. They have.

1. What is the conjugation of a verb? What is the conjugation of the active and passive voice styled? In the *Note* what tenses are called simple? What are the signs of the moods and tenses?

*Imperfect Tense.*

Singular.		Plural.
1. I had.		1. We had.
2. Thou hadst.		2. Ye or you had.
3. He, &c., had.		3. They had.

*Perfect Tense.*

Singular.		Plural.
1. I have had.		1. We have had.
2. Thou hast had.		2. Ye or you have had.
3. He, &c., has had.		3. They have had.

*Pluperfect Tense.*

Singular.		Plural.
1. I had had.		1. We had had.
2. Thou hadst had.		2. Ye or you had had.
3. He, &c., had had.		3. They had had.

*First Future Tense.*

Singular.		Plural.
1. I shall or will have.		1. We shall or will have.
2. Thou shalt or wilt have.		2. Ye or you shall or will have.
3. He, &c., shall or will have.		3. They shall or will have.

*Second Future Tense.*

Singular.		Plural.
1. I shall, &c., have had.		1. We shall or will have had.
2. Thou shalt or wilt have had.		2. Ye or you shall or will have had.
3. He, &c., shall or will have had.		3. They shall or will have had.

*Imperative Mood.*

Singular.		Plural.
1. Let me have.		1. Let us have.
2. Have, or have thou, or do thou have.		2. Have, or have ye or you, or do ye or you have.
3. Let him, her, or it, have.		3. Let them have.

*Or, without the auxiliaries.*

Singular.		Plural.
2. Have, &c., thou.		2. Have, or have ye or you.

*Note.*—The imperative mood is not properly entitled to *three* persons. The command, entreaty, or permission expressed by the imperative mood, is always made to the *second* person, but never to the *first* or *third*. The word *Let* is one of those verbs which have the infinitive mood after them without the sign *to*, and seems to be equivalent to the word *permit* or *allow*; as, "Let me have," that is, "Let me to have," or, "permit or allow me to have;" *let* being in the second person imperative mood, and *have* in the infinitive mood, the sign *to* being understood. The phrases, "Let John go; let them speak; let James read," &c., must be analysed in the same manner that they may be properly parsed.

## Potential Mood.

*Present Tense.*

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

*Imperfect Tense.*

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

*Perfect Tense.*

- | Singular.                               | Plural.   |
|---|---|
| 1. I may <i>or</i> can have had.        | 1. We may <i>or</i> can have had                |
| 2. Thou mayst <i>or</i> canst have had. | 2. Ye <i>or</i> you may <i>or</i> can have had. |
| 3. He, &c., may <i>or</i> can have had. | 3. They may <i>or</i> can have had.             |

*Pluperfect Tense.*

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

## Subjunctive Mood.

*Present Tense.*

- | Singular.            | Plural.                      |
|----------------------|------------------------------|
| 1. If I have.        | 1. If we have.               |
| 2. If thou have.     | 2. If ye <i>or</i> you have. |
| 3. If he, &c., have. | 3. If they have.             |

*Imperfect Tense.*

- | Singular.           | Plural.                     |
|---------------------|-----------------------------|
| 1. If I had.        | 1. If we had.               |
| 2. If thou hadst.   | 2. If ye <i>or</i> you had. |
| 3. If he, &c., had. | 3. If they had.             |

*Perfect Tense.*

- | Singular.               | Plural.                          |
|-------------------------|----------------------------------|
| 1. If I have had.       | 1. If we have had.               |
| 2. If thou hast had.    | 2. If ye <i>or</i> you have had. |
| 3. If he, &c., has had. | 3. If they have had.             |

*Pluperfect Tense.*

Singular.	Plural.
1. If I had had.	1. If we had had.
2. If thou hadst had.	2. If ye or you had had.
3. If he, &c. had had.	3. If they had had.

*First Future Tense.*

Singular.	Plural.
1. If I shall or will have.	1. If we shall or will have.
2. If thou shalt or wilt have.	2. If ye or you shall or will have.
3. If he, &c., shall or will have.	3. If they shall or will have.

*Second Future Tense.*

Singular.	Plural.
1. If I shall or will have had.	1. If we shall or will have had.
2. If thou shalt or wilt have had.	2. If ye or you shall or will have had.
3. If he, &c., shall or will have had.	3. If they shall or will have had.

*Note.*—The indicative mood is converted into the subjunctive whenever a condition, motion, wish, or supposition is implied; so the potential mood may in the same manner be turned into the subjunctive; as, "If I *could* deceive him, I would not;" "Though he *should* increase his wealth;" &c. It is not necessary that the conjunction, which accompanies the subjunctive mood, should be always expressed; it is frequently understood, as, "Were I to go, he would not follow;" "Had he known me, he would have treated me differently;" that is, "If I were to go; If he had known;" &c.

It should be observed that the present subjunctive often points out the relative time of a future action; "If they arrive to-morrow, I will see them;" "If I send the note this evening, he will receive it." The auxiliaries *should* and *would* are used to express the present and future, as well as the past; so that the precise time of the verb in the subjunctive mood must often be determined by the nature and drift of the sentence; as, "It is my desire that he should or would come now or to-morrow;" "It was my desire that he should or would come last week."

Infinitive Mood.

*Present.* To have.      *Perfect.* To have had.

Participles.

<i>Present or Active.</i>	Having.
<i>Perfect or Passive.</i>	Had.
<i>Compound Perfect.</i>	Having had.

The auxiliary and neuter verb, *To be*, is conjugated as follows;



## TO BE.

## Indicative Mood.

*Present Tense.*

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

*Imperfect Tense.*

Singular.	Plural.
1. I was.	1. We were.
2. Thou wast.	2. Ye or you were.
3. He, &c., was.	3. They were.

*Perfect Tense.*

Singular.	Plural.
1. I have been.	1. We have been.
2. Thou hast been.	2. Ye or you have been.
3. He, &c., has or hath been.	3. They have been.

*Pluperfect Tense.*

Singular.	Plural.
1. I had been.	1. We had been.
2. Thou hadst been.	2. Ye or you had been.
3. He, &c., had been.	3. They had been.

*First Future Tense.*

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

*Second Future Tense.*

Singular.	Plural.
1. I shall or will have been.	1. We shall or will have been.
2. Thou shalt or wilt have been.	2. Ye or you shall or will have been.
3. He, &c., shall or will have been.	3. They shall or will have been.

## Imperative Mood.

Singular.	Plural.
1. Let me be.	1. Let us be.
2. Be, or be thou, or do thou be.	2. Be, or be ye or you, or do ye or you be.
3. Let him, her, or it, be.	3. Let them be.

Potential Mood.

*Present Tense.*

- |   |   |
|---|---|
| <p>Singular.</p> <p>1. I may or can be.</p> <p>2. Thou mayst or canst be.</p> <p>3. He, &amp;c., may or can be.</p> | <p>Plural.</p> <p>1. We may or can be.</p> <p>2. Ye or you may or can be.</p> <p>3. They may or can be.</p> |
|---|---|

*Imperfect Tense.*

- |   |   |
|---|---|
| <p>Singular.</p> <p>1. I might, could, should, or would be.</p> <p>2. Thou mightst, couldst, shouldst, or wouldst be.</p> <p>3. He, &amp;c., might, could, should, or would be.</p> | <p>Plural.</p> <p>1. We might, could, should, or would be.</p> <p>2. Ye or you might, could, should, or would be.</p> <p>3. They might, could, should, or would be.</p> |
|---|---|

*Perfect Tense.*

- |  |  |
|--|--|
| <p>Singular.</p> <p>1. I may or can have been.</p> <p>2. Thou mayst or canst have been.</p> <p>3. He, &amp;c., may or can have been.</p> | <p>Plural.</p> <p>1. We may or can have been.</p> <p>2. Ye or you may or can have been.</p> <p>3. They may or can have been.</p> |
|--|--|

*Pluperfect Tense.*

- |  |  |
|--|--|
| <p>Singular.</p> <p>1. I might, could, should, or would have been.</p> <p>2. Thou mightst, couldst, shouldst, or wouldst have been.</p> <p>3. He, &amp;c., might, could, should, or would have been.</p> | <p>Plural.</p> <p>1. We might, could, should, or would have been.</p> <p>2. Ye or you might, could, should, or would have been.</p> <p>3. They might, could, should, or would have been.</p> |
|--|--|

Subjunctive Mood.

*Present Tense.*

- |   |   |
|---|---|
| <p>Singular.</p> <p>1. If I be.</p> <p>2. If thou be.</p> <p>3. If he, &amp;c., be.</p> | <p>Plural.</p> <p>1. If we be.</p> <p>2. If ye or you be.</p> <p>3. If they be.</p> |
|---|---|

*Imperfect Tense.*

- |   |   |
|---|---|
| <p>Singular.</p> <p>1. If I were.</p> <p>2. If thou wert.</p> <p>3. If he, &amp;c., were.</p> | <p>Plural.</p> <p>1. If we were.</p> <p>2. If ye or you were.</p> <p>3. If they were.</p> |
|---|---|

*Perfect Tense.*

- |   |  |
|---|--|
| <p>Singular.</p> <p>1. If I have been.</p> <p>2. If thou hast been.</p> <p>3. If he, &amp;c., has or hath been.</p> | <p>Plural.</p> <p>1. If we have been.</p> <p>2. If ye or you have been.</p> <p>3. If they have been.</p> |
|---|--|

*Pluperfect Tense.*

Singular.	Plural.
1. If I had been.	1. If we had been.
2. If thou hadst been.	2. If ye or you had been.
3. If he, &c., had been.	3. If they had been.

*First Future Tense.*

Singular.	Plural.
1. If I shall or will be.	1. If we shall or will be.
2. If thou shalt or wilt be.	2. If ye or you shall or will be.
3. If he, &c., shall or will be.	3. If they shall or will be.

*Second Future Tense.*

Singular.	Plural.
1. If I shall or will have been.	1. If we shall or will have been.
2. If thou shalt or wilt have been.	2. If ye or you shall or will have been.
3. If he, &c., shall or will have been.	3. If they shall or will have been.

## Infinitive Mood.

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

## Participles.

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

SECTION VI.—*The Conjunction of Regular Verbs.*

## ACTIVE.

1. Verbs Active are called *Regular* when they form their imperfect tense of the indicative mood, and their perfect participle, by adding to the verb *ed*, or *d* only when the verb ends in *e*; as,

<i>Present.</i>	<i>Imperfect.</i>	<i>Perfect Participle.</i>
I favour.	I favoured.	Favoured.
I love.	I loved.	Loved.

*Question.*—1. When is a verb called regular? Conjugate the verb *to love*.

A Regular Active Verb is conjugated in the following manner:

*TO LOVE.*

## Indicative Mood.

*Present Tense.*

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

*Imperfect Tense.*

Singular.	Plural.
1. I loved.	1. We loved.
2. Thou lovedst.	2. Ye or you loved.
3. He, &c., loved.	3. They loved.

*Perfect Tense.*

Singular.	Plural.
1. I have loved.	1. We have loved.
2. Thou hast loved.	2. Ye or you have loved.
3. He, &c., has or hath loved.	3. They have loved.

*Pluperfect Tense.*

Singular.	Plural.
1. I had loved.	1. We had loved.
2. Thou hadst loved.	2. Ye or you had loved.
3. He, &c., had loved.	3. They had loved.

*First Future Tense.*

Singular.	Plural.
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, &c., shall or will love.	3. They shall or will love.

*Second Future Tense.*

Singular.	Plural.
1. I shall or will have loved.	1. We shall or will have loved.
2. Thou shalt or wilt have loved.	2. Ye or you shall or will have loved.
3. He, &c., shall or will have loved.	3. They shall or will have loved.

*Note.*—The following forms are used in present and imperfect tenses when emphasis or positiveness is expressed, and when a question is asked.

*Present Tense Emphatic.*

Singular.	Plural.
1. I do love.	1. We do love.
2. Thou dost love.	2. Ye or you do love.
3. He, &c., does or doth love.	3. They do love.

*Imperfect Tense Emphatic.*

Singular.	Plural.
1. I did love.	1. We did love.
2. Thou didst love.	2. Ye or you did love.
3. He, &c., did love.	3. They did love.

*Present Tense Emphatic and Interrogative.*

Singular.	Plural.
1. Do I love?	1. Do we love?
2. Dost thou love?	2. Do ye or you love?
3. Does or doth he, &c., love?	3. Do they love?

*Imperfect Tense Emphatic and Interrogative.*

- |                       |                        |
|-----------------------|------------------------|
| Singular.             | Plural.                |
| 1. Did I love?        | 1. Did we love?        |
| 2. Didst thou love?   | 2. Did ye or you love? |
| 3. Did he, &c., love. | 3. Did they love?      |

*Imperative Mood.*

- |   |   |
|---|---|
| Singular.                               | Plural.   |
| 1. Let me love.                         | 1. Let us love.                                   |
| 2. Love, or love thou, or do thou love. | 2. Love, or love ye or you, or do ye or you love. |
| 3. Let him, her, or it, love.           | 3. Let them love.                                 |

Or, *without the Auxiliaries.*

- |                        |                             |
|------------------------|-----------------------------|
| Singular.              | Plural.                     |
| 2. Love, or love thou. | 2. Love, or love ye or you. |

*Potential Mood.**Present Tense.*

- |                              |                               |
|------------------------------|-------------------------------|
| Singular.                    | Plural.                       |
| 1. I may or can love.        | 1. We may or can love.        |
| 2. Thou mayst or canst love. | 2. Ye or you may or can love. |
| 3. He, &c., may or can love. | 3. They may or can love.      |

*Imperfect Tense.*

- |  |   |
|--|---|
| Singular.  | Plural.   |
| 1. I might, could, should, or would love.            | 1. We might, could, should, or would love.        |
| 2. Thou mightst, couldst, shouldst, or wouldst love. | 2. Ye or you might, could, should, or would love. |
| 3. He, &c., might, could, should, or would love.     | 3. They might, could, should, or would love.      |

*Perfect Tense.*

- |                                    |                                     |
|------------------------------------|-------------------------------------|
| Singular.                          | Plural.                             |
| 1. I may or can have loved.        | 1. We may or can have loved.        |
| 2. Thou mayst or canst have loved. | 2. Ye or you may or can have loved. |
| 3. He, &c., may or can have loved. | 3. They may or can have loved.      |

*Pluperfect Tense.*

- |  |   |
|--|---|
| Singular.  | Plural.   |
| 1. I might, could, should, or would have loved.            | 1. We might, could, should, or would have loved.        |
| 2. Thou mightst, couldst, shouldst, or wouldst have loved. | 2. Ye or you might, could, should, or would have loved. |
| 3. He, &c., might, could, should, or would have loved.     | 3. They might, could, should, or would have loved.      |

*Subjunctive Mood.**Present Tense.*

- |                      |                       |
|----------------------|-----------------------|
| Singular.            | Plural.               |
| 1. If I love.        | 1. If we love.        |
| 2. If thou love.     | 2. If ye or you love. |
| 3. If he, &c., love. | 3. If they love.      |

*Imperfect Tense.*

- |                       |                        |
|-----------------------|------------------------|
| Singular.             | Plural.                |
| 1. If I loved.        | 1. If we loved.        |
| 2. If thou lovedst.   | 2. If ye or you loved. |
| 3. If he, &c., loved. | 3. If they loved.      |

*Perfect Tense.*

- |                                   |                             |
|-----------------------------------|-----------------------------|
| Singular.                         | Plural.                     |
| 1. If I have loved.               | 1. If we have loved.        |
| 2. If thou hast loved.            | 2. If ye or you have loved. |
| 3. If he, &c., has or hath loved. | 3. If they have loved.      |

*Pluperfect Tense.*

- |                           |                            |
|---------------------------|----------------------------|
| Singular.                 | Plural.                    |
| 1. If I had loved.        | 1. If we had loved.        |
| 2. If thou hadst loved.   | 2. If ye or you had loved. |
| 3. If he, &c., had loved. | 3. If they had loved.      |

*First Future Tense.*

- |                                    |                                     |
|------------------------------------|-------------------------------------|
| Singular.                          | Plural.                             |
| 1. If I shall or will love.        | 1. If we shall or will love.        |
| 2. If thou shalt or wilt love.     | 2. If ye or you shall or will love. |
| 3. If he, &c., shall or will love. | 3. If they shall or will love.      |

*Second Future Tense.*

- |  |   |
|--|---|
| Singular.                                | Plural.                                   |
| 1. If I shall or will have loved.        | 1. If we shall or will have loved.        |
| 2. If thou shalt or wilt have loved.     | 2. If ye or you shall or will have loved. |
| 3. If he, &c., shall or will have loved. | 3. If they shall or will have loved.      |

*Infinitive Mood.*

- Present.* To love.                      *Perfect.* To have loved.

*Participles.*

- |                          |                        |
|--------------------------|------------------------|
| <i>Present.</i> Loving.  | <i>Perfect.</i> Loved. |
| <i>Compound Perfect.</i> | Having loved.          |

*Note.*—The active verb may be conjugated differently by adding its present or active participle to the auxiliary verb *to be* through all its moods and tenses; as, instead of "I teach, thou teachest, he teaches, &c., we may say, "I am teaching; thou art teaching; he is teaching; he was teaching; I have been teaching," &c. The terminations, *st* and *eth*, are only used on grave subjects.

**PASSIVE.**

1. Verbs passive are called regular when they form their perfect participle by the addition of *d* or *ed* to the verb; as, from the verb, "to love," is formed the passive, "I am loved, I was loved, I shall be loved, &c."

A passive verb is conjugated by adding the perfect participle to the auxiliary, *to be*, through all its changes of number, person, mood, and tense, in the following manner:

*Question.*—1. When are passive verbs called regular? How is the passive verb conjugated? Conjugate the verb *to be loved*.

**TO BE LOVED.**

Indicative Mood.

*Present Tense.*

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

*Imperfect Tense.*

Singular.	Plural.
1. I was loved.	1. We were loved.
2. Thou wast loved.	2. Ye or you were loved.
3. He, &c., was loved.	3. They were loved.

*Perfect Tense.*

Singular.	Plural.
1. I have been loved.	1. We have been loved.
2. Thou hast been loved.	2. Ye or you have been loved.
3. He, &c., has or hath been loved.	3. They have been loved.

*Pluperfect Tense.*

Singular.	Plural.
1. I had been loved.	1. We had been loved.
2. Thou hadst been loved.	2. Ye or you had been loved.
3. He, &c., had been loved.	3. They had been loved.

*First Future Tense.*

Singular.	Plural.
1. I shall or will be loved.	1. We shall or will be loved.
2. Thou shalt or wilt be loved.	2. Ye or you shall or will be loved.
3. He, &c., shall or will be loved.	3. They shall or will be loved.

*Second Future Tense.*

Singular.	Plural.
1. I shall or will have been loved.	1. We shall or will have been loved.
2. Thou shalt or wilt have been loved.	2. Ye or you shall or will have been loved.
3. He, &c., will have been loved.	3. They, &c., will have been loved.

Imperative Mood.

Singular.	Plural.
1. Let me be loved.	1. Let us be loved.
2. Be loved, or be thou loved, do thou be loved.	2. Be loved, or be ye or you loved, or do ye or you be loved.
3. Let him, her, or it be loved.	3. Let them be loved.

Potential Mood.

*Present Tense.*

- |   |   |
|---|---|
| <p>Singular.</p> <p>1. I may or can be loved.</p> <p>2. Thou mayst or canst be loved.</p> <p>3. He, &amp;c., may or can be loved.</p> | <p>Plural.</p> <p>1. We may or can be loved.</p> <p>2. Ye or you may or can be loved.</p> <p>3. They may or can be loved.</p> |
|---|---|

*Imperfect Tense.*

- |   |  |
|---|--|
| <p>Singular.</p> <p>1. I might, could, should, or would be loved.</p> <p>2. Thou mightst, couldst, shouldst, or wouldst be loved.</p> <p>3. He, &amp;c., might, could, should, or would be loved.</p> | <p>Plural.</p> <p>1. We might, could, should or would be loved.</p> <p>2. Ye or you might, could, should, or would be loved.</p> <p>3. They might, could, should, or would be loved.</p> |
|---|--|

*Perfect Tense.*

- |  |  |
|--|--|
| <p>Singular.</p> <p>1. I may or can have been loved.</p> <p>2. Thou mayst or canst have been loved.</p> <p>3. He, &amp;c., may or can have been loved.</p> | <p>Plural.</p> <p>1. We may or can have been loved.</p> <p>2. Ye or you may or can have been loved.</p> <p>3. They may or can have been loved.</p> |
|--|--|

*Pluperfect Tense.*

- |  |  |
|--|--|
| <p>Singular.</p> <p>1. I might, could, should, or would have been loved.</p> <p>2. Thou mightst, couldst, shouldst, or wouldst have been loved.</p> <p>3. He, &amp;c., might, could, should, or would have been loved.</p> | <p>Plural.</p> <p>1. We might, could, should, or would have been loved.</p> <p>2. Ye or you might, could, should, or would have been loved.</p> <p>3. They might, could, should, or would have been loved.</p> |
|--|--|

Subjunctive Mood.

