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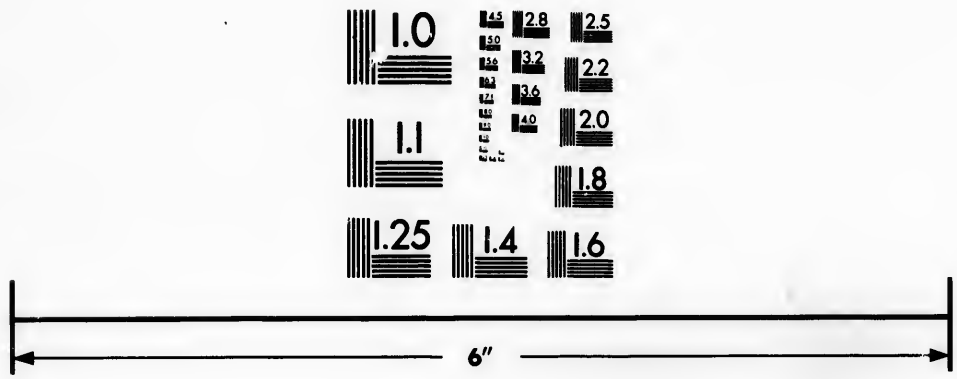

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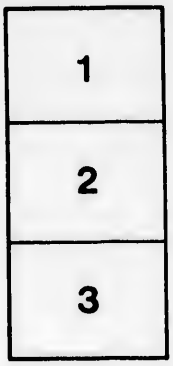

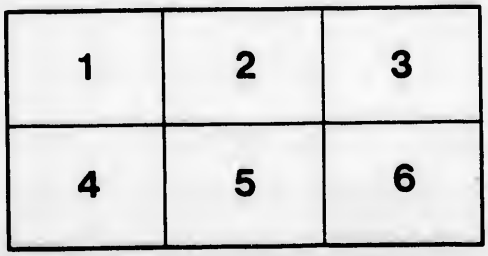

National Series of School Books.

AN

ENGLISH GRAMMAR,

For the Use of Schools.

Authorised by the Council of Public Instruction for Upper Canada.

TORONTO:
PUBLISHED BY BREWER, McPHAIL & CO.,
Printers, Stationers and Bookbinders,
46, King Street East.
1855.

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PREFACE.

In this work, the general principles of Grammar are printed in large, and the illustrations and exceptions in small type. The former are intended to be committed to memory; and in commencing to teach grammar to young classes, it will be advisable for the pupils to learn only that portion which is printed in large type. In a second course, or with an advanced class, both the rules and notes must be studied, and the exercises corrected and copied into a book prepared for the purpose.

Those who are already acquainted with Grammar will observe that this work differs from others of the same kind, on the degrees of comparison,—the pronouns,—and the form of the verb, which it is believed are here given in a more simple and correct manner.

Ample directions to teachers will be found under each Section; but it is expected that in Grammar, as in every other branch of education, the pupils should be made to understand what they learn

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ENGLISH GRAMMAR.

INTRODUCTION.

MANKIND communicate their thoughts by *spoken* and *written language.*

The elements of spoken language are *articulate* sounds.

The elements of written language are *characters* or *letters*, which represent articulate sounds.

Letters are formed into *syllables*, syllables into *words*, and words into *sentences*.

Grammar is that science which teaches the proper use of letters, syllables, words, and sentences; or which treats of the principles and rules of spoken and written language.

The *object* of English Grammar is to teach those who use the English language to express their thoughts correctly either in speaking or writing.

DIVISIONS OF GRAMMAR.

English Grammar is divided into four parts namely, *Orthography*, *Etymology*, *Syntax*, and *Prosody*.

Orthography treats of letters, and of the mode of combining them into syllables and words.

Etymology treats of the various classes of words, and of the changes which they undergo.

Syntax treats of the connexion and arrangement of words in sentences.

Prosody treats of the proper manner of speaking and reading, and of the different kinds of verse.

PART I.—ORTHOGRAPHY.

ORTHOGRAPHY treats of *letters*, and of the mode of combining them into *syllables* and *words*.

LETTERS.

A *letter* is a mark or character used to represent an articulate sound.

The English alphabet consists of twenty-six letters.

Letters are divided into *vowels* and *consonants*.

A *Vowel* is a letter which makes a distinct sound by itself.

A *Consonant* is a letter which cannot be distinctly sounded without a vowel.

A, *e*, *i*, *o*, *u*, *w* and *y* are vowels.

The remaining nineteen letters are consonants.

The union of two vowels in one sound is called a *Diphthong*.

When both vowels are heard, it is called a *proper Diphthong*; as, *ou* in *sound*.

When only one of the vowels is heard, it is called an *improper Diphthong*; as, *oa* in *boat*.

The union of three vowels in one sound is called a *Triphthong*; as, *iew* in *view*.

All the vowels, many of the diphthongs, and several of the consonants, have more than one sound. Thus, the vowel *a* has four sounds, as in *fate*, *fat*, *far*, *fall*; the diphthong *ea*, has four, as in *bear*, *heart*, *heat*, *breast*; and the consonant *c* has two, as in *city*, *call*.

On the other hand, many of the sounds are represented by several letters. Thus, *e*, as in *me*, is represented by *ae*, *ay*, *ea*, *ee*, *ei*, *eo*, *ey*, *i*, *ia*, *ie*, *oe*, *oi*, and *y*; as in the words *Cæsar*, *quay*, *hear*, *see*, *neither*, *people*, *key*, *pique*, *caviare*, *relieve*, *foetus*, *turkois*, and *duty*; and the sound of *k*, as in *kill*, is represented by *c*, *ch*, *q*, and *gh*, as in the words *corn*, *character*, *quoit* and *hough*.

An accurate knowledge of the sounds of the vowels, diphthongs, triphthongs, and consonants, is only to be acquired by a careful attention to orthoepy, as it is to be found in pronouncing dictionaries of established reputation, and as it is practised by persons of education and taste.

SYLLABLES AND WORDS.

A *Syllable* is a single sound, represented by one or more letters; as, *a*, *an*, *ant*.

In every syllable there must be at least one vowel.

The number of syllables in a word is always equal to the number of distinct sounds which it contains. Thus, the word *strength* contains one distinct sound or syllable; *cru-el* contains two distinct sounds or syllables; *in-ven-tion* contains three; *con-ve-ni-ence*, four; *ver-sa-til-i-ty*, five; *tran-sub-stan-ti-a-tion*, six

A *Word* consists of one syllable, or a combination of syllables.

A word of one syllable is called a *Monosyllable*, as, *just*; a word of two syllables, a *Dissyllable*, as, *jus-tice*; a word of three syllables, a *Trisyllable*, as, *jus-ti-fy*; a word of four or more syllables, a *Polysyllable*, as, *jus-ti-fy-ing*; *jus-ti-fi-ca-tion.*

In representing words by characters, two sorts of letters are employed; namely, *Capitals* and *small Letters*

Words should begin with capitals in the following situations:—

The first word of every sentence—the first word of every line of poetry—the first word of a quotation in a direct form—the names of the Supreme Being—all proper names, adjectives derived from proper names, and common nouns personified—the names of the days of the week, and of the months of the year—any very important word, as, the Revolution, the Union—the pronoun *I*, and the interjection *O*.

A certain degree of uniformity prevails in the spelling of many classes of words; but the exceptions and anomalies are so numerous, that in orthography, as in orthoepy, perfect accuracy is only to be attained by attending to the best authorities.

EXERCISES.

LETTERS.

What is a letter? How many letters are there in the English alphabet? How are letters divided? What is a vowel? What is a consonant? How many vowels are there? How many consonants are there? What is a diphthong? What is a proper diphthong? What is an improper diphthong? What is a triphthong?

Point out the vowels, consonants, proper and improper diphthongs, and triphthongs, in the following words:—

Boy, many, what, rail, toil, round, against, road, mountain, royal, draught, ground, hautboy, clay, decoy, where, poisonous, young, appear, beauty, vein, nymph, review, buy, height, yooman, bean, pigeon, which, does, sign, prey, million, adieu, broad, avoirdupois, poor, town, purlieu, knowledge, whatever, brought, tune, lieutenant, myrrh, free, aisle, guest, youth.

SYLLABLES AND WORDS.

What is a syllable? Is any particular number of letters necessary to form a syllable? How do you find out how many syllables there are in a word? Is any particular number of syllables necessary to form a word? What is a word of one syllable called? a word of two syllables? of three syllables? of four or more syllables? How many sorts of letters are employed in representing words by characters? In what situations should words begin with capitals?

Divide the following words into syllables:—

Compound, misconduct, progress, relate, michaelmas, paraphrase, business, cauliflower, dungeon, parliament, mountainous, leopard, marriage, nutritious, pursuivant, reservoir, abbreviation, victual, harangue, licentiousness, neighbour, crescent, magician, peaceable, reunion, impenetrability, odious, passionate, symptom, efficacious, prescience, acquaintance, divisibility, handkerchief, synagogue, purveyor, unanimity, synonymous.

Correct the errors in the use of capital letters in the following sentences :—

When socrates was Building himself a House at athens, being asked by one that observed the littleness of the Design. Why a man so eminent would not have an abode more suit able to his dignity: "i shall think Myself sufficiently Accommodated," replied he, "If i shall see that narrow Habitation filled with real friends."

still pressing on, beyond tornea's lake,
and hecla flaming through a waste of snow,
and farthest greenland, to the pole itself,
where, failing gradual, life at length goes out,
the muse expands her solitary flight.

remote, unfriended, melancholy, slow,
or by the Lazy scheld, or Wandering po ;
or onward where the rude carinthian boor
against the houseless Stranger shuts the door ;
or where campania's Plain forsaken lies,
a weary waste Expanding to the skies ;
where'er i roam, whatever Realms to see,
my Heart untravell'd, fondly turns to thee.

anne, queen of great britain and ireland, ascended the Throne, on the 8th of march, 1701 ; and Died on the 1st of august, 1714. her Reign was rendered Remarkable by the Victories of the duke of marlborough on the continent of europe, And the union Between england and scotland.

these are Thy Glorious Works, parent of Good!
almighty, Thine this universe' frame!

the st. george Arrived at kingstown From liver-Pool on tuesday evening at Eight o'clock, and will Sail at six O'clock on Thursday morning.

i am monarch of all i Survey,
my right there is none to Dispute ;
from the Centre all round to the sea,
i am Lord of the Fowl and the Brute.

o solitude ! Where are the charms,
that Sages have seen in thy Face,
better Dwell in the midst of alarms,
than Reign in this Horrible Place.

hear the words of solomon, the Wise King of Israel: "fear god, And keep his Commandments; For this is the whole Duty of Man."

remember, o my Friends, the laws, the rights,
the Generous Plan of power, Delivered down
from age to age by your Renowned Forefathers!
o let Them never Perish in your Hands,
but piously Transmit them to Your children.

PART II.—ETYMOLOGY.

ETYMOLOGY treats of the various *classes of words*, or *parts of speech*, and of the changes which they undergo.

PARTS OF SPEECH.

There are nine classes of words, or parts of speech; namely *Article, Noun, Adjective, Pronoun, Verb, Adverb, Preposition, Conjunction, and Interjection.*

I. An *Article* is a word placed before a noun to limit its signification; as, *A* tree, *an* apple, *the* garden.

II. A *Noun* is the name of a person, place, or thing; as, *John, London, book.*

III. An *Adjective* is a word which qualifies a noun; as, A *sweet* apple; a *large* garden; a *new* book.

IV. A *Pronoun* is a word used in place of a noun; as, John was in the garden, *he* says that *it* is full of trees, *which* are covered with fruit.

V. A *Verb* is a word which affirms, or which asks a question; as, James *strikes* the table: *do* you *hear* the noise?

VI. An *Adverb* is a word which qualifies a verb, an adjective, or another adverb; as, He writes *well;* she is *remarkably* diligent; they read *very* correctly.

VII. A *Preposition* connects words, and shows the relation between them; as, We travelled *from* Spain *through* France *towards* Italy.

VIII. A *Conjunction* joins words and sentences together; as, My father *and* mother are come, *but* I have not seen them.

IX. An *Interjection* is a word used to express sudden emotion; as, *Ah!* there he comes; *Alas!* what shall I do!*

---

* Directions to Teachers.—Every word in the English language belongs to one or other of these nine parts of speech. The best way to distinguish one part of speech from another is to attend to its signification, and consider whether it is a name, or a word used instead of a name—whether it expresses quality in a noun, a verb, or another word of quality—whether it makes an assertion or asks a question—or whether it joins other words together, or points out relation between them.—The following directions will also assist in finding out to what classes the principal words in a sentence belong:

Nouns admit before them words expressing quality: thus, we can say, *a black horse, a sour orange, a loud noise;* but we cannot say, *a black did, a sour covered, a loud very.* Nouns also answer to questions beginning with *who* and *what:* thus, *Who struck the table? What did James strike?* The words *James, table,* which form the answers to these questions, are nouns.

Adjectives admit nouns after them: thus, we cannot say, *a*

I.—Article.

An Article is a word placed before a noun to limit its signification.

A noun without an article before it is to be understood in an unlimited sense: thus, *man* is mortal, means that *all men* are mortal. *A* man, limits the signification to *one* man; *the* man, limits the signification to some particular man.

There are two articles, *a* or *an*, and *the*.

A or *an* is called the *indefinite* article, because it does not point out any particular person or thing.

Thus, *a* tree, *an* apple, may signify *any* tree, *any* apple.

When the indefinite article is to be placed before a noun, *a* or *an* is employed according as the one or the other can be more readily formed by the organs of speech,

---

good excellent, an excellent happy; but we can say *a good boy, an excellent scholar, a happy parent.* Adjectives also answer to questions beginning with *what sort of:* thus, *What sort of garden is it? What sort of apples are these? Large* and *sweet*, the answers to these questions, are adjectives.

Verbs make sense with the pronouns, *I, thou, he,* or *we*: thus, we can say, *I sit, thou standest, he walks, we run;* but we cannot say, *I chair, thou still, he slowly, we down.*

Adverbs, when joined to verbs or adjectives, answer to the questions *how? how much? when?* or *where?*—thus, *how does he read? When will she be here? Well, soon,* or any other words which will answer to these questions, are adverbs. Adverbs, though they are used to express quality, like adjectives, do not make sense with nouns: thus, we cannot say, *a good boy diligently, a wise man prudently;* but we can say, *a good boy learns diligently, a wise man acts prudently.*

Prepositions may be distinguished from conjunctions by their admitting after them the words *me, us, him, them;* thus, we can say, *to me, by us, from him, in them;* but we cannot say, *and me, or us, if him, though them.*

and 's more pleasing to the ear when pronounced along with the word which follows. Therefore, *a* is used before words beginning with a consonant, the sounds of *w* and *y*, and the long sound of *u*; as, *a* book, *a* word, *a* youth, many *a* one, *a* eunuch, *a* unit. *An* is used before words beginning with a vowel, silent *h*, and *h* sounded when the accent is on the second syllable; as, *an* army, *an* hour, *an* historian.

The is called the *definite* article, because it points out some particular person or thing.

Thus, *the* garden refers to some particular garden as distinguished from all others.

II.—Noun.

A Noun is the name of a person, place, or thing.

Thus, the words, *John*, *London*, *book*, are called nouns, because *John* is the name of a person, *London* the name of a place, and *book* the name of a thing or object.

Nouns are divided into *Proper* and *Common*.

Proper Nouns or names can be applied to individuals only.

Common Nouns or names can be applied to a whole kind or species.

Proper Nouns distinguish individuals from the rest of the same species. Common Nouns can be applied to each individual of a species, but do not distinguish one individual from another. Thus, *John* is called a proper noun, because, though there are many persons of that name, they do not form a kind of species by themselves; the word is used to distinguish one man or boy from another: *London* is called a proper noun, because it distinguishes the city which bears that name from every other city: *book* is called a common noun, because it does not

distinguish one thing of the kind from another, but can be applied to any object of the same species.

Proper nouns, when applied to individuals only, do not require an article before them to limit their signification. But when a number of individuals resemble each other, the name of one of them is sometimes used to express their common character, and then admits of being limited like a common noun. Thus, a great orator is called *a* Cicero; an eminent poet, *a* Homer or *a* Virgil. Proper nouns also become common, when they are applied to two or more individuals collectively; as, The twelve *Cæsars*.

Nouns are inflected by *Number*, *Gender*, and *Case*.

Nouns are inflected, or changed in their form, by Number, Gender, and Case, to express their various relations to the things which they represent, and to other words in the same sentence.

Number is that inflection of the noun by which we indicate whether it represents one, or more than one.

Gender is that inflection by which we signify whether the noun is the name of a male, a female, or something which has no distinction of sex.

Case is that inflection of the noun which denotes the state of the person, place, or thing represented, as the subject of an affirmation or a question, the owner or possessor of something mentioned, or the object of an action or a relation.

Thus, in the example, "James tore the leaves of Mary's book," the distinction between *book*, which represents only one object, and *leaves* which represents two or more objects of the same kind, is called *Number;* the distinction of sex between *James*, a male, *Mary*, a female, and *leaves* and *book*, things which are neither male nor female, is called *Gender;* and the distinction of state between *James*, the person who tore, or the subject of the affirmation, *Mary*, the owner of the book, *leaves*, the objects torn, and *book*, the object related to leaves, as the whole of which they were a part, is called *Case*.

NUMBER.

There are two Numbers, the *Singular* and *Plural.*

The *Singular* number expresses one of a kind; as, A *book*, a *pen.*

The *Plural* number expresses more than one; as, *Books*, *pens.*

When a noun in the singular number has a plural signification, that is, signifies more than one, it is called a *collective* noun; as, *People, flock.*

The plural is generally formed by adding *s* or *es* to the singular; as, *Hand*, hand*s*; *glove* glove*s*; *box*, box*es.*

Nouns generally form the plural by adding the letter *s* to the singular, when the *s* readily combines in sound with the last letter or syllable.

When the letter *s* does not readily combine in sound with the last letter or syllable of the singular, the plural is formed by adding *es.*

Thus, nouns ending in *x*, *ch* soft, *sh*, and *ss*, form the plural by adding *es*; as, *Fox*, fox*es*; *church*, church*es*; *fish*, fish*es*; *glass*, glass*es.*

The following are the principal irregularities with respect to number:—

Nouns ending in *ch* hard, and in *o* preceded by a vowel, form the plural by adding *s*; as, *Monarch*, monarch*s*; *folio*, folio*s*. Nouns ending in *o* preceded by a consonant, take *es*; as, *Hero*, hero*es*; except *canto*, *grotto*, *junto*, *portico*, *quarto*, *solo*, *tyro*, which add *s* only

Nouns ending in *y* preceded by a consonant, change *y* into *ies*; as *Duty*, dut*ies*. In like manner, the word *alkali* has alkali*es* in the plural. But nouns ending in *y* preceded by a vowel, and proper names used as common nouns, follow the general rule; as, *Day*, day*s*; *Henry*, Henry*s*.

Nouns ending in *f* or *fe* change *f* or *fe* into *ves*; as,

Calf, calv*es*; *knife*, knive*s*; except *brief*, *chief*, *fief*, *grief*, *handkerchief*; *hoof*, *proof*, *reproof*, *roof*; *dwarf*, *scarf*, *wharf*; *gulf*, *turf*; *fife*, *strife*; *safe*; which are regular. Nouns ending in *ff* are also regular; as, *Muff*, muff*s*; except *staff*, which has stav*es*.

A few nouns take the termination *en*; as, *ox*, ox*en*; *child*, child*ren*; *man*, m*en*, with its compound *woman*, w*omen*; foot*man*, foot*men*, &c.

Some nouns vary the plural to express a difference of meaning; as, *Brother*, *brothers*, (sons of the same parent, *brethren*, (members of the same profession;) *die*, *dies*, (stamps for coining,) *dice*, (small cubes used in games;) *genius*, *geniuses*, (persons of great talent,) *genii*, (spirits;) *index*, *indexes*, (tables of contents;) *indices*, (signs in Algebra;) *pea*, *peas*, (single seeds,) *pease*, (seeds in a mass;) *penny*, *pennies*, (coins,) *pence*, (value of coins in computation.)

Nouns which have been adopted from foreign languages without change, sometimes retain their original plurals; thus:—

Animalculum	Animalcula
Antithesis	Antitheses
Apex	Apices
Appendix	Appendices
Arcanum	Arcana
Automaton	Automata
Axis	Axes
Bandit, Banditto	Banditti
Basis	Bases
Beau	Beaux
Calx	Calces
Cherub	Cherubim
Criterion	Criteria
Crisis	Crises
Datum	Data
Desideratum	Desiderata
Dilettante	Dilettanti
Effluvium	Effluvia
Ellipsis	Ellipses
Erratum	Errata

Focus	Foci
Genus	Genera
Hypothesis	Hypotheses
Ignis-fatuus	Ignes-fatui
Lamina	Laminæ
Magus	Magi
Medium	Media
Memorandum	Memoranda
Metamorphosis	Metamorphoses
Monsieur	Messieurs
Phenomenon	Phenomena
Radius	Radii
Seraph	Seraphim
Stimulus	Stimuli
Stratum	Strata
Thesis	Theses
Vertex	Vertices
Virtuoso	Virtuosi
Vortex	Vortices

The following nouns cannot be classed under any general rule, in the formation of the plural number: *Foot, feet; goose, geese; louse, lice; mouse, mice; tooth, teeth*

Some nouns have the singular and plural alike; as, *Deer, sheep, swine, salmon, &c.*

Many nouns have no plural: these are chiefly proper names, and names of virtues and vices, arts and sciences, metals, grain, &c.; as, *England, Dublin; wisdom, goodness, pride, sloth; poetry, music, arithmetic; gold, silver, iron; wheat, barley; hemp, pitch, milk, bread, &c*

Some nouns want the singular number: as, *Bellows, scissors, tongs, ashes, lungs, riches, bowels, vitals, morals, nuptials, breeches, drawers, kalends, nones, ides, thanks, oats, victuals, politics, mechanics, statistics, optics, mathematics, antipodes, minutiæ, &c.*

Among this class of words are to be reckoned *letters* signifying *literature*, and *manners*, in the sense of *behaviour*. *Amends, means, odds*, are either singular or plural. *News* is generally used as singular; likewise *alms* and *gallows*.

GENDER.

There are three Genders, the *Masculine*, the *Feminine*, and the *Neuter*.

Properly speaking, there are only two genders, the *masculine* and the *feminine*, corresponding to the two sexes; but as many nouns belong to neither sex, these are classed together, and denominated *neuter*, that is, of neither gender.

The names of males are *masculine;* as, *Man, husband, father.*

The names of females are *feminine;* as *Woman, wife, mother.*

The names of things, which are neither male nor female, are *neuter;* as *House, field, river.*

When a noun may be applied either to a male or a female, it is said to be of the *common* gender; as, *Parent, child, friend.*

There are three ways of distinguishing the masculine from the feminine:—

1 By a different termination; as—

Abbot	Abbess	Duke	Duchess
Actor	Actress	Elector	Electress
Administrator	Administratrix	Emperor	Empress
Adulterer	Adulteress	Executor	Executrix
A. bassador	Ambassadress	Fornicator	Fornicatrix
Arbiter	Arbitress	Giant	Giantess
Author	Authoress	Governor	Governess
Baron	Baroness	Heir	Heiress
Benefactor	Benefactress	Heritor	Heritrix
Chanter	Chantress	Hero	Heroine
Conduotor	Conductress	Host	Hostess
Count	Countess	Hunter	Huntress
Czar	Czarina	Jew	Jewess
Dauphin	Dauphiness	Lad	Lass
Deacon	Deaconess	Landgrave	Landgravine
Director	Directrix	Lion	Lioness

Margrave	Margravine	Seamster	Seamstress
Marquis	Marchioness	Shepherd	Shepherdess
Mayor	Mayoress	Songster	Songstress
Patron	Patroness	Sorcerer	Sorceress
Peer	Peeress	Sultan	Sultana
Poet	Poetess	Testator	Testatrix
Priest	Priestess	Tiger	Tigress
Prince	Princess	Traitor	Traitress
Prior	Prioress	Tutor	Tutoress
Prophet	Prophetess	Viscount	Viscountess
Protector	Protectress		

2. By a different word; as—

Beau	Belle	Horse	Mare
Boar	Sow	Husband	Wife
Boy	Girl	King	Queen
Bridegroom	Bride	Lord	Lady
Brother	Sister	Man	Woman
Buck	Doe	Master	Mistress
Bull	Cow	Monk	Nun
Bullock	Heifer	Milter	Spawner
Cock	Hen	Nephew	Niece
Colt	Filly	Ram	Ewe
Dog	Bitch	Sir	Madam
Drake	Duck	Sloven	Slut or slattern
Earl	Countess	Son	Daughter
Father	Mother	Stag	Hind
Gaffer	Gammer	Uncle	Aunt
Gander	Goose	Widower	Widow
Gentleman	Lady	Wizard	Witch
Hart	Roe		

3. By prefixing a noun, an adjective, or a pronoun; as—

Man-servant	Maid-servant
Cock-sparrow	Hen-sparrow
Male-child	Female-child
He-goat	She-goat

CASE.

There are three Cases, the *Nominative*, the *Possessive*, and the *Objective*.

The three cases are expressive of the three states of relation to other words, in one or other of which the name of every person, place, or thing must be placed.

A noun is in the nominative case when it is the subject of an affirmation or a question.

A noun is in the possessive case when it expresses ownership or possession.

A noun is in the objective case when it is the end or object of an action, or of some relation expressed by a preposition.

Thus, in the example, "John took Robert's knife, and put it into the pocket of William's coat," two affirmations are made by the verbs *took* and *put*. The subject of these affirmations, or the person who *took* and *put*, was John, whose name is, therefore, in the nominative case. The object or end of John's action in taking, was the *knife;* the object pointed out by the preposition *into*, was the *pocket;* and the object pointed out by the preposition *of*, was *coat;* the words *knife*, *pocket*, and *coat*, are therefore in the objective case. The owner of the knife was *Robert*, and the owner of the coat was *William;* hence the words *Robert's* and *William's* are in the possessive case.

The nominative and the objective of nouns are always alike.

The possessive singular is formed by adding *s*, with an apostrophe before it, to the nominative; as, *King*, *king's*.

When the nominative singular ends in *s*, *ss*, *ce*, or any other letter or syllable which will not combine in sound with *s*, the possessive is sometimes formed by merely adding the apostrophe; as, *Moses'* rod, for *righteousness'* sake; for *conscience'* sake.

The possessive plural is formed by adding an apostrophe to the nominative; as, *Kings*, *kings'*.

When the nominative plural does not end in *s*, the possessive is formed by adding *s*, with an apostrophe, as, *Men, men's.*

Nouns are thus declined:—

	Singular.	*Plural.*		*Singular.*	*Plural.*
Nom.	Father	Fathers	*Nom.*	Child	Children
Poss.	Father's	Fathers'	*Poss.*	Child's	Children's
Obj.	Father	Fathers	*Obj*	Child	Children

	Singular.	*Plural.*		*Singular.*	*Plural.*
Nom.	Lady	Ladies	*Nom.*	Lass	Lasses
Poss.	Lady's	Ladies'	*Poss.*	Lass's	Lasses'
Obj.	Lady	Ladies	*Obj.*	Lass	Lasses*

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* DIRECTIONS TO TEACHERS.—To find out the number and gender of nouns, it is only necessary to attend to their signification, and to the modes in which these inflections are made in different sorts of words, as explained in the preceding rules. The following directions will assist in distinguishing the cases The nominative case answers to a question beginning with *who* or *what*, and the word which makes the affirmation; as, *Who took Robert's knife? John*, a word which was shown in the explanation of the cases to be in the nominative. The possessive case answers to a question beginning with *whose*, and the word following the noun, the case of which is to be found out; as, *Whose knife did John take? Whose pocket did he put it into? Robert's, William's*, which are both in the possessive. The objective case answers to a question beginning with *whom* or *what*, and ending with the word which makes the affirmation or points out the relation; as, *What did John take? A knife. What did he put it into? A pocket. What did he put it into the pocket of? A coat:* the words which answer to all these questions are in the objective.

Sentences like the preceding may be parsed in the following manner:—*John*, a proper noun, singular number, masculine gender, and nominative case; *took*, a verb; *Robert's*, a proper noun, singular number, masculine gender, and possessive case; *knife*, a common noun, singular number, neuter gender, and objective case; *and*, a conjunction; *put*, a verb; *it*, a pronoun; *into*, a preposition; *the*, the definite article; *pocket*, a common noun, singular number, neuter gender, and objec-

EXERCISES.

PARTS OF SPEECH.

How many classes of words are there? To what class do all names belong? What words limit the signification of names? What words are used instead of names? What words express quality? What words qualify nouns? What are words which affirm or ask questions called? What words qualify affirmations, and other words expressive of quality? What words are used to connect other words? What words both connect other words, and point out the relation which one thing bears to another? What words are used to express sudden emotion?

Say to what class each of the following words belongs:—

Ireland, come, an apple, by, diligent, we, alas! write, not, a garden, quite, walk, good, and, plant, oh! green, very, run, but, winter, make, long, hush! fruitful, silver, read, or, the river, happy, build, quickly, sit, large, house, nor, well, it, George, school, she, with, aha! strike, Cork, I, ride, at, pen, sweetly, them, new, him, earth, ah! learn, you.

ARTICLE.

What is an article? How is a word which has no article before it to be understood? What does *a* signify? How

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tive case; *of*, a preposition; *William's*, a proper noun, singular number, masculine gender, and possessive case; *coat*, a common noun, singular number, neuter gender, and objective case.

On each of the words questions like the following may be put, to teach the ready application of the preceding rules. Why is *John* called a proper noun? Why is it said to be in the singular number? masculine gender? and nominative case? Why is *Robert's* said to be in the possessive case? Why is *knife* called a common noun? Why is it said to be in the neuter gender? and objective case? What is the plural of *knife?* How do nouns in *f* and *fe* form the plural number? Why is *the* called the definite article? &c &c

does *the* limit the signification of a noun? How many articles are there? What is *a* or *an* called? and why? When ought *a* to be placed before a noun? and when *an*? What is *the* called? and why?

Place Articles before the following words:—

Man, sun, fields, apple, hour, grammar, husband, pens, union, stone, herb, infant, river, historian, wood, army, eunuch, clouds, garden, orange, youth, honour, scholar, wish, hope, university, writer, ewe, planets.

Correct the following Errors:—

An river, a apple, a ornament, an good scholar, an youth, a humble man, an history, a hour, an ewe, a owl, an wolf, an union, an prince, a empty purse, an humorous story, an useful work, a obedient son, an sweet pear, an green field, a industrious man, a amiable woman, a harmonious sound, an cheerful temper, an winding stream, a open countenance, an severe winter, an mild spring, an warm summer, a abundant harvest.

NOUN.

What is a noun? How many sorts of nouns are there? What sort of a noun is *John?* and why is it so called? What sort of a noun is *book?* and why is it so called? When do Proper nouns become Common? How are nouns inflected? For what purpose are nouns inflected? What is Number? Gender? Case? How many numbers are there? What is a collective noun? How is the plural formed? When do nouns form the plural by adding *es?* What termination or final letters require *es* after them in the formation of the plural number? How do nouns ending in *o*, *y*, and *f* or *fe*, form the plural? How many Genders are there? When is a noun said to be of the common gender? What are the three ways of distinguishing the masculine from the feminine? How many Cases are there? What do the cases express? What cases in nouns are always alike? How is the Possessive case formed in the singular and in the plural number? When is the possessive singular formed in the same way as the possessive plural? and the possessive plural as the possessive singular?

Distinguish Proper nouns from Common in the following :—

Dublin, city, time, nation, Patrick, hope, dog, honour, friend, Limerick, table, kindness, portion, peasantry, Italy, fleet, stream, happiness, London, boy, America, debt, people, Thomas, Henry, mountain, hat, multitude, party, Cæsar, regiment, Bristol, virtue, continent, grammar.

In what number are—

Field, plants, beast, rams, globes, cloud, virtue, vices, sun, blackness, box, leaves, quartos, alkali, inches, duty, asses, wish, heroes, tetrarchs, money, righteousness, knives, footman, child, peas, axes, cherub, phenomena, crisis, genus, data, effluvia, stratum, theses, teeth, salmon, sheep, whiteness, folly, morals, spectacles, antipodes, tongs, riches, optics, annals, victuals, bread, milk, iron, mathematics, brass, amends, news, alms, people, multitude?

Form the Plural of—

Flower, watch, junto, staff, woman, bandit, erratum, goose, index, magus, seraph, brother, hoof, grotto, tax, garden, orange, miss, city, bay, gulf, monarch, tree, loaf, mouse, automaton, hypothesis, penny, die, bush, deer, muff, lady, radius, potato, ox, genus, criterion.

Correct the following errors :—

Good scholares are always attentive to their studys, and to the instructiones of their teacheres. The huntsmans killed two fox. I saw a husbandmen ploughing, with six oxes. You can see ten churchs from the top of that hill; it is a prospect which even monarchs might admire. Hannibal was one of the greatest heros of ancient tims. We are only tyroes in grammar. The innkeeper borrowed two dozens of knifes and forkes; and he not only took great care of them, but returned them in a few daies; both of which are proofes that he was deserving of the favour. That old man has two staffs, one in each hand: how ridiculous these ladys would appear if each of them had two muffes. Obedient childes are anxious to please their parentes. These young mans are grea genii: thee are brethren, being sones of the same father. That is a good crop of oat, but the wheats in the next field is not so good. I will give you two golds for three silvers. The rain is

well skilled in mechanic: he has invented a new kind of bellow. Lend me your scissor to cut this thread. David was a man of excellent moral, and pleasing manner, and well acquainted with letter.

What is the gender of—

King, duck, shepherd, beauty, heart, flock, woman, widower, boy, companion, lady, uncle, Mary, virtue, master, bride, husband, witness, aunt, head, parent, wisdom, Charles, prince, empress, Belfast, cousin, nun?

What is the feminine of—

Hero, nephew, lord, stag, abbot, marquis, hart, duke, sultan, host, ram, brother, milter, testator, male-child, giant, wizard, executor, beau, monk, bullock, viscount, margrave, earl, director, he-goat, sloven, buck?

In what case is each of the following nouns:—

A man's hand; mend the pen; John writes; the king's crown; in the field; ladies' gloves; children's toys; strike the table; from Cork to Limerick; Charles' hat; the girls read the boys' books; lend a slate and pencil; Cæsar was a scholar and a warrior; the ways of wisdom are ways of pleasantness; man's happiness does not consist in the abundance of his possessions; the scholar's improvement is the master's object?

Correct the following errors:—

Jame's sister was Roberts' husband. My uncle is my greatest benefactress. The duke is a distinguished heroine. That young lady is the marqui's nephew, and is about to be married to the ambassadors' daughter: she is a count in her own right. Henries' daughter was much grieved at her childs death. My brothers wifes mother arrived last night. A mothers tenderness' and a fathers' care are natures gifts' for maus advantage. Wisdoms precepts' form the good mans interest and happiness.

Parse the following sentences, stating the number, gender, and case of each of the nouns:—

A duke, a marquis, an earl, and a viscount, were present at the review. The king and the beggar, the prince and the peasant, are liable to the misfortunes of life. Many men are

deceived by false appearances. James and I are rivals; but we do not cease to be friends. Charles was a man of knowledge, learning, politeness, and religion.

Th' unwearied sun, from day to day,
Does his Creator's power display,
And publishes to every land,
The work of an Almighty hand.

Peevishness and passion often produce from trifles the most serious mischiefs. Truth and candour possess a powerful charm: they bespeak universal favour. Learning does not grow up in the mind of its own accord: it is the fruit of long cultivation, and the acquisition of labour and care.

III.—Adjective.

An Adjective is a word which qualifies a noun.

Adjectives qualify nouns by ascribing to the objects of which they are the names, some property or other circumstance which distinguishes them from some other objects of the same kind. Thus, in the example, *a sweet apple*, *apple* is the name of an object, and *sweet* describes a distinctive quality of that object: hence the word *sweet* is an adjective. In like manner, in the examples, *a large garden*, *a new book*, the words *large* and *new* are adjectives, because they express circumstances concerning the garden and the book referred to, which distinguish them from some other gardens and books.

Adjectives have three forms; the *Positive*, the *Comparative*, and the *Superlative*.

An adjective is in the *positive* form when it does not express comparison; as, A *rich* man.

An adjective is in the *comparative* form, when it expresses comparison between two, or between one and a number taken collec-

tively; as, John is *richer* than James: he is *richer* than all the men in London.

An adjective is in the *superlative* form, when it expresses comparison between one and a number of individuals taken separately: as, John is the *richest* man in London.

Adjectives expressive of properties or circumstances which cannot be increased, have only the positive form; as, A *circular* road; the *chief* end; *extreme* measures.

The positive is used to denote the existence of some quality in an object without comparing it directly with any other object; but in adjectives of dimension, and some others, comparison is implied, though it is not expressed; thus, we say of a walking-stick, compared with a twig that it is *thick*—compared with a tree that it is *small*. The comparative not only expresses comparison between two, or between one and a number taken collectively, but denotes that a greater or less degree of the quality exists in the one than in the other. In like manner the superlative not only expresses comparison between one and a number of individuals taken separately, but denotes the greatest or least degree of the quality in the object with which each of the others is compared. Thus, we say of an apple, it is *sweet*; comparing it with another apple, we say it is *sweeter*, meaning that it possesses a greater degree of the quality of sweetness; comparing it with each apple in a number, we say it is the *sweetest*, meaning that of all the apples referred to, it possesses the quality of sweetness in the greatest degree. Because the different forms of the adjective thus express different degrees of quality, they are generally called the *Degrees of Comparison*.

The comparative is formed by adding *er* to the positive; as, *Great*, great*er*; *small*, small*er*.

When the positive ends in *e*, the letter *r* only is added; as, *Large*, larger.

The superlative is formed by adding *est* to the positive; as *Great*, great*est*; *small*, small*est*.

When the positive ends in *e* the letters *st* only are added as, *Large*, larg*est*.

When the positive ends in *y* preceded by a consonant, the *y* is changed into *i* before *er* and *est*; as, *Happy*, happ*ier*, happ*iest*.

When the positive ends in a single consonant, preceded by a single vowel, the consonant is doubled before *er* and *est*; as, *Hot*, hot*ter*, hot*test*.

The comparative is also formed by prefixing *more* to the positive; and the superlative, by prefixing *most*; as, Useful, *more* useful, *most* useful.

Adjectives of one syllable, and dissyllables ending in *y* and *e* usually form the comparative and superlative by adding *er* and *est*, or *r* and *st*. All other adjectives of two syllables, and adjectives of more than two syllables, usually form the comparative and superlative by prefixing *more* and *most*.

A few adjectives form the superlative by adding *most* to the positive or comparative, as, *Fore*, fore*most*; *upper*, upper*most*.

The syllable *ish* is sometimes added to the positive to lessen its signification; as, *Black*, black*ish*. When the positive ends in *e*, the *e* is omitted before *ish*; as, *White*, whit*ish*.

The signification of the positive is also lessened by prefixing the adverbs *less* and *least*; as, Useful, *less* useful, *least* useful.

The adverb *very* is often prefixed to the positive to increase its signification by expressing a degree of quality somewhat less than the greatest or superlative degree; as, Wise, *very* wise.

The following adjectives are irregular in the formation of the comparative and superlative:—

Bad, Evil, Ill	worse	worst
Far	farther	farthest
Fore	former	foremost, first

Good	better	best
Hind	hinder	hindmost hindermost
In	inner	inmost innermost
Late	later latter	latest last
Little	less	least
Low	lower	lowest lowermost
Many Much	more	most
Near	nearer	nearest next
——	nether	nethermost
Old	older elder	oldest eldest
Out	outer	outermost utmost
——	under	undermost
Up	upper	uppermost upmost *

* Directions to Teachers.—It has been already explained that Adjectives may be distinguished from the other parts of speech by their making sense with a noun, or by their answering a question in reference to the noun, beginning with the words, *What sort of.* Thus, we can say, *a sweet apple*, but we cannot say, *a sweet large, a sweet it*, or *a sweet learn.* Or, if we ask, *What sort of apple is it?* the word *sweet*, which answers the question, is shown to be an adjective. Whether an adjective has any other form than the Positive can only be ascertained by considering whether its signification can be increased or diminished; and whether it is regular or irregular, or in what manner the Comparative and Superlative are formed, must be learned by attending carefully to the preceding rules and examples. When an adjective is in the comparative or superlative, it should be asked, why it is so; thus, Why is *richer* put in the comparative form? Because a comparison is made, first, between *John* and *James*, and then between *John* and *all the men in London* taken together. Why is *richest* put in the superlative form? Because a com-

EXERCISES.

ADJECTIVE.

What is an adjective? How do adjectives qualify nouns? How many forms have adjectives? When is an adjective in the Positive form? in the Comparative? in the Superlative? What adjectives have only the positive form? What is the use of the positive? What adjectives imply comparison in the positive form? What is the use of the comparative? of the superlative? What are the positive, comparative, and superlative generally called? and why? How is the comparative formed? How is the superlative formed? How are the comparative and superlative formed, when the positive ends in *e*? when the positive ends in *y* preceded by a con-

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parison is made between *John* and *each man in London* taken separately.

Sentences containing the Article, Noun, and Adjective, may be parsed as follows, the explanations being drawn from the pupil by such questions as, Why is it called an adjective? Why are the comparative and superlative formed by adding *r* and *st*, &c. &c. *A wise man; an amiable woman; the last day.* *A* the indefinite article, limiting the signification of *man; wise*, an adjective in the positive form, qualifying *man*, comparative *wiser*, superlative *wisest*, formed by adding *r* and *st* to the positive; *man*, a noun, singular number, masculine gender, and nominative case; *an*, the indefinite article, written *an* because the next word begins with a vowel; *amiable*, an adjective, in the positive form, comparative *more amiable*, superlative *most amiable*, so formed because the positive is a word of four syllables, to which it would be inconvenient to add *r* and *st; woman*, a noun, singular number, feminine gender, and nominative case, possessive *woman's*, plural *women*, possessive *women's; the*, the definite article, limiting the signification of *day; last*, an adjective in the superlative form, qualifying *day*, irregular in the formation of the comparative and superlative, *later* or *latter*, *latest* or *last*, *later* and *latest* being generally applied to time, *latter* and *last* to number and order; *day*, a noun, singular number, neuter gender, and nominative case, forming the plural by adding *s*, because the final *y* is preceded by a vowel.

sonant? when the positive ends in a single consonant, preceded by a single vowel? Is there any other way of forming the comparative and superlative? What adjectives generally form the comparative and superlative by adding *er* or *est*, or *r* or *st*? What adjectives always form the comparative and superlative by *more* and *most*? How do a few adjectives form the superlative? How is the signification of the positive sometimes lessened? What adverbs are sometimes placed before the positive to lessen its signification? What adverb is often prefixed to the positive to express a degree of quality somewhat less than the superlative? What are those adjectives called which do not form their comparative and superlative by the preceding rules?

What are the comparative and superlative of—

Bright, diligent, thin, noble, bad, pretty, fearful, brave, warm, active, worthy, cold, large, industrious, affable, wise, obedient, gloomy, able, sad, little, strong, near, dutiful, serene, big, good, careless, late, fruitful?

In what form are the adjectives—

Mildest, better, high, more, uttermost, happiest, worthless, least, whiter, lowermost, worse, cruel, eldest, gentle, magnificent, best, many, less, gayest, peaceful, virtuous, sweetest, evil, inmost, happier, miserable, temperate, useful?

Correct the following errors:—

He expects to see more happyer days. You have got the lesser share. Alexander the Great is a most historical personage. It is the duty and privilege of man to worship the Supremest Being. Autumn is the interestingest season of the year. Tuesday was more cold than Monday. This summer is hoter than the latest. Robert is more taller than William. Solomon was the wiseest man; Methuselah was the eldest. Jane is livelyer than Mary. This is the beautifulest flower I ever saw. My hat is littler than yours, but his is the littlest of the three. Patrick is the negligentest boy in the class. She was reduced to the extremest poverty.

Parse the following sentences:—

A good boy; the tallest girl; an upright man; a lofty tree; splendid talents; fair weather; the best neighbour; the farmer's hospitable mansion; man's chief end; the knights of

the round table; relentless war; a fruitful field; Edward is a most agreeable companion. A profligate life leads to a miserable death. The smooth stream, the serene atmosphere, the mild zephyr, are the emblems of a gentle temper, and a peaceful life: among the sons of strife, all is loud and tempestuous.

O happy is the man, who hears
Instruction's warning voice,
And who celestial wisdom makes
His early, only choice.

Multitudes, in the most obscure stations, are not less eager in their petty broils, nor less tormented by their passions, than if princely honours were the prize for which they contend.

IV.—Pronoun.

A *Pronoun* is a word used in place of a noun.

Thus, in the sentence, *John was in the garden: he says that it is full of trees, which are covered with fruit, he*, is used in place of *John*, *it*, in place of *garden*, and *which*, in place of *trees*, to prevent the repetition of these nouns.

There are three kinds of pronouns; *Personal*, *Relative*, and *Demonstrative*.

PERSONAL PRONOUNS.

Personal Pronouns are so called because they are used instead of the names of persons, places, and things.

The personal pronouns are *I*, *thou*, *he*, *she*, and *it*.

I, which is used when a person speaks of himself, is called the pronoun of the *first* person.

Thou or *you*, used in speaking to another, is called the pronoun of the *second* person.

He, *she*, *it*, used in speaking of a person or thing, are called the pronouns of the *third* person

Personal pronouns have number, gender and case.

They are thus declined:—

FIRST. PERS. MASC. OR FEM.

Sing.		*Plur.*	
Nom.	I	*Nom.*	We
Poss.	My *or* Mine	*Poss.*	Our *or* Ours
Obj.	Me	*Obj.*	Us

SECOND PERS. MASC. OR FEM.

Sing.		*Plur.*	
Nom.	Thou You	*Nom.*	Ye You
Poss.	Thine Thy Your Yours	*Poss.*	Your Yours
Obj.	Thee You	*Obj.*	You

THIRD PERSON MASC.

Sing.		*Plur.*	
Nom.	He	*Nom.*	They
Poss.	His	*Poss.*	Their *or* Theirs
Obj.	Him	*Obj.*	Them

THIRD PERSON FEM.

Sing.		*Plur.*	
Nom.	She	*Nom.*	They
Poss.	Her *or* Hers	*Poss.*	Their *or* Theirs
Obj.	Her	*Obj.*	Them

THIRD PERSON NEUTER.

Sing.		*Plur.*	
Nom.	It	*Nom.*	They
Poss.	Its	*Poss.*	Their *or* Theirs
Obj.	It	*Obj.*	Them

In addressing persons *you* is used both in the singular and the plural: *thou* is seldom used except in addressing the Deity.

It may be used not only in place of the name of an object, but instead of a clause of a sentence; as, *To learn his lessons well* is the scholar's duty; or, *It* is the scholar's duty to learn his lessons well. In such expressions as, *It rains, it freezes, it* does not stand for either a noun or a clause of a sentence, but is used to point out the effect of some cause not specified

The possessives *my, thy, her, our, your, their,* are used when the name of the person or thing possessed is mentioned immediately after them; as, *My* book, *your* pen, *her* slate:—*mine, thine, hers, ours, yours, theirs,* are used when the name of the person or thing possessed

is mentioned in a previous part of the sentence, or is only understood; as, The book is *mine*: the pen is *yours*; Whose is the slate? *hers*.

The word *own* is sometimes added to the possessives *my*, *mine*, *thine*, *his*, *her*, *its*, *our*, *your*, *their*, to render them more emphatic; as, *It is your own fault.*

Self, in the plural *selves*, is also added to the possessive case of pronouns of the first and second persons, and to the objective of pronouns of the third person; as, *Myself*, *ourselves*; *himself*, *themselves*. These are sometimes called *Reciprocal Pronouns*, because, when used after verbs they denote that the agent and the object of the action are the same; as, *They* injure *themselves*.

RELATIVE PRONOUNS.

Relative Pronouns are so called because they relate to some word or clause going before; as, The boy who deserves the prize shall get it; he has always behaved well, *which* gives me great satisfaction.

In these examples the pronouns *who*, *which*, are not only used in place of other words, but *who* refers immediately to *boy*, and *which* to the circumstance of his having *always behaved well.*

The word or clause to which a relative pronoun refers is called the *Antecedent.*

The relative pronouns are *who*, *which*, *that*, *what.*

Who is applied to persons only; as, The man *who* was here; the woman *who* spoke to him.

Which is applied to the lower animals and things without life; as, The horse *which* I sold: the letter *which* I wrote.

That is applied to both persons and things;

as, The friend *that* helps; the bird *that* sings; the knife *that* cuts.

What includes both the antecedent and the relative; as, I did *what* he desired me, that is I did *that which* he desired me.

Because *what* includes both the antecedent and the relative, it is sometimes called a *Compound Pronoun.* For the same reason, *whoever* and *whatever* may be considered compound pronouns, as in the examples, *Whoever* said so was mistaken, that is, The *person who* said so was mistaken; *Whatever* you do, do quickly, that is, *That which* you do, do quickly.

Relative pronouns have the singular and plural alike.

Who is either masculine or feminine; *which, that,* are masculine, feminine, or neuter; *what,* as a relative pronoun, is always neuter.

That, what, are not varied by case. *Who* and *which* are thus declined:—

Sing. and *Plur.*		*Sing.* and *Plur.*	
Nom.	Who	*Nom.*	Which
Poss.	Whose	*Poss.*	Whose
Obj.	Whom	*Obj.*	Which

Who, which, and *what,* when used to ask questions, are called *Interrogative Pronouns.*

In asking questions, *who* refers to persons, *which* to persons or things out of some definite number, *what* to persons or things indefinitely; as, *Who* said so? *Which* of you said so? *What* person said so? *Which* book shall I take? *What* house is that?

DEMONSTRATIVE PRONOUNS.

Demonstrative Pronouns are so called because they point out particularly the persons or objects to which they refer.

The demonstrative pronouns are *this* and *that;* in the plural *these* and *those.*

This and *these* are applied to persons and things near at hand, or last named; *that* and *those* to persons or things at a distance in time or place; as, *This* earth, *these* trees; *that* sky, *those* stars; The Bank of Ireland and the Custom-house, are two of the most magnificent buildings in Dublin: *this* is on the north side of the river, and *that* on the south side.*

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* Directions to Teachers.—The nouns for which the personal and relative pronouns are used may easily be found out by putting questions beginning with *who* and *what*, thus, *Who says that it is full of trees? John. What is full of trees? the garden. What is covered with fruit? the trees.* Care must be taken not to confound *that* as a relative pronoun with *that* as a demonstrative and *that* used as a conjunction. When it is a relative pronoun its place may be supplied by *who* or *which;* when a demonstrative pronoun, its place may be supplied by the definite article *the;* when neither *who*, *which*, nor *the* can be used in its place, it is a conjunction.

Sentences containing pronouns may be parsed as follows:—*I recommend these boys to your care, I hope you will find them diligent. I*, a personal pronoun, first person, singular number, common gender, and nominative case; *recommend*, a verb; *these* a demonstrative pronoun, pointing out *boys*, in the plural number, singular *this; boys*, a noun, plural number, masculine gender, and objective case; *to*, a preposition; *your*, a personal pronoun, second person, singular number, common gender, and possessive case, nominative *thou*, or *you*, possessive, *thine*, *thy*, *your*, or *yours*, objective *thee*, or *you; care*, a noun, singular number, neuter gender, and objective case; *I*, a personal pronoun, first person, plural *we; hope*, a verb; *you*, a personal pronoun, second person, singular number, common gender, and nominative case; *will*, a verb; *find*, a verb; *them*, a personal pronoun, third person, plural number, masculine gender, and objective case, used in place of *boys*, nominative singular *he*, nominative plural *they; diligent*, an adjective qualifying boys, in the positive form, comparative *more diligent*, superlative *most diligent*

EXERCISES.