*Present Tense.*

- |   |   |
|---|---|
| <p>Singular.</p> <p>1. If I be loved.</p> <p>2. If thou be loved.</p> <p>3. If he, &amp;c., be loved.</p> | <p>Plural.</p> <p>1. If we be loved.</p> <p>2. If ye or you be loved.</p> <p>3. If they be loved.</p> |
|---|---|

*Imperfect Tense.*

- |   |   |
|---|---|
| <p>Singular.</p> <p>1. If I were loved.</p> <p>2. If thou wert loved.</p> <p>3. If he, &amp;c., were loved.</p> | <p>Plural.</p> <p>1. If we were loved.</p> <p>2. If ye or you were loved.</p> <p>3. If they were loved.</p> |
|---|---|

*Perfect Tense.*

- |   |  |
|---|--|
| <p>Singular.</p> <p>1. If I have been loved.</p> <p>2. If thou hast been loved.</p> <p>3. If he, &amp;c., has or hath been loved.</p> | <p>Plural.</p> <p>1. If we have been loved.</p> <p>2. If ye or you have been loved.</p> <p>3. If they have been loved.</p> |
|---|--|



*Pluperfect Tense.*

Singular.	Plural.
1. If I had been loved.	1. If we had been loved.
2. If thou hadst been loved.	2. If ye or you had been loved.
3. If he, &c., had been loved.	3. If they had been loved.

*First Future Tense.*

Singular.	Plural.
1. If I shall or will be loved.	1. If we shall or will be loved.
2. If thou shalt or wilt be loved.	2. If ye or you shall or will be loved.
3. If he, &c., shall or will be loved.	3. If they shall or will be loved.

*Second Future Tense.<sup>1</sup>*

Singular.	Plural.
1. If I shall or will have been loved.	1. If we shall or will have been loved.
2. If thou shalt or wilt have been loved.	2. If ye or you shall or will have been loved.
3. If he, &c., shall or will have been loved.	3. If they shall or will have been loved.

## Infinitive Mood.

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

## Participles.

<i>Present.</i> Being loved.	<i>Perfect or Passive.</i> Been loved.
<i>Compound Perfect.</i>	Having been loved.

## IRREGULAR VERBS.

*Irregular verbs* are those which do not form their imperfect tense and perfect participle by the addition of *d* or *ed* to the verb; as,

<i>Present.</i>	<i>Imperfect.</i>	<i>Perfect Participle.</i>
I begin	I began	begun
I know	I knew	known

*Irregular verbs are of various sorts.*

1. Such as have the present and imperfect tenses, and the perfect participle, the same; as,

<i>Present.</i>	<i>Imperfect.</i>	<i>Perfect Participle.</i>
Burst	burst	burst
Cast	cast	cast
Cost	cost	cost
Cut	cut	cut
Hit	hit	hit
Hurt	hurt	hurt
Knit	knit or knitted	knit or knitted
Let	let	let

*Question.*—What are irregular verbs?

<i>Present.</i>	<i>Imperfect</i>	<i>Perfect Participle.</i>
Lift	lifted or lift	lifted or lift
Put	put	put
Quit	quit or quitted	quit or quitted
Rid	rid	rid
Set	set	set
Shed	shed	shed
Shred	shred ;	shred
Shut	shut	shut
Slit	slit or slitted	slit or slitted
Split	split or splitted	split or splitted
Spread	spread	spread
Thrust	thrust	thrust

2. Such as have the imperfect tense and perfect participle the same ; as,

<i>Present.</i>	<i>Imperfect.</i>	<i>Perfect Participle.</i>
Abide	abode	abode
Bake	baked	baked or baken
Bend	bent or bended	bent or bended
Bereave	bereft or bereaved	bereft or bereaved
Beseech	besought	besought
Bind †	bound	bound
Bleed	bled	bled
Bless †	blessed or blest	blessed or blest
Breed	bred	bred
Bring	brought	brought
Build	built or builded	built or builded
Burn	burnt or burned	burnt or burned
Buy	bought	bought
Catch	caught or catched	caught or catched
Cleave, to adhere	clave or cleaved	cleaved
Cleave, to split	clove, clave, or cleft	cloven or cleft
Cling	clung	clung
Climb	climbed or clomb	climbed
Creep	crept	crept
Deal	dealt or dealed	dealt or dealed
Dig	dug or digged	dug or digged
Dwell	dwelt or dwelled	dwelt or dwelled
Feel	felt	felt
Fight	fought	fought
Find	found	found
Flee †	fled	fled
Fling	flung	flung
Get	got or gat	gotten or got
Gild	gilt or gilded	gilt or gilded
Gird	girt or girded	girt or girded
Grind	ground	ground
Hang	hung or hanged	hung or hanged
Have	had	had
Hear	heard	heard

<i>Present.</i>	<i>Imperfect.</i>	<i>Perfect Participle.</i>
Heave	heaved or hove	heaved or hoven
Help	helped	helped or holpen
Hold	held	held or holden
Keep	kept	kept
Kneel	knelt	knelt
Lay	laid	laid
Lead	led	led
Learn	learned or learnt	learned or learnt
Leave	left	left
Lend	lent	lent
Light	lighted or lit	lighted or lit
Lose	lost	lost
Make	made	made
Mean	meant or meant	meant or meant
Meet	met	met
Melt	melted	melted or molten
Pay	paid	paid
Pen, to shut up	pent	pent
Rap.	rapped or rapt	rapped or rapt
Read	read	read
Rend	rent	rent
Ride	rode or rid	ridden or rid
Rot	rotted	rotted or rotten
Say	said	said
Seek	sought	sought
Sell	sold	sold
Send	sent	sent
Shape	shaped	shaped or shapen
Shave	shaved	shaved or shaven
Shine	shone or shined	shone or shined
Shoe	shod	shod
Shoot	shot	shot
Shrink	shrank or shrank	shrunken
Shrive	shrived or shrove	shrived or shruven
Sit	sat	sat or sitten
Sleep	slept	slept
Sling	slung or slang	slung
Slink	slunk or slank	slunk
Smell	smelled or smelt	smelled or smelt
Speed	sped	sped
Spell	spelled or spelt	spelled or spelt
Spent	spent	spent
Spill	spilt or spilled	spilt or spilled
Spin	spun or span	spun
Stand	stood	stood
Stave	stove	staved or stove
Stick	stuck	stuck
Sting	stung	stung
Sunk	stunk or stank	stunk
Strew or strow } }	strewed or strowed } }	strewn or strown, } strewed or strowed } struck or stricken }
Strike	struck	

<i>Present.</i>	<i>Imperfect.</i>	<i>Perfect Participle.</i>
String	strung	strung
Sweat	sweated or swet	sweated or swet
Sweep	swept	swept
Swing	swung or swang	swung
Teach	taught	taught
Tell	told	told
Think	thought	thought
Toss	tossed or tost	tossed or tost
Weep	wept	wept
Wet	wetted or wet	wetted or wet ↓
Win	won	won
Wind	wound or winded	wound
Work	wrought or worked	wrought or worked
Wrap	wrapped or wrapt	wrapped or wrapt
Wring	wrung or wringed	wrung or wringed
Writhe	writhed	writhen or writhed

3. Such as have the imperfect tense and perfect participle different; as,

<i>Present.</i>	<i>Imperfect.</i>	<i>Perfect Participle.</i>
Am	was	been
Arise	arose	arisen
Awake	awoke or awaked	awaked
Bear, to bring forth	bare or bore	born
Bear, to carry	bore or bare	borne
Beat	beat	beat or beaten
Begin	began	begun
Bid	bade or bid	bid or bidden
Bite	bit	bitten or bit
Blow	blew	blown
Break	broke or brake	broken
Chide	chid or chode	chidden or chid
Choose	chos	chosen
Cleave, to split	clove, clave, or cleft	cleft or cloven
Clothe	clothed or clad	clothed or clad
Come	came	come
Crow	crew	crowed
Dare, to venture	durst or dared	dared
Do	did	done
Draw	drew	drawn
Drive	drove	driven
Drink	drank	drunk
Eat	eat or ate	eaten or eat
Fall	fell	fallen
Feed	fed	fed
Fly	flew	flown
Forget	forgot or forgat	forgotten or forgot
Forsake	forsook	forsaken
Freeze	froze	frozen
Give	gave	given
Go	went	gone

<i>Present.</i>	<i>Imperfect.</i>	<i>Perfect Participle.</i>
Grave	graved	graven or graved
Grow	grew	grown
Hew	hewed	hewn or hewed
Hide	hid	hidden or hid
Know	knew	known
Lade	laded	laden
Lie, <i>to lie down</i>	lay	lain or lien
Load	loaded	laden or loaded <sup>1</sup>
Mow	mowed	mown or mowed
Ring	rang or rung	rung
Rise	rose	risen
Rive	rived	riven
Run	ran	run
Saw	sawed	sawn or sawed
See	saw	seen
Seethe	seethed or sod	sodden
Shake	shook	shaken
Shear	sheared or shore	shorn
Shew or show	shewed or showed	shewn or shown
Sing	sung or sang	sung
Sink	sunk or sank	sunk
Slay	slew	slain
Slide	slid	slidden or slid
Smite	smote	smitten or smit
Sow	sowed	sown or sowed
Speak	spoke or spake	spoken
Spit	spit or spat	spit or spitten
Spring	sprung or sprang	sprung
Steal	stole	stolen
Stride	strode or strid	stridden
Strive	strove	striven
Swear	swore or sware	sworn
Swell	swelled	swollen or swelled
Swim	swum or swam	swum
Take	took	taken
Tear	tore or tare	torn
Thrive	throve or thrived	thriven
Throw	threw	thrown
Tread	trod or trode	trodden
Wax	waxed	waxen
Wear	wore	worn
Weave	wove	woven
Write	wrote or writ	written or writ

## DEFECTIVE VERBS.

Defective Verbs are those which are used only in some of their moods and tenses; as, *am, was, been; can, could; may, might; shall, should; will, would, &c.*

*Note.*—The whole number of verbs in the English language is about 4,300, including irregular and defective verbs, which amount to about 200.

<i>Present.</i>	<i>Imperfect.</i>	<i>Perfect Participle.</i>
Can	could	( <i>wanting.</i> )
May	might	_____
Must	must	_____
Ought	ought	_____
Quoth	quoth	_____
Shall	should	_____
Will	would	_____
Wis	wist	_____
Wit or wot	wot	_____

EXERCISE—*On the Verbs.*

1. I write. John loves to read. The boy killed the bird. He committed a fault. We completed our journey. They have deceived me. He had resigned the office. I will submit. They will have dined before he arrives. He will have determined. Prepare your lesson. Know yourselves. Let him consider. Pardon. Allow me to speak. I can forgive. They may offend. You may go. He may overtake us. He would go. He may have resigned. They might have sold it. He could have gone. I may be there. If they sell it. You will receive it if they come. To see the sun is pleasant. If I should write. Can we trust him? Is he to be trusted? To have been admired avails him not. They ought to avoid bad company. Having a book. Writing a letter. Moving slowly.

2. He is admired. The man was condemned. You are loved. They are deceived. He has been honoured. They have been forgiven. He had been convicted. John was abused. Virtue will be rewarded. If I be admitted. If they were loved. Charles may be admired. He might be convinced. The boy may have been there. The person will have been executed before the pardon arrives. The book is now his, it was mine formerly. If I may be allowed to speak. Be thou a friend to the poor. Allow me to be your friend. The letter was written. He is paid. He has been forsaken. Thou

*Question.*—What are defective verbs?

*Questions on Exercise.*—1. Point out the verbs. Are they regular, irregular, or defective; active, passive, or neuter? In what mood and tense, number and person, are they? Point out the participles. 2. Are the above verbs active, passive, or neuter? Tell their mood, tense, number, and person. Point out the participles, and tell what kind they are.

mayst be loved. Ridiculed, persecuted and despised, he still maintained his principles. Being reviled we bless. Having been deserted he became discouraged. The sight being new, he was startled.

3. Learn, call, begin, hate, come, do, go, perceive, write, need, move, know, see, remember, permit, blow, regard.

#### CHAPTER VI.

##### *Of Adverbs.*

1. An Adverb is a part of speech joined to a verb, an adjective, and sometimes to another adverb, to express some quality or circumstances respecting it : as, "He reads *well* ;" "A *truly* good man ;" "He writes *very correctly*." Some adverbs are compared by *er* and *est* : as, "Soon, sooner, soonest ; often, oftener, oftenest ;" those ending in *ly* are compared by *more* and *most* : as, Wisely, *more* wisely, *most* wisely.

*Note.*—A short expression of two or more words frequently performs the office of an adverb, and is called an *adverbial phrase* ; such as, "In *fine*, in general, at most, at least, by no means, not at all," &c.

Adverbs may be reduced to the following classes :—

1. Of *number* : as, "Once, twice, thrice," &c.

2. Of *order* : as, "Firstly, secondly, thirdly, lastly, finally," &c.

3. Of *place* : as, "Here, there, where, nowhere, anywhere, forward, backward, hence, thence," &c.

4. Of *time*. Of *time present* : as, "Now, today," &c. Of *time past* : as, "Already, before, lately, hitherto, long since, long ago." Of *time to come* : as, "To-morrow, not yet, hereafter, instantly, presently, by and by," &c. Of *time indefinite* : as, "Often, soon, seldom, daily, yearly, always, when, then, ever, never, again," &c.

5. Of *quantity* : as, "Much, sufficiently, abundantly," &c.

*Questions on Exercise.*—3. What verbs in paragraph the third are regular ? What irregular, and why ? Conjugate them in the present tense ? What is the imperfect tense of each ? The perfect ? Pluperfect, &c. What is the imperative mood ? The potential ? The subjunctive ? The infinitive ? The participles ? Conjugate them in the passive voice through all their moods and tenses.

*Questions on Adverbs.*—1. What is an adverb ? How are some adverbs compared ?

6. Of *manner or quality* : as, "Wisely, justly, quickly, slowly, badly, ably," &c.

7. Of *doubt* : as, "Perhaps, perchance, possibly," &c.

8. Of *affirmation* : as, "Verily, truly, yea, yes, indeed, surely," &c.

9. Of *negation* : as, "Nay, no, not, not at all," &c.

10. Of *interrogation* : as, "How, why, wherefore, &c."

11. Of *comparison* : as, "More, most, better, best, almost, alike," &c.

## CHAPTER VII.

*Of Prepositions.*

1. Prepositions serve to connect words with one another, and to show the relation between them. They are for the most part set before nouns and pronouns : as, "He went *from* London *to* York;" "She is *above* disguise;" "They are supported *by* industry."

2. The following is a list of the principal prepositions :

About	amid	before	between	except	nigh
Above	amidst	behind	betwixt	for	of
Across	among	below	beyond	from	off
After	amongst	beneath	but	in	on
Against	around	beside	by	into	over
Along	at	besides	down	near	round.
		Save		underneath	
		through		up	
		throughout		upon	
		to		with	
		towards		within	
		under		without	

## CHAPTER VIII.

*Of Conjunctions.*

1. A Conjunction is a part of speech that is chiefly used to connect sentences ; so as, out of two or more sentences, to make but one. It sometimes connects only words.

Conjunctions are principally divided into two sorts, the *Copulative* and *Disjunctive*.

The Conjunction *Copulative* serves to connect or to continue a sentence by expressing an addition, a sup-

*Questions on Prepositions.*—1. What is a preposition ? 2. Recite the list of the principal prepositions.

*Questions on Conjunctions.*—1. What is a conjunction ? How are they divided ? What is the copulative conjunction ?



position, a cause, &c.: as, "He *and* his brother reside in London;" "I will go *if* he will accompany me;" "You are happy *because* you are good."

2. The Conjunction Disjunctive serves not only to connect and continue the sentence, but also to express opposition of meaning in different degrees: as, "Though he was frequently reprov'd, *yet* he did not reform;" "They came with her, *but* went away without her."

The following is a list of the principal conjunctions:

The *Copulative*. And, that, both, for, therefore, if, then, since, because, wherefore.

The *Disjunctive*. But, than, though, either, or, as, unless, neither, nor, lest, yet, notwithstanding.

*Note*.—The same word is occasionally used as a conjunction and an adverb, and sometimes as a preposition: as, "I rest *then* upon this argument;" "He arrived *then*, and not before;" in the first sentence *then* is a conjunction, in the second it is an adverb. "I submitted, *for* it was vain to contend;" "He contended *for* glory;" in the first sentence, *for* is a conjunction; in the second it is a preposition.

**EXERCISE.**—*On the Adverb, Preposition, and Conjunction.*

1. I have seen him once, and perhaps twice. Thirdly and lastly, I will conclude. The task is already performed. We could not serve him then, but will hereafter. They travelled in haste through France towards Italy. From virtue to vice the progress is gradual. We often resolve, but seldom perform. We are wisely and happily directed. How sweetly the birds sing! Why art thou so heedless? When will he arrive? Where shall we stop? Mentally and morally we are afflicted. He lives within his income. The house was sold at a great price and above its value.

2. By diligence and frugality we arrive at competency. We are often below our wishes, and above our desert. Without the aid of charity he supported himself with credit. Though often advised, yet he does not reform. We must live temperately if we would be healthy.

*Question on Conjunctions.*—Recite the lists of conjunctions.

*Questions on Exercise.*—1. Point out the adverbs in the above exercise. 2. Point out the prepositions. The conjunctions. What parts of speech are all the other words?

*Questions on Conjunctions.*—2. What is the disjunctive?

Reproof either softens or hardens its object. Neither prosperity nor adversity has improved him. Charles is esteemed, because he is both discreet and benevolent. John came sooner than James. He is as old as his class-mate, but not so learned. If thou wert his superior, thou shouldst not have boasted. One may easily deceive one's self.

## CHAPTER IX.

*Of Interjections.*

1. Interjections are words thrown in between the parts of a sentence to express the passions or emotions of the speaker : as, *Oh!* I have alienated my friend ; *Alas!* I fear for life."

2. Interjections are of various kinds : First ; of *Surprise* ; as, Really ! sure ! strange ! Second ; of *Grief or earnestness* : as, Ah ! alas ! O ! on ! Third ; of *Contentment* : as, Pho ! fie ! fudge ! Fourth ; of *Calling* : as, Lo ! behold ! hark ! holloa ! ho ! Fifth ; of *Saluting* : as, Welcome ! hail ! all hail !

*Questions on Interjections.*—What is an interjection ? 2. What are the various kinds of interjections ?

## PARSING.

Parsing is usually denominated *Etymological* and *Syntactical*. By the former the Etymology of the parts of speech is given ; by the latter the rules of Syntax for the agreement, government or position of words in a sentence, are shown. After the pupils have carefully examined the following table of parsing, which embraces both the Etymological and Syntactical system, and the specimens under it, they may be employed in parsing with great advantage. It is by no means necessary that they should commit to memory all the rules of Syntax before they proceed to this exercise ; but, having learned the first rule, they should be obliged to correct and parse the exercise under it, and taught to apply the rule ; and, as they advance, the same method should be observed, requiring them at the same time, if necessary, to apply the rules, which they have already committed to memory.

## DIRECTIONS FOR PARSING.

First determine what part of speech the word is, then give all its attributes, according to the following system : *Article*. Tell whether it is definite or indefinite.

*Noun*. Tell whether it is proper or common, give its gender, number, and case ; if nominative case, point out

the verb to which it is nominative; or if nominative to no verb, tell what kind of nominative it is; if it be in the possessive or objective case, point the word by which it is governed, and repeat the rule of Syntax for such government.

*Adjective.* Tell what degree of comparison, and what word it qualifies.

*Pronoun.* Tell what kind; if personal, tell its gender, number, and case, and why it is in such case.

*Verb.* Tell whether it is active, passive, or neuter; regular, irregular, or defective; tell its number, person, mood, and tense; what nominative it agrees with, and give the rule of Syntax for such government.

*Adverb.* Tell what kind, and what word it serves to qualify.

*Preposition.* Tell the word it governs.

*Conjunction.* Tell whether copulative or disjunctive, and point out the words or sentences it connects.

*Interjection.* Tell the kind.

#### SPECIMENS OF PARSING.

“ A virtuous son delights his father’s heart.”

*A* is an indefinite article. *Virtuous* is an adjective in the positive degree and qualifies *son*. *Son* is a noun common of the masculine gender, third person, singular number, and nominative case to the verb *delights*, according to Note 3, under Rule I, which says, &c. *Delights* is a regular active transitive verb, in the indicative mood, present tense, third person, singular number, to agree with its nominative case *son*, according to Rule I, which says, &c.; and governs *heart* in the objective case, according to Rule IV. *His* is a possessive adjective pronoun. *Father’s* is a noun common, of the masculine gender, third person, singular number, and in the possessive case governed by the word *heart*, according to Rule VII. *Heart* is a noun common, of the neuter gender, third person, singular number, in the objective case, and governed by the active-transitive verb *delights*, according to Rule IV; and governs *father’s* in the possessive case, according to Rule VII.