PRONOUN.

What is a pronoun? How many kinds of pronouns are there? Why are personal pronouns so called? What are the personal pronouns? what is the pronoun of the first person? of the second? What are the pronouns of the third person? What pronoun is used in both the singular and the plural? When is *thou* used? Is *it* used only in place of a noun? What does it point out in the expressions *it rains; it freezes?* When are the possessives *my, thy, her,* &c., used? and when *mine, thine, hers,* &c.,? What word is sometimes added to render the possessive more emphatic? What are the Reciprocal pronouns? To what cases are *self, selves* added? Why are they called reciprocal pronouns?

Why are Relative pronouns so called? What is a word or clause called, to which a relative pronoun refers? What are the relative pronouns? To what is *who* applied? *which?* and *that?* Why is *what* called a compound pronoun? What other words may be considered compound pronouns? What are always alike in relative pronouns? What are the genders of the relative pronouns? What relative pronouns are varied by case? What are the interrogative pronouns? How are they applied?

Why are Demonstrative pronouns so called? What are the demonstrative pronouns? How are they applied?

What kind of pronoun is—

Mine, these, we, them, thou, hers, that, my, this, our, whom, his, thy, he, it, those, who, us, their, me, ours, whose, him, thine, your, they, her, its, ye, I, she, self, which?

What are the person, number, gender, and case of—

Our, her, him, them, you, us, mine, thee, what, those, whom, this, their, which, it, she, you, who, theirs, these, I, thy, that, she, your, selves?

Correct the following errors:—

This book is my. Is that yours pen? Give me hers slate. It was him own fault. Let them do it theyselves. Come thouself. I which teach. You which learn The books whom we read. Do what which you are told. What's knife is this. Do you see this two hats? those belongs to John, and these to James.

Parse the following sentences :—

I shall hear your lesson when you can say it. He may mend his own pen. Can she go by herself? Is that knife of yours sharp? Whose pencil is this? Do unto others, as you wish that they should do unto you. Such errors as these are sure to be detected. Write such a letter as will please your father and mother. As far as happiness is to be found on earth, we must look for it, not in the world, or the things of the world; but within ourselves, in our temper, and in our heart.

V.—Verb.

A Verb is a word which affirms, commands, or asks a question.

Thus, the words *John the table*, contain no assertion: but when the word *strikes* is introduced, something is affirmed, which is either true or not true: hence *strikes* is a verb, that is, it is the *word* which gives meaning to the sentence. Sometimes the verb, or asserting word, is omitted; thus, in the example, *did you hear the voice? yes*, the adverb which answers the question, makes an affirmation in reply, but the verb *I did* is understood.

The simple form of the verb without inflection, is, in this Grammar, called the *root* of the verb; thus, *Love* is the root of the verb to *Love*.

A verb is said to be *transitive* when the action passes from the subject of it to some other object, and *intransitive* when the action remains with the subject, thus; *I love him:* love is transitive, because the action *love* passes from the subject *I* to the object *him*. Whereas, *I walk, I sit, I run*, are intransitive, because the actions walking, sitting, running, remain with the subject *I* Many verbs may be used either transitively or intransitively; thus, *I am writing*, may be regarded as intransitive, having no reference to any thing written, but *I am writing a letter* is transitive, the action passing to the object *letter*. So, *I walk*, is intransitive, but *I walk a horse*, is transitive.

Verbs are inflected by *Number*, *Person*, *Tense*, and *Mood*.

Verbs have two *numbers*, like nouns and pronouns, to express whether the affirmation, &c., is made of one, or more than one; as, he *learns*, they *learn*.

Verbs have three *persons*, like the personal pronouns, to denote whether the affirmation, &c., is made of the person who speaks, the person who is spoken to, or the person or thing spoken of; as, I *learn*, thou *learnest*, he, she, or it *learns*.

Verbs have two Simple Tenses, the *Present* and the *Past*.

The tenses of the verb denote the *time* of the action or state of being; as, I *write*, that is, I am engaged in the act of writing at the *present time*; I *wrote*, that is, I was engaged in the act of writing at some *past time*.

Verbs have four simple Moods, *Infinitive*, *Indicative*, *Conditional* and *Imperative*.

The moods or modes of the verb denote the manner in which it is used; as for affirming, commanding, &c. Thus, when the sense of the verb is expressed without reference to time or person, or when it is used as a noun, it is put in the *Infinitive Mood*, the sign of which is the preposition *to* with the root of the principal verb, as, *To love*, *To have loved*. When the verb is used to express a simple affirmation, whether present, past, or future, it is put in the *Indicative Mood*; as, *I write*, *I wrote*, *I will write*. When the verb is used to express a condition, it is put in the *Conditional Mood*; as, *If I write*, *Although I write*. When the verb is used to express a command or entreaty, it is put in the *Imperative*; as, *Write thou*.

Verbs have two *Participles*, the *Active* and the *Passive*.

Verbs have two verbals, the one usually called the Infinitive, the other, the Participles. The infinitive expresses the sense of the verb in a substantive form, the participles, in an adjective form; as, *To rise early is healthful*. *An early rising man*. *The newly risen sun*.

The participle in *ing*, frequently is used as a substantive, and thus it is equivalent to another *infinitive;* e. g. *Rising early is healthful*, and *To rise early is healthful*, are equivalent.

Verbs are *Regular*, *Irregular*, or *Defective.*

A vast majority of the verbs of the language form their passive participle like their simple past tense; namely, by adding *ed* or *d* to the root of the verb, and are called *regular;* as—

Present.	*Past.*	*Passive Participle.*
Love	Loved	Loved
Learn	Learned	Learned

Verbs are considered *irregular*, when they form their passive participle in any other way than as above; as—

Present.	*Past.*	*Passive Participle.*
Begin	Began	Begun
Write	Wrote	Written

Some verbs are *defective*, by wanting one or more of these parts; as—

Present.	*Past.*	*Passive Participle.*
Can	Could	(Wanting)
May	Might	(")

The following is a list of the Irregular and Defective Verbs now in use.

Present.	*Past.*	*Passive Participle.*
Abide	abode	abode
Am	was	been
Arise	arose	arisen
Awake	awoke *or* awaked	awaked
Bake	baked	baked *or* baken
Bear, *to bring forth*	bore *or* bare	born
Bear, *to carry*	bore *or* bare	borne
Beat	beat	beat *or* beaten
Become	became	become
Begin	began	begun
Behold	beheld	beheld *or* beholden

Present.	*Past.*	*Passive Particip.*
Bend	bent *or* bended	bent *or* bended
Bereave	bereft *or* bereaved	bereft *or* bereaved
Beseech	besought	besought
Bid	bade *or* bid	bid *or* bidden
Bind	bound	bound
Bite	bit	bitten *or* bit
Bleed	bled	bled
Blow	blew	blown
Break	broke *or* brake	broken
Breed	bred	bred
Bring	brought	brought
Build	built *or* builded	built *or* builded
Burst	burst	burst
Buy	bought	bought
Cast	cast	cast
Catch	caught *or* catched	caught *or* catched
Chide	chid *or* chode	chidden *or* chid
Choose	chose	chosen
Cleave, *to adhere*	clave *or* cleaved	cleaved
Cleave, *to split*	clove, clave, *or* cleft	cloven *or* cleft
Cling	clung	clung
Clothe	clothed *or* clad	clothed *or* clad
Come	came	come
Cost	cost	cost
Crow	crew *or* crowed	crowed
Creep	crept	crept
Cut	cut	cut
Dare, *to venture*	durst *or* dared	dared
Deal	dealt *or* dealed	dealt *or* dealed
Dig	dug *or* digged	dug *or* digged
Do	did	done
Draw	drew	drawn
Drink	drank	drunk
Drive	drove	driven
Dwell	dwelt *or* dwelled	dwelt *or* dwelled
Eat	ate	eaten
Fall	fell	fallen
Feed	fed	fed
Feel	felt	felt
Fight	fought	fought

Present.	*Past.*	*Passive Participle.*
Find	found	found
Flee	fled	fled
Fling	flung	flung
Fly	flew	flown
Forbear	forbore *or* forbare	forborne
Forget	forgot	forgotten *or* forgot
Forsake	forsook	forsaken
Freeze	froze	frozen
Get	got *or* gat	got *or* gotten
Gild	gilt *or* gilded	gilt *or* gilded
Gird	girt *or* girded	girt *or* girded
Give	gave	given
Go	went	gone
Grave	graved	graven *or* graved
Grind	ground	ground
Grow	grew	grown
Hang	hung *or* hanged	hung *or* hanged *
Have	had	had
Hear	heard	heard
Heave	heaved *or* hove	heaved *or* hoven
Help	helped	helped *or* holpen
Hew	hewed	hewn *or* hewed
Hide	hid	hidden *or* hid
Hit	hit	hit
Hold	held	held *or* holden
Hurt	hurt	hurt
Keep	kept	kept
Kneel	knelt	knelt
Knit	knit *or* knitted	knit *or* knitted
Know	knew	known
Lade	laded	laden
Lay	laid	laid
Lead	led	led
Leave	left	left
Lend	lent	lent
Let	let	let
Lie, *to lie down*	lay	lain *or* lien

* *Hanged* in the sense of "killed by hanging." Such is the correct present use

Present	*Past.*	*Passive Participle*
Lift	lifted *or* lift	lifted *or* lift
Light	lighted *or* lit	lighted *or* lit
Load	loaded	loaden *or* loaded
Lose	lost	lost
Make	made	made
Mean	meant *or* meaned	meant *or* meaned
Meet	met	met
Mow	mowed	mown *or* mowed
Pay	paid	paid
Put	put	put
Quit	quit *or* quitted	quit
Read	read	read
Rend	rent	rent
Rid	rid	rid
Ride	rode	ridden *or* rode
Ring	rang *or* rung	rung
Rise	rose	risen
Rive	rived	riven
Run	ran	run
Saw	sawed	sawn *or* sawed
Say	said	said
See	saw	seen
Seek	sought	sought
Seethe	seethed *or* sod	sodden
Sell	sold	sold
Send	sent	sent
Set	set	set
Shake	shook	shaken
Shape	shaped	shaped *or* shapen
Shave	shaved	shaved *or* shaven
Shear	sheared *or* shore	shorn
Shed	shed	shed
Shine	shone *or* shined	shone *or* shined
Shew	shewed	shewn
Show	showed	shown
Shoe	shod	shod
Shoot	shot	shot
Shrink	shrank *or* shrunk	shrunk
Shred	shred	shred
Shut	shut	shut

Present.	*Past.*	*Passive Participle.*
Sing	sang *or* sung	sung
Sink	sank *or* sunk	sunk
Sit	sat	sat *or* sitten
Slay	slew	slain
Sleep	slept	slept
Slide	slid	slidden
Sling	slung	slung
Slink	slunk	slunk
Slit	slit *or* slitted	slit *or* slitted
Smite	smote	smitten
Sow	sowed	sown *or* sowed*
Speak	spoke *or* spake	spoken
Speed	sped	sped
Spend	spent	spent
Spill	spilt *or* spilled	spilled *or* spilled
Spin	spun *or* span	spun
Spit	spit *or* spat	spit *or* spitten
Split	split *or* splitted	split *or* splitted
Spread	spread	spread
Spring	sprang *or* sprung	sprung
Stand	stood	stood
Steal	stole	stolen
Stick	stuck	stuck
Sting	stung	stung
Stink	stank *or* stunk	stunk
Stride	strode *or* strid	stridden
Strike	struck	struck *or* stricken
String	strung	strung
Strive	strove	striven
Strew *or* Strow	strewed *or* strowed	strown *or* strewed strowed
Swear	swore *or* sware	sworn
Sweat	sweat	sweat
Sweep	swept	swept
Swell	swelled	swelled *or* swollen
Swim	swam *or* swum	swum
Swing	swung	swung

* *Sowed*, an incorrect use arising from "*sewed*" with thread.

Present.	*Past*	*Passive Participle.*
Take	took	taken
Teach	taught	taught
Tear	tore *or* tare	torn
Tell	told	told
Think	thought	thought
Thrive	throve *or* thriven	thriven
Throw	threw	thrown
Thrust	thrust	thrust
Tread	trod *or* trode	trodden
Wax	waxed	waxed *or* waxen
Wear	wore	worn
Weave	wove	woven
Weep	wept	wept
Win	won	won
Wind	wound *or* winded	wound
Work	wrought *or* worked	wrought *or* worked
Wring	wrung *or* wringed	wrung *or* wringed
Write	wrote *or* writ	written *or* writ
Writhe	writhed	writhen *or* writhed

The Defective Verbs are as follows:—

Present.	*Past.*	*Passive Participle.*
Can	could	
Forego		foregone
May	might	
Must	must	
Ought	ought	
Quoth	quoth	
Shall	should	
Will	would	
Wis	wist	
Wit *or* wot	wot	

Verbs may also be divided into *Principal* and *Auxiliary.*

A *principal* verb is that without which a sentence or clause contains no affirmation. An *auxiliary* is a verb joined to the root or participles of a principal verb, to express time and manner with greater precision than can be done by the tenses and moods in their simple

form. Thus, the sentence, *I am writing an exercise; when I shall have finished it, I shall read it to the class*, has no meaning without the principal verbs, *writing*, *finished*, *read*; but the meaning is rendered more definite, especially with regard to time, by the auxiliary verbs, *am*, *have*, *shall*.

The Auxiliary Verbs are, *be*, *do*, *have*, *shall*, *will*, *may*, *can*, *let*, *must*.

Conjugation of a Regular Verb.

Root. Love.

RADICAL PARTS.

Present Indicative.	*Past.*	*Passive Participle.*
Love	Loved	Loved

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* loveth	3 They love†

* The second person singular, is in use, chiefly in addresses to the Deity. In addressing individuals, the second person plural, is used. Some grammarians have, on this account, represented such a phrase as, *You love*, as singular, because it may be addressed to an individual. But it seems to be merely a form adopted to avoid the abruptness of a direct address, as the Italians are accustomed to address superiors in the third person.

† In both the tenses of the indicative mood, the first person singular is the same with all the three persons plural. It will not, therefore, be necessary to repeat the three persons of the plural. This observation is universal in all verbs regular and irregular, with the sole exception of the verb *to be*, which has the first person singular present, *I am;* and in the plural, *we*, *ye* or *you*, and *they are*. Also in the past tense, first person singular, *I was;* plural, *we*, *ye* or *you*, or *they were*. Even in this verb all the persons plural are alike.

In the past tense of the indicative, the first and third persons singular, are always alike, and thus always the same

Past Tense.

Singular.	*Plural.*
1. I loved	1. We loved, &c.
2. Thou lovedst	

CONDITIONAL MOOD.*

Present Tense.

Singular.	*Plural.*
1. If I love, &c.	1. If we love, &c.

with the plural. It will therefore be unnecessary to give the third person singular of the past tense.

In the conditional mood, all the persons singular and plural are alike, as, *If I love; If thou love; If he love; If we love; If ye or you love; If they love.* Past, *If I loved; If thou loved; If he loved; If we loved; If ye or you loved; If they loved.* The only exception to this, is, that the second person singular, past tense, conditional mood of the verb *Be*, may be either *If thou were*, or *If thou wert.* We sometimes indeed find the second person as in the indicative: *If thou lovest; If thou lovedst:* but in these cases the indicative is used to express a condition usually for a purpose to be afterwards explained. It will therefore be necessary to give only the first person of the conditional mood in either tense.

* This mood is called in many Grammars, the subjunctive mood, meaning, that it is subjoined to the indicative mood. But the name conditional mood, intimates the purpose for which it is subjoined to the indicative, namely, to express a condition upon which the indicative phrase depends.

Let it be particularly remarked that this mood is used not to express an assertion depending upon a condition, but the condition itself. Much confusion has arisen from confounding these two things which are essentially distinct. Thus, in the sentence *I may write if I choose.* The first clause is an indicative phrase, *I may write*, i. e. I am at liberty to write, which is altogether unaffected by the clause that follows; the second clause is the expression of a condition upon which, not my liberty to write, depends, but, my actual writing. Again, in the sentence *I might write if I chose.* The first clause still expresses an indicative assertion, implying, that I am at liberty to write. And the latter clause still expresses a condition upon which, not my liberty to write, but my actual writing, depends. But the employment of the

*Past Tense.**

Singular.	*Plural.*
1 If I loved, &c.	1 If we loved, &c.

IMPERATIVE MOOD.

Singular.	*Plural.*
2 Love thou	2 Love ye *or* you

INFINITIVE MOOD.

To Love.

PARTICIPLES.

Active, Loving *Passive,* Loved *or* being loved.

IRREGULAR VERBS.

These have their compound moods and tenses formed precisely as the regular verbs, only substituting the irregular form of the past tense and passive participle for the regular form in *ed* or *'d*, as—

I write. I am writing. I wrote. I did write. I have written. I shall write. I shall have written, &c.

---

past tense instead of the present of the verb *may*, is intended to convey the idea that my writing depends upon a condition which is not fulfilled; and the past tense of the conditional mood of the verb *choose* being used, implies, that I do not choose, and therefore, will not write. The first clause, therefore, *I might write*, is an indicative assertion referring to a condition to be afterwards mentioned, and which condition it further implies is not fulfilled. The second clause, *If I chose*, is the expression of the condition itself in a form which indicates that it is not fulfilled. The use of the past tenses of the verbs *may*, *can*, *will*, and *shall*, will be more fully explained in treating of these auxiliaries.

* Although these two tenses of the conditional mood are in form present and past tenses, and therefore are so denominated, yet they do not usually express time, but are employed to intimate the state of the condition expressed by them. The present of the conditional leaves it doubtful whether the condition expressed by it be fulfilled or not. The past tense of the conditional, implies, that the condition is not fulfilled. Thus, *If I love*, leaves it doubtful whether I love or not. *If I loved*, implies, that I do not love.

These are the simple moods and tenses of the verb but most of the modifications of the English verb, in regard to time and mood, are carried on by means of auxiliary verbs, which, combined with the principal verb in various ways, form a vast variety of compound moods and tenses, to which various names are given in most Grammars. Instead, however, of burdening the memory with a number of technical names, the explanations for the formation of such compound tenses and moods, will be given under each auxiliary. And it is recommended to the teacher, instead of requiring a technical name for these compound moods and tenses, merely to require the pupil to bring together the principal verb and its auxiliaries forming these moods and tenses, to state which part of each verb is employed, and the effect of the whole mood and tense. Thus, in parsing the sentence *I shall, by two o'clock have written my letter;* let the pupil be directed to say, *shall have written*, a compound tense of the verb *write*, formed by the passive participle of the verb *write*, with the present of the indicative of the auxiliary *shall*, and the root of the auxiliary *have*; the whole expressing future time and the action completed previous to some time expressed or implied. The time expressed or implied is *two o'clock*.

Auxiliary verbs are distinguished from other verbs by their not requiring the sign of the infinitive mood, *To*, after them, as verbs not auxiliary do, when they are combined with other verbs. Thus, we must say, *I love to read;* showing that the verb *love*, is not an auxiliary, but a principal verb, governing another in the infinitive mood. But we say, *I will read;* thus indicating that the verb *will*, is an auxiliary connecting the idea of reading with future time.

AUXILIARY VERBS.

TO BE.*

RADICAL PARTS.

Present.	*Past.*	*Passive Participle.*
Am	Was	Been.

INDICATIVE MOOD.

Present Tense.

Singular.	*Plural.*
1 I am	1 We are, &c.
2 Thou art	
3 He, &c. is	

Past Tense.

Singular.	*Plural.*
1 I was	1 We were, &c.
2 Thou wast	
3 He, &c. was	

CONDITIONAL MOOD.

Present Tense.

Singular.	*Plural.*
1 If I be, &c.	1 If we be, &c.

Past Tense.

Singular.	*Plural.*
1 If I were, &c.	1 If we were, &c.
2 If thou were *or* wert	

IMPERATIVE MOOD.

Singular.	*Plural.*
2 Be thou	2 Be ye *or* you

INFINITIVE MOOD.

To Be.

PARTICIPLES.

Active.	*Passive.*
Being	Been

Uses of this Auxiliary.

I.—This auxiliary is joined to the active participle of the principal verb, to form a class of present and past tenses, implying more definite time than the simple present and past tenses of the principal verb. Thus, *I am writing*, more distinctly conveys the idea that I am engaged in writing at the present moment, than the simple present tense, *I write*; and *was writing*, refers to some particular time past at which I was engaged in writing, while the simple past tense, *I wrote*, indicates

* This verb is frequently called the *Substantive* verb.

no more than that the act of writing took place at some former time. Thus, *I was writing when he arrived*, implies, that at the very time he arrived I was in the act of writing. Whereas, *I wrote when he arrived*, implies no more than that the writing was about the time of his arrival, or rather subsequently to it.

II.—This auxiliary is added to the passive participle of a principal verb to form a passive voice to that verb in all its own moods and tenses, thus:—

INDICATIVE MOOD.

Present Tense.

Singular.	*Plural.*
1 I am loved	1 We are loved
2 Thou art loved	
3 He is loved	

Past Tense.

Singular.	*Plural.*
1 I was loved	1 We were loved, &c.
2 Thou wast loved	
3 He was loved	

CONDITIONAL MOOD.

Present Tense.

Singular.	*Plural.*
1. If I be loved, &c.	1 If we be loved, &c.

Past Tense.

Singular.	*Plural.*
1 If I were loved	1 If we were loved
2 If thou wert loved	

IMPERATIVE MOOD.

Singular.	*Plural.*
1 Be thou loved	Be ye *or* you loved.

INFINITIVE MOOD.

To be loved.

PARTICIPLE.

Being loved.

III.—This auxiliary is combined with the auxiliary *have* and the principal verb, as, *I have been loving; I have been loved;* and also with other auxiliaries added to the verb *have*, as, *I may have been loving; I might*

have been loving; I shall have been, &c., for purposes which will be explained under that auxiliary.

IV.—This auxiliary is sometimes used with the infinitive mood of a principal verb, to express a future tense connected with the idea of obligation, as, *I am to write;* signifying, I am expected or appointed to write. Such phrases, therefore, may be regarded as elliptical, and construed as one verb governing another in the infinitive mood.

V.—This auxiliary is used with the active participle of the verb *go*, and the infinitive of a principal verb, and also with the preposition *about* and the infinitive of a principal verb, to express an immediate future; as, *I am going to write; I am about to write.*

TO DO.*

RADICAL PARTS.

Present.	*Past.*	*Passive Participle.*
Do	Did	Done

INDICATIVE MOOD.

Present Tense.

Singular.	*Plural.*
1 I do	1 We do, &c.
2 Thou dost	
3 He, &c. does *or* doth	

Past Tense.

Singular.	*Plural.*
1 I did	1 We did, &c.
2 Thou didst	

CONDITIONAL MOOD.

Present Tense.

Singular.	*Plural.*
1 If I do, &c.	1 If we do, &c.

Past Tense.

Singular.	*Plural.*
1 If I did, &c.	1 If we did, &c.

* This verb is frequently used as a principal verb in the sense of acting, working, &c., as, *I do well; he does good; they did wrong:* i. e. I act well; he performs or works good; they acted wrong.

IMPERATIVE MOOD.

Singular.	*Plural.*
2 Do Thou	2 Do ye *or* you.

INFINITIVE MOOD.

To Do.

PARTICIPLES.

Active.	*Passive.*
Doing	Done *or* being done.

Uses of this Auxiliary.

I.—It is used with the root of the principal verb in its various moods and tenses for the purpose of expressing the same meaning with the simple tenses of the principal verb more emphatically, as, *I do love, I did love,* have the same meaning with the simple tenses, *I love,* and I *loved,* but more emphatically expressed.

II.—Its chief use is to express negative assertions in familar conversation, as, *I do not love; I did not love;* the forms, *I love not, I loved not,* being seldom heard, except in poetry or declamation.

III.—It is sometimes used to save the repetition of the principal verb, especially in answering questions, as, Do you love? I do. [i. e. I do love.] Did you love? I did. [i. e. I did love.]

TO HAVE.

RADICAL PARTS.

Present.	*Past.*	*Passive Participle.*
Have	Had	Had

INDICATIVE MOOD.

Present Tense.

Singular.	*Plural.*
1 I have	1 We have, &c.
2 Thou hast	
3 He, &c. has *or* hath	

Past Tense.

Singular.	*Plural.*
1 I had	1 We had, &c.
2 Thou hadst	

CONDITIONAL MOOD.

Present Tense.

Singular.	*Plural.*
1 If I have, &c.	1 If we have, &c.

Past Tense.

Singular.	*Plural.*
1 If I had, &c.	1 If we had, &c.

IMPERATIVE MOOD.

Singular.	*Plural.*
2 Have thou	2 Have ye *or* you

INFINITIVE MOOD.

To Have.

PARTICIPLES.

Active.	*Passive*
Having	Had *or* being had.*

Uses of this Auxiliary.

1.—The present tense of this auxiliary is used with the passive participle of the principal verb to signify that the act expressed by the principal verb is completed and consequently perfectly past, as, *I have written, I have toiled, I have loved;* intimating, that the acts, writing, toiling, and loving, are complete and past.† The compound tense formed by the present of this auxiliary, is therefore called the perfect or preterit tense.

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* The latter form is scarcely ever, if at all, used.

† The verb *Have,* is used to express the completion of the act expressed by the principal verb. It intimates not merely that the action is done, but that the agent possesses it done. It is thus that it imparts an active signification to the passive participle. *I have written a letter,* implies that I possess the act of writing the letter completed. This form, therefore, requires not only that the act be completed, but that it in some sense continue to exist, and that there be an existing agent to possess it. Thus, we cannot say, *Columbus has discovered America;* because Columbus no longer exists to possess that action, nor can we say, *The Duke of Wellington has taken Badajos;* because, although the Duke of Wellington exists, the act is gone, Badajos is no longer in his possession. But

II.—The past tense of this auxiliary, with the passive participle of the principal verb, is used to signify that the action denoted by the principal verb was past at some former time expressed or implied, as, *I had written the letter before you arrived.* The compound tense formed in this manner, is usually called in grammars, by the very senseless name, the *Plu-perfect tense*, that is, a

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we can say, *Parliament has passed the Poor-law Bill:* so long as both Parliament exists to possess the act, and the act itself still exists to be possessed. In regard to this tense, authors, whose works are extant, are regarded as enjoying a kind of continued existence in their works. Thus, we can say, *Homer has described the character of the Greeks;* because the poems are extant in which he did so, and he is supposed to exist in his writings. Thus, although this tense implies completed action, so far from expressing perfect past time, it implies, that the action is not perfectly past, but in some sense, that it, as well as the agent, still exists. From this use of the passive participle to express action, that participle has been very generally treated, not as a passive participle, but as an active participle, expressing complete or perfect time. But this is manifestly erroneous, for in such phrases as, *I am loving*, and *I am loved; I have been loving*, and *I have been loved; I shall have been loving*, and *I shall have been loved;* the first in each pair is active, and the second passive; but the only difference is in the participles, and the active and passive sense must be in the participles respectively, or it is no where. The sole cause of the apparent anomaly of a passive word, used to express activity, is, that the word *have*, with which it is accompanied, conveys the idea that the subject of the verb possesses the action done or completed, and that *he* was the doer of it—that it was *his* act, and that therefore, although the doing of it is over, the doer and the thing done still remain. There is an error prevalent in Ireland in the use of the auxiliaries *have* and *do* in the past tense. *Did* ought to be used when the act is altogether past; *Have*, when something still remains of it, as explained above. Thus, *did you write to Mr. B. before he went away? Have you written to Mr. B. to-day? Did you call at the Bank on the first day of last month? Have you called at the Bank yet?*

contraction from the Latin *plus quam perfectum*, the more than perfect tense; as if an act done, could be more than perfectly done. If a name must be given to it, the name, *Prior perfect*, that is, perfect or complete prior to a given time, is much more appropriate and intelligible.

III.—The past tense of this auxiliary, is sometimes used to express an act depending on a condition, which condition is not fulfilled, as, *I had gone, if I had known that I was expected.* The meaning of which, is, I did not know that I was expected, and therefore did not go, but if I had known, I should have gone.

IV.—The past tense of the conditional is sometimes used before its nominative, and without a conditional conjunction to express a condition not fulfilled, as, *I had gone, had I been invited;* that is, *If I had been invited:* the meaning being precisely the same as in the former example.

V.—This auxiliary is used with the passive participle of the verb *To be*, and the active participle of a principal verb to express more definitely past and prior past time, according to the use of the compound tense formed by the auxiliary *To be*, with the active participle of a principal verb, as, *I have been loving; I had been loving.*

VI.—This auxiliary is used in its different moods and tenses with the passive participle of the auxiliary verb *To be*, to form a perfect and prior perfect tense of the passive voice, as, *I have been loved, I had been loved.*

Did it rain during the night, the ground is quite dry? Has it rained during the night, the ground is wet? In Ireland the first form with the auxiliary *did*, is frequently used for either of these purposes indiscriminately.

The use of the past tense of *have*, with the passive participle, is analagous to that of the present. *I had written*, asserts, that I possessed the act of writing, completed at some past time referred to—and therefore implies, that *I* was the doer of it, that *I* had finished it at the time specified. We can therefore use the *past tense* of *have* in cases in which we could not use the *present;* we can say, *Columbus* HAD *discovered America; the Duke of Wellington* HAD *taken Badajos.*

VII.—This auxiliary is combined with the other auxiliaries yet to be noticed for the purpose of conveying the idea of *perfect past* and *prior perfect past* time, as combined with the sense of these auxiliaries, as, *I will have loved; I shall have loved; I may have loved; I can have loved; I would have loved; I should have loved; I might have loved; I could have loved.* It admits also the same combination along with the passive participle of the verb *To be*, and the active participle of a principal verb, as, *I will have been loving; I shall have been loving; I may have been loving, &c.* Also, with the passive participle of the principal verb, as, *I shall have been loved: They might have been loved; He might have been loved, etc.*

VIII.—This auxiliary is used with the infinitive mood of principal verbs, to express future time, combined with the idea of obligation, analagous to a similar use of the auxiliary *Be*, already explained, as, *I have to write; I had to write:* signifying, I have it in charge to write; I had it in charge to write, or was obliged to write. Such phrases may also be construed as elliptical forms of one verb governing another in the infinitive mood.

WILL.

RADICAL PARTS.

Present, Will *Past*, Would

INDICATIVE MOOD.

Present Tense.

Singular.	*Plural.*
1 I Will	1 We will, &c.
2 Thou wilt*	
3 He will	

Past Tense.

Singular.	*Plural.*
1 I would	1 We would, &c.
2 Thou wouldest *or* wouldst	

* *Thou wilt.* The second person may sometimes be found *Thou willest*, but then it is to be remembered that the verb is in such cases no longer used as an auxiliary, but as a principal verb, signifying, to choose to be willing, and must be followed by the sign of the infinitive, as, *thou willest to write.*

CONDITIONAL MOOD.

Present Tense.

Singular.	*Plural.*
1. If I will, &c.	1 If we will, &c.

Past Tense.

Singular.	*Plural.*
1 If I would, &c.	1 If we would, &c.

NOTE.—The imperative and infinitive moods of this verb, are not used as auxiliaries to a principal verb, nor the participles active or passive.

*Uses of this Auxiliary.**

I.—It is used in the present tense with the root of a principal verb, to express the idea of futurity, connected with the principal verb, or in other words, to form a future tense for the principal verb. In the first person, singular and plural, it signifies a purpose or intention; in the second and third persons, it merely prognosticates, as, *I will write; We will write;* intimating the future intention of writing. *Thou wilt write; He will write; Ye will write; They will write;* expressing a mere in-

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* Perhaps the best popular explanation of the general rule may be expressed as under—

1.	I / We	will,	You / He / Thoy	shall,	2	I / We	shall,	You / He / They	will.

The form 1, is used to express futurity dependent on the will of the speaker, as *I will pay, You shall pay, He shall pay.* The form 2, is used to express futurity not dependent on the will of the speaker, as, *I shall die, You will die, He will die*

Originally it is likely that *shall* was always used (as it often is in our translation of the Bible and other old books,) to express simple futurity; and *will*, to express futurity dependent on the will, not of the *speaker*, but of the *person* whether speaker or not. This last use is retained where the *will* is emphatic, as, *He will pay, although he is not bound.*

timation of what in future will be done without necessarily implying an intention in the doer, as, *The clock will strike.**

II.—The past tense is used with the root of the verb for the purpose of forming a future tense referring to a condition, which condition, it at the same time implies, is not fulfilled; as, *I would write if I could; He would write if he were authorised.* Both implying, that the future writing depends on a condition, which condition not being fulfilled, the writing will not be done.

The same distinction is to be observed in the use of the past tense, as the use of the present in regard to the employment of it with the different persons. In the first person, *would*, implies a conditional purpose or intention. In the second and third persons, it implies a conditional prognostication, as, *I would write, if I could;* expressing that my intention to write is prevented from being carried into effect by my inability. *The clock would strike if it were wound up;* expressing a future event depending on a contingency, which contingency not being supplied, the event does not take place, but without implying any purpose or intention.†

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* It is improper, therefore, to say, *I will be hurt if I fall;* because, in the first person, *will*, expresses intention; now it is not the intention of any person to be hurt. But it is proper to say, *you will be hurt if you fall*, or, *he will be hurt if he fall;* because, in the second and third persons, *will*, only foretells or intimates what will happen without implying intention. It is also improper to ask a question in the first person by this verb, as, *Will I write; will we write;* because, it is asking what our own will or intention is, which we ought to know better than those whom we ask; but it is proper to say, *Will you write; Will he or will they write;* for that is asking what their intention is, or what is likely to happen without intention, as, *Will the clock strike.*

† It is improper, therefore, to use the expressions, *I would be afraid I would be hurt if I fall;* because, being afraid of being hurt, is not the result of our own intention. But it is proper to say, *You would be afraid; He or they would be hurt*, because, the second and third persons would only express a

III.—The past tense of this auxiliary is used to convey the idea of a past future, i. e. a future which is now past. For example, the phrases, *I say that I will write* and, *I said that I would write*, run as it were parallel to one another: *I would write*, having the same relation to *I said*, that *I will write*, has to *I say*, that is, the relation of futurity.*

IV.—This auxiliary is used in combination with the root of the verb *Be*, and the active participle of a principal verb, to express a definite future time; as, *I will be loving; Thou wilt be loving; I would be loving; He would be loving, &c.*; as, *I will be waiting when you come.*

V.—It is also used with the root of the verb *Be*, and the passive participle of any principal verb, to express future time in the passive voice, as, *I will be loved; He will be loved; I would be loved; He would be loved*: as *The letter will be written when you call for it.*

VI.—It is used in the present tense in combination with the auxiliary *Have*, and the passive participle of a principal verb, to express a prior future time, as, *I will have loved; Thou wilt have loved; He will have loved, &c. I would have loved; He would have loved; I will have written my exercise before six o'clock;* and in the past tense to express a completed conditional assertion, either past or present, but not future, as, *I would have written yes-*

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future contingent event. It is also improper to ask a question with the past tense of this verb in the first person, as, *Would I be afraid if I went to sea;* because, such a question would be enquiring of another person respecting the state of one's own mind. But it is proper to say, *Would he be afraid; Would the clock go if it were wound up.*

* There is some delicacy required in the use of such phrases to avoid ambiguity. For example, *He said yesterday that he would write to-morrow;* might mean that his intention yesterday was to write either to-day or to-morrow. This may be avoided by rehearsing the exact words, *He said yesterday, I will write to-morrow;* which would fix the intention of writing for to-day; or by naming the day, *He said yesterday that he would write on Monday, Tuesday, &c.*

terday; He would now have been here. But although such expressions as, *I would have written to-morrow*, may sometimes be heard, yet they are harsh, and the same sense would be better expressed thus, *It was my intention to write to-morrow.*

VII.—This auxiliary is used in combination with the verb *Have*, and the verb *Be*, at the same time, and with either the active or passive participle of the principal verb, forming prior perfect future tenses, and conditional perfect tenses in definite time in the active voice, and also perfect future and perfect conditional tenses in the passive voice, as, *I will have been loving; I will have been loved; I would have been loving; I would have been loved; I will have been travelling two hours before you set out; The glass would have been broken if I had not caught it.*

SHALL.

RADICAL PARTS.

Present Indicative.	*Past.*
Shall	Should

INDICATIVE MOOD.

Present Tense.

Singular.	*Plural.*
1 I shall	1 We shall, &c.
2 Thou shalt	
3 He, &c. shall	

Past Tense.

Singular.	*Plural.*
1 I should	1 We should, &c.
2 Thou shouldst, &c.	

CONDITIONAL MOOD.

Present Tense.

Singular.	*Plural.*
1 If I shall, &c.	1 If we shall, &c.

Past Tense.

Singular.	*Plural.*
1 If I should, &c.	1 If we should, &c.

Imperative, Infinitive, and Participles wanting.

Uses of this Auxiliary.

This auxiliary is used for the same purposes and in the same forms as the verb *Will*, with the exception of the directions respecting the use of it in the different persons. The student, therefore, is referred to the observations made on the verb *Will*, and requested to attend carefully to the following additional remark.

This auxiliary is used like the auxiliary *will*, in the present tense of the indicative, to express future time, and in the past tense, assertion, referring to a condition which is not fulfilled, as, *I shall love; I should love; I shall write if you wish; I should take cold if I were to go out.*

But with the first person, this auxiliary, contrary to the auxiliary *Will*, expresses in the present tense, mere prediction or foretelling; and in the past tense, mere contingency, without implying any purpose or intention. With the second and third persons it expresses command or intention in the person speaking, thus, *I shall be hurt if I fall; Thou shalt not kill.* This auxiliary, therefore, is used in the first person, singular or plural, both in the present and past tenses, wherever the auxiliary *will* cannot be used for the reasons given—we cannot say, *I will be afraid*, but *I shall be afraid*; nor, *We will be hurt if we fall*, but *We shall be hurt if we fall.*

The original meaning of this verb is, to Owe, and when used emphatically in the past tense, it still retains that meaning, as, *I should have written, but I was prevented: I* SHOULD *have listened, but I was inattentive.*

In the last example, the word *should*, pronounced emphatically, intimates that it was my duty to listen; but, *I should have listened, had I been present*, the word *should* being passed over lightly, merely intimates what would have taken place had the condition of my being present been fulfilled.

These two last auxiliaries, therefore, *Will* and *Shall*, make up complete tenses of the same kind between them, the one supplying the place of the other in those cases where either the idea of intention on the one hand, or obligation on the other, would be improper. Thus, when mere futurity, without reference to intention or obligation, is to be expressed, we have a future declined; thus

Singular.	*Plural.*
1 I shall love	1 We shall love
2 Thou wilt love	2 Ye will love
3 He will love	3 They will love

But where the idea of purpose, intention, or obligation is to be conveyed, we must decline thus:—

Singular.	*Plural.*
1 I will love	1 We will love
2 Thou shalt love	2 Ye *or* you shall love
3 He shall love	3 They shall love

And corresponding with this, the past forms:—

Singular.	*Plural.*
1 I should love	1 We should love
2 Thou wouldst love	2 Ye *or* you would love
3 He would love	3 They would love

Singular.	*Plural.*
1 I would love	1 We would love
2 Thou shouldst love	2 Ye should love
3 He should love	3 They should love

MAY.

RADICAL PARTS.

Present.	*Past.*
May	Might

INDICATIVE MOOD.

Present Tense.

Singular.	*Plural.*
1 I may	1 We may, &c.
2 Thou mayest	
3 He may	

Past Tense.

Singular.	*Plural.*
1 I might	1 We might, &c.
2 Thou mightest *or* mightst	
3 He might	

CONDITIONAL MOOD.

Present Tense.

Singular.	*Plural.*
1. If I may, &c.	1 If we may, &c.

Past Tense.

Singular.	*Plural.*
1 If I might, &c.	1 If we might, &c.

Imperative, Infinitive, and Participles wanting.

Uses of this Auxiliary.

I.—This auxiliary signifies to have liberty, and is used with the root of the principal verb to express that meaning, in the present tense, unconditionally; in the past tense, to express that the actual doing of what I assert I have liberty to do, depends on a condition which is not fulfilled, and therefore, what I have liberty to do, I do not do; as, *I may write*, signifies, I have liberty to write; *I might write*, signifies I have liberty to write, but my writing depends upon a condition which is not fulfilled, and therefore, I do not write, as, *I might write if I chose*, implying, that I do not choose, and therefore, do not write.

II.—It is used to express mere contingency without any reference to liberty, as, *The clock may strike at the next hour; The clock might strike if it were wound up.**

* In consequence of this verb expressing liberty or mere contingency to do anything, and in consequence of the further fact, that when an act is contingent or when any one has liberty to do it, the actual doing of it usually depends on some condition expressed or implied, this auxiliary is frequently represented as forming with the principal verb, a present and past conditional mood. But this idea is erroneous; for when I say, *I may write if I choose;* no condition is attached to my liberty, which is positively asserted, the condition that follows is attached not to my liberty to write, but to my actual writing. The same is true in the past tense, *I might write if I chose;* the liberty is still asserted unconditionally; but there is implied, that not my liberty to write, but my actual writing depends on a condition. This, however, is equally true of the past tenses of the auxiliaries of *will, shall, can,* and *have,* as well as, *may,* and there is a tendency to this use of the past tenses of all verbs. Thus, we sometimes hear such expressions as, *Did I know,* for, *if I knew,* and, as we have seen, the constant use of the past tense of the conditional mood, is to express, not past time, but to point to a condition not fulfilled, as, *If I knew his*

III.—This auxiliary is used with the root of the auxiliary *Be*, and the active participle of the principal verb, to unite with the idea of liberty or contingency, a definite time; as, *I may be loving; I might be loving;* and also with the root of the verb *Be*, and the passive participle of the principal verb, to express liberty or contingency passively, as, *I may be loved; I might be loved.*

IV.—It is combined with the present tense of the verb *Have*, and the passive participle of the principal verb, to form a compound tense, combining with the idea of liberty or contingency, the idea of complete past time, as, *I may have loved; I might have loved.*

V.—It is used in connexion with the two auxiliaries, *Be* and *Have*, combined as above, to form compound tenses, uniting the ideas of liberty or contingency, active or passive, with definite time and complete action, as, *I may have been loving; I might have been loving; I may have been loved; I might have been loved.**

CAN.

RADICAL PARTS.

Present Tense.	*Past.*
Can	Could

INDICATIVE MOOD.

Present Tense.

Singular.	*Plural.*
1 I can	1 We can, &c.
2 Thou canst	
3 He can	

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address I would write to him; the whole implying, not past time, but an unfulfilled condition, namely, *I do not know his address, and therefore, will not write.*

If any name, therefore, is to be given to the compound mood formed by this auxiliary, it should be the Potential mood, under which name it may be classed with the auxiliary, *can.*

* *Might* and *may* are frequently confounded in Ireland. This is to be met with in old English books, but never now heard among educated people in England, e. g. *Ye will not come unto me that ye might* [*may*] *have life.*

Past Tense.

Singular.	*Plural.*
1 I could	1 We could, &c.
2 Thou couldest *or* couldst	
3 He could	

CONDITIONAL MOOD.

Present Tense.

Singular.	*Plural.*
1. If I can, &c.	1 If we can, &c.

Past Tense.

Singular.	*Plural.*
1 If I could	1 If we could, &c.

Imperative, Infinitive, and Participles wanting.

Uses of this Auxiliary.

I.—This verb originally signified *to know*, and still is used in Scotland in that sense, differently spelled *ken;* but as the idea of knowing to do anything easily slides into the idea of being able to do it, the use of it as an auxiliary is to express power or ability, as, *I can write*, that is, am able to write; or as we find it frequently expressed, especially in Ireland, *I know how to write.* It is distinguished from the verb *May*, in that the verb *may*, asserts liberty in opposition to external restraint: the verb *Can*, asserts power in opposition to internal inability, as, *I may go out to walk for my work is done; I can lift a stone of* 100 *lbs. weight.*

II.—The past tense of this auxiliary as in the case of *will*, *shall*, and *may*, does not usually convey the idea of past time, but of present or future time, implying that the act expressed by the principal verb to which it is attached, depends on a condition which is not fulfilled, as, *I could walk ten miles if I chose;* which sentence, asserts my ability to walk ten miles unconditionally, but intimates that my actual walking ten miles depends on my choice, and intimating further, that I do not choose, and therefore, will not walk ten miles.

Sometimes, however, the past tense of *could*, does convey the idea of power or obligation at a former time, *He could read when he was three years old*, that is, he was able to read when he was at that age.

III.—*Can*, is used in precisely the same combination with *May*, for the purpose of forming compound tenses combining the idea of power or obligation, with the various ideas which the other auxiliaries are intended to convey, as definite time, passiveness, complete action, &c. Thus, *I can love; I could love; I can be loving; I could be loving; I can be loved; I could be loved; I can have loved; I could have loved; I can have been loving, I could have been loving; I can have been loved; I could have been loved.*

LET.

RADICAL PARTS.

Present Indicative.	*Past.*	*Passive Participle.*
Let	Let	Let

INDICATIVE MOOD.

Present Tense.

Singular	*Plural.*
1 I let	1 We let
2 Thou lettest	
3 He lets *or* letteth	

Past Tense.

Singular.	*Plural.*
1 I let	1 We let, &c.
2 Thou lettest	
3 He let	

CONDITIONAL MOOD.

Present Tense.

Singular.	*Plural.*
1 If I let, &c.	1 If we let, &c.

Past Tense,	Not used.
Infinitive	To let.
Imperative.	Let thou, Let ye, &c.

PARTICIPLES.

Active.	*Passive.*
Letting	Let

Uses of this Auxiliary.

I.—Its principal use as an auxiliary is to form a first and third person for the imperative mood of the principal

verb, as, *Let me love; Let us love; Let him love; Let them love.* It is obvious, however, that this is merely the imperative in the second person, the address being to some person understood, *Let thou me love;* that is, permit thou me to love.

II.—It is used in combination with the other auxiliaries, *I do let him write; I did let, &c.; I will let, &c.; I shall let, &c.; I may let, &c.; I might let, &c.; I can let, &c.; I could let, &c.; I shall have let, &c.; I may have let, &c.; I can have let, &c.; I am letting, &c.; I was letting, &c.; I shall be letting, &c.; I should be letting, &c.* *

MUST.

This auxiliary is indeclinable, and is used only in the present tense of the indicative and conditional moods, *I must, they must, we must, &c. If I must, if they must, if he must, if we must, &c.*

It is not used in combination with any auxiliary except *Be* and *Have. I must be loving; I must have loved; I must have been loved or loving.*

Its use is to express the idea of obligation or constraint, as, *I must write; I am obliged to write; I must be writing, It must be written; I must have written; I must have been writing.* In the latter two examples, *must*, is used to express a strong belief founded upon evidence, as, *I must have written, else I could not have received an answer. I must have been writing when he entered the room, for I did not observe him enter.*

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* In old language this verb is used in the very opposite sense of *permit*, namely, to hinder or prevent; as when Pharoah is stated, in the authorised version of the Bible, to have said to Moses and Aaron, *Wherefore do ye Moses and Aaron* LET *the people from their works*, Exod. v. 14; that is, hinder or prevent the people from doing their work. *I will work and who shall* LET *it*, Isaiah, xliii. 13; that is, who shall hinder it. Again, *I proposed to come to you but was* LET *hitherto*, Rom. i. 13; i. e. was prevented hitherto. Again, *only he who now* LETTETH *will* LET, 2 Thess. ii. 7; that is, he who now hindereth will hinder

EXERCISES.

VERB.*

What is a verb? How many kinds of verbs are there? When are verbs said to be transitive? and when intransitive?

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* Directions to Teachers.—A verb may be easily distinguished from any other part of speech by its making sense with a personal pronoun, and by the sentence being without meaning when it is omitted. An active transitive verb is to be distinguished from an active intransitive verb, by the former admitting an objective case after it; thus, we can say, *John strikes the table*, but we cannot say, *John sits the table*. It is to be observed, however, that verbs which are generally intransitive, sometimes become transitive, by taking after them a noun of similar signification; as, *To run a race; to sleep the sleep of death.* The number and person of the verb depend on the number and person of the subject or nominative; thus, if the nominative be in the singular number and third person, the verb is also in the singular number and third person. When the past tense cannot be distinguished from the present, by the difference of termination, it is to be found out only by considering whether the affirmation is made of something that is going on at the time, or of something which has already taken place. The indicative, imperative, and infinitive moods, can scarcely be mistaken, if attention is paid to the preceding explanations.

Whether the present participle is used as a noun, an adjective, or a verb, must be discovered by considering whether it is the name of some proof or circumstance, whether it qualifies a noun, or whether it expresses some act or condition in a state of progression. Care must be taken not to confound the passive participle with the past tense; as, *I done it*, instead of *I did it; I have wrote*, for *I have written.* It is easy to distinguish between the auxiliary and principal verbs, *be, do, have, will*, and *let* from the former being always joined to a verb in its simple form, or a participle, and from

How are verbs inflected? How many numbers have verbs? How many persons? What do the tenses of the verb denote? How many moods have verbs? What do the moods of the verb denote? When is the verb said to be in the indicative mood? in the conditional? in the imperative? in the infinitive? How many participles have verbs? Why are the participles so called? What verbs are called regular? irre-

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the latter making the affirmation on which the meaning of the sentence or clause depends.

Sentences containing the verb may be parsed in the following manner, the particulars concerning each part of speech being drawn from the pupil by questions, as previously directed: *Agesilaus being asked what he thought most proper for boys to learn, answered, What they ought to do when they come to be men.* *Agesilaus*, a proper noun, masculine gender, and nominative case; *being*, an auxiliary verb, joined to *asked*; *asked*, an active verb, passive participle, regular, present *ask*, past tense *asked*; *what*, a compound relative pronoun; *he*, a personal pronoun, third person, singular number, masculine gender, and nominative case; *thought*, an active verb, past tense, indicative mood, third person, and singular number, irregular, present, *think*, past, *thought*, passive participle, *thought*; *most*, an adverb; *proper*, an adjective, when connected with *most*, in the superlative form; *for*, a preposition; *boys*, a noun, plural number, masculine gender, and objective case; *to learn*, an active verb, infinitive mood; *answered*, an active transitive verb, past tense, indicative mood, third person, and singular number, regular, governing the following clause; *what*, a compound relative pronoun, used instead of *that which*; *they*, a personal pronoun, third person, plural number, masculine gender, and nominative case; *ought*, a defective verb, past tense, indicative mood, third person, and plural number, wanting the imperative and infinitive moods, and the participles; *to do*, an active transitive verb, infinitive mood, governed by the verb *ought*; *when*, an adverb; *they*, a personal pronoun; *come*, an intransitive verb, present tense, indicative mood, third person, and plural number, irregular, past tense *came*, passive participle, *come*; *to be*, an intransitive verb, infinitive mood, irregular, present *am*, past tense, *was*, passive participle *been*; *men*, a noun, plural number, masculine gender, and nominative case.

gular? defective? What are principal verbs? What are auxiliary verbs? Name the auxiliary verbs? What auxiliaries are also used as principal verbs? What does the auxiliary verb *be* denote? To what parts of the principal verb is it joined? What are the uses of *do*, as an auxiliary verb? To what part of the principal verb is it joined? What does *have* imply? To what is it joined? What is the primary sense of *shall?* What is the present tense used to express? and what the past tense? What does the present tense of *shall* signify in the first person? and what in the second and third? With what part of the principal verb is *shall* inflected? What does *will* denote? What is the present tense of this verb used to express? and what the past tense? What does it signify in the first person? in the second and third? With what part of the principal verb is *will* inflected? What does *let* denote? To what is it joined? What does *must* denote? To what part of the principal verb is it joined? What are *shall, will, may, can,* and *must,* also joined to?