“ Virtue will reward her followers.”

*Virtue* is a noun common, of the feminine gender,

third person, singular number, and nominative case to *will reward*. *Will reward* is a regular active-transitive verb, of the indicative mood, first future tense, and in the third person, singular number, to agree with its nominative case *virtue*, according to Rule I, and governs *followers* in the objective case, according to Rule IV. *Her* is a possessive adjective pronoun. *Followers* is a noun common, of the common gender, third person, plural number, and in the objective case governed by *will reward*, according to Rule IV.

“He walked into the garden.”

*He* is a personal pronoun, of the masculine gender, third person, singular number, and nominative case to *walked*. *Walked* is a regular active-intransitive verb, of the indicative mood, imperfect tense, third person, singular number, to agree with its nominative *he*, according to Rule I. *Into* is a preposition, and governs *garden* in the objective case, according to Rule V. *The* is a definite article. *Garden* is a noun common, of the neuter gender, third person, singular number, and in the objective case governed by the preposition *into*, according to Rule V.

“Cicero, the orator, was a man of superior talents.”

*Cicero* is a noun proper, of the masculine gender, third person, singular number, and nominative case to *was*. *The* is a definite article. *Orator* is a noun common, of the masculine gender, third person, singular number, and in the nominative case, in apposition to *Cicero*, according to Rule X. *Was* is an irregular neuter verb, of the indicative mood, imperfect tense, third person, singular number, to agree with its nominative case *Cicero*, according to Rule I. *A* is an indefinite article. *Man* is a noun common, of the masculine gender, third person, singular number, and the nominative case after the verb *was*, according to Rule IX. *Of* is a preposition, and governs *talents* in the objective case, according to Rule V. *Superior* is an adjective in the positive degree, qualifying *talents*. *Talents* is a noun common, of the neuter gender, third person, plural number, and in the objective case governed by the preposition *of*, according to Rule V.

“The man, who lives virtuously, will be rewarded.”

*Who* is a relative pronoun, and has *man* for its antec-

dent. *Lives* is a regular neuter verb, in the indicative mood, present tense, third person, singular number, to agree with its nominative *who*, according to Rule XII. *Virtuously* is an adverb of manner or quality. *Will be rewarded*, is a regular passive verb, in the indicative mood, first future tense, and third person singular, agreeing with its nominative *man*, according to Rule I.

“To err is human.”

*To err* is a verb in the infinitive mood, *Is* is an irregular neuter verb, of the indicative mood, present tense, third person singular, to agree with its nominative *to err*, according to Note under Rule I. *Human* is an adjective, qualifying *nature* understood, according to Rule XVII.

“Let me go.”

*Let* is an irregular active-transitive verb, in the imperative mood, second person singular or plural, to agree with its nominative *thou*, or *ye* or *you* understood, and governs *me* in the objective case, according to Rule IV, and also governs *go* in the infinitive mood, according to Rule VIII. *Me* is a personal pronoun, of the first person singular, common gender, and in the objective case governed by *let*, according to Rule IV. *Go* is an irregular active-intransitive verb, in the infinitive mood, present tense, the sign *to* being understood, and governed by *let*, according to Rule VIII.



### PART III.

#### SYNTAX.

1. The third part of Grammar is Syntax, which treats of the agreement and construction of words in a sentence. A sentence is an assemblage of words, forming a complete sense. Sentences are of two kinds, simple and compound. A simple sentence has in it but one subject and one finite verb; as, “Life is short.” A compound sentence consists of two or more simple sentences connected together;

*Question on Syntax.*—1. What is the third part of grammar, and of what does it treat? What is a sentence? How many kinds of sentences? What is a simple sentence? Compound sentence? A phrase?

as, "Life is short, and art is long." A phrase is two or more words, forming generally a part of a sentence, and sometimes a whole sentence; as, "He endeavoured *in a particular manner*, to show his friendship." "It is *by no means* just."

2. Principal parts of a simple sentence are the *subject*, the *attribute*, and the *object*. The subject is the thing chiefly spoken of; the attribute is the thing or action affirmed or denied of it; and the object the thing affected by such action. The nominative denotes the subject, and usually goes before the verb or attribute; and the word or phrase, denoting the object, follows the verb; as, "A wise man governs his passions. Here, *a wise man*, is the subject; *governs*, the attribute, or thing affirmed; and *passions*, the object.

3. Syntax principally consists of two parts, *Concord* and *Government*.

Concord is the agreement, which one word has with another, in gender, number, case, or person. Government is that power, which one part of speech has over another, in directing its mood, tense, or case.

*Note.*—Besides the division of sentences into simple and compound they are also divided into Explicative, Interrogative, and Imperative. By the first something is declared or explained; as, "I write; he is loved;" by the second a question is asked; as, "Was it John?" by the third a command is given; as, "Go, thou traitor."

To analyse a compound sentence is to show the simple sentences and phrases of which it consists.

#### EXERCISE.

*Analyse the following sentences, and show the simple sentences of which they consist.*

Many are the trials of the virtuous, but their reward will be great. It is an important truth, that religion, practised with sincerity, is the most powerful auxiliary of reason in promoting that peace of mind which renders us tranquil and happy under all the vicissitudes of life. A virtuous son loves his mother, venerates

*Questions on Syntax.*—2. What are the principal parts of a simple sentence? What is the subject? Attribute? The object? What is said of the nominative, &c.? 3. Of what does Syntax consist? What is concord? What is government?

his father, and hearkens to their admonitions; he is at all times condescending to his friends, respectful to strangers, and obedient to his superiors. No man can serve two masters: for he will either despise the one, and cling to the other; or serve the one, and despise the other.

RULE I.

A Verb must agree with its nominative case in number and person; as, "I *learn*," "Thou *art* improved," "The birds *sing*."

*Note 1.*—The infinitive mood, or part of a sentence, is sometimes put as nominative case to the verb; as, "*A desire to excel others in virtue and learning* is commendable." The infinitive mood may also be taken as the objective case after an active verb; as, "The boys love to *play*;" "The girls love to *work*." The infinitive mood in both the above instances has much the nature of a substantive, expressing the action itself which the verb signified; for the sentence; "The boys love to play," is the same as, "The boys love *play*;" the girls love *work*," &c.

*Note 2.*—Every form of the verb, except the infinitive mood or participle, ought to have a nominative case either expressed or implied; as, "Awake; arise;" that is, "Awake *ye*, arise *ye*."

*Note 3.*—Every nominative case, except the case absolute, and when an address is made to a person, should belong to some verb either expressed or implied; as, "Who wrote this book?" "John," that is, "John wrote it."

*Note 4.*—When a verb comes between two nouns, either of which may be understood as the subject of the affirmation, it may agree with either of them, but most generally with that which stands nearer to it; as, "His meat *was* locusts and wild honey;" "The wages of sin *is* death."

*Note 5.*—When the nominative case has no personal tense of the verb, but is placed before a participle, independent of the rest of the sentence, it is called the case *absolute*; as, "*Shame* being lost, all virtue is lost."

*Note 6.*—The nominative case is generally placed before the verb; but it is sometimes put after the verb in a simple tense, and between the verb or participle in a compound tense. The following are the principal cases in which the verb precedes the nominative;—

*First.*—When a question is asked, a command given, or a wish expressed; as, "Confidest thou in me? Read thou; Long live the queen."

*Second.*—When a supposition is made without the conjunction *if*; as, "were it not for this," "Had I been there."

*Third.*—When the verb is preceded by the adverbs *here, there, then, thus, &c.*; as, "Here am I; There was he slain; Thou went one of the twelve; Thus ended the affair."

*Observation.*—The phrases, *as follows*, *as appears*, &c., are sometimes called impersonal verbs, and should be confined to the singular number, and *such as follow*, *such as appear*, to the plural; they have the following construction; “*as it follows*; *as it appears*; the arguments were *such as follow*.” &c. The expressions, *methinks* and *methought*, seem to be exceptions to Rule I; as, “*Methinks* I hear;” “*Methought* that all was lost.” The pronoun in the first person singular, and in the objective case, is taken as nominative to the verb in the third person singular. These anomalies in the language are few, and seem to wear in some respects the character of adverbial phrases.

N. B.—The pupils may be required to correct the exercises that follow the rules, either in writing or verbally, at the discretion of the Teacher; it would, however, be better to allow the scholars, while they are studying the grammar for the first time, to correct the exercises verbally, and afterwards to furnish a written correction of the same. The numbers to the exercises correspond with the numbers attached to the notes under the respective rule. As the rules of Syntax are generally short, questions on them have been dispensed with.

#### EXERCISE—*For Correction.*

The school of experience teach many useful lessons. Disappointments sink the heart of man, but the renewal of hope give consolation. The fame of this person and of his actions were diffused throughout the country. The inquisitive is generally talkative. What signifies good opinions when our conduct is bad? We may suppose there was more impostors than one. I have considered what have been said on both sides. If thou would be healthy, live temperately. He canst not blame me. He shouldst have written before this time. A variety of blessings have been conferred upon us. In piety and virtue consist the happiness of man.

1. To live soberly and piously are required of all men. To restrain their passions are their delight; to conquer evil habits are their glory. To be temperate in eating and drinking, to take exercise in the open air, and to preserve the mind free from tumultuous emotions, is the best preservatives of health. That it is our duty to promote the purity of our minds and bodies, to be just and kind to our fellow creatures, and to be faithful to Him that made us, admit not of any doubt in a rational mind. The industrious love to work. The vain love to be admired. The studious desire to improve.



2. If the privileges, which he has long enjoyed, should now be wrested from him, would be a flagrant injustice. These articles we imported from China, and are similar to those which we brought from Africa.

3. Virtue, however it may be neglected for a time, men are so constituted as ultimately to acknowledge genuine merit.

4. The crown of virtue is peace and honour. His chief occupation and employment were controversy.

5. Him being destroyed, the place may be easily taken. The business being concluded, the Senate adjourned. The cloth being removed from the table, he desired the servant to bring in the wine. Charles being absent, Henry was unable to perform the task.

*Note.*—In the three last sentences no errors will be found; the pupil is only required to point out the *case absolute*.

#### RULE II.

Two or more nouns, or a noun and pronoun, in the singular number, connected by a copulative conjunction expressed or understood, must have *verbs, nouns, and pronouns*, agreeing with them in the plural number; as, "Socrates and Plato *were* wise; *they were* the most eminent *philosophers* of Greece."

*Note.*—If the singular nouns and pronouns, which are connected by a copulative conjunction, be of several persons, in making the plural pronoun agree with them, in person the second takes place of the third, and the first of both; as, "Thou and he may share it between *you*;" "James, and thou, and I, are attached to our country."

*Observation.*—When the nouns are nearly related, or scarcely distinguishable in sense, and sometimes even when they are very different, some authors have thought it allowable to put the verbs, nouns, and pronouns in the singular number; as, "Tranquillity and peace *dwells* here." They support the above construction by saying that the verb may be understood; as, "Tranquillity dwells here and peace dwells here;" but it is evidently contrary to the first principles of grammar to consider two distinct ideas as one.

#### EXERCISE—*For Correction.*

The prince and the people was to blame. Virtue, honour, nay, even self-interest, conspires to recommend the measure. The ship and all the cargo was destroyed. Tranquillity and peace dwells here. In unity consists the welfare and security of every society. Time and tide

waits for no man. Patience and diligence, like faith, removes mountains. Ignorance and negligence has caused this mistake. Washington and Jefferson was patriots, they was devoted to his country.

1. Thou, the gardener, and the huntsman, may share the blame between them. Henry, John, and I, are daily employed at their respective occupations.

## RULE III.

When a disjunctive conjunction occurs between two nouns or pronouns, the verb, *noun*, or *pronoun* referring to them, must be in the singular number; as, "Ignorance or negligence *has caused* this mistake;" "John, James, or Joseph *intends* to accompany me."

*Note 1.*—When singular nouns, or a noun and pronoun, of different persons, are disjunctively connected, the verb must agree with that person which is placed nearest to it; as, "I or thou *art* to blame;" "Thou or I *am* in fault."

*Note 2.*—When a disjunctive occurs between a singular noun or pronoun, and a plural one, the verb must agree with the plural noun or pronoun; as, "Neither poverty nor riches *were* injurious to them;" "I or they *were* offended by it." But the plural noun or pronoun, when it can be conveniently done, should be placed next to the verb.

EXERCISE.—*For Correction.*

Man's happiness or misery are in a great measure placed in his own hands. In many minds there are neither knowledge nor understanding. Speaking impatiently, or any thing that betrays inattention or ill-humour, are certainly criminal. When sickness, infirmity, or reverse of fortune afflict us, the sincerity of friendship is proved. Death, or some worse misfortune, soon separate them.

1. Either thou or I art mistaken. I or thou am the person. Thou or he art the man. George or I has written.

2. Both of the scholars, or one of them at least, was present. The ship was recovered, but neither the captain nor sailors saved. The deceitfulness of riches or the cares of life has choked the seeds of virtue in many a promising mind.

## RULE IV.

Active-transitive verbs govern the objective case ; as, " Truth ennobles *her* ;" " She comforts *me* ;" " He closed the *book* ;" " Virtue rewards her *followers*."

*Note.*—Neuter verbs of motion and change are varied like the active, and also admit the passive form, retaining still the neuter signification ; as, " I come, Thou comest, He comes, I go, he goes ;" &c. Passive form, " I am come, Thou art come, He is come, I am gone, he is gone," &c.

*Observation.*—Sometimes a part of a sentence is taken as the objective case after an active-transitive verb ; as, " Let us consider how pleasing is the practice of virtue, and how great will be the reward."

Neuter verbs never act upon or govern an objective case ; but certain active-intransitive verbs admit after them in some few instances an object, and may in those cases be taken as active-transitive ; as, " To dream a dream ; He runs a race ; He walks the horse ; She danced the child." Active-transitive verbs are sometimes improperly made intransitive ; " He thinks to ingratiate with him by calumniating me ;" it should be, " to ingratiate himself.

## EXERCISE—For Correction.

They, who opulence has made proud, and who luxury has corrupted, cannot relish the simple pleasures of nature. He and they we know. The man, who he raised from obscurity, is dead. Who did they entertain so freely ? That is the friend, who you should receive. He invited my brother and I to see him. He, who committed the offence, you should correct, and not I who am innocent. They, who he had most injured, he had the greatest reason to love.

1. If such maxims and such practices prevail, what has become of decency and virtue ? The whole obligation of that law and covenant has also ceased. The mighty rivals are now at length agreed. He was entered into the connection before the consequences were considered.

## RULE V.

Prepositions govern the objective case ; as, " I have heard a good character *of her* ;" " *From him*, that is needy, turn not away."

*Note 1.*—The prepositions, *to*, *for*, and *from*, are often understood, chiefly before pronouns ; as, " Give me the book ; Get me the paper ;" that is, " to me, for me."

*Note 2.*—The preposition is often improperly separated from the relative which it governs; as, “Whom will I give it to?” instead of “To whom will I give it?”

*Observation.*—Participles are sometimes used as prepositions, such as *excepting*, *respecting*, *concerning*, &c.; as, “He said nothing *concerning* my friend.” Different relations, and different senses, must be expressed by different prepositions; Thus we may say, “He conversed *with* a person *upon* the subject *in* a certain house.”

An accurate and appropriate use of the prepositions is of great importance. *First.* The preposition *of* is often improperly used for *on*, *in*, &c.; as, “He is resolved *of* going to the city;” “*on* going.” “He was dependent *of* the crown;” “*on* the crown.” “He was eager *of* recommending it;” “*in* recommending it.” *Second.* *To* and *for* are often incorrectly used for other prepositions; as, “You have bestowed your favours *to* the most deserving person;” “*upon* the most” &c. “He was accused *for* betraying the interests of the country;” “*of* betraying” &c. “In compliance *to* the declaration;” “*with*,” &c. *Third.* With respect to the prepositions *with*, *on*, *upon*, *in*, *from*, &c., they are frequently misapplied; as, “He reconciled himself *with* the king;” “*to* the king;” “Had I thought *on* it, I would have done it;” “thought *of* it;” “They should be informed *in* some parts of his character;” *about* or *concerning* some parts.” “He took them *into* his charge;” “*under* his charge.” “The variety of factions *into* which the country is engaged;” “*in* which.” “He should profit *from* experience;” “*by* experience.” The preposition *to* is put before nouns of place when preceded by verbs of motion; as, “I went *to* the city.”

#### EXERCISE—*For Correction.*

We are all accountable creatures, each for his-self. To who will I give it? It is not with I that he is engaged. They willingly and of themselves endeavoured to take up the defence. He laid the suspicion upon somebody, I know not who, in the company. He is a friend, who I am highly indebted to. Who do you speak to?

1. Lend me your hat. Give John the book. Get him the paper. He was banished the country.

2. To have no friend, whom we heartily wish well to, and whom we are warmly concerned for, is a deplorable state. Whom did you receive it from?

#### RULE VI.

Participles, derived from active-transitive verbs, govern the objective case; as, “Seeing his *friend* in distress, he assisted him.” “Having finished the *letter*, he sent it to the office.” “Having finished his *work*, he submitted it.”

*Note 1.*—When the perfect participle and imperfect tense are different in form, the latter must not be used for the former; as, it is improper to say; “He *begun*; He *run*; They *come*; Charles *done* it;” it should be; “He *began*; He *ran*; They *came*; Charles *did* it.”

*Observation.*—When a participle is taken as the subject of the verb, or the object of an action or of a relation, it becomes a noun, and is called a *participial noun*; as, “*Reading* is useful;” He commenced at the *beginning*; “Much depends on the rule’s *being observed*. A participial noun may govern the objective case; as, “John was sent to prepare the way by preaching *repentance*.” “Her employment is drawing *maps*.” “Much depends on their observing the *rule*.” In these cases, however, it is better to insert the article, and preposition *of*, after the participial noun, by which all ambiguity respecting the government will be avoided; as, “the preaching *of* repentance;” “the observing *of* the rule;” “the drawing *of* maps.” The participle is sometimes used without reference to any noun; as, “Generally *speaking*, his conduct was good.”

#### EXERCISE—*For Correction.*

“Esteeming themselves wise, they became fools, I could not avoid considering they in some degree as enemies to me. Suspecting not only thou, but they also, I have avoided all intercourse.

1. By being too eager in the pursuit he run a great risk of being disappointed. He was greatly heated, and drunk with avidity. He begun the work early. They have forgot it. He has mistook his true interest, and he now finds himself forsook by former friends. The coat had no seam, but it was wove throughout. He would have went with us, had he been invited. They, who have bore a part of the labour, shall share the reward. The rules have been broke. The French language is much spoke.

#### RULE VII.

One noun governs another, signifying a different thing, in the possessive or genitive case; as, “My *father’s* house;” “*Virtue’s* reward;” “*Man’s* happiness.” Pronouns in the possessive case are also governed by the nouns which follow them; as, “Every tree is known by *its* fruit.”

*Note 1.*—When several nouns come together in the possessive case, the apostrophe with the letter *s* is annexed to the last and understood to the rest; as, “John and *Eliza’s* books;” “This is my

father, mother, and *uncle's* advice." But, if any words intervene, it is proper that the sign of the possessive should be annexed to each; as, "They are *John's*, as well as *Eliza's*, books."

*Note 2.*—In poetry the additional *s* is frequently omitted, but the apostrophe retained; as, "The wrath of *Peleus'* son." Sometimes, also, the apostrophic *s* is omitted even in prose, particularly when it occasions a hissing sound, or a difficulty of pronunciation; as, "For *conscience'* sake;" "For *goodness'* sake."

*Note 3.*—Little explanatory circumstances should not be used between the possessive case, and the words which follow it; as, "She extolled her friend's excellent work, as she called him;" or better, "the excellent work of her friend."

*Note 4.*—When a sentence consists of terms signifying a name and an office, that which signifies the name of the person should be put in the possessive case; as, "I left the parcel at *Smith's* the bookseller." A phrase, in which the words are so closely connected as to admit of no pause before the conclusion, requires the possessive sign at or near the end of the phrase; as, "Whose prerogative is it? It is the queen of Great *Britain's*;" "The lord mayor of *London's* authority." Nouns in apposition, which follow each other in quick succession, have also the possessive sign; as, "The emperor *Leopold's*;" "For *David my servant's* sake."

*Note 5.*—If the application of the possessive case should occasion an unpleasant sound, the particle *of*, which expresses the same relation, should be used in its place; as, "The general in the *army's* name;" it should be, "in the name *of* the army;" "The *Commons'* vote;" "Of the *Commons*;" "The *country's* condition;" "Of the *country*;" "The king in *parliament's* name;" "in the name *of* parliament."

*Note 6.*—In some cases both the possessive termination and the preposition *of* may be used; as, "It is a discovery *of* Sir *Isaac Newton's*."

*Observation.*—The pronoun *his*, when used apart from the noun to which it relates, is to be considered as the possessive case of the personal pronoun; but when united with a noun, as a possessive adjective pronoun; as, "The book is not mine, but *his*;" "This composition is *his*;" "*His* house; *his* hat."