Distinguish Transitive from Intransitive, Regular from Irregular, and Principal from Auxiliary verbs, among the following:—

Love, find, perform, can, serve, promise, direct, will succeed, sing, am, shall arrive, make, say, live, sell, come, must be, rise, ought to have, improve, stand, amuse, occupy, lose, fall, bleed, seek, think, afflict, let us go, do you hear? he can ride, they may take, she has told, will they grow? shall I send? he is weeping, I have written, you must try, it must be done.

Inflect the following Verbs after the manner of "to learn;"—

Gain, praise, believe, defend, ask, inform, reward, destroy, possess, admit, act, unite, agree, profess, punish, fear, prevent, extend, pursue, employ, advance, perceive, attempt, assist.

Inflect the following Verbs after the manner of "to write:"—

Arise, take, grow, lose, bring, fall, throw, strike, work, slay, shake, meet, know, seek, come, hide, find, fight, give, choose, begin, keep, see, stand, think, make.

In what number, person, tense, and mood, are the Verbs in the following examples?

I move, they joined, to grieve, he is pleased, they are learning, she excels, having been, let him read, we gave, you were seen, it is finished, they may come, you should walk, I can run, he must remain, let them attend, Hector fought; Cæsar came, saw, and conquered; the goods were sold; it is your duty to obey; follow me; come then, companion of my toils, let us take fresh courage, persevere, and hope to the end; if he repent he will be forgiven; though they were invited, they would not come; were she good, she would be happy; gentleness delights above all things to alleviate distress; and if it cannot dry up the falling tear, to soothe at least the grieving heart.

Correct the following errors:—

I love he; she sits the chair; these books is mine; John write a letter; thou should love thy neighbor as thou loves thyself; the pens which you buyest were excellent; let him who stand, take heed lest he falls; have you wrote? I done as you desirest me; he has take his hat; she beseeched him in vain; I seed you at church; James has went to London; Mary has tore her frock, let Anne mended it; it ought to have be doing yesterday; it must be do to-morrow; I had finish before you come; I shall not go to sea, for I will be drowned; if it were not he, whom do you imagine it to be? If you doest well, shall thou not be accepted? and if you do not well, sin lay at thy door

Parse the following sentences:—

I am sincere. Thou art industrious. A letter has been written. You should learn. Let me see that book. Temperance preserves health. She may have been deceived. If thou wert his superior, thou shouldst not have boasted. If our desires are moderate, our wants will be few. He was seen riding through the village. The water is frozen. Greatness may procure a man a tomb, but goodness alone can deserve an epitaph. To a fond parent who would not have his child corrected for a perverse trick, but excused it, saying it was a small matter; Solon very wisely replied, "Yes, but habit is a great one." If opinion has cried your name up, let modesty cry your heart down, lest you deceive it, or it deceive

you: there is no less danger in a great name than in a bad one; and no less honor in deserving praise, than in enduring it.

I would not have a slave to till my ground,
To carry me, to fan me while I sleep,
And tremble while I wake, for all the wealth
That sinews bought and sold have ever earned.
No: dear as freedom is, and in my heart's
Just estimation prized above all price,
I had much rather be myself the slave,
And wear the bonds, than fasten them on him.

VI.—Adverb.

An Adverb is a word which qualifies a Verb an Adjective, or another Adverb.

Thus, in the example, *He writes well; well*, qualifies the verb, by expressing the *manner* in which the act of writing is performed; in the examples, *She is remarkably diligent; They read very correctly; remarkably* and *very* qualify the adjective and adverb, by expressing the *degree* of diligence and correctness.

Adverbs are chiefly used to express in one word what would otherwise require two or more words; thus, *There* signifies *in that place; Whence, from what place; Usefully, in a useful manner.* They are sometimes classified according to their signification, as adverbs of *time, of place*, of *order*, of *quality*, of *manner, &c.*

Adverbs of *quality* and *manner* are generally formed from adjectives, by adding *ly;* as, *elegant*, elegant*ly; safe*, safe*ly; peaceful*, peaceful*ly*. If the adjective ends in *y*, the *y* is changed into *i* before *ly;* as, *happy*, happi*ly*. If the adjective ends in *le* the *e* is changed into *y;* as, *able*, abl*y*.

Some words become adverbs by prefixing *a:* as, *afloat, aground.*

A sort of compound adverb is formed by joining several words together; as, *Now-a-days, by-and-by.*

Adverbs, like Adjectives, are sometimes varied in their terminations to express comparison and different degrees of quality.

Some Adverbs form the comparative and superlative by adding *er* and *est;* as, *soon*, soon*er*, soon*est*.

Adverbs which end in *ly*, are compared by prefixing *more* and *most;* as, *Nobly*, *more* nobly, *most* nobly.

A few Adverbs are irregular in the formation of the comparative and superlative; as, *Well*, *better*, *best*.*

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* Directions to Teachers.—It will be observed that both adjectives and adverbs express quality, and that the one class of words is to be distinguished from the other, not by signification or termination, but by the words which they qualify, adjectives qualifying nouns, or words or phrases used in place of nouns, and adverbs qualifying verbs, adjectives, or other adverbs. Among the compound adverbs are not to be included such phrases as, *in general*, *at present;* for these are merely elliptical expressions for *in a general manner*, at the *present time*. *Yesterday*, *to-day*, and *to-morrow*, are sometimes improperly classed among adverbs; they are nouns governed by a preposition understood.

Sentences containing adverbs may be parsed in the following manner. *We are fearfully and wonderfully made : we*, a personal pronoun, first person, plural number, and nominative case; *are*, an auxiliary verb, present tense, indicative mood, first person, and plural number, joined to *made*, the passive participle of the verb *make*, thus forming the passive voice of that verb; *fearfully* an adverb, qualifying *made*, formed from the adjective *fearful*, by adding *ly; and*, a conjunction; *wonderfully*, an adverb, qualifying *made*, comparative, *more wonderfully*, superlative, *most wonderfully; made*, an active transitive verb, passive participle, irregular, present tense *make*, past *made*.

EXERCISES.

ADVERB.

What is an adverb? What is the chief use of adverbs? How are they sometimes classified? How are adverbs of *quality* and *manner* generally formed? When an adjective ends in *y*, how is the adverb formed from it? How are adverbs formed from adjectives which end in *le*? How are some nouns changed into adverbs? Why are some adverbs varied in their terminations? How do adjectives which end in *ly*, form the comparative and superlative?

Distinguish Adverbs from Adjectives in the following sentences:

A sweet apple; that bird sings sweetly; the virtuous are, in general, happy; he, who acts virtuously may expect to live happily; profitable employment; he is profitably employed; we must be temperate, if we would be healthy; he lives very temperately; I shall be happy to see you; they dwell together very happily; no person could have acted more nobly, yet he was sadly disappointed; there is nothing in human life more amiable and respectable than the character of a truly humble and benevolent man.

Correct the following errors:—

He reads distinct; she writes neat; they behave very proper; let us be sincerely; a resolution calmly, nobly, and disinterestedly; a cheerfully, and good old man; he spoke uncommon well; do nothing careless; the man who deliberates wise, and resolves slow, will act correct; praise no man too liberal when he is present, nor censure him too lavish when he is absent; a just man should account nothing more preciously than his word, nothing more venerably than his faith, and nothing more sacredly than his promise.

Parse the following sentences:—

Here they are. Have you been there? Where is my hat? Whither has he gone? Now is the accepted time. Work while it is called to-day. I shall see my brother soon; I eagerly wish I could see him oftener. When I say once, take your

twice; when I say twice, prepare your pencils; when I say thrice, begin. Do not boast too much of your success. Come hither immediately, and I will decide the matter between you. John reads less now than he did formerly. Jane went away yesterday; she will perhaps return to-morrow. Who can tell what shall be hereafter? Can you lend me a shilling? Indeed I cannot at present, but I shall be able to do so by-and-by. A true friend communicates his thoughts freely, advises justly, assists readily, adventures boldly, takes all patiently, and continues a friend unchangeably.

VII.—Preposition.

A Preposition connects words, and shows the relation between them.

Thus in the sentence, "We travelled from Spain through France towards Italy," the prepositions *from*, *through*, *towards*, not only connect the nouns *Spain*, *France*, *Italy*, but express the relation or bearing they had to each other in the travels of the persons represented by the pronoun *we*.

Prepositions are so called, because they are generally *placed before* the words whose connection or relation with other words they point out.

The following is a list of the prepositions in most common use:—

About, above, across, after, against, along, amid, amidst, among, amongst, around, at, before, behind, below, beneath, beside, besides, between, betwixt, beyond, but, by, concerning, down, during, except, for, from, in, into, near, nigh, of, off, on, over, out of, round, save, through, throughout, till, to, towards, under, underneath, unto, up, upon, with, within, without.

VIII.—Conjunction.

A Conjunction joins words and sentences together.

Thus, in the sentence, "My father and mother are come, but I have not seen them;" the words *father* and *mother* are joined by the conjunction *and*, and the two clauses of the sentence are joined by the conjunction *but*

The conjunctions in most general use are:—

And, also; either, or; neither, nor; though, yet; but, however; for, that; because, since; therefore, wherefore, then; if, unless, lest.

IX.—Interjection.

An Interjection is a word used to express sudden emotion.

Thus, in the examples, "Ah! there he comes; alas! what shall I do!" *ah*, expresses surprise, *alas*, distress.

Interjections are so called, because they are generally *thrown in* between the parts of a sentence. Those which are chiefly used are:—

Ah, alas, fie, ha, hush, huzza, lo, O, oh, pshaw.

Nouns, adjectives, verbs, and adverbs, become interjections, when they are uttered as exclamations; as, *nonsense! strange! hail! away!**

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* Directions to Teachers.—Prepositions and conjunctions are both used to join words together; but the former are easily distinguished from the latter by their expressing both connexion and relation, whereas the latter express connexion only. Thus, the sentence, *I have wine and a glass*, merely expresses that *wine and a glass* are in my possession; while the sentence *I have wine in a glass*, expresses, not only

EXERCISES.

PREPOSITION, CONJUNCTION, INTERJECTION.

What is a preposition? Why are prepositions so called? What is a conjunction? What is an interjection?

Distinguish Prepositions from Conjunctions in the following sentences:—

A slate and a pencil; I write on a slate with a pencil; we live during one half of the year in the town, and during the other half in the country; John and James divided the leaf

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that the *wine* and *glass* are in my possession, but that the one contains the other. Interjections may be readily distinguished from other parts of speech, by their always expressing exclamation, and by their seldom being necessarily connected with the other words in the sentence.

Prepositions, conjunctions, and interjections may be parsed in the following manner:—*I would willingly assist you; but alas! I have not the means, for I myself have been left in great poverty by the death of my brother and sister.* *I*, a personal pronoun, first person, singular number, common gender, and nominative case; *would*, the past tense, first person singular of the auxiliary verb *will*, joined to the verb *assist*, to form the compound tense *would assist*, to express an assertion depending upon a condition, namely, my having means which is not fulfilled, and therefore implying that I will not assist; *willingly*, an adverb, qualifying *would assist; you*, a personal pronoun, second person, plural number, common gender, and objective case, governed by the verb *assist; but*, a conjunction. connecting the two clauses of the sentence; *alas*, an interjection; *I*, a personal pronoun, as before; *have*, an active verb, present tense, indicative mood, first person, singular number; *not*, an adverb, qualifying *have; the*, the definite article, limiting the signification of *means; means*, a noun, singular or plural number, neuter gender, and objective case; *for*, a conjunction connecting the two clauses of the sentence; *I*, a personal pronoun, as before; *myself*, a reciprocal pronoun, nominative case; *have*, an auxiliary verb, joined to *been*, the passive participle of the auxiliary verb *be* and *left*, the passive participle of the verb *leave*, past tense, *left*, forming the com-

between them, and James gave a part of his share to a poor man on the street; though he was rich, yet for our sakes he became poor; blessed are the meek, for they shall inherit the earth; I have only called twice, since I came home; since you will not do as you are desired, you must be turned down to the bottom of the class; unless he come soon, I do not expect to see him before night; they are happy because they are good.

Parse the following sentences:—

Charles is esteemed, because he is both discreet and benevolent. Hark! how sweetly the woodlark sings! Remove far from me vanity and lies; give me neither poverty nor riches; feed me with food convenient for me; lest I be full and deny thee; or lest I be poor, and steal, and take thy name in vain. Behold! how pleasant it is for brethren to dwell together in unity. He can neither read nor write, yet he is not altogether ignorant. Out of the heart proceed evil thoughts. Ah! the delusions of hope. We in vain look for a path between virtue and vice.

The lovely young Lavinia once had friends,
And fortune smil'd deceitful on her birth:
For, in her helpless years, deprived of all,
Of every stay, save innocence and heaven,
She, with her widowed mother, feeble, old,
And poor, lived in a cottage far retired
Among the windings of a woody vale,
By solitude and deep surrounding shades,
But more by bashful modesty, concealed.

PARSING.

To parse sentences etymologically, that is, to name the class or part of speech to which each word belongs, and to explain

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pound tense *have been left*, expressing the passive voice of the verb *leave*, and perfect past time; present tense, *leave; in*, a preposition, showing the relation between *I* and *poverty; great*, an adjective in the positive form, qualifying *poverty; poverty*, a noun, singular number, neuter gender, and objective case; *by*, a preposition, showing the relation between the state in which *I have been left* and *death*, and *brother* and *sister; my*, a personal pronoun, possessive case; *brother*, a noun, masculine gender, and objective case; *and*, a conjunction, joining *brother*, and *sister; sister*, a noun, feminine gender, and objective case.

its relations to the thing or things which it represents, and to other words in the same sentence, it is necessary to have impressed on the memory the following general principles, as they have been already given in the form of rules, and illustrated by examples. The signification of nouns is *limited* to *one*, but to *any* one of the kind, by the *indefinite article*, and to some *particular* one, or some particular *number*, by the *definite article*. *Nouns*, in one form, represent *one* of a kind, and in another, *any number* more than one; they are the *names of males*, of *females*, or of objects which are *neither* male nor female; and they represent the subject of an affirmation, a command, or a question,—the *owner* or *possessor* of a thing,—or the *object* of an action, or of a relation expressed by a preposition. *Adjectives* express the *qualities* which distinguish one person or thing from another; in one form they express quality *without comparison*; in another, they express comparison *between two*, or between *one* and *a number* taken *collectively*,—and in a third, they express comparison between *one* and *a number* of others taken *separately*. *Pronouns* are used *in place* of nouns; one class of them is used merely as the *substitutes* of *names*; the pronouns of another class have a peculiar *reference* to some *preceding words* in the sentence, of which they are the substitutes,—and those of a third class *point out*, with great precision, the persons or things which they represent. Some pronouns are used for both the *name* and the *substitute*; and several are frequently employed in *asking questions*. *Affirmations* and *commands* are expressed by the *verb*; and different inflections of the verb express *number*, *person*, *time*, and *manner*. With regard to *time*, an affirmation may be *present* or *past* or *future*; with regard to *manner*, an affirmation may be *positive* or *conditional*, it being doubtful whether the condition is fulfilled or not, or it being implied that it is not fulfilled;—the verb may express *command* or *exhortation*; or the sense of the verb may be expressed *without affirming* or *commanding*. The verb also expresses that an action or state *is* or *was* going on, by a form which is also used sometimes as a noun, and sometimes to qualify nouns. *Affirmations are modified* by *adverbs*, some of which can be inflected to express different degrees of modification. Words are *joined together* by *conjunctions*; and the various *relations* which one thing bears to another are expressed by *prepositions*. *Sudden emotions* of the mind, and *exclamations*, are expressed by *interjections*.

In parsing sentences according to these general principles, it will be observed that many words, from the different ways in which they are used, belong sometimes to one part of speech, sometimes to another. Thus, in the sentence, "After a storm comes a *calm*," the word *calm* is a noun; in "The day was *calm*," it is an adjective; in "*Calm* your fears," it is a verb. The words which belong sometimes to one class, sometimes to another, according to their peculiar signification in the sentences in which they occur, are chiefly nouns and adjectives, as, *hard labour, labour diligently;* nouns, adjectives, and verbs, as, *humble rank, rank weeds, you rank high;* adjectives and adverbs, as, *a little learning, speak little;* adverbs and prepositions, as, *go on, on the table;* adverbs and conjunctions, as, *they are yet young; though she is fair, yet she is not amiable;* prepositions and conjunctions, as, *for your sake I will obey, for it is my duty to do so.* The simplest and most philosophical way to find out to what part of speech each word belongs, as well as to analyze the structure of the most complicated sentences, is to parse them according to the following method:—*The minutest plant or animal, if attentively examined, affords a thousand wonders, and obliges us to admire and adore that omnipotent hand which created it.* What word makes the principal affirmation in this sentence? *Affords.* What part of speech is *affords,* since it affirms? A verb. Does it affirm of something past, or of something going on at the present? Of something going on at present. In what tense is it then? In the present tense. Is the affirmation positive or conditional? Positive, and therefore the verb is in the indicative mood. What is the subject of the affirmation? *Plant.* May any other word in the sentence be the subject of this affirmation? Yes, *animal.* What joins these two words? The conjunction *or.* What part of speech is *plant?* A noun, because it is the name of something. Is it the name of a male or female? Of neither; hence it is of the neuter gender. Does it signify one, or more than one? One only, and therefore it is in the singular number. In what case is *plant,* since it is the subject of an affirmation? In the nominative case. Is the application of this name or noun limited by any word? Yes, by the definite article *the.* What kind of plant is spoken of? The *minutest* plant. What part of speech is *minutest* because it describes the kind of plant? An adjective in the superlative form. Why

do you say that it is in the superlative form? Because it supposes a comparison between this plant and every other plant taken separately. What does the minutest plant or animal afford? *A thousand wonders.* Which of these words is the object of the action affirmed? *Wonders*, which is therefore in the objective case. What part of speech is *a?* The indefinite article. Does it limit the signification of the noun here? No, it limits the word *thousand.* What part of speech is *thousand?* An adjective of number, qualifying *wonders.* Does the minutest plant or animal afford a thousand wonders to every one? No, they must be *attentively examined.* What word joins this affirmation with the other? The conjunction *if.* In what way must the plant or animal be examined? *Attentively.* What part of speech is *attentively?* An adverb, because it qualifies the verb *examined.* What part of the verb is *examined* The passive participle. Does it make a complete affirmation by itself? No, the auxiliary verb *be* is understood. Is any other positive affirmation made concerning the plant or animal? Yes, it *obliges.* Whom does it oblige? *Us.* What part of speech is *us?* A personal pronoun, in the plural number and objective case. What does the plant or animal oblige us to do? *To admire and adore.* What word points out what you are obliged to do? The preposition *to.* What parts of speech are *admire* and *adore?* Verbs. Do they affirm in this sentence? Not by themselves, but they express acts which we are obliged to do? What part of the verb is each of them? The infinitive mood indicated by the preposition *to?* What word connects them? The conjunction *and.* What is the object of the acts of admiring and adoring? *Hand.* What kind of hand? *Omnipotent.* Is the word hand qualified by any other word but omnipotent? Yes, by the demonstrative pronoun *that.* Is anything affirmed of *that omnipotent hand?* It *created.* Is the word hand itself the subject of this affirmation? No, the word *which* is used instead of it. What part of speech is which? A pronoun. What kind of pronoun? A relative pronoun, because it refers immediately to the word *hand*, which is its antecedent. When did the act expressed by *created* take place? At some former or past time; hence the verb is in the past tense. What did the omnipotent hand create? The plant or animal. Is the word plant or animal the object of the affirmation, as it is expressed in the sentence? No, but its substitute, the

pronoun *it*. Name the articles in this sentence. *The, a.* Name all the nouns. *Plant, animal, wonders, hand.* Name all the adjectives? *Minutest, thousand, omnipotent.* Name all the pronouns? *Us, that, which, it.* Name all the verbs? *Examined, affords, obliges, adore, admire, created.* Name the adverb? *Attentively.* Name the preposition? *To.* Name all the conjunctions? *Or, if, and.* Are there examples of all the parts of speech in this sentence? Of all but the interjection?

Sentences to be parsed according to the foregoing method :—

Justice and bounty procure friends.

Idleness is the parent of want and pain; but the labour of virtue bringeth forth pleasure.

The faculty of speech was bestowed upon man, for great and important purposes; but, alas! it is too often perverted.

Good magistrates, promoting the public interest, observing the laws, and favouring virtue, are worthy of honour.

Lo! at the couch where infant beauty sleeps,
Her silent watch the mournful mother keeps;
She, while the lovely babe unconscious lies,
Smiles on her slumb'ring child with pensive eyes.

It is reported of the ancient Persians by an eminent writer, that the sum of their education consisted in teaching youth to ride, to shoot with the bow, and to speak truth.

Life is a voyage, in the progress of which we are perpetually changing the scene; we first leave childhood behind us, then youth, then the years of ripened manhood, then the better and more pleasant part of old age.

Seize, mortal! seize the transient hour;
Improve each moment as it flies:
Life's a short summer, man a flower;
He dies—alas! how soon he dies!

Society, when formed, requires distinctions of property, diversity of conditions, subordination of ranks, and a multiplicity of occupations, in order to advance the general good

Full many a gem of purest ray serene,
The dark unfathom'd caves of ocean bear;
Full many a flower is born to blush unseen,
And waste its sweetness on the desert air.

O vain and inconsistent world! O fleeting and transient life! When will the sons of men learn to think of thee as they ought? When will they learn humanity from the afflictions of their brethren; or moderation and wisdom from the sense of their own fugitive state?

Yon cottager who weaves at her own door,
Pillow and bobbins all her little store;
Content, though mean, and cheerful, if not gay
Shuffling her threads about the live long day,
Just earns a scanty pittance, and at night
Lies down secure, her heart and pocket light;
She, for her humble sphere by nature fit,
Has little understanding, and no wit,
Receives no praise: but though her lot be such,
(Toilsome and indigent) she renders much;
Just knows, and knows no more, her Bible true—
A truth the brilliant Frenchman never knew;
And in that charter reads with sparkling eyes,
Her title to a treasure in the skies.
O happy peasant! Oh unhappy bard!
His the mere tinsel, hers the rich reward;
He praised perhaps for ages yet to come,
She never heard of half a mile from home;
He lost in errors his vain heart prefers,
She safe in the simplicity of hers.

If nature has denied to Britain the fruitful vine, the fragrant myrtle, the spontaneous soil, and the beautiful climate, she has also exempted her from the parching droughts, the deadly siroc, and the frightful tornado. If our soil is poor and churlish, and our skies cold and frowning, the serpent never lurks within the one, nor the plague within the other. If our mountains are bleak and barren, they have, at least, nursed within their bosoms a race of men, whose industry and intelligence have performed greater wonders, and supply a more inexhaustible fund of wealth, than all the mines of Mexico and Hindostan.

Hark! from yon stately ranks what laughter rings,
Mingling wild mirth with war's stern minstrelsy,
His jest while each blithe comrade round him flings,
And moves to death with military glee:
Boast, Erin, boast them! tameless, frank, and free,
In kindness warm, and fierce in danger known,
Rough nature's children, humorous as she;
And he, yon chieftain, strike the proudest tone
Of thy bold harp, green Isle! the Hero is thine own.

Part III.—SYNTAX.

Syntax treats of the connexion and arrangement of words in sentences.

A *sentence* is any number of words joined together so as to form a complete affirmation or proposition.

Thus, the words, "From virtue to vice," do not contain a complete proposition: therefore, they do not form a sentence. But the words, "From virtue to vice the progress is gradual," form a sentence, because they contain a distinct proposition, or because the sense is complete.

Sentences are either *Simple* or *Compound.*

A *Simple* sentence contains only one proposition.

A *Compound* sentence consists of two or more simple sentences joined together.

Thus, "His talents are of a high order." "His talents excite admiration," are two simple sentences, which are united into a compound sentence, by saying, "His talents which are of a high order, excite admiration."

Every sentence or complete proposition con-

tains a *subject*, or thing spoken of, and an *affirmation*, or what is said of the subject.

When the affirmation is not limited to the subject, a complete proposition or sentence also contains an *object*.

Thus, in the sentence, "Birds sing," *birds* is the subject, and *sing* the affirmation;—in the sentence, "Knowledge improves the mind," *knowledge* is the subject, *improves* the affirmation, and *mind* the object.

The subject of a sentence is always a noun, or two or more nouns joined together; as, *James* walks, *John* and *Thomas* run;—a pronoun, or pronouns; as, *He* reads, *you* and *I* write;—the infinitive of a verb; as, *To obey*, is the duty of children;—or a part of a sentence; as, *That you cannot repeat your lesson* is your own fault.

The affirmation in a sentence is always made by a verb.

The object in a sentence is always a noun, or a pronoun; as, Jane lost her *book*, and Mary found *it*;—the infinitive or present participle of a verb; as, William loves to *play*, Robert takes pleasure in *reading* and *writing*:—or a part of a sentence; as, I do not know *how to perform this exercise*.

The other parts of speech are employed in the structure of sentences, as follows:—The article to limit the signification of the subject or object; the adjective to qualify the subject or object; the adverb to qualify the affirmation, or to modify some other word of quality; the preposition to show how the object is related to the subject, or to the affirmation, or to some other object; and the conjunction to join two or more subjects, two or more affirmations, two or more objects, or two or more words of quality, or to unite the clauses of a compound sentence, or to connect separate sentences.

The following rules exhibit the principles upon which the several parts of speech are connected in the construction of sentences, according to the prevailing usage of the English language.

SUBJECT AND VERB.

RULE I.—A verb is of the same number and person with its subject; as, I *speak*, thou *hearest*, the master *teaches*, the scholars *learn*.

1. Collective nouns are followed by verbs in the singular or in the plural number, according as unity or plurality of idea is expressed; as, The council *is* sitting, the clergy *are* divided among themselves.

Party, *army*, and some other collective nouns, are never followed by a verb in the plural number.

2. Two or more nouns in the singular number, joined by the conjunction *and*, take the verb in the plural; as, Justice and bounty *procure* friends.

3. Two or more nouns in the singular number, joined by *or* or *nor*, take the verb in the singular; as, Either John or James *was* present.

In like manner, when two nouns in the singular number are connected by the preposition *with*, or by such expressions as, *as well as*, the verb is in the singular; as, The gentleman, with his son, *was* here yesterday; Cæsar, as well as Cicero, *was* eloquent.