When an entire clause of a sentence, beginning with a present participle, is used as one name, or to express an idea or circumstance, the noun, on which it depends, may be put in the possessive case; as, "Much will depend on the *pupil's* composing, but more on *his* reading frequently."

#### EXERCISE—For Correction.

My ancestors virtue is not mine. His brothers offence will not condemn him. I will not destroy the city for ten sake's. A mothers tenderness' and a fathers care are natures gifts' for mans advantage. A mans manner's

frequently influence his fortune. Wisdoms precepts form the good mans interest.

1. It was the men's, women's, and children's lot to suffer. Peter's, John's, and Andrew's occupation was that of fishermen.

2. And he cast himself down at Jesus feet. Moses rod was turned into a serpent. For Herodias sake, his brother Philips wife.

3. They condemned the prodigal's, as he was called, extravagant conduct. They obeyed the protector's, as they styled him, imperious mandates.

4. I bought the paper at Moore's, the bookseller's. The silk was purchased at Brown's, the mercer's. This palace had been the grand sultan's Mahomet's. I will not for David's thy father's sake.

5. The world's government is not left to chance. She married my son's wife's brother. It is not necessary to have the physician's and surgeon's advice.

6. This picture of the king's does not much resemble him. The estate of the corporation's is much encumbered.

What can be the cause of parliament neglecting the business? Much depends on the rule being observed. The time of William making the experiment arrived.

#### RULE VIII.

One verb governs another, that follows it, or depends upon it, in the infinitive mood; as, "Cease *to do* evil;" "Learn *to do* well;" "We ought *to love* our enemies."

*Note 1.*—When the infinitive mood is preceded by the verbs *bid, dare, need, see, make, hear, feel, and let*, the sign *to* is generally omitted; as, "I bade him *do* it; You dare not *strike* him; They need not *proceed*; I saw him *do* it; I heard him *say* it; Let Charles *read*."

*Note 2.*—The infinitive mood is frequently governed by adjectives, nouns, and participles; as, "He is *eager to learn*;" "They have a *desire to improve*;" "*Endeavouring to persuade*."

*Observation.*—The infinitive mood is sometimes made absolute, or independent of the rest of the sentence; as, "*To confess* the truth, I was in fault." "*To speak* candidly, I do not know." The infinitive mood is occasionally put after the word *as* in the following manner; "Since he was so candid *as to acknowledge* his fault, I will pardon him." "Fear nothing so much *as to commit* a fault."

EXERCISE—*For Correction.*

1. I dare not to proceed so hastily lest I should give offence. He bade his friend to receive the favour. We have seen him to go into the house. They heard the bird to sing. Let the boy to read. He made me to do it. I bid him to say it. The multitude wondered when they saw the lame to walk and the blind to see. Charles saw him to commit the fault. Let the bird to go.

## RULE IX.

The verb *To be* through all its variations has the same case after it as before it; as, “*I am he* ;” “*Idleness* is the parent of many vices ;” “*We* at first took *it* to be *her*.”

*Note 1.*—When the verb *to be* is understood, it has also the same case before and after it; as, “*He* seems the leader of the party ;” that is, “*to be* the leader ;” &c.

*Note 2.*—Passive verbs, which signify naming, calling, &c., and certain neuter verbs, have the same case before and after them; as, “*He* was called *Cæsar* ;” “*She* was named *Mary* ;” “*The general* was saluted *emperor* ;” “*Homer* is styled the *prince* of poets ;” “*He* became my *friend*.”

EXERCISE—*For Correction.*

You may be afraid, it is him indeed. Be composed, it is me. I would act the same part if I were him. He so much resembled my brother that at first sight I took it to be he. After all their professions can it be them? If it were not him, who do you imagine it to have been? Whom do you think he to be?

## RULE X.

Nouns, which signify the same thing, are put by *apposition* in the same case; as, “*Johnson*, the *Senator*, has arrived ;” “*Cicero*, the *orator* ;” “*I* consulted *Williams*, the *lawyer*.”

*Note 1.*—Nouns, which are placed by apposition in the same case, always agree in number and person; as, “*I*, *Paul* the *Apostle*, write to you ;” “*We*, the *representatives* of the people.”

*Note 2.*—Nouns are frequently put in apposition to pronouns, and sometimes to sentences, or parts of a sentence; as, “*I*, the *president* of the association.” “*Can* matter exist and not exist at the same time? an *absurdity* too gross to be confuted.”

*Note 3.*—When an address is made, the person or thing addressed is the nominative in apposition to *thou*, *ye*, or *you*, generally understood; as, “*John*, assist me,” that is, “*thou John* ;” “*Gentlemen* of the jury ;” “*ye* or *you gentlemen*.”



*Note 4.*—Nouns, used to describe other nouns, stand in apposition to the nouns they describe ; as, “ John Hickman, of Baltimore city, sold the book ;” “ William Henry Harrison was president.”

*Observation.*—Nouns in apposition appear to be thus situated merely for the sake of brevity ; the interposition of the relative and the verb, will generally break the construction : as, “ George I. king of Great Britain ;” that is, “ George I. *who was king,*” &c. ; “ Cicero, *who is styled the orator.*” The words king and orator in the latter sentences, are in the nominative case, according to Rule IX.

EXERCISE—*For Correction.*

I. Johnson, the senators, will propose the measure. I, James the first, kings of England. I sent it to ye, the printer. Taylor, the generals of the army, sends this order to Hamilton, the commanders of the fort. I, Cæsar, the consuls, issue the proclamation. We, the representative of the people in congress assembled, assume the responsibility that may follow from this measure.

RULE XI.

Pronouns must always agree with their antecedents, and nouns for which they stand, in gender and number ; as, “ This is the friend *whom* I love ;” “ That is the vice *which* I hate ;” “ The king and the queen have put on *their* robes.

The relative is of the same person as the antecedent, and the verb agrees with it accordingly ; as, “ Thou *who* lovest wisdom ;” “ I *who* speak from experience.”

*Note 1.*—Personal pronouns, being used to supply the place of the noun, are not employed in the same part of a sentence as the noun which they represent ; as, “ The king, *he* is just ;” “ I saw *her* the queen ;” it should be, “ The king is just ;” “ I saw the queen.”

*Note 2.*—The pronoun *that* is frequently applied to persons, as well as to things, but, after an adjective in the superlative degree, and the word same, it is generally used in preference to *who* or *which* ; as ; “ Catiline’s followers were the most profligate *that* could be found in any city ;” “ He is the same man *that* I saw before.” There are cases in which we cannot conveniently dispense with this relative ; *First* ; after *who*, when used as an interrogative ; as, “ Who, *that* has any sense of religion, would have argued thus ?” *Secondly* ; When persons make up a part of the antecedent ; as, “ The woman, and the estate, *that* became his fortune, were too much for his consideration.”

*Note 3.*—The pronouns *whichever* and *whosoever*, &c. are elegantly divided by the interposition of the corresponding noun ; as, “ On *which* side *soever* he cast his eyes.”

*Note 4.*—The objective case of the personal pronouns is often improperly put for *these* and *those*: as, “Give me them books;” instead of “*those* books.” The nominative case, however, is generally used in the preference to *those*; as, “*They* who weep;” instead of “*Those* who weep.”

*Note 5.*—The word *what* is sometimes improperly used for *that*; as, “They will not believe, but *what* I have been entirely to blame.”

*Note 6.*—The pronoun relative *who* should be confined to the proper names of persons, or to the general terms of men, women, &c., except when a term directly implies persons. The following examples are therefore incorrect; “The faction *who*; France *who*; the court *who*;” *which* should be used.

*Note 7.*—The application of the relative *who* to very young children seems to carry with it a harshness; as, “The child *who*.” It is still more improperly applied to animals; as, “The fowl *whom* nature has taught.”

*Note 8.*—When the name of a person is used merely as a name, and does not refer to the person, the relative *who* ought not to be applied; as, “It is no wonder if such a man did not shine at court; *who* was but another name for prudence and economy.” Better thus, “*whose* name was,” &c.

*Note 9.*—The interjections *O! Oh! and Ah!* require the objective cases of a pronoun in the first person after them; as, “*O* me! *Oh* me! *Ah* me!” but the nominative case of the second person; as, “*O* thou persecutor! *Oh* ye hypocrites!”

*Note 10.*—*It* is and *it* was are often used in a plural construction; as, “*It* is a few great men who decide.” “*It* was the heretics that first began to rail.”

*Observation.*—Every relative ought to have an antecedent to which it refers, expressed or implied; as, “*who* is fatal to others, is so to himself;” that is, “the man *who*.” The relative sometimes refers to a whole or part of a sentence; as, “The resolution was offered and adopted without due consideration, *which* produced great dissatisfaction.”

The neuter pronoun, *it* by an idiom peculiar to the English language is frequently joined in the explanatory sentence with a noun or pronoun of the masculine or feminine gender; as, “*It* was I.” “*It* was a man or woman.” It is often omitted; thus we say; “*As* appears; as follows;” for “*As it* appears;” &c. The neuter pronoun *it* is sometimes employed to express; *First*; the subject of a discourse or inquiry; as, “*It* happened on a summer’s day;” “*Who* is *it* that calls me?” *Second*; the state or condition of any person or thing; as, “How is *it* with you?” *Third*; the thing that is the cause of any effect or event, or any person considered merely as the cause; as, “We heard her say *it* was not he.” “The truth is, *it* was I that sent the note.” Care should be taken in the position of the relative that no ambiguity may arise in the use of it; as, when we say, “The disciples of Christ whom we imitate;” we may mean the imitation of Christ or of his disciples.

EXERCISE—*For Correction.*

They, which seek wisdom, will certainly find her. The male among birds seem to discover no beauty but in the colour of its species. Rebecca took goodly raiment which were with her in the house and put them upon Jacob. The wheel killed another man, which is the sixth which lost their lives by this means. The fair sex, whose task is not to mingle in the labours of public life, has its own part to act.

I do not think that any one should incur censure for being careful of their reputation. Thou, who has been a witness of the fact, can give an account of it. The mind of man cannot be long without some food to nourish the activity of his thoughts. The exercise of reason appears as little in these sportsmen as in the beasts whom they hunt, and by whom they are sometimes hunted.

1. Whoever entertains such an opinion, he judges erroneously. The cares of this world, they often choke the growth of virtue. Disappointments and afflictions, they often improve us.

2. Moses was the meekest man whom we read of in the Old Testament. Humility is one of the most amiable virtues which we can possess. They are the same persons who assisted us yesterday.

3. Howsoever beautiful they appear, they have no real merit. On whichever side they are contemplated.

4. Which of them two persons has most distinguished himself. None suffer injuries more impatiently than those that are most forward in committing them.

5. He would not be persuaded but what I was in fault.

6. He instructed and fed the crowds who surrounded him. The courts, who gives currency to manners, ought to be exemplary. He was the ablest minister which James possessed. I am happy in the friend which I have long proved.

7. The child whom you have just seen. He is like a beast of prey who destroys without pity.

8. Having once disgusted him, he could never regain the favour of Nero, who was another name of cruelty. Flattery, whose nature is to deceive, should be avoided.

9. Ah ! unhappy thou. Oh ! happy we, surrounded by so many blessings.

10. It is remarkable his continual endeavours to serve us after our ingratitude towards him.

## RULE XII.

The relative is the nominative case to the verb, when no nominative comes between it and the verb ; as, "The master *who* taught us" "The trees *which* were planted."

When a nominative comes between the relative and the verb, the relative is governed by some word in its own member of the sentence ; as, "He, who preserves me, to *whom* I owe my being, and *whom* I serve, is eternal."

*Note.*—When a question is asked, the noun or pronoun, containing the answer, must be in the same case as that which contains the question ; as, "Whose books are these ?" "They are *John's*." "Of *whom* did he buy them ?" "Of the *bookseller*."

*Observation.*—When the antecedent and relative both become nominatives, each to different verbs, the relative is nominative to the former, and the antecedent to the latter verb ; as, "True *Philosophy* *which* is the ornament of our nature, *consists* in the love of our duty."

EXERCISE—*For Correction.*

We are dependent on each other's assistance ; whom can subsist by himself ? If he will not hear his best friend, whom will be sent to admonish him ? The persons, who conscience and virtue support, may smile at the caprices of fortune. That is the student, to who I gave the book, and whom, I am persuaded, deserved it. Who was the money paid to ?

## RULE XIII.

When the relative is preceded by two nominatives of different persons, the relative and the verb may agree in person with either according to the sense ; as, "I am the man *who* *command* you ;" or, "I am the man *who* *commands* you ;"

*Observation.*—When the relative and the verb have been determined to agree with either of the preceding nominatives, that agreement must be preserved throughout the sentence ; as, "I am the Lord, who *maketh* all things and *stretcheth* forth the heavens," &c.

EXERCISE—*For Correction.*

I am the teacher, who adopt that sentiment, and maintains the propriety of such measures. Thou art the man

who hast often relieved me, and who has not deserted me in the hour of need. I am the man who approves, and recommend the measure.

RULE XIV.

A collective noun, or a noun of multitude, may have a verb or pronoun agreeing with it either in the singular or plural number, according to the unity or plurality of the idea which it conveys; as, "The meeting *was* large;" "The committee *were* divided in *their* opinions;" "The nation *is* powerful;" "My people *do* not consider, *they have* not known me."

EXERCISE—*For Correction.*

The people rejoices in that which should give it sorrow. The flock, and not the flecce, are the objects of the shepherd's care. The crowd were great. The British parliament are composed of a king or queen, lords, and commons. When a nation complain, the rulers should listen to their voice. Why do this generation look for greater evidence?

RULE XV.

Conjunctions connect the same moods and tenses of verbs, and cases of nouns and pronouns; as, "Candour is *to be approved* and *practised*;" "I *respect* and *revere* the man;" "John and Francis were school-fellows."

*Note.*—Conjunctions are sometime made to connect different moods and tenses of verbs, but in those instances the nominative should be generally repeated; as, "He *is* dangerously ill, but *he may* recover."

EXERCISE—*For Correction.*

Professing regard, and to act differently, discover a base mind. My brother and him are well. You and us enjoy many privileges. She and him are very unhappily connected. To be moderate in our views, and proceeding moderately in the pursuit of them, is the best way to ensure success. Between I and him there is some disparity of years.

RULE XVI.

Some conjunctions require the indicative, and other the subjunctive mood after them. It is a general rule that, when any thing contingent or doubtful is implied, the subjunctive should be used; as, "If I *were* to write, he would not regard it;" "He will not be pardoned *unless he repent*."

Conjunctions, that are of a positive and absolute nature, require the indicative mood; “*As virtue advances, so vice recedes.*” “*He is healthy, because he is temperate.*”

*Note 1.*—The conjunctions *if, though, unless, except, whether, &c.*, generally require the subjunctive mood after them; also *lest* and *that*, when annexed to a command; as, “*Love not sleep, lest thou come to poverty;*” “*Take heed that thou speak not to Jacob.*”

*Note 2.*—Both the indicative and subjunctive are sometimes improperly put after the same conjunction in the same sentence, and under similar circumstances; as, “*If there be but one body of legislators, it is no better than a tyranny; if there are two, there will be a casting voice;*” it should be, “*if there be two,*” &c.

*Note 3.*—An ellipsis in the conjunctive form of speech often creates irregularities in construction of sentences; as, “*We shall overtake him though he run;*” that is, “*though he should run.*”

*Note 4.*—The auxiliary *have* in the perfect tense of the subjunctive mood is sometimes improperly used instead of *hadst* and *has*; as, “*If thou have determined, we must submit;*” “*Unless he have consented;*” it should be, “*hadst determined; has consented.*”

*Note 5.*—The auxiliaries *had, shall, and will*, are sometimes improperly used in the pluperfect and future tenses of the subjunctive mood, instead of *hadst, shalt, and wilt*; as, “*If thou had applied thyself;*” “*Unless thou shall speak the truth;*” “*If thou will undertake the business.*”

*Note 6.*—The auxiliaries of the potential mood, when applied to the subjunctive, do not change the termination of the second person singular. We properly say; “*If thou mayst or canst go;*” “*Though thou mightst live,*” &c. But the second person singular of the imperfect tense in the subjunctive is sometimes improperly used; as, “*If thou loved him truly.*” “*Though thou did conform.*” The verbs should be *lovedst* and *didst.*”

*Note 7.*—Some conjunctions have corresponding conjunctions belonging to them, either expressed or understood; as,

1. *Though—yet, nevertheless,* “*Though he was rich, yet he became poor.*”

2. *Whether—or*; as, “*Whether he will or not, I cannot tell.*”

3. *Neither—nor*; as, “*Neither he nor I am in fault.*”

4. *As—as, and as—so*; expressing a comparison of equality; as, “*She is as amiable as her sister.*” “*As the stars, so shall thy seed be.*”

6. *As—so, and so—as*; expressing a comparison of quality; as, “*As one dieth, so dieth the other.*” “*To see thy glory so as I have seen,*” &c.

7. *So—as*; with a negative and adjective, expressing a comparison of quality; as, “*Pompey was not so great a gentleman as Cæsar.*”

8. *So—that*; expressing a consequence; as, “*He was so fatigued that he could scarcely move.*”

*Observation.*—*Contingency and futurity* both concur in the proper use of the subjunctive mood; therefore, whenever contingency and futurity are not expressed, it is not proper to turn the verb from its signification of present time, or to vary its form or termination. If the person or thing, which forms the subject of discourse, is represented in a certain state or condition, or in the act of performing some action at the present time, the verb should be in the indicative mood, although preceded by a conjunction implying contingency; as, “*Though he is sick, he may recover.*” “*If he thinks as he speaks, he may be trusted.*” In the above examples contingency is expressed without futurity; in the following contingency and futurity are both implied, and the use of the subjunctive is proper; as, “*He will not be pardoned unless he repent.*” “*If thou injure another, thou wilt injure thyself.*” *If*, with *but* following it, when futurity is denoted, requires the subjunctive mood; as, “*If he do but touch the hills, they shall smoke.*” The particle *as* after the words *such* and *many* has the force of a relative pronoun; as, “*Let such as presume.*” “*As many as were ordained.*”

#### EXERCISE—*For Correction.*

If he acquires riches, they will corrupt his mind. Though he urges me yet more earnestly, I shall not comply unless he advances more forcible reasons. I shall walk in the fields today unless it rains. As the teacher were present, the pupils behaved properly. She disapproved the measure, because it were very improper. Though he be her friend, he does not attempt to justify her conduct.

1. I will submit if he convinces me of my error. Unless I am present, he will not succeed. If John was to accompany me, I would feel safe. Despire no condition of life, lest it happens to be your own. Let him, that is sanguine, take heed lest he miscarries. Take care that thou breakest not the rules. If he does but intimate his desire, it will be sufficient.

2. If one man prefer a life of industry, it is because he has an idea of comfort in wealth; if another prefers a life of gaiety, it is from a like idea concerning pleasure. No man engages in that business unless he aim at reputation, or hopes for some advantage.

3. Unless he learns faster, he will be no scholar. Though he falls, he shall not be utterly cast down. On condition that he comes, I will consent to stay. Till repentance composes his mind, he will be a stranger to peace. Though virtue appear severe, she is truly amia-

ble. Unless the account deceive me, my estate is considerably improved. Though the ascent to the temple of virtue appears craggy, be not discouraged.

4. If thou have promised, be faithful to thy engagements. Though he have proved his right, he will not exact it. Unless he have improved, he is unfit for the office.

5. Unless thou shall see the propriety of the measure, we shall not desire thy support. Though thou will not acknowledge it, thou canst not deny the fact. If thou had succeeded in the measure.

6. If thou may share the labour. Unless thou can support the cause, give it up. Though thou might have foreseen the danger, thou couldst not have avoided it. If thou could convince him.

7. Neither hunger or cold could weaken his resolution. He is not as learned as his brother. He was so fatigued as he could scarcely move. Charles would not eat it, nor suffer John to do so. He is not as eminent and as much esteemed as he thinks. I will present it myself, or direct it to be given to him. I must be so candid to own the fault. Be ready to succour such persons who need assistance. Germany ran the same risk as Italy had.

## RULE XVII.

Every adjective, and every adjective pronoun, belongs to some noun expressed or understood; as, "He is a *good*, as well as a *wise* man." "*Few* are *happy*;" that is "*persons*."

Adjective pronouns must agree in number with the nouns to which they relate; as "*This* book;" "*these* books;" "*that* book;" "*those* books;" "*another* road;" "*other* roads."

*Note 1.*—The phrases *this* means and *that* means are used only in reference to the singular number, and *these* means and *those* means, to the plural; as, "By *this* means they escaped." "By *that* means he gained his point." "The pupils were attentive, industrious, and obedient; and by *these* means they acquired knowledge."

*Note 2.*—When two persons or things are spoken of in a sentence, *that* refers to the former and *this* to the latter; as, "Both wealth and poverty are temptations; *that* tends to excite pride, *this*, discontent."



*Note 3.*—The distributive adjective pronouns *each, every, either*, agree with nouns, pronouns, and verbs, of the singular number only; as, “*Each* of the workmen received *his* wages.” “*Every tree* is known by *its* fruit.” “*Either* of the two is eligible.”

*Note 4.*—Adjectives are sometimes improperly applied as adverbs; as, “*Indifferent* honest; *excellent* well,” &c.; for “*Indifferently* honest; *excellently* well;” and adverbs again are often improperly used for adjectives; as, “The tutor addressed him in terms rather warm, but *suitably* to his offence;” “*suitable*.”

*Note 5.*—Double comparatives and superlatives should be avoided; “as, A *worser* conduct;” “A *more serener* temper;” “The *most strictest* sect;” it should be, “*worse* conduct; *more serene*; *strictest*;” &c.

*Note 6.*—In some cases the adjective should not be separated from the noun to which it belongs; as, “A large enough number;” it should be, “A number large enough.”

*Note 7.*—The adjective in English is usually placed before the noun; as, “A *generous* man;” but it is sometimes put after the noun:

1. When something depends upon the adjective, or when it gives a better sound; as, “A man *generous* to his enemies;” “A tree three feet *thick*.”

2. When the adjective is emphatical; as, “Alexander the *Great*;” “Louis the *Bold*.”

3. When several adjectives belong to the same noun; as, “A man *just, wise, and charitable*.”

4. When the verb *to be*, in any of its forms, comes between a noun and an adjective, the adjective may either precede or follow the noun; “The man is *happy*, or *happy* is the man, who lives virtuously.”

5. When the adjective is preceded by an adverb, or expresses some circumstance of a noun placed after an active verb; as, “A boy regularly *studious*.” “Vanity often renders its possessor *despicable*.”

*Observation.*—Adjective pronouns in the plural number will sometimes properly associate with a singular noun; as, “*Our* desire is that you accept the favour.” “We received *their* resignation.” The adjective *many*, with the indefinite article *a* after it, is sometimes used with a noun in the singular number; as, “*Many a* gem.” “*Many a* flower,” &c. These phrases refer to *many gems* and *many flowers* considered separately and not collectively.

#### EXERCISE—*For Correction.*

These kind of indulgences soften and injure the mind. Instead of improving yourselves you have been playing this two hours. Those sort of favours did real injury. The board is three foot broad. How many sorrows should we avoid, if we were not industrious to make it.

1. Charles was extravagant, and by this mean became poor. He obtained his end by that mean. Industry is the mean of obtaining competency.

2. Religion raises man above himself; irreligion sinks him beneath the brutes; that binds him down to a poor pitiable speck of perishable earth; this opens for him a prospect to the skies.

3. Each of them in their turn receive the benefits to which they are entitled. Every person, whatever be their station, are bound by the duties of morality and religion. Every leaf, and every drop of water, teem with life. Neither of those men have an idea that their opinions are ill-founded. On either sides of the river.

4. She reads proper, writes neat, and composes accurate. He was extreme prodigal, and his property is now near exhausted. They live conformable to the rules. We may reason very clear. He was exceeding beloved. He came agreeable to his promise, and conducted himself suitable to the occasion. He speaks fluent, and reads excellent. He lived agreeable to the dictates of reason. The study of Syntax should be previously to that of punctuation. They were left solitarily and distressed.

5. It is more easier to build two chimnies than to maintain one. The nightingale has the most sweetest voice in the grove. That is the elegantest tree on the farm. She is more beautifuler than her sister. The Supreme Being is the most wisest and most best of beings.

6. He spoke in a distinct enough manner to be heard by the whole assembly. Thomas received a new pair of gloves; he lives with a old rich man. The two first in the row are cherry-trees, the two others are pear-trees.

## RULE XVIII.

Two negatives in the same sentence are equivalent to an affirmative; as, "His language was *not ungrammatical*;" that is, "it was *grammatical*." "He need *not do nothing*;" that is, "he should do *something*."

EXERCISE—*For Correction.*

Neither riches, nor honours, nor no such perishable things, can satisfy the desires of an immortal spirit. There cannot be nothing more insignificant than vanity. They

did not receive no letter. I am resolved not to comply with no proposals they may offer. Nor did they not perceive him.

## RULE XIX.

The indefinite article agrees with nouns in the singular number only, individually or collectively; as, "A Christian;" "An infidel;" "A score;" "A thousand."

The definite article may agree with nouns either in the singular or plural number; as, "The garden;" "the house;" "the stars."

*Note 1.*—The articles are often properly omitted; when used they should be justly applied according to their distinct nature; as, "Charity is a virtue." "The sea is green." "A lion is bold."

*Note 2.*—It may in general be sufficient to prefix the article to the former of two words in the same sentence, unless for the sake of emphasis; as, "He sold the house and farm." "It was for the benefit of the widow and the orphans."

*Observation.*—A nice distinction of the sense is sometimes made by the use or omission of the article *a*; If I say, "He behaved with a little reverence;" the meaning is positive; but if I say, "He behaved with little reverence;" the meaning is negative. In common conversation or in familiar style, we frequently omit the articles which might be inserted in writing, especially a grave style; as, "At worst, time might be gained by this expedient." "At the worst." Give me here John Baptist's head." "John the Baptist's."

## EXERCISE—For Correction.

A Christian countries. An enemies in the field. A brothers of my uncle. A partners of my father. A virtuous boys.

1. The fire, the air, the earth, and the water are four elements of the philosophers. The reason was given to man to control his passions. A man is the noblest work of the creation. Wisest and best men sometimes commit errors. King conferred on him the title of the duke.

2. He bought the house and the garden. He paid for the hat and the coat. The fear of shame and desire of approbation prevent many bad actions. He was influenced by a just and generous principle.

## RULE XX.

In the use of words and phrases, which in point of time relate to each other, a due regard to that relation should be observed; as, "The Lord *hath* given, and the Lord

*hath taken away*;" it should be, "The Lord *gave* and the Lord *hath taken away*,"

*Note 1.*—Verbs that express desire, hope, intention, or command, must invariably be followed by the present, and not the perfect of the infinitive mood; as, "It is now a long time since I commanded him *to have done* it;" it should be, "*to do* it."

*Observation.*—When the action or event, signified by the verb in the infinitive mood, is *contemporary* or future with respect to the verb to which it is chiefly related, the present of the infinitive should be used; as, "Last week I intended *to write*;" but, when the action or event is neither contemporary nor future, the perfect infinitive should be employed; as, "It would have afforded me great pleasure, as often as I reflected upon it, *to have been* the messenger of such intelligence." If the thing asserted be at all times immutably the same, or supposed to be so, the present tense must be used; as, "Virtue is commendable at any season of life." But, if a declaration be made relative to something that is not always the same, or supposed to be so, the past tense should be applied; as, "The judge said he that *was* in favour of the measure."

It is not easy to give particular rules for the management of the moods and tenses of verbs with respect to one another, so that they may be proper and consistent. The best rule that can be given is this very general one; "To observe what the sense necessarily requires."

#### EXERCISE—*For Correction.*

The next new year's day I shall be at school three years. He, that was dead, sat up and began to speak. I should be obliged to him if he will gratify me in that particular. I have compassion on the multitude because they continue with me now three days. John will earn his wages when his service is completed. Be that as it will, he cannot justify his conduct. After we visited London, we returned to our peaceful home. I have been at London a year, and seen the king last summer.

1. I propose to go to York in a few months, and, after I shall finish my business there, to proceed to America. From the little conversation I had with him, he appeared to have been a man of letters. I always intended to have rewarded my son according to his merits. We done no more than it was our duty to have done. These proscriptions seem to be the most iniquitous measures pursued at that time.

#### RULE XXI.

When the qualities of different things are compared, the latter noun or pronoun agrees with the verb, or is

governed by the verb or preposition expressed or understood as, "Thou art wiser than I;" that is, "than I am." "They love him more than me;" that is, "more than they love me."

*Observation.*—The relative *who* seems to form an exception to this rule: it sometimes follows *than* in the objective case; as, "Alfred *than whom* a greater king never reigned." The phrase *than whom* is, however, avoided by the best modern writers. The above sentence might be rendered much better by changing it in the following manner; "A greater king than Alfred never reigned."

EXERCISE—*For Correction.*<sup>2</sup>

They are much greater gainers than me. The undertaking was much better executed by his brother than he. In some respects we have had as many advantages as them; but they have had a greater privilege than us. They know how to write as well as him; but he is a better grammarian than them. Who wrote this? Not me. Who revealed the secrets? Not him. Who said so? Not us. You know the difficulty better than me. There is but one in fault, and that is me.

RULE XXII.

To avoid disagreeable repetitions, and to express our ideas in few words, an ellipsis, or omission of some words, is frequently admitted; as, "He was a learned, wise, and good man;" instead of, "He was a learned man, he was a wise man, and he was a good man."

But, if the omission of words would obscure the sentence, weaken its force, or be attended with any other impropriety, they must be expressed; as, "We are apt to love, who love us;" the word *them* should be supplied.

*Note.*—Every compound sentence is more or less elliptical; the following examples will show the ellipsis of the different parts of speech:

1. Of the article; as, "A man, woman, and child;" that is, "A man, a woman, and a child."
2. Of the noun; as, "The laws of God and man;" that is, "The laws of God and *the laws* of man."
3. Of the adjective; as, "A delightful garden and orchard;" that is, "A delightful garden and *a delightful* orchard."
4. Of the pronoun; as, "I love and respect him;" that is, "I love *him* and I respect *him*."
5. Of the verb; as, "The man was old and crafty;" that is, "The man was old and *the man* was crafty."

The auxiliaries *do, did, have, had, shall, will, may, might, &c.*, are frequently used alone to spare the repetition of the verb; as, "He loves intemperance, but I do not;" that is, "I do not *love*," &c. "We succeeded, but he did not;" that is, he did not *succeed*."

6. Of the adverb; as, "He spoke and acted wisely;" that is, "He spoke *wisely*, and acted wisely."

7. Of the preposition; as, "He spoke to every man and woman;" that is "to every woman." "This day last year;" that is, "on this day *in* last year."

8. Of the conjunction; as, "I confess the power, wisdom, and love of the Creator;" that is, "the power, *and* wisdom and love," &c.

9. Of the interjection; as, "Oh! pity and shame!" that is "Oh pity! *Oh* shame!"

*Observation.*—When the omission of words would obscure the sentence or weaken its force, they should be supplied; and on the other hand, when the repetition of the words becomes disagreeable or tedious, or is attended with any impropriety, they should be omitted. The repetition of words for the sake of emphasis is often proper; as, "I have seen him, and *I have* heard him too." In elliptical expressions care should be taken that the adjective have exactly the same signification, and be quite as proper when joined to the latter noun as to the former; otherwise the ellipsis should not be admitted; as, "A beautiful field and trees;" it should be, "A beautiful field and *fine* trees."

#### EXERCISE—*For Correction.*

I gladly shunned who gladly fled from me. What is it men mean by distributive justice? His honour, interest, and religion are all embarked in this undertaking. The fear of death, nor hope of life, could make him submit to a dishonest action. An elegant house and furniture by this event was lost to the owner.

#### RULE XXIII.

Adverbs, though they have no government of case, tense, &c., require an appropriate situation in the sentence; for the most part before adjectives, after verbs active and neuter, and frequently between the auxiliary and the verb; as, "He made a *very* sensible discourse; he spoke *forcibly*, and was *attentively* heard by the whole assembly."

*Note 1.*—The adverb *never* generally precedes the verb, or is placed between the auxiliary and the verb; as, "I *never* was there." "He was *never* seen to laugh." *Ever* is sometimes improperly used for *never*; as, "I seldom or *ever* see him;" for, "I seldom or *never* see him."

*Observation.*—Some adverbs are improperly used for nouns and

relative pronouns; "In 1687 the company was chartered, since *when* it began to prosper;" that is, "Since *which* time." "They framed a protestation *where* they repeated all their former claims;" that is, "in *which*," &c. "It is worth their *while*;" that is, "their time and pains."

The adverbs *here*, *there*, and *where* are often improperly applied to verbs signifying motion instead of *hither*, *thither*, *whither*; as, "He came *here* hastily." "They rode *there*;" "Where are you going?" They should be; "He came *hither*;" "They rode *thither*;" "Whither are you going?" The latter form of expression is nearly obsolete, unless in grave style; the sentences, "he arrived *here* to-day;" "they went *there* last week;" "where will you go," &c. are now used by the best modern writers.

EXERCISE--*For Correction.*

He was pleased not often because he was vain. William nobly acted. We may happily live though poor. We may expect reasonably that he will come. It cannot be impertinent therefore to remonstrate. We always should prefer our duty to our pleasure. It is impossible continually to be at work. These things should be never separated. So well educated a boy gives great hopes to his friends.

1. They could not persuade him though they were never so eloquent. He comes never at a proper time. He was seen to enter the house never again.



## PART IV.

### PROSODY.

PROSODY consists of two parts: the former teaches the true pronunciation of words, comprising ACCENT, QUANTITY, EMPHASIS, PAUSE, and TONE; and the latter the laws of VERSIFICATION.

#### ACCENT.

Accent is the laying of a peculiar stress of the voice on a certain letter or syllable in a word, that it may be better heard than the rest, as distinguished from them; as in the word *presúme* the stress of the voice must be on the letter *u* and second syllable *súme*, which take the accent.

*Note.*—Every word in the language of more than one syllable has one of them distinguished from the rest by accent. Words of

two syllables have necessarily one of them accented, and but one ; unless for the sake of emphasis we sometimes lay an equal stress upon two successive syllables ; as, “*Di-réct.*” For the accent of dissyllables no general rule can be given. Trisyllables and polysyllables generally follow the accent of the word from which they are derived ; as, “*Lóveliness ;*” “*cóntinency.*”

## QUANTITY.

The quantity of a syllable is that time which is occupied in pronouncing it. It is considered as long or short.

A vowel or syllable is long when the accent is on the vowel which occasions it to be slowly joined in pronunciation to the following letter or letters ; as, “*Fáll, bále, mōōd, hōūse, featur.*”

A syllable is short when the accent is on the consonant, which occasions the vowel to be quickly joined to the succeeding letter ; as, “*an’t, bon’net, hun’ger.*”

A long syllable requires double the time of a short one in pronouncing it ; thus “*Mäte* and “*Nōte*” should be pronounced as slowly again as “*Mät*” and “*Nöt*.”

## EMPHASIS.

By emphasis is meant a stronger and fuller sound of voice, by which we distinguish some word or words on which we design to lay particular stress, and to show how it affects the rest of the sentence. Sometimes the emphatic words must be distinguished by a particular tone of voice as well as by a greater stress.

*Questions.*—What is prosody ? What is accent ? What is quantity ? When is a vowel long ? When is a syllable short ? What does a long syllable require ? What is emphasis ?

*Note.*—On the right management of the emphasis depends the life of pronunciation. If no emphasis be placed on any words, not only will discourse be rendered heavy and lifeless, but the meaning often left ambiguous. If the emphasis be placed wrong, we shall pervert and confound the meaning wholly. To give a common instance ; such a simple question as this, “*Do you ride to town to-day ?*” is capable of no fewer than four different acceptations according as the emphasis is differently placed on the words. If it be pronounced thus ; “*Do you ride to town to-day ?*” the answer may naturally be, “*No, we send a servant in our stead.*” If thus ; “*Do you ride to town to-day ?*” answer, “*No, we intend to walk.*” “*Do you ride to town to-day ?*” “*No, we ride into the country.*” “*Do you ride to town to-day ?*” “*No, but we shall to-morrow.*” In like manner in solemn discourse the whole force and beauty of an expression often depend on the emphatic word.



## PAUSES.

Pauses or rests in speaking and reading are a total cessation of the voice during a perceptible, and, in many cases, a measurable space of time.

## TONES.

Tones are different both from emphasis and pauses, consisting in the modulation of the voice, the notes or variations of sound which we employ in the expression of our sentiments.

*Note.*—Emphasis affects particular words and phrases with a degree of tone or inflection of the voice, but tones, peculiarly so called, affect sentences, paragraphs, and sometimes even the whole of a discourse.

To show the use and necessity of tones, we need only observe that the mind, in communicating its ideas, is in a continual state of activity, emotion, or agitation, from the different effects which those ideas produce in the speaker.

## VERSIFICATION.

Versification is the arrangement of a certain number and variety of syllables according to certain laws.

Rhyme is the correspondence of the last sound of one verse to the last sound or syllable of another.

*Note.*—**POETICAL FEET.**—A certain number of syllables connected together form a foot. They are called *feet*, because it is by their aid that the voice, as it were, steps along through the verse in a measured space of time. All feet used in poetry consist either of two or three syllables; they are reducible to eight kinds; four of two syllables, and four of three. In the following table the straight line over a syllable shows that the syllable is long, or accented; and the curve line, that the syllable is short, or unaccented.

## DISSYLLABLE.

A Trochee	- ˘ ;	as,	Hâteful.
An Iamb	˘ - ;	“	Bétray.
A Spondee	- - ;	“	Pâle Moon.
A Pyrrhic	˘ ˘ ;	“	On thé.

## TRISYLLABLE.

A Dactyl	- ˘ ˘ ;	as	Lâbôurér.
An Amphibrach	˘ - ˘ ;	“	Dèlightful.
An Anapest	˘ ˘ - ;	“	Côntrâvène.
A Tribach	˘ ˘ ˘ ;	“	Nûmérâble.

*Questions.*—What is a pause? What is a tone? What is versification?

*Question.*—What is rhyme?

The IAMBIC, TROCHAIC, DACTYLIC, and ANAPESTIC, are called the *principal feet*, as poetical compositions consist chiefly of them; the other feet, called *secondary*, are introduced to diversify the numbers, and to improve the verse. English verse may be divided into several species, according to the number of feet or syllables of which it is composed.

IAMBIC.—The Iambic verse consists of several kinds.

1. The first form consists of one Iamb and a short syllable; as,

Disdaining,  
Complaining.

2. The second of two Iambs; as,

Tō mē thē rōse  
Nō lōngēr grōws.

It may sometimes take an additional syllable.

3. The third consists of three Iambs; as,

In pālcēs fār ōr nēar,  
Or fāmōus, ōr ōbscūre.

4. The fourth consists of four Iambs; as,

And māy āt lāst mý weāry āge,  
Find ōut ā peācēfūl hērmitage.

5. The fifth, called the *Heroic measure*, consists of five; as,

A hēap ōf dūst ālōne rēmāins ōf thēe;  
'Tis āll thōu ārt, ānd āll thē prōud shāll bē.

6. The sixth form is called the *Alexandrine measure*; as,

Fōr thōu ārt bāt ōf dūst, bē hūmblē ānd bē wīse.

7. The seventh form consists of seven Iambs, generally written in two lines; the first containing four, and the second three feet; as,

Whēn āll thý mērcies, O mý Gōd!  
Mý rīsing sōul sūrvēys;  
Trānsportēd with thē vīew I'm lōst  
In wōndēr, lōve, ānd prāise.

TROCHAIC.—The Trochaic verse is also of several kinds.

1. The first consists of one Trochee and a long syllable; as,

Tūmūlt cēase,  
Sink tō peāce.

2. The second, of two, and sometimes a long syllable ;  
as,

On thè mōuntāin  
By à fountain.  
In thè dāys of òld  
Fāblès plāinly tōld.

3. The third, of three, and sometimes an additional long syllable ; as,

Whén òur hēarts āre mōurning.  
Rēstlēss mōrtāls tōil fōr nōught.  
Bliss in vāin frōm eārth is sōught.

4. The fourth, of four Trochees ; as,

Rōund ūs rōars thè tēmpēst lōudēr.

5. The fifth, of five ; but very seldom used ; as,

All thāt walk òn fōot òr ride in chāriōts,  
All thāt dwēll in palācēs òr gārrēts.

6. The sixth form consists of six Trochees ; as,

On à mōuntāin strēched bēnēath à hōārly willōw.

DACTYLIC.—This measure is very uncommon ; as,

Frōm thè lōw plēasūres òf thīs fallēn nātūre  
Rise yē tō highēr.

ANAPÆSTIC.—Of this measure there are several kinds ;

1. The shortest form consists of the Anapest ; as,

Būt in vāin  
Thēy cōmplāin.

This form is ambiguous ; for by laying the stress of the voice on the first and third syllable it becomes a Trochaic ; therefore the simplest form of the Anapestic verse consists of two Anapests ; as,

Būt his cōurāge 'gān fāil,  
Fōr nō ārts cōuld āvail.

2. The second form consists of three ; as,

O yē wōods, sprēad yōur brānchēs āpāce ;  
Tō yōur dēepēst rēcēs I flȳ ;  
I wōuld hīde frōm thē bēasts of thē chāse,  
I wōuld vānish frōm evēry ēye.

3. The third species consists of four Anapests ; as,

Māy I gōvērñ mȳ pāssiōns with ābsōlūte swāy,  
And grōw wisēr and bēttēr ās life wēars āwāy.