4. When two or more nominatives in different numbers are joined by *or* or *nor*, the verb is in the plural; as, Neither health nor riches *are* to be depended on; Neither you nor I *are* in fault.

5. When two or more nominatives, in the same number, but of different persons, are joined by *or* or *nor*, the verb agrees with the last; as, Either thou or he *is* to blame.

6. When two or more nominatives of different persons are joined by the conjunction *and*, the verb agrees with the first person in preference to the second, and with the second in preference to the third; as, You and I *have* learned our lessons; You and he *have* received *your* reward.

7. When the infinitive mood, or part of a sentence, is used as the subject of an affirmation, the verb is in the third person singular; as, To live soberly, righteously, and piously, *is* the duty of all men.

8. When a subject or nominative is joined to a participle, without being connected with any other verb in the sentence, it is said to be in the *nominative absolute;* as, The *wind being* favourable, we set sail.

The Active participle is sometimes used absolutely without a nominative; as, Generally *speaking*, my pupils are attentive.

ARTICLE.

RULE II.—The indefinite article is placed before nouns in the singular number only; as, *a* pear, *an* apple.

The definite article is placed before nouns in either the singular or the plural number; as, *The* garden, *the* trees.

1. The indefinite article is placed before nouns signifying more than one, when they are used collectively; as, *A* dozen, *a* score.

2. The indefinite article is placed before nouns in the plural number, when they are qualified by numeral adjectives used as nouns, or by *few* or *many;* as, *A* hundred pounds, a thousand guineas, *a* few books, *a* great many pens.

3. When several nouns are joined together, some of which take *a* before them, and some *an*, the indefinite article is repeated before each of them; as, *A* horse, *an* ass, *an* owl, and *a* sparrow.

4. When two or more nouns or adjectives are joined together, the article is placed only before the first of them, if they are applied to the same person or thing; it is placed before each of them if they are applied to different persons or things; as, *The* pious and learned Newton; *the* English and *the* Irish nation.

5. The definite article and an adjective are sometimes used instead of the adjective and a noun; as, *The* good, *the* wise,

6. The definite article sometimes supplies the place of a personal pronoun in the possessive case; as, He has a swelling on *the* neck.

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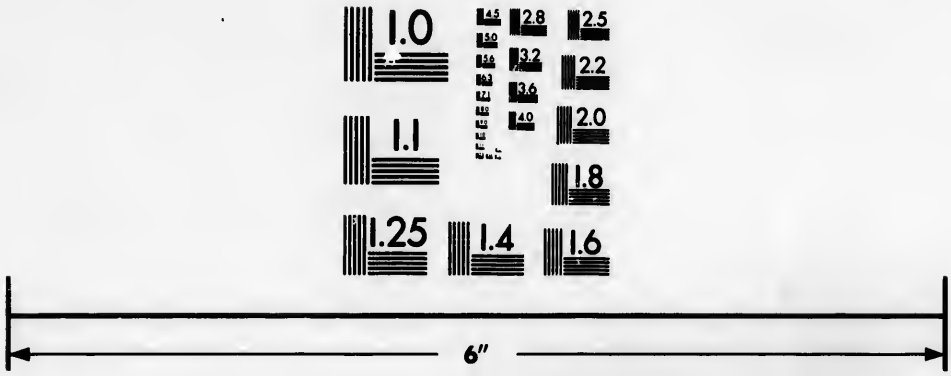

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NOUN.

RULE III.—Nouns or personal pronouns applied to the same persons or things, are put in the same case; as, *John* the *Baptist; Julius Cæsar, he* who was killed in the senate-house, was a warrior and an orator.

1. A noun and a personal pronoun, applied to the same person or thing, cannot be nominative to the same verb; thus, "Paul the apostle, *he* was very zealous," ought to be, "Paul the apostle was very zealous."

2. A noun is sometimes put in apposition to a part of a sentence; as, You read very indistinctly, a *habit* which you should endeavour to correct.

3. A noun or pronoun which answers a question is in the same case with the noun or pronoun which asks it; as, *Who* told you? *He*. *Whose* books are these? *Mine*.

RULE IV.—When two nouns, or a noun and a pronoun, denote the possessor and the thing possessed, the name of the former is put in the possessive case; as, My *father's* servant; *thine* is the kingdom.

1. The name of the thing possessed is sometimes omitted; as, He is at the *watch-maker's;* let us go to *St Patrick's*.

2. When the possessor is described by two or more nouns, the sign of the possessive is generally put after the last; as, John the *Baptist's* head.

3. When the thing possessed belongs to two or more, the sign of the possessive is put after each; as, It was my *father's, mother's,* and *uncle's* opinion.

4. The objective case with *of* is frequently used instead of the possessive; as, A servant *of* my *father*.

When the thing is only one of a number belonging to the possessor, both the possessive case and *of* are used,

as, A servant *of* my *father's*, the word *servants* being understood after father's. The full construction in such a case is, A servant *out of* my father's servants.

ADJECTIVE.

RULE V.—Every adjective qualifies a noun, expressed or understood; as, A *wise* man *few* were present.

1. Adjectives sometimes qualify the infinitive mood, or a part of a sentence; as, *To* see is *pleasant; to* be blind is *unfortunate.*

2. Adjectives of number qualify nouns in the singular or plural, according as they signify one or more; as, *One* man, *six* children.

3. The adjectives *each*, *every*, *either*, *neither*, qualify nouns in the singular number; as, *Every* boy is in *his* place; let *each* speak for *himself.*

Every sometimes qualifies a plural noun, when the things which it denotes are spoken of collectively; as, *Every* hundred years. Hundred is here treated as a noun.

PRONOUN.

RULE VI.—Pronouns are of the same number, gender, and person, with the nouns which they represent; as, The *master* sits at *his* desk; the *scholars* learn *their* lesson.

1. When two or more pronouns are used in place of the same noun, they are put in the same number, gender, and person; thus, "*Thou* hast done me a great favour, for which I am much obliged to *you*," ought to be, "*You* have done me a great favour, for which I am much obliged to *you.*"

2. The pronoun *it*, when the nominative to a verb, is applied to persons as well as to things; to the first and second persons as well as to the third person; and to the plural number as well as to the singular; as, *It* is the

king; it was *I; it* was not *you; it* was the *men* who were here this morning.

3. Relative pronouns are of the same number, gender, and person, with their antecedents; as, *I, who am* still your friend, will not desert you; let the *monitors, who are* ready, begin.

4. When the relative refers to two antecedents of different persons, it agrees with the one or the other, according as the meaning of the sentence requires; as, *I* am the person *who* make the pens; I am the *person who* has charge of the slates.

5. The relative *which* is generally understood of collective nouns, even when they represent persons; as, The committee, *which* met to-day, was unanimous.

6. The relative *which* has sometimes a part of a sentence for its antecedent; as, He is in great distress, *which* I am sorry to hear.

7. The relative in the objective case is sometimes omitted; as, This is one of the best books I ever read.

8. The demonstrative pronouns *this* and *that* agree with their nouns in number; as, *This* book, *these* books; *that* map, *those* maps.

VERB.

RULE VII.—Active transitive verbs and their participles take after them the objective case; as, If ye love *me, keep* my *commandments;* William is learning his *lesson.*

When the active participle is used as a noun, it generally takes an article before it, and *of* after it; as, In *the keeping of* thy commandments there is great reward.

When this participle is preceded by a noun or a pronoun in the possessive case, it does not take the article before it; as, *His* neglecting to study is the cause of his ignorance.

RULE VIII—The verb *to be* has the same case after it as before it; as, *It* is *I*, be not afraid; *who* do men say that *I* am; *whom* do they represent *me* to be."

RULE IX.—The Infinitive Mood follows another verb or a participle; as, I desire *to learn;* he is waiting *to see* you.

1. The Infinitive Mood sometimes follows a noun or an adjective; as Your desire *to improve* is commendable; it is delightful *to behold* the setting sun.

2. The Infinitive Mood is sometimes used absolutely; as, *To tell* you the truth, I was not present.

3. The Infinitive Mood is preceded by the preposition *to*, except after the verbs, *bid*, *can*, *dare*, *feel*, *hear*, *let*, *make*, *may*, *must*, *need*, *shall*, *see*, and *will*.

ADVERB.

RULE X.—Adverbs are joined to verbs, adjectives, and other adverbs; as, *wisely* said, *exceedingly* good, *very* well.

1. The Adverbs *hence*, *whence*, and *thence*, do not require *from* before them, as each of them contains in itself the power of that preposition; as, *whence* (that is, *from what place*) *came you?*

2. Two negatives make an affirmation; thus, "I do *not* take *none*," means "I take some."

PREPOSITION.

RULE XI.—Prepositions are followed by nouns and pronouns in the objective case; as, For *me*, with *us*, on the *table*.

1. Prepositions are also followed by the active participles of verbs; as, *By* applying to your studies, you will acquire knowledge.

2. Prepositions are frequently omitted, especially before nouns denoting time, space, and dimension, and before the personal pronouns; as, Once a day; he ran two miles; this wall is six feet high; tell me the truth.

3. The idiom of the language requires particular prepositions after certain words and phrases; as, A prejudice *against*; an abhorrence *of*; an aversion *to*.

CONJUNCTION.

RULE XII.—Conjunctions join the same cases of nouns and pronouns, the same moods and tenses of verbs, similar parts of speech, and the clauses or members of sentences; as, John *and* James are come; I saw him *and* her; they read *and* write well; a wise *and* virtuous man; we should live soberly *and* honestly; keep thy tongue from evil, *and* thy lips from speaking guile.

1. When the relative pronoun follows the conjunction *than*, it is put in the objective case; as, His father, *than whom* I never knew a better man, is dead.

2. Some conjunctions have their correspondent conjunctions; thus, *both* is followed by *and*, either by *or*, *neither* by *nor*, *though* by *yet*, &c.; as, *Both* you *and* I saw it; *though* he was rich, *yet*, for our sakes he became poor.

INTERJECTION.

RULE XIII.—Interjections are joined to the objective case of pronouns of the first person, and the nominative of pronouns of the second; as, *Ah* me! *O* thou!

In addition to the examples of ellipsis, or omission of words, given under some of the preceding rules, the following may be mentioned as occurring frequently in both poetry and prose.

1. When two or more affirmations are made of th same subject, the noun or pronoun is placed only befor the first; as, "*I* love, fear, and respect the magistrate, instead of, "*I* love, *I* fear, and *I* respect the magistrate

2. The noun is frequently omitted after an adjective in the comparative form; as, "I will pull down my barns and build greater," that is, "greater *barns*."

3. In poetry, nouns are often omitted in interrogative sentences; as, "Lives there who loves his pain?" that is, "Lives there a *man*, who loves his pain?"

4. When two or more adjectives qualify the same noun, it is placed only after the last of them; as, A great, wise, and good *prince*.

5. When an adjective qualifies two or more nouns, it is placed only before the first; as, *Good* qualities and actions.

6. The verb is frequently omitted after a noun which follows the comparative degree; as, "Only in the throne will I be greater than thou," that is, "than thou *shalt be*."

7. In poetry, verbs which express address, or answer, are frequently omitted; as, "To whom the monarch," that is, "To whom the monarch *said* or *replied*."

8. When an adverb qualifies two or more words, it is placed only after the last; as, "He spoke and acted *gracefully*."

9. When the same preposition points out several objects, it is placed only before the first; as, "He walked *over* the hills and the valleys."

10. The preposition *to* is omitted after *like*, *near*, *adjoining*, *&c.*; as, *Like* three distinct powers; your opinion is *nearest* the truth; a garden *adjoining* the river.

11. When several words or clauses succeed each other, the conjunction is sometimes omitted; as, "He caused the blind to see, the lame to walk, the deaf to hear, the lepers to be cleansed."

12. In the expression of sudden emotion, all but the most important words are frequently omitted; thus, the exclamation "Well done!" means "That is well done."*

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* DIRECTIONS TO TEACHERS.—The rules of Syntax will enable the pupil to understand how those words, which he was formerly taught to classify and inflect according to the principles of Etymology, are combined into sentences. In parsing, they may be applied as follows:—*Choose those for*

EXERCISES.

What is a sentence? How many kinds of sentences are there? What is a simple sentence? What is a compound sentence? What must every sentence contain? What must a sentence contain when the affirmation is not limited to

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your companions whom you see others respect. *Choose*, an active verb, imperative mood, second person singular or plural, agreeing with its subject or nominative *you* understood: "A verb is of the same number and person with its subject." *Those*, a demonstrative pronoun, in the plural number, agreeing with the noun *persons* understood: "The demonstrative pronouns *this* and *that* agree with their nouns in number." *For*, a preposition, pointing out *companions:* *Your*, a personal pronoun, plural number, common gender, and possessive case, connected with *companions:* "When two nouns, or a noun and a pronoun, denote the possessor, and the thing possessed, the name of the former is put in the possessive case." *Companions*, a noun, plural number, common gender, and objective case, pointed out by the preposition *for:* "Prepositions are followed by nouns in the objective case." *Whom*, a relative pronoun, plural number, common gender, third person, and objective case, agreeing with its antecedent *persons:* "Relative pronouns are of the same number, gender, and person, with their antecedents;" and the object of the verb, *respect.* *You*, a personal pronoun, singular or plural number, common gender, second person, and nominative case, subject of the verb. *See*, an active verb, second person singular or plural, present tense, indicative mood, agreeing with its subject, *you:* "A verb is of the same number and person with its subject." *Others*, an adjective with a plural termination, used to signify *other persons.* *Respect*, an active verb, infinitive mood, the preposition *to* being understood following the verb *see:* "The infinitive mood follows another verb or a participle."

The following mode of analyzing sentences will assist the pupil in understanding their grammatical structure. *Learning confers so much superiority on those who possess it, that they might probably have escaped all censure, had they been able to*

the subject? What must the subject of a sentence always be? What is the affirmation in a sentence always made by? What must the object in a sentence always be? Of what use is the article in the structure of sentences? the adjective? the adverb? the preposition? the conjunction?

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agree among themselves. What is the the subject of the first affirmation? *Learning.* What part of speech is *learning?* A noun, singular number, neuter gender, and nominative case. Is the word *learning* always a noun? No. It is sometimes the active participle of a verb. What is here affirmed of *learning?* It *confers.* What part of speech is *confers?* A verb, present tense, indicative mood, third person singular. How do you know that it is in the singular? Because it is of the same number and person with its subject *learning.* What does learning confer? *Superiority.* In what case is *superiority?* In the objective case, because "active verbs and their participles take after them the objective case." What qualifies *superiority?* *Much,* which is therefore an adjective. What part of speech is *so?* An adverb, joined to *much:* "Adverbs are joined to verbs, adjectives, &c." On whom does learning confer superiority? *On those who possess it.* What part of speech is *on?* A preposition. Of what use is *on* in the sentence? It points out the objects on whom learning confers superiority. What word represents these objects? *Persons* understood. What part of speech is *those?* A demonstrative pronoun, in the plural number, agreeing with *persons:* "The demonstrative pronouns *this* and *that* agree with their nouns in number." What part of speech is *who?* A relative pronoun, in the plural number, common gender, and third person. How do you know that *who* is of the plural number, &c.? Because it agrees with its antecedent *persons:* "Relative pronouns are of the same number, gender, and person, with their antecedents." In what case is *who?* In the nominative case, because it is the subject of the verb *possess.* In what number and person is *possess?* In the third person plural, to agree with its subject *who.* What kind of verb is *possess?* An active verb. In what case is *it?* In the objective case, because "Active verbs and their participles take after them the objective case." What object is represented by the pronoun *it?* *Learning.* What oth-

RULE I.

What determines the number and person of the verb? When are collective nouns followed by a verb in the singular, and when by a verb in the plural? What collective nouns are never followed by a verb in the plural? When two or more nouns in the singular number are joined by the conjunction *and*, in what number is the verb? When they are

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affirmation is made of those who possess learning? *They might probably have escaped all censure.* What joins the two clauses of the sentence? The conjunction *that:* "Conjunctions join the clauses or members of sentences." Might any other conjunction have been used to connect these clauses? No; because in examples like the present, *so* must be followed by its correspondent conjunction *that.* Parse the other words in the clause in their order. *They*, a personal pronoun, subject of the verb *might have escaped. Might*, past tense of the auxiliary verb *may*, joined with the root of the auxiliary *have*, and *escaped*, the passive participle of the active verb *escape*, forming a compound tense expressing an assertion depending upon a condition unfulfilled, and therefore, implying, that they did not escape. *Had*, the past tense, conditional mood, of the auxiliary *have*, used with the pronoun *they*, following it instead of, *if they had*, joined to *been*, the passive participle of the auxiliary verb *Be*, expressing, with the adjective *able* and the verb *to agree*, the condition *if they had been able to agree*, on which the assertion *they might have escaped* depends, and implying by the use of the past tense, that they were not able to agree. *All* an adjective, qualifying *censure:* "Every adjective qualifies a noun, expressed or understood." *Censure*, a noun, singular number, neuter gender, and objective case, following *might have escaped:* "Active transitive verbs and their participles take after them the objective case." What word is qualified by the adjective *able?* The pronoun *they*, or *persons*, the noun for which it is used. Does the infinitive mood *to agree* follow a verb in the present example? No; it follows the adjective *able:* "The infinitive mood sometimes follows a noun or an adjective." In what case is *themselves?* In the objective case, after the preposition *among:* "Prepositions are followed by nouns and pronouns in the objective case."

joined by *or* or *nor*, in what number is the verb? When they are connected by *with* or *as well as*, in what number is the verb? When two or more nominatives of different numbers are joined by *or* or *nor*, in what number is the verb? When they are in the same number but of different persons, with which does the verb agree? When two or more nominatives of different persons are joined by *and*, what persons are preferred? In what person and number is the verb, when the subject is the infinitive of a verb, or a part of a sentence? In what is a noun said to be, when it is connected with no other verb in the sentence but the active participle?

Parse the following sentences:—

Disappointments sink the heart of man; but the renewal of hope gives consolation. The school of experience teaches many useful lessons. Among the great blessing and wonders of creation, may be classed the regularity of times and seasons The British parliament is composed of king, lords, and commons. The multitude eagerly pursue pleasure as their chief good. Life and death are in the power of the tongue. Food, clothing, and credit, are the rewards of industry. When sickness, infirmity, or reverse of fortune affects us, the sincerity of friendship is proved. Neither wealth, nor virtue, nor any valuable acquisition is attainable by idle wishes. Patience, like faith, removes mountains. To rejoice in the welfare of our fellow-creatures is, in some degree, to partake of their good fortune. We being exceedingly tossed, they lightened the ship.

Correct the following errors:—

The state of his affairs are very prosperous. Their riches makes them idle and dissipated. The mechanism of clocks and watches were then totally unknown. The evils of life is numerous enough without being multiplied by those of choice. Not one of those whom thou sees clothed in puple, are completely happy. The assembly were very splendid. The committee was divided in its sentiments, and referred the business to the general meeting. The party are broken up. An army of thirty thousand were assembled in ten days Idleness and ignorance is the parent of many vices. Grace and beauty is diffused though every part of the work. In unity consists the welfare and security of every society

Neither youth nor beauty are a security against death. In him were happily blended true dignity with softness of manners. Not only wealth, but honour also, have uniformly attended him. Neither the father nor the children deserves to be credited. Either thou or he deserve to be punished. Both he and I have forgotten your books. You and he must mind his duty. To do unto others as we would that they should do unto us, constitute the great principle of virtue. To practice the virtues of meekness and charity are the sure way to love them. Him being of the party, I shall willingly accompany you.

> The bleating sheep with my complaints agree,
> Them parched with heat, and me inflamed by thee.

Write the following exercise, and supply the words which are omitted :—

When the morning of life over your head, every thing around you on a smiling appearance. All nature a face of beauty, and animated with a spirit of joy; you up and down in a new world; you the unblown flower, and the untasted spring. Bnt ah! the flattering scene not last. The spell quickly broken, and the enchantment soon over. Now thou no weariness to clog thy waking hours, and no care to thy repose. But know, child of the earth! that thou born to trouble, and that care haunt thee through every subsequent path of life. Health now in thine eye, the blood pure in thy veins, and thy spirits gay as the morning; but, alas! the time come, when disease assail thy life, and when stretched on the bed of pain, thou be ready to death rather than life. You now happy in your earthly companions. Friendship, which in the world a feeble sentiment, with you a strong passion. But the scene for a few years, and the man of thy right hand become unto thee as an alien. Now, I cannot the evil day, but I arm you against it. your Creator: to him the early period of your days, and the light of his countenance will upon you through life. Then let the tempest , and the floods you safe and happy under the shelter of the Rock of Ages.

RULE II.

Before what number is the indefinite article placed? Is the definite article ever placed before the plural number? Is the indefinite article ever placed before nouns that signify more than one? Is it ever placed before nouns in the plural number? When is it necessary to repeat the indefinite article before each noun? Is it necessary to repeat the definite article before each of a number of nouns or adjectives, when they refer to the same person or thing? When is it necessary to repeat it before each of them? Of what other parts of speech does the article sometimes supply the place?

Parse the following sentences :—

There were present a duke, a marquis, an earl, and a viscount. Your son is an excellent grammarian, and a good arithmetician. The gardener gave John a dozen for a penny. My father has a great many books in his library. The farmer still owes a few pounds of his rent. We may trace the hand of an Almighty Being in the animal, the vegetable, and the mineral world. The just shall live by faith.

Correct the following errors :—

The admiral was severely wounded; he lost an arm and leg. He is not a firmer friend than a bitter enemy. The king and beggar, the prince and peasant, are liable to the misfortunes of life. He struck me on my head. The criminals were tied by their legs. Wisest and best men sometimes commit errors. Purity has its seat in a heart; but it extends its influence so much over the outward conduct, as to form the great and material part of a character. The profligate man is seldom or never found to be the good husband, the good father, or the beneficent neighbour.

Write the following exercise, and supply the words which are omitted :—

Purity of intention is to acts of man what soul is to body, or form to its matter, or root to tree, or sun to world, or fountain to river, or

base to pillar; for, without these, body is dead trunk, matter is sluggish, tree is block, world is darkness, river is quickly dry, pillar rushes into flatness and ruin, and action is sinful, or unprofitable and vain, poor farmer, who gave cup of cold water to ancient monarch, was rewarded with golden goblet; and he that gives same to disciple, in name of disciple, shall receive crown of glory.

RULE III.

When two or more nouns or personal pronouns are applied to the same person or thing, in what do they agree? Can a noun and a personal pronoun, applied to the same person, be nominatives to the same verb? To what is a noun sometimes put in apposition? What determines the case of the noun or pronoun which answers a question?

Parse the following sentences:—

Money, the root of all evil, is eagerly sought after by men I have just returned from the country, the scene of my youthful amusements. Man that is born of woman, is of few days, and full of trouble. You are too humane and considerate, things few people can be charged with. To whom were the letters addressed? To my father and me.

This is the place, the centre of the grove,
Here stands the oak, the monarch of the wood.

Correct the following errors:—

The cares of this world they often choke the seeds of virtue He bringeth down them that dwell on high; the lofty city he layeth it low. My banks they are furnished with bees Whatever is most attractive, it is sure to please best. Whose orations are these? Cicero. Who were present? John and me. Simple and innocent pleasures, they alone are durable

Next these is placed
The vile blasphemer; him whose impious wit
Profaned the sacred mysteries of faith.

Write the following exercise, and supply the words which are omitted:—

Labour was the of necessity, the of hope, and the of art. He had the of his mother, the ,

of his nurse, and the of his governess. His was wrinkled with the , and swarthy with the . In one , he had the of husbandry, with which he turned up the ; in the other he had the tools of , and raised walls and at his pleasure "Awake"! cried he, with a rough , "and I will teach you to remedy the sterility of the , and the severity of the ; I will compel summer to find provisions for ; I will force the waters to give you their , the air its , and the forest its ; I will teach you to pierce the of the earth, and bring out, from the of the mountains, metals which shall give strength to your , and to your bodies, by which you may be covered from the of the fiercest , and with which you may fell the , and divide , and subject all to your and pleasure.

RULE IV.

When the name of the possessor and thing possessed come together, which of them is put in the possessive case? Which of them is sometimes omitted? When the possessor is described by two or more nouns, after which of them is the sign of the possessive generally put? When is the sign of the possessive put after each noun? What form of expression may sometimes be used instead of the possessive case?

Parse the following sentences:—

The temperate man's pleasures are durable, because they are regular; and his life is serene, because it is innocent. I am going to the bookseller's, to purchase Pope's Homer and Dryden's Virgil. Philippa was the name of Edward the Third's Queen. He had the surgeon's, the physician's, and the apothecary's advice. The precepts of wisdom form the good man's interest and happiness.

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

Correct the following errors:—

My ancestors virtue is not mine. Asa his heart was perfect with the Lord. A man's manner's frequently influence his fortune. A wise man's anger is short. The king's crown of England. He incurred not only his father, but also his mo-

ther's displeasure. They very justly condemned the prodigal's, as he was called, senseless and extravagant conduct. The silk was purchased at Brown's, the mercer's and haberdasher's. The world's government is not left to chance. The extent of the prerogative of the king of England is sufficiently ascertained. The house belongs to Lord Hill's steward's nephew. This picture of the king's does not much resemble him. These pictures of the king were sent to him from Italy

Write the following exercise, and supply the words which are omitted :—

A few ago, as I was walking along one of the of this city on a rainy morning, I was very much struck with the melancholy of a blind , who was endeavouring to excite by singing ballads. Misery could not have found, among the numbers of distressed , a more suited to nature. Whilst I was contemplating the wretchedness of the , and comparing it with the which compelled him to chant, a sailor, who came whistling along the street, with a stick under arm, stopped, and purchased a from him. "Heaven preserve you," cried the blind , "for I have not tasted this blessed day." Hearing this, the sailor looked round him for a , sprung up four steps into a shop, near which he stood, and returning immediately, thrust a small loaf quietly into the poor hand, and went off whistling as he came.

RULE V.