#### POETICAL PAUSES.

There are two kinds of pauses in poetry, called the

*sentential* and *harmonic*. The *sentential* takes place after the comma, semicolon, &c., as the sense may require; the *harmonic*, which tends to preserve the melody of the verse, is divided into the *final* and the *caesural* pauses. The *final* pause takes place at the end of every line, although the sense may not require it; it also marks the difference on many occasions between prose and verse. The *caesural* pause divides the line into equal or unequal parts; as,

Round broken columns' clasp'ing ivy twined,  
O'er heaps of ruin' stalked the stately hind.

## PUNCTUATION

Is the art of dividing a written composition into sentences, or parts of sentences, by points or stops for the purpose of marking the different pauses which the sense and an accurate pronunciation require.

The Comma represents the shortest pause; the Semicolon, a pause double that of the comma; the Colon, double that of the semicolon; and the Period double that of the colon.

The points are marked in the following manner;

The Comma	,	The Colon	:
The Semicolon	;	The Period	.

## COMMA.

The Comma usually separates those parts of a sentence, which, though very closely connected in sense, require a pause between them; as, "I remember, with gratitude, his love and services." "Charles is beloved, esteemed, and respected."

## RULES FOR THE COMMA.

*Rule 1.* A simple sentence in general requires no point except a full stop at the end; as, "Virtue refines the affections." But, when a simple sentence is long, and the nominative separated from the verb by some intervening words, a comma should be inserted immediately before the verb; as, "The good taste of the present age, *has* not allowed us to neglect the cultivation of the English language."

*Questions.*—What is punctuation? What do the Comma, Colon, &c. represent? How are the points marked? What does the Comma separate?

*Rule II.* When the connection of the different parts of a sentence is interrupted by an imperfect phrase, a comma is usually introduced at the beginning and end of this phrase: as "I remember, *with gratitude*, his kindness to me."

*Rule III.* When two or more parts of speech occur in the same construction without a conjunction between them, they should be parted by a comma; as, "*Truth, justice, and mercy dwell here.*" "*Plain, honest truth wants no artificial covering.*" "David was a *brave, wise, just, and pious man.*" "In a letter we may advise, *exhort, comfort, request, and discuss.*" "He lived *esteemed, respected, and loved by all.*" "He acted *prudently, steadily, and vigorously.*" But, when two parts of speech are immediately connected by a conjunction, the comma should not be introduced; as, "How great the contrast between virtue *and* vice, wisdom *and* folly." "He is just *and* honest." "Study expands *and* elevates the mind."

*Rule IV.* Participles, followed by something that depends on them, are generally separated from the rest of the sentence by commas; as, "The king, *approving of* the plan, put it in execution."

*Rule V.* When a conjunction is separated from the word to which it belongs, the intervening phrase should have a comma at each extremity; as, "They set out early, *and*, before evening, arrived at the destined place."

*Rule VI.* Expressions, in direct address, are followed by a comma; as, "*My son*, give me thy heart;" "I am obliged to you, *my friends*, for your many favours."

*Rule VII.* The case absolute, and the infinitive mood absolute, should be separated from the rest of the sentence by commas; as, "*His father dying*, he succeeded to the estate." "*To confess the truth*, I was much in fault."

*Rule VIII.* Nouns in apposition, when something is added by way of explanation, should be set off by commas; as, "Paul, the Apostle of the Gentiles;" but if such nouns are single, they are not separated: as, "Paul the Apostle." "The emperor Antoninus."

*Rule IX.* Simple members of sentences, connected by comparatives, are generally distinguished by commas, un-

less the sentences are very short; as, "As the heart panteth after the water, so my soul panteth after Thee." "It is better to acquire wisdom than gold."

*Rule x.* A remarkable expression, a short observation, or a quotation, may be properly marked by a comma; as, "He often made use of these words, *Know thyself.*" "Plutarch calls lying, *the vice of slaves.*"

*Rule xi.* Relative pronouns, being connective words, generally admit a comma before them; as, "He preaches sublimely, *who* lives virtuously." "This is the tree, *which* produces no fruit." But, if the relative is followed by a phrase tending to confine the antecedent to some particular sense, the comma should be omitted before the relative; as, "A man *who* deviates from the truth, will not be credited."

*Rule xii.* The verb *to be*, when followed by the infinitive mood, or the particle *that*, should have a comma after it; as, "The most prudent course *is*, to withdraw from the country." "My desire *is*, that you go immediately."

*Rule xiii.* When a verb or another part of speech is understood, a comma should be introduced in its place; as, "From law arises security; from security, curiosity; from curiosity, knowledge."

*Rule xiv.* The words *may, so, hence, again, first, secondly, now, lastly, once more, in short, &c.*, should be generally separated from the context by commas; as, "He is my friend; *formerly*, the supporter of my infancy; *now*, the guardian of my youth."

*Rule xv.* The simple sentences and explanatory phrases that make up a compound sentence, should be generally separated from each other by commas; as, "Very often, while we are complaining of the vanity and the evils of human life, we make that vanity, and increase those evils."

*Observation* —It is not easy to give rules that will apply in every case for the insertion of commas. As they are generally used to distinguish the sense, their introduction will greatly depend on the meaning of the sentence.

#### SEMICOLON.

The Semicolon is used for dividing compound sentences

into two or more parts not so closely connected as those which are separated by a comma, nor yet so little dependent on each other as those which are distinguished by a colon ; as, "Straws swim upon the surface ; but pearls lie at the bottom."

*Note.*—The Semicolon is sometimes used, when the preceding member of the sentence does not of itself give a complete sense, but depends on the following clause ; and sometimes, when the sense of that member would be complete without the concluding one ; as, "Homer was the greater genius ; Virgil, the better artist ; in the one we more admire the man ; in the other, the work." "Religion does not require that man should retreat from worldly affairs ; much less, that he should neglect them."

#### COLON.

The Colon is used to divide a sentence into two or more parts less connected than those which are separated by a semicolon ; but not so independent as separate, distinct sentences.

*Note.*—The Colon may be applied in the following cases ;—

1. When a member of a sentence is complete in itself, but followed by some supplemental remark, or further illustration of the subject ; as, "Nature felt her inability to extricate herself from the consequences of guilt : the gospel reveals the plan of Divine interposition and aid."

2. When several semicolons have preceded, and a still greater pause is necessary, in order to make the concluding sentiment ; as, "Religion sanctions it ; reason approves it ; justice demands it : these are considerations which ought to have the greatest weight in your decision."

3. The Colon is commonly used when an example, a quotation, &c., is introduced ; as, "The Scripture gives us an amiable representation of the Deity in these words : 'God is love.'" "He was heard to say : 'I have done with the world.'" And sometimes when a conjunction is understood ; as, "Do not deceive yourselves longer : there is no room for hope."

#### PERIOD.

When a sentence is complete and independent, and not connected in construction with the following sentence, it is marked with a period.

*Note.*—Some sentences are independent of each other both in their sense and construction ; as, "Fear God. Honour the king. Have charity towards all men." Others are independent only in their grammatical construction ; as, "The Supreme Being changes not, either in His desire to promote our happiness, or in the plan of His administration. One light always shines upon us from above. One clear and direct path is pointed out to man."

The period should be used after every abbreviated word ; as, "M. S. P. S. N. B. A. D. O. S. N. S." &c.

*Questions.*—For what is the Semicolon used ? What is a Colon ? What is a Period ?

Besides the points which mark the pauses in discourse, there are others that denote a different modulation of voice in correspondence to the sense. These are,

The Interrogative point ?

The Exclamation point !

The Parenthesis ();

as, "Are you sincere?"

"How excellent is a grateful heart!"

"Know then this truth, (enough for man to know)

"Virtue alone is happiness below."

The following characters are also frequently used in composition.

An Apostrophe, marked thus ' ; as, "tho', judg'd."

A Caret, marked thus ^ ; as, "I ^ a diligent."

A Hyphen, which is marked - ; as, "Lap-dog, to-morrow."

The Acute Accent, marked thus ' ; as, "Fan'cy."

The Grave Accent, thus ` ; as, "Fa'vour."

The proper mark to distinguish a long syllable is this - ; as, Rōsy," and a short one, thus o ; as, "Fōlly."

This last mark is called a Breve. The Broad Accent is marked with a Circumflex ; as, in "Hāll."

A Diaeresis, thus marked ¨, shows that two vowels form separate syllables ; as, "Creātor."


A Section is thus marked §.

A Paragraph, thus ¶.

A Quotation has two inverted commas at the beginning, and two direct ones at the end of a phrase or passage ; as,

"The proper study of mankind is man."

Crotchets or Brackets serve to enclose a particular word or sentence. They are marked thus, [].

An Index or Hand  points out a remarkable passage.

A Brace } unites three poetical lines ; or connects a number of words in prose with one common term.

An Asterisk or little star\* directs the reader to some note in the margin, or at foot of the page.



An Ellipsis is thus marked——; as, “K——g,” for King.

An Obelisk, which is marked thus †, Double Obelisk, thus ‡, and Parallels, thus ||, together with the letters of the alphabet, and figures, are used as references to the margin.

#### CAPITALS.

The following words should begin with capitals;

1. The first word of every book, chapter, letter, paragraph, &c.
2. The first word after a period, and frequently after the notes of interrogation and exclamation.
3. The names of the Deity; as, God, Jehovah, the Supreme Being, &c.
4. Proper names of persons, places, ships, &c.
5. Adjectives derived from the proper names of places; as, Grecian, Roman, English, &c.
6. The first word of an example, and of a quotation in a direct form; as, “Always remember this ancient maxim;” “Know thyself.”
7. The first word of every line in poetry.
8. The pronoun *I*, and the interjection *O!*
9. Words of particular importance; as, the Reformation, the Restoration, the Revolution.
10. Words contracted; as, Mr., Mrs., Dr., Cr., A. D., P. S., Esq., &c.

#### EXERCISES IN PUNCTUATION.

SECTION I.—*Containing sentences that require the insertion of the comma according to the Rules.*

*Rule I.* The tear of repentance brings its own relief. Idleness is the great fomentor of all corruptions in the human heart. All finery is a sign of littleness. Many of the pretended friendships of youth are mere combinations in pleasure. The indulgence of harsh dispositions is the introduction of future misery.

*Rule II.* Gentleness is in truth the great avenue to mutual enjoyment. Charity like the sun brightens all its objects. Trials in this stage of being are the lot of man.

*Rule III.* Reason virtue answer one great aim. The husband wife and children suffered extremely. Health

peace a moderate fortune and a few friends make up the sum of temporal felicity. Temperance, and industry will gain competency. A religious sensible and well educated woman. He advised exhorted reasoned and entreated his friend. Virtue supports in adversity moderates in prosperity. He reads and writes well. A man fearing serving and loving his Creator. To live soberly and piously comprehends the whole duty of man.

*Rule iv.* His talents formed for great enterprises could not fail of rendering him conspicuous. All mankind compose one family assembled under the eye of one common father.

*Rule v.* He may rest assured that by the steady pursuit of virtue we shall obtain our end. If from any external cause a man's mind be disturbed.

*Rule vi.* Continue my child to practise virtue. To you my respected friends I am much indebted.

*Rule vii.* Peace of mind being restored we may smile at misfortune. Charles being absent the business was concluded without him. To enjoy present pleasure he sacrificed his future ease. To confess the truth I am to blame.

*Rule viii.* Hope the balm of life soothes us under every misfortune. Contentment the offspring of virtue dwells in retirement. Joseph the patriarch is an illustrious example of chastity and resignation.

*Rule ix.* The more a man speaks of himself the less he likes to hear others spoken of. Nothing more strongly inculcates resignation than the experience of our own inability to guide ourselves.

*Rule x.* One of the noblest of the Christian virtues is "to love our enemies." Remember this proverb "Know thyself."

*Rule xi.* The gentle mind is like the smooth stream which reflects every object in its just proportions. Beware of those connections which may load you with dishonour. They who raise envy will easily incur censure.

*Rule xii.* The greatest misery is to be condemned by our own hearts. His highest enjoyment was to relieve the distressed and good. It is a fact that we must die.

*Rule xiii.* Intemperance leads to want, from want to

misery from misery to sickness and from sickness to death. He led forth his army fights conquers and returns in triumph.

*Rule xiv.* Be assured then that orders shall prevail. I will proceed secondly to point out our position. Finally, I will repeat what I have already said.

*Rule xv.* To improve time while we are blessed with health will soothe the bed of sickness. Very often while we are complaining of the vanity and evils of life we make that vanity and increase those evils. If youth be trifled away without improvement riper years may be contemptible and old age miserable.

SECTION II.—*Sentences requiring the Semicolon and Comma.*

The path of truth is plain and safe the path of falsehood is a perplexing maze. The passions are the chief destroyers of our peace the storms and tempests of the moral world. Heaven is the region of gentleness and peace earth a place of trial and vexation. Levity is frequently the forced production of folly or vice cheerfulness the natural offspring of wisdom and virtue.

SECTION III.—*Sentences requiring the Colon, &c.*

The three great enemies to tranquillity are vice superstition and idleness vice which poisons and disturbs the mind with bad passions superstition which fills it with imaginary terrors idleness which loads it with tediousness and distrust.

A metaphor is a comparison expressed in an abridged form but without any of the words that denote comparison as "To the upright there ariseth light in darkness."

SECTION IV.—*Sentences requiring the insertion of the Period, &c.*

The absence of evil is real good Worldly pleasures when too eagerly sought after tend to corrupt the heart Feeding the hungry clothing the naked and comforting the afflicted afford true pleasure to the virtuous mind. If we look around us we shall see that the whole universe is full of active power Remember thy Creator in the days of thy youth I know this my friend that I have committed an error.

SECTION V.—*Sentences requiring the Capitals, points of Interrogation, &c.*

History informs us That constantine The great, After his advancement to Sole Dominion of the roman world, openly professed The christian faith. you know, that i Wish to cultivate your Acquaintance. solomon, the Son of david, built the Temple of Jerusalem ; he was the richest Monarch of the jews. Of whom were the Articles bought. To whom was the money paid. Who counted It. Ah me. What folly.

regard the World with cautious eye,  
nor Raise your expectations high.  
see That the Balanced scales be such,  
you neither fear nor hope too much.

SECTION VI.—*Promiscuous examples of defective Punctuation, misapplication of Capitals, &c.*

When Socrates was asked what man approached the nearest to perfect happiness he answered That Man who has the fewest wants

She who studies her Glass neglects her heart

Between Passion and Lying there is not a Finger's breadth

The Freer we feel ourselves in the Presence of others the more free are they he who is free makes free

Addison has remarked with equal Piety and Truth that the Creation is a perpetual Feast to the Mind of a Good Man

He who shuts out all evasion when he promises loves truth

The laurels of the Warrior are dyed in Blood and bedewed with Tears of the Widow and the Orphan

Between Fame and true Honour a Distinction is to be made The former is a loud and noisy Applause the latter a more silent and internal Homage Fame floats on the Breath of the Multitude Honour rests on the Judgement of the Thinking Fame May give Praise while it withholds esteem true Honour implies Esteem mingled with respect The one regards Particular distinguished Talents the other looks up to the whole character.

If I am right thy grace impart  
 Still in the right to stay  
 If I am wrong O teach my heart  
 To find that better way

Save me alike from foolish pride  
 Or impious discontent  
 At aught thy wisdom has denied.  
 Or aught thy goodness lent

O lost to virtue lost to manly thought  
 Lost to the noble sallies of the soul  
 Who think it solitude to be alone  
 Communion sweet communion large and high  
 Our reason guardian angel and our God  
 Then nearest these when others most remote  
 And all ere long shall be remote but these

Know then this truth enough for man to know  
 Virtue alone is happiness below  
 The only point where human bliss stands still  
 And tastes the good without the fall to ill  
 Where only merit constant pay receives  
 Is blest in what it takes and what it gives  
 The joy unequalled if its end it gain  
 And if it lose attended with no pain  
 Without satiety tho' e'er so blest  
 And but more relish'd as the more distress'd

## EXERCISE.

*Containing instances of false Syntax promiscuously disposed.*

Though great has been his disobedience and his folly, yet if he sincerely acknowledges his misconduct, he will be forgiven.

On these causes depend all the happiness or misery, which exist among men.

The property of James, I mean his books and furniture, were wholly destroyed.

This prodigy of learning, this scholar, critic, and antiquarian, were entirely destitute of breeding and civility.

That writer has given an account of the manner in which Christianity has formerly been propagated among the heathens.

We adore the Divine Being, he who is from eternity to eternity.

Thou, Lord, who hath permitted affliction to come upon us, shall deliver us from it in due time.

In this place there were not only security, but an abundance of provisions.

By these attainments are the master honoured, and the scholars encouraged.

The sea appeared to be more than usually agitated.

Not one in fifty of those who call themselves deists understand the nature of the religion they reject.

Virtue and mutual confidence is the soul of friendship. Where these are wanting, disgust or hatred often follow little differences.

Time and chance happeneth to all men ; but every person do not consider who govern those powerful causes.

The active mind of man never or seldom rests satisfied with their present condition, however prosperous.

Habits must be acquired of temperance and of self-denial, that we may be able to resist pleasure, and to endure pain, when either of them interfere with our duty.

The error of resting wholly on faith, or on works, is one of those seductions which most easily misleads men ; under the semblance of piety, on the one hand, and of virtue on the other hand.

It was no exaggerated tale ; for she was really in that sad condition that her friend represented her.

An army present a painful sight to a feeling mind.

The enemies who we have most fear, are those of our own hearts.

Thou art the Messiah, the Son of God, who was to come into the world, and has been so long promised and desired.

Thomas disposition is better than his brothers ; and he appears to be the happiest man : but some degree of trouble is all mens portion.

Though remorse sleep sometimes during prosperity, it will awake surely in adversity.

It is an invariable law to our present condition that every pleasure that is pursued to excess, convert themselves into poison.

If a man brings into the solitary retreat of age a vacant and unimproved mind, where no knowledge dawns, no ideas rise, which within itself has nothing to feed upon, many a heavy and many a comfortless day he must necessarily pass.

I cannot yield to such dishonourable conduct, neither at the present moment of difficulty, nor, I trust, under no circumstance whatever.

He resembles one of those solitary animals that has been forced from its forest to gratify human curiosity.

There is not, nor ought not to be, such a thing as constructive treason.

He is a new created knight, and his dignity sits awkward on him.

Hatred or revenge are things deserving of censure wherever they are found to exist.

If you please to employ your thoughts on that subject, you would easily conceive our miserable condition.

His speech contains one of the grossest and infamourest calumnies which ever was uttered.

A too great variety of studies dissipate and weaken the mind.

Those two authors have each of them their merit.

James was resolved to not indulge himself in such a cruel amusement.

The not attending to this rule is the source of a very common error.

Calumny and detraction are sparks, which if you do not blow, they will go out of themselves.

Clelia is a vain woman, whom if we do not flatter, she will be disgusted.

That celebrated work was nearly ten years published before its importance was at all understood.

Ambition is so insatiable that it will make any sacrifice to attain its objects.

A great mass of rocks thrown together by the hand of nature with wildness and confusion strike the mind with more grandeur than if they were adjusted to one another with the accuratest symmetry.

They that honour me, I will honour ; and them, that despise me, shall be lightly esteemed.

Reason's whole pleasure, all the joys of sense,  
Lies in three words, health, peace, and competence.

Having thus began to throw off the restraints of reason, he was soon hurried into deplorable excesses.

These arts have enlightened, and will enlighten, every person who shall attentively study them.

When we succeed in our plans, it is not to be attributed always to ourselves ; the aid of others often promote the end, and claim our acknowledgment.

Their intention were good ; but wanting prudence, they missed the mark for which they aimed.

I have not, nor shall not consent to a proposal so unjust. We have subjected ourselves to much expense that thou may be well educated.

This treaty was made at Earl Moreton the Governor's castle.

Be especially careful that thou givest no offence to the aged or helpless.

The business was no sooner opened, but it was cordially acquiesced in.

As to his general conduct, he deserved punishment as much, or more than his companion. He left a son of a singular character, and behaved so ill that he was put in prison.

If he does but approve my endeavours, it will be an ample reward.

I beg the favour of your acceptance of a copy of a view of the manufactories of the West Riding of the county of York.

I intended to have written the letter before he urged me to it ; and, therefore, he has not all the merit of it.

All the power of ridicule, aided by the desertion of friends, and the diminution of his estate, were not able to shake his principles.

No human happiness is so complete as does not contain some imperfection.

His father cannot hope for this success unless his son gives better proofs of genius, or applies himself with indefatigable labour.



The house framed a remonstrance where they spoke with great freedom of the king's prerogative.

The conduct, which has been mentioned, is one of those artifices which seduces men most easily under appearance of benevolence.

This is the person, who we are so much obliged to, and who we expected to have seen, when the favour was conferred.

He is a person of great property, but does not possess the esteem of his neighbours.

They were solicitous to ingratiate with those, who it was dishonourable to favour.

The great diversity, which takes place among men, is not owing to a distinction that nature made in their original powers, as much as to the superior diligence with which some have improved those powers beyond others.

While we are unoccupied in what is good, evil is at hand continually.

Not a creature is there that moves, nor a vegetable grows, but what, when minutely examined, furnished materials of pious admiration.

What can be the reason of the committee having delayed this business?

I know not whether Charles was the author, but I understood it to be he.

A good and well cultivated mind is far more preferable than rank or riches.

Neither flatter nor condemn the rich or the great.

He has travelled much, and passed through many stormy seas and lands.

You must be sensible that there is, and can be, no other person but me who could give the information desired.

To be patient, resigned, and thankful, under afflictions and disappointments, demonstrate genuine piety.

Alvarez was a man of corrupt principles, and of detestable conduct; and, what is still worse, gloried in his shame.

As soon as the sense of the Supreme Being is lost so soon the great check is taken off which keep under restraint the passions of men. Mean desires, low pleas-

ures, take place of the greater and the nobler sentiments which reason and religion inspires.

We should be careful not to follow the example of many persons, to censure the opinions, manners, and customs of others, merely because they are foreign to us.

Steady application, as well as genius and abilities, are necessary to produce eminence.

There is in that seminary several students considerably skilled in mathematical knowledge.

If Providence clothe the grass of the field, and shelters and adorns the flowers that every where grows wild amongst it, will he not clothe and protect his servants and children much more ?

We are too often hurried with the violence of passion, or with the allurements of pleasure.

High hopes and florid views is a great enemy to tranquillity.

Year after year steal something from us till the decaying fabric totters of itself, and crumbles at length into dust.

I intended to have finished the letter before the bearer called, that he might not have been detained ; but I was prevented by company.

*EXERCISE.—A few instances of the same words constituting several of the parts of speech.*

Calm was the day, and the scene delightful.

We may expect a calm after a storm.

To prevent passion is easier than to calm it.

Better is a little with content, than a great deal with anxiety.

The gay and dissolute think little of the miseries which are stealing softly after them.

A little attention will rectify some errors.

Though he is out of danger, he is still afraid.

He laboured to still the tumult.

The few and the many have their prepossessions.

Few days pass without some clouds.

Much money is corrupting.

Think much, and speak little.

He has seen much of the world, and been much caressed.

His years are more than hers ; but he has not more knowledge.

The more we are blessed, the more grateful we should be.

The desire of getting more is rarely satisfied.

He has equal knowledge, but inferior judgment.

She is his inferior in sense, but his equal in prudence.

We must make like space between the lines.

Still waters are commonly deepest.

Damp air is unwholesome.

Guilt often casts a damp over our sprightliest hours.

Soft bodies damp the sound much more than hard ones.

Though she is rich and fair, yet she is not amiable.

They are yet young, and must suspend their judgment yet awhile.

Many persons are better than we suppose them to be.

Every thing loves its like.

Behave yourselves like men.

We are too apt to like pernicious company.

He may go or stay as he likes.

They strive to learn.

He goes to and fro.

To his wisdom we owe our privilege.

The proportion is ten to one.

He served with his utmost ability.

When we do our utmost, no more is required.

I will submit, for submission brings peace.

It is for our health to be temperate.

O ! for better times.

I have a regard for him.

He is esteemed, both on his own account, and on that of his parents.

Both of them deserve praise.

## APPENDIX.

*Containing Rules for assisting young persons to write with perspicuity and accuracy.*

## PERSPICUITY.

Perspicuity or clearness is the fundamental quality of style : a quality so essential in every kind of writing that for the want of it nothing can atone. We are pleased with an author, who frees us from the fatigue of searching for his meaning ; who carries us through his subject without any embarrassment or confusion ; whose style flows like a limpid stream, through which we see the very bottom.

## CHAPTER I.

*Of Perspicuity and Accuracy of expression with respect to single words and phrases.*

These qualities of style require the following properties : PURITY, PROPRIETY, and PRECISION.

## SECTION I—Of Purity.

Purity of style consists in the use of such words and phrases as belong to the idiom of the language which we speak ; in opposition to words and phrases that are taken from other languages, or that are ungrammatical, obsolete, new-coined, &c. All such words and phrases as the following should be avoided ; *Quoth he ; I wist not ; erewhile ; hauteur for haughtiness ; politesse for politeness, &c.*

## SECTION II—Of Propriety.

Propriety of language consists in the selection of such words as the best usage has appropriated to these ideas which we intend to express by them. The following are the rules for propriety :

*Rule I.* Avoid *low expressions* ; such as, *topsy-turvy, hurly-burly, pell-mell, carrying favour, left to shift for themselves, &c.*

*Rule II.* In the same sentence be careful not to use the same word too frequently, nor in different senses ; as, “ A person may have an air *which* proceeds from a knowledge of the matter before him, *which* may naturally produce some motion of head or body, *which* might become the bench better than the bar.

The repetition of the pronoun *which* throws obscurity over the whole sentence. “ Charity expands our hearts in love to God and man : it is by the virtue of charity that the rich are blessed, and the poor supplied.” The word *charity* is improperly used in two different senses ; for the highest benevolence, and for almsgiving.

*Rule III. Avoid the injudicious use of technical terms.*

Technical terms being used only by a peculiar class, we should never employ them but when we know they will be understood. To say, "We tacked to the larboard, and stood off to sea," would be expressing ourselves very obscurely to those who do not understand sea-phrases.

*Rule IV. Avoid equivocal or ambiguous words; as, "He aimed at nothing less than the crown."*

This sentence may denote either, "Nothing inferior to the crown could satisfy his ambition;" or, "That the obtaining of the crown was the least of his ambition: and so for the expression; "I will have mercy, and not sacrifice."

*Rule V. Avoid unintelligible and inconsistent words or phrases; as, "This temper of mind keeps our understanding tight about us."*

It is not easy to determine the meaning of this sentence, or whether it has any meaning whatever.

*Rule VI. Avoid all those words and phrases which are not adapted to the ideas we mean to communicate, or which are less significant than others of those ideas; as,*

"He feels all the sorrow that can arrive at man; it should be "happen to man." "We assent to the beauty of the objects, and we acknowledge the truth of the proposition," better, "We acknowledge the beauty and assent to the truth." "A traveller observes the most striking objects; a general remarks all the motions of the enemy;" better thus, "A general observes; a traveller remarks."

## SECTION III.—Of Precision.

Precision in writing consists in retrenching superfluities, and in pruning the expression, so as to exhibit neither more nor less than an exact copy of the person's idea who uses it. The following are the most general rules for precision;

*Rule I. The words used should exactly express the idea which the author intends.*

*Rule II. They should express that idea fully and completely.*

*Rule III. They should express the idea, and nothing more.*

The human mind never can view clearly and distinctly more than one object at the same time. If it must look at two or three together, especially objects that bear resemblance or connection, it finds itself confused and embarrassed. It cannot clearly perceive in what they agree and in what they differ. All subjects do not require an equal degree of precision. In those of a well known and familiar kind we are at no hazard of mistaking the sense of the author, though every word is not precise and exact.

A great source of loose style arises from the injudicious use of

words which are improperly termed *synonymous*. They agree in expressing one principal idea ; but they most generally express it with some diversity of circumstance. The following are instances which will show the difference in the meaning of words reputed synonymous.

*Custom, habit*.—By custom we mean the frequent repetition of the same act ; by habit, the effect which that repetition produces on the mind or body. By the *custom* of walking the streets a person acquires the *habit* of idleness.

*Pride, vanity*.—Pride makes us esteem ourselves, vanity makes us desire the esteem of others.

*Haughtiness, disdain*.—Haughtiness is founded on the high opinion we entertain of ourselves ; disdain, on the low opinion we have of others.

*Wisdom, prudence*.—Wisdom leads us to speak and do what is most proper ; prudence prevents us from speaking or acting improperly.

*Tranquillity, peace, calm*.—Tranquillity represents a situation free from trouble ; peace, the same situation with respect to any cause that might interrupt it ; calm, with regard to a disturbed situation going before or following it.

## CHAPTER II.

*Of Perspicuity, Accuracy of expression with respect to the construction of sentences.*

Sentences in general should neither be very long, nor very short: long sentences require close attention to make us clearly perceive the connection of the several parts ; and short ones are apt to break the sense and weaken the connection of thought. A succession of either long or short sentences should be avoided ; but by a proper mixture of both the ear will be gratified, and animation given to style. The things most essential in an accurate and perfect sentence are CLEARNESS ; UNITY ; STRENGTH, and A JUDICIOUS USE OF THE FIGURES OF SPEECH.

SECTION I.—*Of the Clearness of a Sentence.*

Whatever leaves the mind in suspense as to the meaning should be avoided. Obscurity arises from two causes ; either from a wrong choice of words, or from the arrangement of them. The following rules may serve in some degree to direct the learner with regard to the proper disposition of words in a sentence.

*Rule I.* Let those words or members, which are clearly related, be placed in the sentence as near to each other as possible, so that their mutual relation may clearly appear.

*Rule II.* Never crowd too many circumstances together, but rather intersperse them in different parts of the sentence, joined with the principal words on which they depend.

Obscurity frequently arises from a wrong position of the *adverbs*, *relative pronouns*, and particles that express the connection of different parts of speech ; as in the following examples ; “ The Romans understood liberty *at least* as well as we.” The words are capable of two different meanings according as the emphasis in reading them is laid upon *liberty*, or *at least*. The construction should be, “ The Romans understood liberty as well at least as we.” “ This kind of wit among our *countrymen* about a century ago was very much in vogue, *who* did not use it for any other purpose than purely for the sake of being witty :” it should be, “ This kind of wit about a century ago was very much in vogue among our *countrymen*, *who*,” &c. The relative should generally be placed immediately after its antecedent.

Much obscurity sometimes arises from the too frequent use of the pronouns ; as, “ Men look with an evil eye upon the virtues of others, and think that *their* reputation obscures *them*, and *their* commendable qualities stand in *their* light ; and therefore they do what *they* can to cast a cloud over *them*, that the bright shining of their virtues may not obscure *them*.” This is altogether careless writing, and should be avoided.

#### SECTION II.—Of the unity of a sentence.

To preserve the unity of a sentence the following rules should be observed.

*Rule I. During the course of a sentence let the scene be changed as little as possible.*

We should not be hurried from person to person, or from object to object. There is commonly in every sentence some person or thing which is the governing word ; this should be continued, if possible, from the beginning to the end.

*Rule II. Never crowd into one sentence things that have so little connection that they could bear to be divided into two or three sentences.*

The violation of this rule tends so much to perplex and obscure the sense, that it is safer to err by too many short sentences than by one that is overladed and embarrassed. For instance, an author tells us ; “ Archbishop Tillotson died in the last year. He was exceedingly beloved by King William and Mary, who nominated Dr. Tension, bishop of Lincoln, to succeed him.” Who would expect the latter part of the sentence to follow as a consequence of the former ?

*Rule III. Avoid all unnecessary parentheses.*

On some occasions, when the sense is not too long suspended by them, and when they are introduced in a proper place, they may add both to the vivacity and to the energy of the sentence. But for the most part their effect is bad ; they are wheels within wheels ; sentences in the midst of sentences ; a perplexed method of disposing of some thought, which the writer for the want of judgement did not introduce in its proper place.

The parenthesis in this sentence is striking and proper ;

“ And was the ransom paid ? It was ; and paid

“ (What can exalt the bounty more ?) for thee.”

But in the following sentence we become sensible of an impropriety in the use of it. "If your hearts secretly reproach you for the wrong choice you have made (as there is time for repentance and retreat; and a return to wisdom is always honourable) bethink yourselves that the evil is not irreparable."

The following very general rule may be given for the unity of a sentence :

Make all the parts of a sentence correspond to each other, and preserve a regular and dependent construction throughout.

The following sentence is therefore inaccurate; "He was more beloved, but not so much admired as Cinthio;" it should be, "He was more beloved than Cinthio, but not so much admired."

SECTION III—*Of the strength of a sentence.*

By strength of a sentence is meant such a disposition and management of the several words and members as shall bring out the sense to the best advantage, and give to every word, every member, its due weight and force. To promote the strength of a sentence the following rules should be observed.

*Rule I. The sentence should be pruned of all redundant words and members.*

It is a general maxim that any word, which does not add some importance to the meaning of a sentence, always injures it. Care should therefore be taken to avoid synonymous words, circumlocutions, tautologies, and the expression of unnecessary circumstances.

The following sentences are faulty; "In the Attic commonwealth it was the privilege and birthright of every citizen and poet to read aloud and in public." Better thus, "In the Attic commonwealth it was the privilege of every citizen to read in public." "They returned back again to the same city from which they came forth;" better, "They returned to the city whence they came." The words *back, again, same, from, and forth*, are all unnecessary.

*Rule II. The second rule is to attend particularly to the use of copulatives, relatives, and all particles employed for transition and connection.*

The little words *but, and, if, by, of, or, then, which, whose, &c.*, are frequently the most important words in a sentence. They are the joints or hinges upon which the sentence turns; and of course much of its strength will depend on these particles. The various forms, in which they are used, are so numerous that no particular system of rules respecting them can be given. With regard to the particle *and*, however, it may be observed that the unnecessary repetition of it tends to erfesible style; and on some occasions, when the connection is clear without it, the expression is more forcible and rapid than if the particle had been used; as, "I came, I saw, I conquered."

*Rule III. The third rule is to dispose of the capital word or words so that they may make the greatest impression.*



The important words for the most part are placed in the beginning of the sentence; as in the following examples; "Silver and gold I have none; but what I have I will give you." "Your [fathers, where are they?]"

*Rule IV.* The fourth rule is that a weaker assertion or proposition should never come after a stronger one; and that, when the sentence consists of two members, the longer should generally be the concluding one.

In general it is agreeable to find a sentence rising in its progress and importance to the very last word, when this construction can be managed without affectation.

*Rule V.* A sentence should never be concluded with an adverb, a preposition, or any inconsiderable word.

The following sentences are therefore inaccurate; "Avarice is a crime which wise men are often guilty of;" it should be "of which wise men," &c. "He may have been unfortunate in his business, but he failed through his own neglect, to say no worse." The last phrase, to say no worse, has a bad effect at the end of the sentence. Care should be taken not to conclude a sentence with the words of, to, with, by, it, about, &c.

#### SECTION III.—Tropes or Figures of Speech.

The fourth requisite of a perfect sentence is a judicious use of the Figures of Speech.

In general Figures of Speech imply some departure from simplicity of expression; the idea, which we mean to convey, is expressed in a particular manner, and with some circumstance added, which is designed to render the impression more strong and vivid. When we say "A good man enjoys comfort in the midst of adversity;" we express our thoughts in the simplest manner; but, when we say "To the upright there ariseth a light in the hour of darkness," the same sentiment is expressed in a figurative style; light is put for comfort and darkness for adversity.

The principal advantages of the figures of speech are the following; *First*, They enrich language, and render it more copious. *Second*, They frequently give us a much clearer and more striking view of the principal object than we could have, if it were expressed in simple terms, and divested of its accessory idea.

The following are the principal, viz;

Metaphor,	Synecdoche,	Hyperbole,
Allegory,	Personification,	Exclamation,
Comparison,	Apostrophe,	Irony,
Metonymy,	Antithesis,	Climax.

A *Metaphor* is a figure founded entirely on the resemblance which one thing bears to another; as, when we say of a great man, "He is the pillar of the State."

The following rules should be observed in the use of the metaphor.

*Rule I.* They should not be used too profusely, and

should always be such as accord with the strain of our sentiment.

*Rule II.* Care should be taken that the resemblance, which is the foundation of metaphor, be clear and perspicuous, not far-fetched nor difficult to discover.

*Rule III.* Metaphorical and plain language should never be jumbled together.

*Rule IV.* Two inconsistent metaphors should never meet on one subject ; as,

*I bridle in my struggling muse with pain  
That longs to launch into a bolder strain.*

The muse, figured as a horse, may be bridled ; but, when we speak of launching, we make it a ship ; and by no force of imagination can it be supposed both a horse and a ship at the same moment.

*Allegory.*—An allegory may be regarded as a metaphor continued through a series of sentences. The rules for the metaphor may in general be applied to *allegory* ; indeed the only material difference between the two figures is, that a metaphor always explains itself by words that are connected with it in their proper meaning ; as, “ Achilles was a lion in battle ;” here the word *lion* is sufficiently interpreted by the mention of Achilles.

The Scriptures contain many beautiful examples of allegory ; we shall select one from the 80th Psalm, where the people of Israel are represented under the image of a vine ;

“ Thou hast brought a vine out of Egypt : Thou hast cast out the heathen and planted it. Thou preparedst room before it ; and didst cause it to take deep root, and it filled the land. The hills were covered with the shadow of it : and the boughs thereof were like the goodly cedars. She sent out her boughs unto the sea, and her branches unto the river. Why hast Thou broken down her hedges, so that all they, which pass by the way, do pluck her ? The bar out of the wood doth waste it, and the wild beast of the field doth devour it. Return, we beseech Thee, O God of Hosts, look down from heaven, and behold, and visit this vine !”

*Comparison or Simile.*—Comparison, or *simile*, is the resemblance between two objects expressed in form, and generally pursued more fully than the nature of the metaphor admits ; as, “ True virtue is like *gold* in the furnace : the more it is heated, the brighter it shines.” “ As the mountains are about Jerusalem, so the Lord is round about His people.”

*Metonymy.*—Metonymy is the substitution of the name of the *cause* for the effect, the *container* for the contained, the *sign* for the thing signified ; as, “ He read Milton ;”

that is, "Milton's works." "Gray hairs should be respected;" "gray hairs" are put for "old age." "The kettle boils;" "kettle," for water.

*Synecdoche*.—By *Synecdoche* is meant the substitution of a part for the whole, or a whole for a part; as, "A fleet of twenty *sail*." *Sail*, for *ships*; and when we use the *head* for the *person*; *waves* for the *sea*, &c.

*Personification*.—*Personification* is that figure by which we attribute life and action to inanimate objects; as, "The *earth* smiles with plenty;" *History* informs us;" "The *desert* shall rejoice and bloom as the rose."

*Apostrophe*.—*Apostrophe* is a turning off from the regular subject to address some absent person or thing; as, "Death is swallowed up in victory. O death! where is thy sting? O grave! where is thy victory?"

*Antithesis*.—*Antithesis* is a figure which strengthens the language and heightens the effect by contrasting objects of opposite characters; as, "If you wish to enrich a man, study not to *increase* his stores, but to *diminish* his desires." "Though deep, yet clear; though gentle, yet not dull."

*Hyperbole*.—The *Hyperbole* consists in magnifying an object beyond its natural bounds; as, when we say, "As swift as the *wind*;" "As quick as *lightning*;" "White as *snow*."

Hyperboles are of two kinds; either such as are employed in description, or such as are suggested by the warmth of passion. All passions without exception, love, terror, amazement, indignation, and even grief, throw the mind into confusion, aggravate their objects, and of course prompt a hyperbolical style. Hence the following sentiments of Satan in Milton, as strongly as they are described, contain nothing but what is natural and proper; exhibiting the picture of a mind agitated with rage and despair.

Me miserable! which way shall I fly  
Infinite wrath, and infinite despair?  
Which way I fly is Hell, myself am Hell;  
And in the lowest depth a lower deep,  
Still threatening to devour me, opens wide,  
To which the Hell I suffer seems a Heaven.

The fear of an enemy augments the conceptions of the size of their leader. "I saw their chief," says the scout of Ossian, "tall as a rock of ice; his spear, the blasted fir; his shield, the rising moon; he sat on the shore, like a cloud of mist on the hill."

*Exclamation*.—*Exclamation* is an expression of some sentiment produced by strong emotions of the mind;

such as those of surprise, admiration, joy, grief, &c., as, "O wretched man that I am!" "Al! me miserable!"

*Irony.*—Irony is a figure which consists in expressing ourselves in a manner contrary to our thoughts, not however with a view to deceive, but to add force to our observations; as, when we reprove a person for negligence, by saying, "You have taken great care indeed."

Ironical language has often a very strong effect; particularly when used by way of an exhortation; as for instance, when a person has set forth the inconsistency of a thing, he concludes with a feigned encouragement to pursue it. Exclamation and Irony are sometimes united; as in Cicero's oration for Balbus, where he derides his accuser by saying, "O excellent interpreter of the law! master of antiquity! corrector and amender of our constitution!"

*Climax.*—Climax consists in heightening all the circumstances of an object or action which we desire to place in a strong light.

Cicero gives a lively instance of this figure when he says; "It is a crime to put a Roman citizen in bonds; it is the height of guilt to scourge him: little less than parricide to put him to death: what name then shall I give to the act of crucifying him?"

There are several other figures, such as *Vision*, or *Imagery*, which represents absent objects as actually present; and *Interrogation*, when a question is asked with the design of gaining information, but for the purpose of defying contradiction to something already stated.

Balaam addressing himself to Balak says, "The Lord is not a man that He should lie, neither is He the son of a man that He should repent. Hath He said it? and shall He not do it? Hath He spoken it? and shall He not make it good?"

#### LOGIC.

Logic in its extensive sense may be considered as the *science*, and the *art* of reasoning.