What is either expressed or understood along with every adjective? Do adjectives qualify nouns only? What determines whether numeral adjectives are to be joined to the singular or to the plural number? What adjectives qualify a plural noun?

Parse the following sentences :—

A temperate spirit and moderate expectatations are excellent safeguards of the mind, in this uncertain and changing state. Wisdom and virtue make the poor rich, and the rich honourable. To be good is to be happy. The British army consisted of thirty thousand men; the enemy had twenty thousand foot,

and fifteen thousand horse. Every person, whatever be his station, is bound by the duties of morality and religion. Count all the boys in the room, and let every ten form a division. Each of them has told me the same story; but I fear that neither of them is to be depended on. John is older than James, but James is the better scholar.

Correct the following errors:—

How many a sorrow should we avoid, if we were not industrious to make them. The chasm made by the earthquake was twenty feet broad, and one hundred fathom in depth. I saw one or more persons enter the garden. Let each of them in their turn, receive the benefits to which they are entitled. None of my hands are empty. Neither of the nations of Europe escaped the mischiefs of the French revolution. My advice to each of you is, that you should make it your endeavour to come to a friendly agreement. He gained nothing farther by his speech but to be commended for his eloquence. He is the stronger than the two, but not the wiser.

Write the following exercises, and supply the words which are omitted:—

Whence arises the misery of this world? It is not owing to our atmosphere, or seasons, and skies. It is not owing to the debility of our bodies, or to the distribution of the goods of fortune. Amidst all disadvantages of this kind, a , a and an mind, possessed of virtue, could enjoy itself in peace, and smile at the assaults of fortune and the elements. It is within ourselves that misery has fixed its seat. Our hearts, our passions, our prejudices, and desires, are the instruments of the trouble which we endure.

RULE VI.

What determine the number, gender and person of pronouns? When two or more pronouns are used in place of the same noun, in what must they agree? Is the pronoun *it* applied only to the name of things in the third person singular? What determine the number, gender, and person of relative pronouns? When the relative refers to two antecedents of

different persons, what determines with which of them it must agree? What relative pronoun is always used after collective nouns? Is the antecedent to *which* always a noun? What case of the relative pronoun is frequently omitted? In what do the demonstrative pronouns agree with their nouns?

Parse the following sentences:—

Our best friends are those who tell us of our faults, and teach us how to correct them. Our Saviour instructed and led the crowds which surrounded him. I acknowledge that I am the teacher, who adopts that sentiment, and maintains the propriety of such measures. Choose what is most fit: custom will make it most agreeable. Cæsar destroyed the liberty of his country, which was the cause of his death. I think it was Socrates, who, passing through the market, cried out, "How much is here I do not want." The days that are past, are gone for ever; those that are to come, may not come to us; the present time is only ours; let us, therefore, improve it as much as possible.

Correct the following errors:—

Thou who has heard the matter, can give an account of it. Virtue forces her way through obscurity; and sooner or later it is sure to be rewarded. They were they who were the real offenders. They which seek wisdom will certainly find him. I am the man who approves of wholesome discipline, and who recommend it to others; but I am not a person who promote useless severity, and objects to mild and generous treatment. The court, who gives currency to manners, ought to be exemplary. He talks much of himself, who is the property of old age. Joseph was industrious, frugal, and discreet, and by this means obtained property and reputation. I have been here this two hours. Those sort of things is easily understood. Those were the kind of actions in which he excelled.

Thou, who hast known my services, can tell
How much this Osman owes.

Write the following exercise, and supply the words which are omitted:—

Go to the desert son: observe the young stork
the wilderness; let speak to heart. bears on
wings aged sire: lodges in safety, and supplies

with food. Be grateful to father, for he gave life; and to mother, for sustained . Hear the words of mouth, for are spoken for good; give ear to admonition, for proceeds from love. father has watched for welfare, has toiled for ease; do honour, therefore, to age, and let not grey hairs be treated with irreverence. Forget not helpless infancy, nor the frowardness of youth; and bear with the infirmities of aged parents: assist and support in the decline of life. So shall hoary heads go down to the grave in peace; and children, in reverence of example, shall repay piety with filial love.

RULES VII., VIII., IX.

What case do active transitive verbs and their participles take after them? What verb takes the same case after it as before it? What does the infinitive mood generally follow? What other parts of speech does the infinitive mood sometimes follow? Is the infinitive mood always governed by some other word in the sentence? What preposition generally precedes the infinitive mood? After what verb is *to* omitted before the infinitive mood?

Parse the following sentences:—

Him and them we knew, but who art thou? They who ridicule the wise and good, are dangerous companions; they bring virtue itself into contempt. Cyrus, when young, being asked what was the first thing which he learned, answered, "To speak the truth." To maintain a steady and unbroken spirit of mind, amidst all the shocks of the world, marks a great and noble spirit. They who have nothing to give, can often afford relief to others, by imparting what they feel. Pride (to use the emphatical words of a sacred writer) was not made for man. To see young persons who are courted by health and pleasure, resist all the allurements of vice, and steadily pursue virtue and knowledge, is cheering and delightful to every good mind.

Correct the following errors:—

They who opulence has made proud, and who luxury has corrupted, cannot relish the simple pleasure of nature. Who have I reason to love so much as this friend of my youth?

Your father told him and I. Let thou and I imitate his example. Be not afraid, it is me. I know not whether it were them who conducted the business; but I am certain it was not him. He so much resembles my brother, that, at first sight, I took it to be he. We ought act justly on all occasions. It is better to live on a little, than outlive a great deal. I dare not to proceed so hastily, lest I should to give offence. It is a great support to virtue, when we see a good mind to maintain its patience and tranquillity under injuries and affliction, and to cordially forgive its oppressors.

Write the following exercises, and supply the words which are omitted :—

The trunk of an elephant, which can up a pin, or an oak, as nothing to the steam engine. It can a seal, and masses of obdurate metal before it, out, without breaking, a thread as fine as a gossamer, and up a ship of war, like a bauble, in the air. It can muslin, and anchors— steel into ribands, and loaded vessels against the fury of the winds and waves. It would difficult the value of the benefits which these inventions conferred upon the country. There no branch of industry that has not indebted to them; and, in all the most material, they not only most magnificently the field of its exertions, but a thousand fold the amount of its productions. Our improved steam-engine has indefinitely the mass of human comforts and enjoyments, and cheap and accessible, all over the world, the materials of wealth and prosperity. It has the feeble hand of man, in short, with a power to which no limits can , the dominion of mind over the most refractory qualities of matter, and a sure foundation for all those future miracles of mechanic power, which to aid and the labours of future generations.

The love of praise should under proper subordination to the principle of duty. In itself, it a useful motive of action; but when allowed its influence too far, it the whole character, and guilt, disgrace, and misery. entirely destitute of it a defect. governed by it depravity. The proper adjustment of the several principles of action in human nature, a

ter which our highest attention. For when any one of them either too weak, or too strong, it both our virtues and our happiness.

RULE X.

To what other parts of speech are adverbs joined? What adverbs do not require the preposition *from* before them? What do two negatives make?

Parse the following sentences :—

Mixed as the present state is, reason and religion pronounce, that generally, if not always, there is more happiness than misery, more pleasure than pain in the condition of man. Arise, let us go hence. There cannot be anything more insignificant than vanity. Consult your whole nature: consider yourselves not only as sensitive, but as rational beings; not only as rational, but social, not only as social, but immortal.

Correct the following errors :—

He was extreme prodigal, and his property is now near exhausted. The conspiracy was the easier discovered, from its being known to so many. From these favourable beginnings, we may hope for a soon and prosperous issue. From whence arose the misunderstanding? From thence proceed all these misfortunes. Neither riches, nor honours, nor no such perishing objects, can satisfy the desires of an immortal spirit. These people do not judge wisely, nor take no proper measures to affect their purposes.

Write the following exercise, and supply the words which are omitted :

Youth is introductory to manhood, to which it is, speaking, a state of preparation. During this season we must, qualify ourselves for the parts we are to act In manhood we bear the fruit, which has been planted in youth. , if we have sauntered our youth, we must expect to be ignorant men. If indolence and inattention have taken an early possession of us, they will increase we advance in life, and make us a burden to ourselves, but useless to society. If , we suffer ourselves to be misled by vicious inclinations, they will gain new strength, and end in dissolute lives. But if

we cultivate our minds in youth, attain habits attention and industry, of virtue and sobriety, we shall find ourselves prepared to act our future parts in life; and what above all things ought to be our care, by gaining this command over ourselves, we shall be able, we go in the world, to resist every new temptation it appears.

RULE XI.

What case do prepositions take after them? Are prepositions followed by nouns only? Are prepositions always expressed? Before what sorts of nouns are they omitted? What does the idiom of the language require in the use of prepositions?

Parse the following sentences:—

Temperance, by fortifying the mind and body, leads to happiness. If we view ourselves, with all our imperfections and failings, in a just light, we shall rather be surprised at our enjoying so many good things, than discontented, because there are any which we want. Be not overcome by the injuries you meet with, so as to pursue revenge; by the disasters of life, so as to sink into dispair; by the evil examples of the world, so as to follow them into sin. Overcome injuries by forgiveness; disasters, by fortitude; evil examples, by firmness of principle.

Correct the following errors:

To who shall I give it? Give it to he. This is to be divided between you and I. To who much is given, of they much shall be required. Tell to me your name. He advanced with sword in hand. She departed from this life. I have a great prejudice for that kind of writing. Have you made a great alteration of the house? There is no person to whom you may more safely confide. He has a great resemblance of his father. There was no water, and they died for thirst. Many have profitted from good advice. That boy is known under the name of the idler. This remark is founded in truth. What went ye out for to see? He was accused with acting unfairly. She has an abhorrence to all deceitful conduct. They have just landed in Hull, and are going for Liverpool. They intend to reside sometime at Ireland.

Write the following exercise, and supply the words which are omitted :—

The nightingale is the most famous all the songsters the grove, and has so long been celebrated the charms its music, that the idea harmony seems associated its name. It begins its song the evening, and often continues it the whole night. Its attachment some particular place is remarkable. several weeks together, it will, if undisturbed, perch the same tree, and every evening pour its fascinating melody. Its head and back are a pale and tawny colour, dashed olive; the throat, breast, and uppor part its belly are a light glossy ash colour, and the lower part is almost white; the outside webs the quills are a reddish brown; the tail is a deep tawny red; and the eyes are remarkably large and animated. It visits the south England the beginning April, and leaves it the beginning August. It is totally unknown Scotland, Ireland, and North Wales.

RULE XII.

What do conjunctions join? In what case is the relative pronoun put, when it follows the conjunction *than?* What does the idiom of the language require in the use of many of the conjunctions.

Parse the following sentences :—

He and I commenced our studies at the same time. If we contend about trifles, and violently maintain our opinion, we shall gain but few friends. When blessed with health and prosperity, cultivate an humble and a compassionate disposition. Never sport with pain in any of your amusements, nor treat even the meanest insect with wanton cruelty. If we knew how much the pleasures of this life deceive and betray their unhappy votaries, and reflected on the disappointments in pursuit, the dissatisfaction in enjoyment, or the uncertainty of possession, which everywhere attend them, we should cease to be enamoured of these brittle and transient joys, and should wisely fix our hearts on those virtuous attainments, which the world can neither give nor take away.

Correct the following errors:—

You and us enjoy many privileges. Professing regard, and to act differently, discover a base mind. My brother and him are tolerable grammarians. On that occasion, he could not have done more, nor offer to do less. Alfred, than who a better king never reigned, experienced the greatest changes of fortune. Be ready to succour such persons who need thy assistance. He is not as diligent as his brother. It is so clear as I need not explain it. He respects none, neither high or low. His raiment was so white as snow.

Write the following exercise, and supply the words which are omitted:—

There is nothing about which you need to be more cautious, the company you keep. you associate with idle, profligate young men, your character will suffer by it, you will be in great danger of insensibly adopting their maxims and practices. It often happens along with great worthlessness, they possess very alluring manners; you cannot be too much on your guard. Be not seduced by the appearance of good humour, by the wit, entertaining, by the easy, careless lives, by the licentious heartless mirth of the dissipated Do not suffer yourselves to be laughed out of your virtue, do not sacrifice the future comfort of your lives, in order to obtain the good will of unthinking, vicious young men. Be not afraid of their reproaches, overcome by their raillery Pity their delusion, resist all their allurements with steadiness. In the company of good amiable young people, you will find more true enjoyment, you could possibly find in the company of the licentious whose mirth, loud boisterous, is often, alas! embittered by remorse, always ends in wretchedness.

Part IV.—PROSODY.

Prosody treats of the proper manner of *speaking* and *reading*, and of the different kinds of *verse*.

SPEAKING AND READING.

The art of speaking and reading with distinctness and taste depends on the proper use of *Pauses*, *Accent*, *Emphasis*, and *Intonation*.

Pauses may be divided into two kinds: those which are represented by *points* or marks, and those which are not represented by points or marks.

The *Points* which represent pauses are the *Comma* (,) the *Semicolon* (;), the *Colon* (:), the *Period* (.), the *point* of *Interrogation* (?), the *point* of *Exclamation* (!), the *Dash* (—), and the *Parenthesis* ().

The *comma* denotes the most transient pause represented by points, and is used to separate simple clauses of sentences and single words in an enumeration. The *semicolon* denotes a more marked pause than the comma, and is used to separate compound clauses or members of sentences. The *colon* denotes a pause approaching still more nearly to a final pause, and is used to separate members of sentences still less closely connected in sense than the semicolon. The *period* denotes the final pause of a sentence, and indicates that the sense is completed.

The pauses which are not represented by points are sometimes called *rhetorical pauses*.

The position and duration of *rhetorical pauses* depends in a great measure on the nature of the composition. Generally, as the use of rhetorical pauses is to prevent confusion from a reader or a speaker separating words

which ought to be united, or joining words which ought to be separated, there should be a pause before and after every phrase in a sentence; that is to say, before and after every group of words which conveys an idea.

Accent is the stress of the voice laid upon a syllable or word to distinguish it from other yllables or words.

Accent upon syllables gives distinctness to pronunciation; accent upon words gives clearness to the meaning of the sentence.

Emphasis is the stress of the voice laid upon a word to denote opposition or contrast.

Emphasis, like accent upon words, gives perspicuity and force to the meaning of the speaker or writer.

Intonation is the change or modulation of the voice, when speaking or reading.

The tone of the voice is changed chiefly at the accent and emphasis. The raising of the voice at the accent or emphasis is called the *rising inflection;* the sinking of the voice is called the *falling inflection.*

The art of making a proper use of Pauses, Accent, Emphasis, and Intonation, in speaking, reading, or reciting, is called *elocution.* The best general rule that can be given for acquiring a correct and graceful elocution, is to speak, read, and recite, so as to be readily and clearly understood.

VERSE.

Verse is of two kinds, *rhyme* and *blank verse.* In *rhyme*, the final syllables of the lines correspond in sound.

When the final syllables of two successive lines correspond in sound, the verse is called a *couplet;* as,

Be humble; learn thyself to scan;
Know, pride was never made for man.

When the final syllables of three successive lines rhyme, the verse is called a *triplet;* as,

Freedom's battle once begun,
Bequeathed by bleeding sire to son,
Though baffled oft, is ever won.

When a verse contains several lines, not arranged in successive couplets or triplets, it is called a *stanza;* as,

Ye proud, ye selfish, ye severe,
How vain your mask of state!
The good alone have joy sincere,
The good alone are great:
Great when amid the vale of peace,
They bid the plaint of sorrow cease,
And hear the voice of artless praise;
As when along the trophied plain
Sublime they lead the victor train,
While shouting nations gaze.

In *blank verse*, the final syllables of the lines do not correspond in sound; as,

Procrastination is the thief of time,
Year after year it steals, till all are fled;
And, to the mercies of a moment, leaves
The vast concerns of an eternal scene.

Every line of verse contains a certain number of accented and unaccented syllables.

The number of accented syllables in a line determines the number of *poetic feet.*

The principal poetic feet are the *Trochee*, the *Iambus*, and the *Anapæst.*

A *Trochee* consists of an accented and an unaccented syllable; as, *lovély.*

An *Iambus* consists of an unaccented and an accented syllable; as, becóme.

An *Anapæst* consists of two unaccented syllables and an accented syllable: as, *overtáke*

Verse is named, according to the feet that prevail in it, *Trochaic*, *Iambic*, or *Anapæstic*.

Trochaic verse consists of an accented and an unaccented syllable in alternate succession: it may contain any number of feet from one to six.

1. *One foot.*

Túrning,
Búrning.

2. *One foot, and an accented syllable.*

Púrple scénes,
Wínding gréens.

3. *Two feet.*

Fáncing víewing,
Tóys pursúing.

4. *Two feet, and an accented syllable.*

Hére the daísies spríng,
Thére the línnets síng.

5. *Three feet.*

Nów they stóod confoúnded,
Whíle the báttle soúnded.

6. *Three feet, and a long syllable.*

Lóvely, lásting peace of mínd,
Swéet delíght of húman kínd.

7. *Four feet.*

Sóftly blów the ev'ning breezes.

8. *Five feet.*

Vírtue's bríght'ning ráy shall béam for éver.

9. *Six feet.*

On a móuntain, strétch'd benéath a hóary wíllow.

Iambic verse consists of an unaccented and an accented syllable in alternate succession: it may contain any number of feet from one to six.

1. *Two feet.*

With rávish'd ears,
The mónarch héars.

2. *Two feet, and an unaccented syllable.*

In wóods a ránger,
To jóy a stránger.

3. *Three feet.*

Alóft in áwful státe,
The Gód-like héro sát.

4. *Three feet, and an unaccented syllable*

Alíve to évery féeling,
The woúnds of sórrow héaling.

This measure is generally called *Anacreontic,* being the same as that used in the Odes of the Greek poet, Anacreon.

5. *Four feet.*

Our bróken friéndships wé deplóre
And lóves of yóuth that áre no móre.

6. *Five feet.*

Confus'd and strúck with sílence at the déed,
He flíes, but, trémbling, fáils to fly with spéed.

Delíghtful tásk! to réar the ténder thóught,
To téach the yoúng idéa hów to shóot.

This is the *heroic* measure of English poetry.

7. *Six feet.*

For thée the óceau smíles, and smoóthes his wávy breast.

This is called the *Alexandrine* measure: it is seldom used except to complete the stanzas of an ode, or occasionally to vary heroic verse.

8. *Seven feet.*

Let sáints belów, with swéet accord, uníte with thóse abóve,
In solemn láys, to práise their king, and síng his dy'ing lóve.

This kind of verse is generally divided into four lines, the first and the third containing each four feet, and the second and the fourth containing each three feet; thus,

Let sáints belów, with swéet accord,
Uníte with thóse abóve,
In sólemn láys, to práise their king,
And síng his dy'ing lóve.

Anapæstic verse consists of two unaccented syllables and an accented one in alternate succession; it may contain any number of feet from one to four.

1. *One foot.*

'Tis in vain
They compláin.

2. *Two feet.*

In my rage shall be séen
The revénge of a quéen.

3. *Three feet.*

Who are théy that now bíd us be slaves?
They are fóes to the goód and the freé.

4. *Four feet.*

'Tis the vóice of the slúggard, I héar him compláin,
"You have wák'd me too soón, I must slúmber agáin."

Sometimes, as in Trochaic and Iambic verse an unaccented syllable is added to the end of an Anapæstic line; as,

Then his coúrage 'gan fáil him,
For no árts could aváil him.

On the warm cheek of yoúth smiles and róses are bléndíng

Trochaic, Iambic, and Anapæstic feet are sometimes found in the same line; as,

Ye shepherds so chéerful and gáy,
Whose flócks never cárelessly róam.

From the difficulty of arranging words in regular measure, certain violations of the laws of Orthography, Etymology, and Syntax, are allowed in poetry This is called *poetical license.*

1. Some words are lengthened, and others are shortened: thus *dispart* is used for *part*; *'gan* for *began*.

2. Two words are sometimes contracted into one; as, *'Tis* for *it is*.

3. Adjectives are frequently used for adverbs; as,

They fall *successive* and *successive* rise.

4 A noun and its pronoun are used as nominatives to the same verb; as,

My *banks* they are furnished with trees.

5. Intransitive verbs are made transitive; as,

The lightnings *flash* a wider curve.

6. The past tense and passive participle are used for each other; as,

Though parting from that mother he did shun,
Before his weary pilgrimage *begun*.

7. The conjunction *nor* is used for *neither*, and *or* for *either*.

Nor grief nor fear shall break my rest.
Remote, unfriended, melancholy, slow,
Or by the lazy Scheldt or wandering Po

EXERCISES.

SPEAKING AND READING.

What does the art of speaking and reading with distinctness and taste depend upon? How many kinds of pauses are there? What are the points which represent pauses? What kind of pauses do they respectively represent? What are the pauses not represented by points called? What do the position and duration of these pauses chiefly depend upon? What is the use of rhetorical pauses? When generally should rhetorical pauses be made? What is accent? Of what use is accent upon syllables? upon words? What is emphasis? Of what use is emphasis? What is intonation? When is the tone of the voice chiefly changed? What is the rising inflection? the falling inflection? What is elocution? What is the best general rule for acquiring a correct and graceful elocution?

VERSE.

How many kinds of verse are there? What is rhyme? What is a couplet? a triplet? a stanza? What is blank verse? What does every line of verse contain? What determines the number of poetic feet? What are the principal poetic feet? Of what does a trochee consist? an iambus? an anapæst? How is verse named from the feet that prevail in it? Of what does trochaic verse consist? How many feet may it contain? Of what does iambic verse consist? How many feet may it contain? What kind of measure is called Anacreontic? Why is it so called? What kind of measure is the Alexandrine? When is it used? How is iambic verse containing seven feet commonly divided? Of what does anapæstic verse consist? How many feet may it contain? What is sometimes added to an anapæstic line? What kinds of feet are sometimes found in the same line?

What is meant by poetical license? What has given rise to poetical license? What laws of Orthography are violated in poetry? What laws of Etymology are violated? What laws of Syntax are violated?*

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* For practical exercises on the first part of Prosody, teachers are referred to the "*Introduction to Elocution*," in which the proper manner of reading and speaking, and especially the use of pauses and accents, are very fully explained and exemplified. The Second, Third, Fourth, and Fifth Books of Lessons contain numerous passages of poetry, which may be used as exercises on the second part of Prosody.

APPENDIX.

DERIVATION.*

Words are either *primitive* or *derivative*.

A *primitive* word is not derived from any other word; as, *Man*.

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* Directions to Teachers.—Derivation is a branch of Etymology. By the rules and exercises formerly given under that part of grammar, pupils were taught to distinguish and classify words according to their general use and meaning, as expressive of names, qualities, affirmation, relation, or connexion. By this branch of Etymology, they are taught to trace words to their origin, for the purpose of ascertaining both their primary and ordinary signification. Besides the interest which derivation excites in the minds of young persons, it is of great use in assisting them to classify the various parts of speech,—it gives them a command of expression,—and it is calculated to train them to habits of analysis. That it may promote the first of these objects, teachers are recommended to make their pupils, when forming derivative words from their roots, name first the nouns, then the adjectives and adverbs, and afterwards the verbs. To aid them in this exercise, the affixes to these parts of speech are given separately. In order to teach command of expression through derivation, teachers should cause their pupils to name, along with the derivatives, all the words which have the same signification, whether formed from the same root or not. Habits of analysis may be formed, by causing a certain number of words, in the daily reading lesson, to be traced to their roots, according to the directions given in the preface to the "*Fourth Book*."—It can hardly be necessary to explain, that, in the following list, one derivative is given after each root, not because it is the only one that is formed from it, but merely as an example: the pupil should be required to give as many others as he knows or can form.

A *derivative* word is formed from some other word or words; as, *Manhood.*

When a derivative is made up of two or more entire words, it is sometimes called a *compound* word; as, *Mankind.*

That part of grammar, which treats of the formation of derivative words from their primitives, is called *Derivation.*

The primitive word, from which derivatives are formed, is called the *root.*

The letters and syllables, which are placed before the root in the formation of derivatives, are called *prefixes.*

The letters and syllables, which are placed after the root, are called *affixes.*

The *roots* of the English language are chiefly Saxon but a number of words have been adopted from othe languages, especially from the Latin and the Greek. A few words have been borrowed directly from the Latin and the Greek without any change upon their form; as *Stratum, strata; phenomenon, phenomena.* Some words have been introduced from the Latin and the Greek indirectly through other languages, especially the French, as, *Rex, roi* (*roix*), *royal.* But the greatest number of Latin and Greek roots has been adopted directly, by dropping the original terminations, and compounding the radical part of the word with prefixes and affixes.

The *prefixes* are chiefly prepositions. Some of them are used in a separate form; the others, from their being found only in derivative words, are sometimes called *inseparable* prepositions. A few of the prefixes are Saxon or English; the greater number is of Latin and Greek origin.

The *affixes* are never found but in derivative words: they are almost all of Saxon, Latin, or Greek origin.

The following is a list of the principal *Prefixes, Affixes,* and *Latin* and *Greek Roots* :—

I.—PREFIXES.

1. ENGLISH.

A, *on*, as, *a*foot.
Be, *about*, *before*, *make*, as, *be*spatter, *be*ware, *be*dim.
En, (em, im), *make*, as, *en*able, *em*bolden, *em*bitter.
Fore, *before*, as, *fore*see.
Mis, *error* or *defect*, as, *mis*take.
Out, *beyond*, as, *out*live.
Over, *over* or *above*, as, *over*do.
Un, *not*, as, *un*willing.
With, *from*, *against*, as, *with*hold, *with*stand.