It investigates the principles on which argumentation is deduced, and furnishes rules to secure the mind from error in its deductions. As it institutes an analysis of the process of the mind in reasoning, it is strictly a *science*; but, considered in reference to the practical rules above mentioned, it may be called the *art* of reasoning.

#### SECTION I.—Of the Operations of the Mind.

In every argument there are three operations of the mind immediately concerned; namely, *Simple Apprehension*; *Judgment*; and *Reasoning*.

*Simple Apprehension* is the conception of an object in the mind analogous to the perception of the senses. *Judgment* is the comparing together in the mind of two of the ideas which are the objects of apprehension. *Reasoning* is the act of proceeding from one judgment to another founded on the preceding one, or the result of it.

#### SECTION II.—Of Syllogisms.

An act of *apprehension* expressed in language is called a *term*;

an act of *judgment* a *proposition*; and an act of *reasoning* an *argument*. An argument, regularly expressed, is called a *Syllogism*.

A *Syllogism* therefore is an argument consisting of three terms so arranged that the conclusion, or third term, necessarily follows from the other two; as,

Every virtue is commendable,  
Diligence is a virtue;  
Therefore diligence is commendable.

Every *Syllogism* has three terms; viz. the *major*, the *minor*, and the *middle term*, or, as they are sometimes called, the *major* and *minor extremes*, and the *middle term*. The major term is the attribute of the conclusion; the minor term, the subject of the conclusion; and the middle term is that with which the other two terms are compared in order to judge of their agreement or disagreement. Every *syllogism* moreover has three propositions; viz. the *major proposition*; the *minor proposition*; and the *conclusion*. The major proposition contains the major extreme and the middle term; as, in the above example, "*Every virtue is commendable.*" The minor proposition contains the minor extreme and the middle term; as, "*Diligence is a virtue.*" The conclusion contains the major and minor terms or extremes; as, "*Therefore diligence is commendable.*"

In forming a *Syllogism* its validity may be tested by the following rules:

*Rule I.* If two terms agree with one and the same third, they will agree with each other; as,

A is equal to B,  
And C is equal to B;  
Therefore A is equal to C.

*Rule II.* If one term agrees, and another disagrees with one and the same third, these two will disagree with each other. On the former of these rules rests the validity of *affirmative* conclusions; on the latter, of *negative*. The *major* proposition of every *Syllogism* should be universal, and incontestably true. The following *Syllogism* is therefore incorrect.

Some men are intemperate;  
John is a man;  
Therefore he is intemperate.

But if we say; All men shall die,  
John is a man;  
Therefore he shall die; it is correct.

From an ambiguous middle no definite conclusion can be drawn; as,

Light is contrary to darkness;  
Feathers are *light*; therefore  
Feathers are contrary to darkness.

From negative premises nothing can be inferred; as,

A fish is not a quadruped;  
A bird is not a quadruped, proves nothing.

SECTION III.—*Of the Dilemma.*

A Dilemma is a conditional Syllogism with several antecedents in the major and a disjunctive minor term. The beauty of the dilemma consists chiefly in this, that the truth of the proposition is indisputably established from either of its premises; the opponent is left no alternative, but forced to admit the inference.

*Example.*—“If that man were wise, he would not speak irreverently of Scripture in a jest; and, if he were virtuous, he would not do so in earnest; but he does it either in jest or earnest; therefore he is either *unwise* or *vicious*.” Demosthenes in his Oration for the Crown says; “If Æschines joined in the public rejoicings, he is inconsistent; if he did not, he is unpatriotic; but he either joined in the public rejoicings, or did not; therefore he is either *inconsistent* or *unpatriotic*.”

SECTION IV.—*Of the Enthymeme and Sorites.*

The Enthymeme is a kind of Syllogism with one premise expressed and the other understood. It is the ordinary form of speaking and writing; as,

“Caesar was a tyrant; therefore he deserved death.”  
“A free people are happy; therefore the British are happy.”

When we have a series of Syllogisms in which the conclusion of the first is made the premise of the second, and so on, till we arrive at the ultimate conclusion, it is called a *Sorites*; as,

“The British are a brave people: a brave people are free; a free people are happy; therefore the British are happy.”

SECTION V.—*Of Oratory.*

*Oratory* is the art of speaking justly, methodically, and elegantly upon any subject, so as to please, persuade, and instruct. A speech, made or delivered according to the rules of this art, is called an *oration*, and the speaker, an *orator*.

An *Oration* has five parts, viz, the Exordium, Narration, Confirmation, Refutation, and Peroration.

The *Exordium*, or Preamble, is the beginning of the Oration, designed to secure the attention of the hearers, gain their good opinion, and give them a general idea of the subject. It should be brief, modest, and perspicuous.

The *Narration* is a recital of facts as they occurred, or supposed to have occurred. It should be made as probable, perspicuous, interesting, and concise as possible.

The *Confirmation* is the establishing of the truth, or proposition, as advanced in the Narration.

The *Refutation*, which should ever be lively and pungent, is the repelling of the arguments of the opposing party by showing them to be false, unsound, or inconclusive.

The *Peroration*, or Conclusion, recapitulates the principal arguments in a concise, forcible, and impressive manner, so as to excite the feelings, and awaken love, pity, or hatred.

## GENDER.

There are in the English language many words which require a different termination in order to distinguish the sex; for, when we say of a woman, she is a philosopher, an astronomer, an actor, a builder, &c., we perceive an impropriety in the termination; hence arises the necessity of a difference in form or termination in order to point out the proper distinction.

Our language has three methods of distinguishing the sex.

## 1. By different words;

<i>Masculine.</i>	<i>Feminine.</i>	<i>Masculine.</i>	<i>Feminine.</i>
Bachelor,	maid.	King,	queen.
Boar,	sow.	Lad,	lass.
Boy,	girl.	Lord,	lady.
Brother,	sister.	Man,	woman.
Buck,	doe.	Master,	mistress.
Bull,	cow.	Milster,	spawner.
Cock,	hen.	Nephew,	niece.
Dog,	bitch, slut.	Ram,	ewe. [singer.
Drake,	duck.	Singer,	songstress, or
Earl,	countess.	Sir,	madam.
Father,	mother.	Sloven,	slut.
Friar,	nun.	Son,	daughter.
Gander,	goose.	Stag,	hind.
Hart,	roe.	Steer,	heifer.
Horse,	mare.	Uncle,	aunt.
Husband,	wife.	Wizard,	witch.
	2. By a terminal difference.		
Abbot,	abbess.	Bridegroom,	bride.
Actor,	actress.	Caterer,	cateress.
Administrator,	administratrix.	Chanter,	chantress.
Adulterer,	adulteress.	Conductor,	conductress.
Ambassador,	ambassadress.	Count,	countess.
Arbiter,	arbitress.	Czar,	czarina.
Auditor,	auditress.	Deacon,	deaconess.
Author,	authoress.	Director,	directress.
Baron,	baroness.	Duke,	duchess.
Benefactor,	benefactress.	Elector,	electress.

<i>Masculine.</i>	<i>Feminine.</i>	<i>Masculine.</i>	<i>Feminine.</i>
Emperor,	empress.	Lion,	lioness.
Euchanter,	enchantress.	Marquis,	marchioness.
Executor,	executrix.	Mayor,	mayoress.
Fornicator,	fornicatress.	Patron,	patroness.
God,	goddess.	Peer,	peeress.
Governor,	governess.	Poet,	poetess.
Heir,	heiress.	Priest,	priestess.
Hero,	heroine.	Prince,	princess.
Host,	hostess.	Prior,	prioress.
Hunter,	huntress.	Prophet,	prophetess.
Inheritor,	inheritress.	Proprietor,	proprietress.
Instructor,	instructress.	Protector,	protectress.
Jew,	Jewess.	Shepherd,	shepherdess.
Tutor,	tutroress.	Songster,	songstress.
Tyrant,	tyranness.	Sorcerer,	sorceress.
Victor,	victress.	Sultan,	sultana.
Viscount,	viscountess.	Tiger,	tigress.
Votary,	votaress.	Testator,	testatrix.
Widower,	widow.	Traitor,	traitress.

## 3. By prefixing another word : as

A cock-sparrow,	a hen-sparrow.
A he-bear	a she-bear.
A he-goat,	a she-goat.
A male-child,	a female-child.
Male descendants,	female descendants.
A man-servant,	a maid-servant.

## NUMBER.

The following table exhibits the method of forming the plural of those nouns which have been adopted from the Hebrew, Greek, and Latin languages.

<i>Singular.</i>	<i>Plural.</i>
Cherub.	Cherubim.
Seraph.	Seraphim.
Appendix.	{ Appendices or Appendixes.
Antithesis.	Antitheses.
Automaton.	Automata.
Basis.	Bases.
Crisis.	Crises.
Criterion.	Criteria.
Diaeresis.	Diaerceses.
Ellipsis.	Ellipses.
Emphasis.	Emphases.
Hypothesis.	Hypotheses.
Metamorphosis.	Metamorphoses.
Phenomenon.	Phenomena.



<i>Singular.</i>	<i>Plural.</i>
Arcanum.	Arcana.
Axis.	Axes.
Calx.	Calces.
Datum.	Data.
Effluvium.	Effluvia.
Encomium.	{ Encomia <i>or</i>
	{ Encomiums.
Erratum.	Errata.
Genius.	Genii <i>or</i> Geniuses.
Genus.	Genera.
Index.	{ Indices <i>or</i>
	{ Indexes.
Lamina.	Laminae.
Medium.	Media.
Magus.	Magi.
Memorandum.	{ Memoranda <i>or</i>
	{ Memorandums.
Radius.	Radii.
Stamen.	Stamina.
Stratum.	Strata.
Vortex.	Vortices.

Some words, derived from the learned languages, are confined to the plural number ; as, antipodes, credenda, literati, minutiae.

The following nouns, being in Latin both singular and plural, are used in the same manner when adopted into our tongue ; hiatus, apparatus, series, species.

*Rules of Spelling and Exercises in false Orthography.*

*Rule 1.*—Monosyllables ending with *f*, *l*, or *s*, preceded by a single vowel, double the final consonant ; as, staff, mill, pass, &c. The only exceptions are, *of*, *if*, *as*, *is*, *has*, *was*, *yes*, *his*, *this*, *us*, and *thus*.

It is no great merit to spel properly ; but a great defect to do it incorrectly.

Jacob worshiped his Creator leaning on the top of his staf.

We may place too little, as well as too much stres upon dreams.

Our manner should be neither gros, nor excessively refined.

*Rule 2.*—Monosyllables ending with any consonant but *f*, *l*, or *s*, and preceded by a single vowel, never double the final consonant ; excepting only, *add*, *ebb*, *butt*, *egg*, *odd*, *err*, *inn*, *bunn*, *purr*, and *buzz*.

A carr signifies a chariot of war, or a small carriage of burden.

In the names of druggs and plants the mistake in a word may endanger life.

The fin of a fish is the limb by which he balances his body and moves in the water.

Many a trapp is laid to insuare the feet of youth.

*Rule 3.*—Words ending with y, preceded by a consonant, form the plurals of nouns, the persons of verbs, verbal nouns, past participles, comparatives, and superlatives, by changing y into i; as spy, spies; I carry, thou carriest; he carrieth or carries; carried; happier, happiest.

The present participle in ing retains the y, that i may not be doubled; as carry, carrying; burying, &c.

But y, preceded by a vowel, in such instances as the above, is not changed; as, boy, boys; I cloy, he cloyes, cloyed, &c.; except in lay, pay, and say; from which are formed, laid, paid, and said; and their compounds, unaid, unsaid, &c.

We should subject our fancies to the government of reason.

If thou art seeking for the living amongst the dead, thou wearest thyself in vain.

If we have denyed ourselves sinful pleasures, we shall be great gainers in the end.

*Rule 4.*—Words ending with y, preceded by a consonant, upon assuming an additional syllable beginning with a consonant, commonly change y into i; as happy, happily, happiness. But when y is preceded by a vowel, it is very rarely changed in the additional syllable; as, coy, coyly; boy, boyish, boyhood; annoy, annoyed, annoyance; joy, joyless, joyful, &c.

It is a great blessing to have a sound mind, uninfluenced by fanciful humours.

Common calamities, and common blessings, fall heavily upon the envious.

The comeliness of youth are modesty and frankness; of age, condescension and dignity.

When we act against conscience, we become the destroyers of our peace.

*Rule 5.*—Monosyllables, and words accented on the last syllable, ending with a single consonant preceded by a single vowel, double that consonant, when they take another syllable beginning with a vowel; as wit, witley; thin, thinnish; to abet, an abettor; to begin, a beginner.

But, if a diphthong precedes, or the accent is on the preceding syllable, the consonant remains single; as, to toil, toiling, to offer, an offering, maid, maiden, &c.

When we bring the lawmaker into contempt, we have in effect annuled his laws.

By deferring our repentance we accumulate our sorrows.

The pupils should be permitted to ask questions.

We all have many failings and lapses to lament and recover.

The Christian Lawgiver has prohibited many things, which the heathen philosophers allowed.

*Rule 6.*—Words ending with any double letter but l, and taking ness, less, ly, or ful, after them, preserve the letter double; as, harmlessness, carelessness, carelessly, stiffly, successful, distressful, &c. But those words which end with double l, and take ness, less, ly, or ful, after them, generally omit one l, as fulness, skillless, fully, skilful, &c.

Restlessness of mind disqualifies us for the enjoyment of peace.

The road to the blissful regions is open to all.

A chill or shivering of the body generally precedes a fever.

To recommend virtue to others, our lights must shine brightly, not dully.

*Rule 7.*—Ness, less, ly, and ful, added to words ending with silent e, do not cut it off; as, paleness, guileless, closely, peaceful, except in a few words; as, duly, awful.

The warmth of disputation destroys that sedateness of mind which is necessary to discover truth.

In all our reasonings our minds should be sincerely employed in the pursuit of truth.

The true worship of God is an important and awful service.

*Rule 8.*—Ment, added to words ending with silent e, generally preserves the e from elision; as, abatement, chastisement, incitement, &c.

Like other terminations it changes y into i, when preceded by a consonant; as, accompany, accompaniment; merry, merriment.

The study of the English language is making daily advancement.

A judicious arrangement of studies facilitates improvement.

*Rule 9.*—Able and ible, when incorporated into words ending with silent e, almost always cut it off; as, blame, blamable; care, curable; sense, sensible, &c.; but if c or g soft comes before e in the original word, the e is then preserved in words compounded with able; as, change, changeable; peace, peaceable, &c.

Every person and thing connected with self is apt to appear good and desirable in our eyes.

The divine laws are not reverseible by those of men.

Gratitude is a forceible and active principle in generous minds.

Our natural defects of body are not chargeable upon us.

*Rule 10.*—When *ing* or *ish* is added to words ending with silent *e*, the *e* is almost universally omitted; as, place, placing; lodge, lodging; slave, slavish; prude, prudish.

An obligeing and humble disposition is totally unconnected with a servile and cringing humour.

By solaceing the sorrows of others the heart is improved, at the same time that our duty is performed.

Labour and expense are lost upon a droneish spirit.

The inadvertencies of youth may be excused, but knaveish tricks should meet with severe reproof.

*Rule 11.*—Words taken into composition often drop those letters which were superfluous in their simples as, handfal, dungbil, withal, also, chilblain, foretel.

Love worketh no ill to our neighbour, and is the full-filling of the law.

That which is sometimes expedient, is not allways so.

We may be hurtfull to others by our example as well as by personal injuries.

Where diligence opens the door of the understanding, and impartiality keeps it, truth finds an entrance and a wellcome too.

#### ELLIPTICAL PHRASES.

The following table contains a few examples of contracted words, which are frequently made use of, both in writing and conversation; they should however be avoided in dignified style, and even in familiar discourse.

I've known him,	for I have known him.
You're speaking again,	“ You are speaking again.
He's been out,	“ He has been out.
She's gone,	“ She has gone.
He's well,	“ He is well.
We've recited,	“ We have recited.
They've gone,	“ They have gone,
I'm going,	“ I am going.
I'll not offend,	“ I will not offend.
He'll not please,	“ He will not please.
'Tis true,	“ It is true.
Who'll hear him,	“ Who will hear him.
I can't bear it,	“ I cannot bear it.
I don't know,	“ I do not know.

He couldn't go,	for He could not go.
She won't speak,	" She will not speak.
I didn't do it.	" I did not do it.
You wouldn't,	" You would not.
I a'nt well,	" I am not well.
He isn't at home,	" He is not at home.
The following contractions are proper in poetry.	
Fix'd,	for Fixed.
Ling'ring,	" Lingerin'.
He's dead,	" He is dead.
'Twas,	" It was.
O'er,	" Over.

LATIN TERMS AND PHRASES WITH THE LITERAL TRANSLATION.

<i>A fortiori.</i>	With stronger reason.
<i>A posteriori.</i>	From behind.
<i>A priori.</i>	From before.
<i>Ab initio.</i>	From the beginning.
<i>Ad infinitum.</i>	Without limit.
<i>Ad valorem.</i>	According to value.
<i>Alma mater.</i>	Cherishing mother.
<i>Alius.</i>	Otherwise.
<i>Alibi.</i>	Elsewhere.
<i>Anno Domini.</i>	A. D., in the Year of our Lord.
<i>Anno Mundi.</i>	A. M., in the Year of the World.
<i>Bona fide.</i>	In good faith.
<i>Cacoethos scribendi.</i>	Itch for writing.
<i>Caput mortuum.</i>	Dead head.
<i>Compos mentis.</i>	Of sound mind.
<i>De facto.</i>	From the fact.
<i>De jure.</i>	From the law.
<i>Dei gratiâ.</i>	By the grace of God.
<i>E pluribus unum.</i>	One of more.
<i>Esto perpetua.</i>	May it be perpetual.
<i>Ex necessitate.</i>	From necessity.
<i>Ex officio.</i>	From virtue of office.
<i>Ex parte.</i>	On one side.
<i>Ex tempore.</i>	Without premeditation.
<i>Fac simile.</i>	Exact resemblance.
<i>Fiat justitia.</i>	Let justice be done.
<i>Ibidem.</i>	In the same place.
<i>Id est.</i>	i. e. that is.
<i>Ignis fatuus.</i>	Foolish fire, will-o'-the-wisp.
<i>Imprimis.</i>	In the first place.
<i>In loco parentis.</i>	In place of a parent.]
<i>In propria persona.</i>	In his own person.
<i>In statu quo.</i>	In the former state.
<i>In terrorem.</i>	As a warning.
<i>Ipsè dixit.</i>	Naked assertion.]

<i>Ipsa facto.</i>	By the fact.
<i>Jure divino.</i>	By divine right.
<i>Labor omnia vincit.</i>	Labor surmounts all.
<i>Lapsus lingua.</i>	A slip of the tongue.
<i>Magna charta.</i>	The great charter.
<i>Memento mori.</i>	Remember death.
<i>Meum et tuum.</i>	Mine and thine.
<i>Modus operandi.</i>	Mode of operation.
<i>Multum in parvo.</i>	Much in little.
<i>Ne plus ultra.</i>	Nothing more beyond.
<i>Nemine contradicente.</i>	None opposing.
<i>Nolens volens.</i>	Unwilling or willing.
<i>Non compos mentis.</i>	Not of sound mind.
<i>O tempora ! O mores !</i>	Oh the times ! Oh the manners !
<i>Onus probandi.</i>	Burden of proof.
<i>Per.</i>	By, for.
<i>Per se.</i>	By itself.
<i>Posse comitatus.</i>	Power of the county.
<i>Post mortem.</i>	After death.
<i>Prima facie.</i>	At first sight.
<i>Primum mobile.</i>	First cause of motion.
<i>Pro bono publico.</i>	For public good.
<i>Pro confesso.</i>	As if conceded.
<i>Pro et con.</i>	For and against.
<i>Quid pro quo.</i>	Mutual consideration.
<i>Quantum sufficit.</i>	Sufficient quantity.
<i>Rex.</i>	King.
<i>Regina.</i>	Queen.
<i>Sanctum Sanctorum.</i>	The Holy of Holies.
<i>Secundem artem.</i>	According to art.
<i>Sine die.</i>	Without a day, indefinitely.
<i>Sine qua non.</i>	Indispensable, requisite.
<i>Sub rosa.</i>	Under the rose.
<i>Sub silentio.</i>	In silence.
<i>Sui generis.</i>	Peculiar to itself.
<i>Summum bonum.</i>	The chief good.
<i>Terra firma.</i>	The solid earth.
<i>Utile dulci.</i>	The useful with the pleasant.
<i>Vade mecum.</i>	Constant companion.
<i>Vale.</i>	Farewell.
<i>Verbatim.</i>	Word for word.
<i>Veni, vidi, vici.</i>	I came, I saw, I conquered.
<i>Versus.</i>	Vs., against.
<i>Veto.</i>	I forbid it.
<i>Vi et armis.</i>	By force and arms.
<i>Via.</i>	By the way of.
<i>Vice versa.</i>	The reverse.
<i>Viva voce.</i>	By the living voice.
<i>Vox Dei.</i>	Voice of God.
<i>Vox populi.</i>	Voice of the people.

THE END.