2. LATIN.

A, ab, abs, *from*, as, *a*vert, *ab*solve, *abs*tain.
Ad, (a, ac, af, ag, al, an, ap, ar, as, at), *to*, as, *ad*here, *as*cribe, *ac*cede, *af*fix, *ag*gravate, *al*lot, *an*nounce, *ap*ply, *ar*rive, *as*sume, *at*tract.
Am, *round*, *about*, as, *am*bient.
Ante, *before*, as, *ante*cedent.
Circum, (circu,) *about*, as, *circum*ference, *circu*it.
Con, (co, cog, col, com, cor,) *together*, as, *con*cur, *co*here, *cog*nate, *col*lect, *com*pose, *cor*rect.
Contra, *against*, as, *contra*dict.
De, *down*, as, *de*ject.
Di, dis, (dif,) *asunder*, as, *di*vide, *dis*pel, *dif*fuse.
E, ex, (ec, ef,) *out of*, as, *e*mit, *ex*tract, *ec*centric, *ef*fect.
Extra, *beyond*, as, *extra*ordinary
In, (ig, il, im, ir,) *in*, before, a verb—*not*, before an adjective, as, *in*clude, *in*finite, *ig*noble, *il*luminate, *im*port, *ir*regular.
Inter, *before*, as, *inter*cede.
Intro, *within*, as, *intro*duce.
Juxta, *nigh to*, as, *juxta*position.
Ob, (oc, of, op, os,) *in the way of*, as, *ob*ject, *oc*cur, *of*fer, *op*pose, *os*tensible.
Per, (pel,) *through*, as, *per*vade, *pel*lucid.
Post, *after*, as, *post*pone.
Pre, *before*, as, *pre*fix.
Preter, *beyond*, as, *preter*natural.
Pro, (pur,) *forward*, as, *pro*ceed, *pur*pose.
Re, *back* or *again*, as, *re*call.
Retro, *backward*, as, *retro*spect.
Se, *aside* or *apart*, as, *se*lect.
Sine, (sim,) *without*, as, *sine*cure, *sim*ple.
Sub, (suc, suf, sug, sup, sus,) *under*, as, *sub*scribe, *suc*ceed, *suf*fer, *sug*gest, *sup*press, *sus*pend.
Subter, *beneath*, as, *subter*fuge.
Super, (sur,) *above*, as, *super*fluous, *sur*vive.
Trans, (tra,) *beyond*, as, *trans*port, *tra*verse.
Ultra, *beyond*, as, *ultra*marine.

3. GREEK.

A, (an,) *without*, *not*, as, *a*theist, *an*archy.
Amphi, *both*, as, *amphi*bious.
Ana, *through*, as, *ana*lysis.
Anti, (ant,) *against*, *in opposition to*, as, *anti*dote, *ant*œci.
Apo, (aph,) *from*, as, *apo*state, *aph*elion.
Cata, (cat, cath,) *from side to side*, *down*, as, *cata*logue, *cat*echise, *cath*olic.
Dia, *through*, as, *dia*meter.
En, (em,) *in* or *on*, as, *en*comium, *em*phasis.
Epi, *upon*, as *epi*demic.
Hyper, *over*, *too*, as, *hyper*critical.
Hypo, *under*, as, *hypo*crite.
Meta, (meth,) *beyond*, *according to*, as, *meta*phor, *meth*od.
Para, (par,) *against*, *beside*, as, *para*dox, *par*ochial.
Peri, *round*, *about*, as, *peri*meter.
Syn, (sy, syl, sym,) *together*, as, *syn*agogue, *sy*stem, *syl*lable, *sym*pathy.

II.—AFFIXES.

I. TO NOUNS.

An,	*one who*, as,	Histori*an*,	Acy,	*state of being*, or *quality*, as,	Accur*acy*,
ant,		assist*ant*,	age,		vicar*age*,
ar,		beg*gar*,	ance,		vigil*ance*,
ard,		drun*kard*,	ancy,		eleg*ancy*,
ary,		adver*sary*,	ence,		affluence,
ate,		advoc*ate*,	ency,		dec*ency*,
ee,		absent*ee*,	hood,		boy*hood*,
eer,		chariot*eer*,	ism,		hero*ism*,
ent,		adher*ent*,	ment,		amaz*ement*
er,		behold*er*,	mony,		acri*mony*,
ist,		botan*ist*,	ness,		dark*ness*,
ite,		favour*ite*,	ry,		brave*ry*,
ive,		capt*ive*,	ship,		rector*ship*,
or,		act*or*,	sion,		declen*sion*,
ster,		song*ster*,	th,		warm*th*,
			tion,		form*ation*,
			tude,		alti*tude*,
			ty,		novel*ty*,
			y,		anarch*y*.

Ary, ory, *place where*, as, avi*ary*, dormit*ory*.
Cle, *little*, as, partic*le*.
Dom, *state*, *rank*, as, duke*dom*.
Escence, *state of growing*, as, putre*scence*.
Ice, *something*, *done*, as, serv*ice*.
Ics, *science*, *art*, as, opt*ics*.
Kin, *little*, as, mann*ikin*.
Let, *little*, as, rivu*let*,
Ling, *young*, as, duck*ling*.
Ock, *little*, as, hill*ock*.
Ric, *state*, *office*, as, bishop*ric*.
Ure, *one who*, *state*, *art*, as, creat*ure*, cult*ure*.

2. TO ADJECTIVES.

Ac, al, an, ar, ary, ic, ical, id, ile, ine, ory, — *of* or *belonging to*, as, — Elegi*ac*, fili*al*, hum*an*, globul*ar*, liter*ary*, angel*ic*, poet*ical*, splend*id*, juven*ile*, femin*ine*, illus*ory*.
Aceous, *of*, *consisting of*, as, cet*aceous*.
Ant, ent, *being*, as, const*ant*, abs*ent*.
Ate, *having*, *being*, as, priv*ate*.
Ble, *may* or *can be*, as, visi*ble*.
En, *made*, as, wood*en*.
Escent, *growing*, as, convalescent.
Ful, ous, ose, some, y, — *full*, as, — Use*ful*, glori*ous*, verb*ose*, trouble*some*, wood*y*.
Ish, *little*, as, black*ish*.
Ive, *can*, *being*, as, afflict*ive*.
Less, *without*, as, use*less*.
Ly, ish, like, — *like*, as, — Friend*ly*, child*ish*, war*like*.
Ward, *towards*, as, back*ward*.

3. TO VERBS.

Ate, en, fy, ish, ize, — *to make*, as, — Abbrevi*ate*, length*en*, magni*fy*, dimini*sh*, fertili*ze*.

4. TO ADVERBS.

Ly, *like*, as, foolish*ly*.
Ward, *towards*, as, north*ward*.

III.—LATIN ROOTS.

Acidus, *sour*, as, *acid*ity.
Acris, *sharp*, as, *acri*mony.
Actum, *to do*, as, *act*ion.
Acuo, I *sharpen*, as, *acu*te.
Adulor, I *flatter*, as, *adula*tion.
Ædes, a *house*, as, *edi*fy.
Æmulor, I *vie with*, as, *emula*tion.
Æquus, *equal*, as, *equi*nox.
Aer, *air*, as, *aeri*form.
Æstimo, I *value*, as, in*estima*ble
Æstus, the *tide*, as, *estu*ary.
Æther, the *sky*, as, *ether*ial.
Ævum, an *age*, as, co*ev*al.
Ager, a *field*, as, *agri*culture.
Agger, a *heap*, as, ex*agger*ate.
Agilis, *active*, as, *agili*ty.
Agito, I *drive*, I *stir*, as, *agita*tor, co*gitate*.
Ago, I *do*, as, *ag*ent.
Ala, a *wing*, as, *ali*ped.
Alienus, *another's*, *foreign*, as, *alien*ate.
Alo, I *nourish*, as, *ali*ment.
Alter, *another*, as, *alter*ation.
Alternus, *by turns*, as, *alternate*
Altus, *high*, as, ex*alt*.
Ambulo, I *walk*, as, per*ambu*late.
Amicus, a *friend*, as, *ami*cable.
Amo, I *love*, as, *ami*able.
Amplus, *large*, as, *ampli*fy.
Ango, I *vex*, as, *ang*uish.
Angulus, a *corner*, as, tri*angu*lar.
Animus, the *mind*, as, un*anim*ous.
Annus, a *year*, as, *annu*al.
Antiquus, *old*, as, *antiqu*arian.
Anxius, *uneasy*, as, *anxi*ety.
Aperio, I *open*, as, *aperi*ent.
Apertum, to *open*, as, *apertu*re
Apis, a *bee*, as, *api*ary.
Aptus, *fit*, as, ad*apt*ation.
Aqua, *water*, as, *aqued*uct.
Aquila, an *eagle*, as, *aquil*ine
Arbiter, an *umpire* or *judge*, as, *arbit*rate.
Arbor, a *tree*, as, *arbor*eous.
Arceo, I *drive*, as, co*erc*ion.
Arcus, a *bow*, as, *arch*, *arch*ery
Ardeo, I *burn*, as, *ard*ent.
Arduus, *steep*, *difficult*, as, *ar*duous.
Areo, I am *parched*, as, *ar*id.
Argilla, potter's *clay*, as, *ar*gillaceous.
Arma, *arms*, as, *armi*potent.
Aro, I *plough*, as, *ar*able.
Ars, artis, *art*, as, *arti*ficial.
Artus, a *joint*, as, *arti*culate.
Asinus, an *ass*, as, *asi*nine.
Asper, *rough*, as. ex*asper*ate.
Atrox, *fierce*, as, *atroc*ious.
Auctum, to *increase*, as, *auc*tion.
Audax, *bold*, as, *audac*ity.
Audio, I *hear*, as, *aud*ible.
Auditum, to *hear*, as, *audit*or
Augeo, I *increase*, as, *aug*men
Augur, a *diviner* or *soothsayer* as, in*augur*ate.
Auris, the *ear*, as, *auri*cular.
Aurum, *gold*, as, *auri*ferous.
Auspex, a *soothsayer*, as, *aus*picious.
Auxilium, *help*, as, *auxili*ary.
Avarus, *covetous*, as, *avar*ice
Avidus, *greedy*, as, *avid*ity.
Avis, a *bird*, as, *avi*ary.

B.

Bacchus, *the god of wine*, as, *bacchanalian*, de*bauch*.
Barba, *a beard*, as, *barb*.
Barbarus, *savage*, as, *barbarian*.
Beatus, *blessed*, as, *beatitude*.
Bellum, *war*, as, *belligerent*.
Bene, *well*, as, *benevolent*.
Benignus, *kind*, as, *benignity*.
Bibo, I *drink*, as, im*bibe*.
Bini, *two by two*, as, com*bine*.
Bis, *twice*, as, *bi*ped.
Blandus, *kind*, *soothing*, as, *bland*ishment.
Bonus, *good*, as, *bounty*.
Brevis, *short*, as, *brevity*.
Bulla, a *bubble* of water, as, e*bullition*.

C.

Cadaver, a *dead body*, as, *cadaverous*.
Cado, (cido) I *fall*, as, *cad*ence, in*cid*ent.
Cædo, (cido) I *cut* or *kill*, as, homi*cide*.
Cælum, *heaven*, as, *celestial*.
Cæsum, to *cut*, as, in*cision*.
Calx, *lime*, as, *calcareous*.
Calculus, a *pebble*, as, *calculate*.
Caleo, I am *hot*, as, *caloric*.
Callus, *hardness*, as, *callous*.
Calumnia, *slander*, as, *calumniate*.
Campus, a *plain*, as, en*camp*.
Candeo, I *burn*, as, in*cendiary*.
Canis, a *dog*, as, *canine*.
Cano, I *sing*, as, *canticle*, pre*cent*or.
Capillus, a *hair*, as, *capillary*.
Capio, (cipio,) I *take*, as, *capable*, prin*cip*al.
Captum, (ceptum,) to *take*, as, *cap*tive, re*cep*tion.
Caput, the *head*, as, *capital*, pre*cipitate*.
Carbo, *coal*, as, *carbonic*.
Carcer, a *prison*, as, in*carcerate*
Caries, *rottenness*, as, *carious*.
Caro, carnis, *flesh*, as, *carnivorous*.
Carus, *dear*, as, *caress*.
Castigo, I *punish*, as, *castigation*
Castus, *pure*, as, *chastity*.
Casum, to *fall*, as, oc*casional*.
Catena, a *chain*, as, con*catenation*.
Cavus, *hollow*, as, ex*cavate*.
Cautus, *wary*, *prudent*, as, in*cautious*.
Cedo, I *go*, as, inter*cede*.
Celebris, *famous*, as, *celebrity*.
Celer, *swift*, as, ac*celerate*.
Celsus, *high*, as, ex*cel*.
Censeo, I *judge* or *blame*, as, *censorious*.
Centrum, the *centre*, as, ec*centric*.
Centum, a *hundred*, as, *century*
Cera, *wax*, as, *cerement*, sin*cere*
Cerno, I *see* or *judge*, as, dis*cern*
Certo, I *strive*, as, discon*cert*.
Certus, *sure*, as, *certify*.
Cesso, I *cease*, as, in*cessant*.
Cessum, to *go*, to *give up*, as, prede*cessor*, con*cession*.
Cetus, a *whale*, as, *cetaceous*.
Chorus, a *band of singers*, as, *choral*.
Cinctus, *girt*, as, suc*cinct*.
Circus, a *ring* or *circle*, as, *circulate*.

Cito, I *call*, I *rouse*, as, *cita*tion, ex*cite*ment.
Civis, a *citizen*, as, *civic*, *civi*lize
Clamo, I *cry out*, as, ex*clam*.
Clam, *secretly*, as, *clan*destine
Clarus, *clear*, as, *clari*fy, de*clare*
Claudo, (cludo,) I *shut*, as, in*clude*.
Clausus, (clusus,) *shut*, as, *clause*, ex*clus*ion.
Clemens, *merciful*, as, *clemen*cy
Clino, I *bend*, as, re*cline*.
Clivus, a *slope*, as, de*clivi*ty.
Coctum, to *boil*, as, de*coc*tion.
Cœpio, I *begin*, as, in*cipi*ent.
Colo, I *cultivate*, as, *colo*ny.
Cognitum, to *know*, as, re*cog*nition.
Comes, a *companion*, as, con*comit*ant.
Copia, *plenty*, as, *copi*ous.
Cor, cordis, the *heart*, as, con*cord*.
Corium, *skin*, as, ex*cori*ate.
Cornu, a *horn*, as, uni*corn*.
Corpus, corporis, the *body*, as, *corpu*lent, *corpore*al.
Cortex, *bark*, as, *cortic*al.
Cras, *to-morrow*, as, pro*cras*tinate.
Creditum, to *trust*, as, *credit*or
Credo, I *believe* or *trust*, as, *credi*ble.
Cremo, I *burn*, as, in*crema*ble.
Crepo, I *make a noise*, as, dis*crep*ant.
Cresco, I *grow*, as, ex*cresc*ence
Cretum, to *grow*, as, con*cret*e.
Cretum, to *see* or *judge*, as, dis*creti*on.
Crimen, a *crime*, as, re*crimin*ate
Crux, a *cross*, as, *cruci*fy.
Cubo, (cumbo,) I *lie*, as, in*cuba*tion, re*cumb*ent.
Culina, a *kitchen*, as, *culin*ary
Culpa, a *fault*, as, ex*culpa*te.
Cultum, to *till*, as, agri*cult*ure.
Cumulus, a *heap*, as, ac*cumu*late.
Cupio, I *desire* or *covet*, as, *cupi*dity.
Cura, a *cure*, as, sine*cure*, pro*cure*.
Curro, I *run*, as, con*cur*.
Cursus, a *running*, as, ex*cursi*on
Curtus, *short*, as, *curt*ail.
Curvus, *crooked*, as, *curva*ture
Cutis, the *skin*, as, *cuta*neous

D.

Damnum, *loss*, as, *dam*age, in*demni*fy.
Damno, I *condemn*, as, *dam*nation.
Datum, (ditum,) to *give*, as, *dat*ive, add*ition*.
Debilis, *feeble*, as, *debilit*ate.
Debitum, to *owe*, as, *debt*or.
Decens, *becoming*, as, *decen*cy
Decor, *grace*, *beauty*, as, *de*corous.
Deliciæ, *delight*, as, *delic*ious.
Dens, a *tooth*, as, *dent*ist.
Densus, *thick*, as, con*dense*.
Deterior, *worse*, as, *deterior*ate
Deus, a *god*, as, *dei*fy.
Dexter, *right-handed*, as, *dex*terous.
Dicatum, to *set apart*, as, de*dicate*.
Dictum, to *say*, as, pre*dict*.
Dies, a *day*, as, *diary*, *diur*nal, meri*dian*.

Dignus, *worthy*, as, *dignify*.
Disco, I *learn*, as, *disciple*.
Divus, a *god*, as, *divine*.
Doceo, I *teach*, as, *docile*.
Doctum, to *teach*, as, *doctrine*.
Doleo, I *grieve*, as, con*dole*.
Dominus, a *master*, as, pre*domin*ant.
Domo, I *subdue*, as, in*domit*able.
Domus, a *house*, as, *dom*estic.
Donum, a *gift*, as, *don*or.
Dormio, I *sleep*, as, *dormit*ory
Dorsum, the *back*, as, *dors*al.
Dubito, I *doubt*, as, in*dubit*able
Duco, I *lead*, as, de*duce*.
Ductum, to *lead*, as, con*duct*.
Duo, *two*, as, *du*el, *du*plicity.
Durus, *hard*, as, en*dure*, ob*durate*.

E.

Ebrius, *drunken*, as, in*ebri*ate.
Edo, I *eat*, as, *edible*.
Egeo, I *want*, as, indigence.
Ego, *I*, as, *egotist*.
Emo, I *buy*, as, re*deem*.
Emptum, to *buy*, as, ex*empt*ion.
Ens, entis, *being*, as, non*entity*.
Equus, a *horse*, as, *equestrian*.
Erro, I *wander*, as, ab*errat*ion
Esca, *food*, as, *escul*ent.
Esse, *to be*, as, *essen*tial.
Experior, I *try*, as, *experi*ment
Exter, *outward*, as, *exter*nal.

F.

Faber, a *workman*, as, *fabric*ate
Facies, *form*, the *face*, as ef*face*, super*ficial*.
Facilis, *easy*, as, *facilitate*, dif*ficulty*.
Facio, (ficio,) I *make*, I *do*, as, arti*fici*al, bene*fic*ent.
Factum, (fectum,) to *make*, to *do*, as, manu*facture*, per*fect*.
Fallo, I *deceive*, as, in*fallible*.
Fames, *hunger*, as, *famish*.
Fanum, a *temple*, as, pro*fane*.
Fari, to *speak*, as, inef*fable*.
Farina, *meat* or *flour*, as, *farinaceous*.
Fastidium, *scorn*, as, *fastidious*.
Fatigo, I *weary*, as, inde*fatigable*.
Fatuus, *foolish*, as, in*fatuation*
Felis, a *cat*, as, *feline*.
Felix, *happy*, as, *felicity*.
Femina, a *woman*, as, *feminine*
Fera, a *wild beast*, as, *ferocious*
Ferio, I *strike*, as, inter*fere*.
Fermentum, *leaven*, as, *fermentation*.
Fero, I *carry*, as, in*fer*, *ferry*.
Ferrum, *iron*, as, *ferruginous*.
Fertilis, *fruitful*, as, *fertilize*.
Ferveo, I *boil*, as, *fervid*.
Fibra, a *thread*, as, *fibrous*.
Fictum, to *feign*, as, *fiction*.
Fides, *faith*, as, *fidelity*
Fido, I *trust*, as, con*fide*.
Filia, a *daughter*, } as, *filial*.
Filius, a *son*, }
Finis, an *end*, as, in*finite*.
Firmus, *strong*, as, con*firm*.
Fiscus, a *treasury*, as, con*fiscate*
Fissum, to *cleave*, as, *fissure*.
Fixum, to *stick*, as, trans*fix*.
Flagellum, a *whip*, as, *flagellation*.
Flagitium, *wickedness*, as, *flagitious*.

Flagro, I *burn*, as, con*flagra*tion.
Flatus, a *puff of wind*, as, in*flate*.
Flecto, I *bend*, as, re*flect*.
Flexum, to *bend*, as, *flex*ible.
Flictum, to *strike*, or *dash*, as, in*flict*.
Flos, floris, a *flower*, as, *flor*al.
Fluctus, a *wave*, as, *fluctu*ate.
Fluo, I *flow*, as, *flu*id.
Fluxus, a *flowing*, as, re*flux*.
Fœdus, fœderis, a *treaty*, as, con*feder*ate.
Folium, a *leaf*, as, *foli*age.
Formido, *fear*, as, *formid*able.
Foro, I *bore*, as, per*for*ate.
Fors, *chance*, as, *fortu*itous.
Fortis, *strong*, as, *fortif*y.
Fossum, to *dig*, as, *foss*il.
Fractum, to *break*, as, *fract*ure
Frango, I *break*, as, *frag*ment, in*fringe*.
Frater, a *brother*, as, *frater*nal.
Fraus, fraudis, *deceit*, as, *fraudu*lent.
Frico, I *rub*, as, *fric*tion.
Frigeo, I am *cold*, as, *frig*id.
Frio, I *crumble*, as, *fri*able.
Frivolus, *trifling*, as, *frivol*ity
Frons, frontis, the *forehead*, as, *front*let.
Fructus, *fruit*, as, *fructif*y.
Fruor, I *enjoy*, as, *fru*ition.
Frustra, *in vain*, as, *frustrate*.
Fugio, I *fly*, as, *fug*itive.
Fulgeo, I *shine*, as, re*fulg*ent
Fulmen, *lightning*, as, *fulmi*nate.
Fumus, *smoke*, as, *fumi*gate.
Functum, to *perform*, as, *funct*ion.
Fundo, I *pour*, as, con*found*.
Fur, a *thief*, as, *fur*tive.
Fusum to *pour*, as, *fus*ible.
Futilis, *silly*, as, *futil*ity.
Futo, I *disprove*, as, re*futat*ion

G.

Gallina, a *hen*, as, *gallina*ceous
Garrio, I *tattle*, as, *garru*lous.
Gelu, *frost*, as, con*geal*.
Genitum, to *beget*, as, pro*geni*tor.
Gens, a *nation*, as, *gent*ile.
Genu, the *knee*, as, *genu*flection
Genus, generis, a *kind*, as, de*gener*ate.
Germen, a *branch*, as, *germi*nation.
Gero, I carry, as, bel*lig*erent.
Gestum, to *carry*, as, di*gest*ion
Glacies, *ice*, as, *glac*ial.
Gladius, a *sword*, as, *gladi*ator
Glomus, glomeris, a *clue*, as, *glomer*ate.
Gluten, *glue*, as, *glutin*ous.
Gradior, I *go*, as, retro*grade*.
Gradus, a *step*, as, *gradu*al.
Gramen, *grass*, as, *gramin*ivorous.
Grandis, *great*, as, ag*grandize*
Gratia, *favour*, *thanks*, as, in*gratiate*, *grati*tude.
Gravis, *heavy*, as, *grav*ity.
Gressus, a *going*, as, pro*gress*
Grex, gregis, a *flock*, as, *gre*garious.
Gusto, I *taste*, as, dis*gust*.

H.

Habito, I *dwell*, as, co*habit*.

Habitum, to *hold*, as, ex*hibition*.
Hæreo, I *stick*, as, ad*here*.
Hæres, hæredis, an *heir*, as, *hereditary*.
Hæsum, to *stick*, as, co*hesion*.
Halo, I *breathe*, as, ex*hale*.
Haustum, to *draw*, as, inex*haustible*.
Herba, an *herb*, as, *herbaceous*.
Hilaris, *cheerful*, as, *hilarity*.
Histrio, a *player*, as, *histrionic*
Homo, a *man*, as, *homicide*.
Horreo, I *dread*, as, *horrible*.
Hortor, I *encourage*, as, ex*hortation*.
Hortus, a *garden*, as, *horticulture*.
Hospes, hospitis, a *guest*, as, *hospitable*.
Hostis, an *enemy*, as, *hostile*.
Humeo, I am *wet*, as, *humid*.
Humus, the *ground*, as, post*humous*, *humiliate*.

I.

Idem, the *same*, as, *identify*.
Iens, *going*, as, trans*ient*.
Ignis, *fire*, as, *igneous*.
Impero, I *command*, as, *imperative*.
Inferus, *below*, as, *inferiority*.
Insula, an *island*, as, pen*insula*
Integer, *entire*, *upright*, as, *integrity*.
Intra, *within*, as, *internal*.
Ira, *anger*, as *irritate*.
Iter, itineris, a *journey*, as, *itinerant*.
Iterum, *again*, as, re*iterate*.
Itum, to *go*, as ex*it*, se*dition*.

J.

Jaceo, I *lie*, as, circum*jacent*.
Jactum, (jectum,) to *throw*, as, e*jaculate*, e*ject*.
Janua, a *gate*, as, *janitor*,
Jocus, a *jest*, as, *jocose*.
Judex, judicis, a *judge*, as, *judicial*.
Jugum, a *yoke*, as, con*jugate*
Junctum, to *join*, as, con*junction*.
Juro, I *swear*, as, per*jury*.
Jus, juris, *right*, *law*, as, in*jury*, *juridical*.
Jutum, to *help*, as, coad*jutor*.
Juvenis, a *youth*, as, *juvenile*.

L.

Lac, *milk*, as, *lacteal*.
Laceratum, to *tear*, as, *lacerate*
Lædo, (lido,) I *hurt*, as, e*lide*.
Læsum, (lisum,) to *hurt*, as, co*llision*.
Lapis, lapidis, a *stone*, as, *lapidary*.
Lapsum, to *fall*, as, re*lapse*.
Lassus, *weary*, as, *lassitude*.
Lateo, I *lie hid*, as, *latent*.
Latum, to *carry*, as, trans*late*
Latus, lateris, a *side*, as, *lateral*
Laus, laudis, *praise*, as, *laudatory*.
Lavo, I *wash*, as, *lave*.
Laxus, *loose*, as, re*lax*.
Lectum, to *gather* or *choose*, to *read*, as, col*lect*, intel*lect*.
Legatus, an *ambassador*, as, de*legate*.
Lego, I *choose*, I *read*, as, el*igible*, *legible*.

Lenis, *gentle*, as, *lenity*.
Leo, a *lion*, as, *leonine*.
Lethum, *death*, as, *lethal*.
Levis, *light*, as, *levity*.
Levo, I *raise*, as, *elevate*.
Lex, legis, a *law*, as, *illegal*.
Liber, *free*, as, *liberate*.
Liber, a *book*, as, *librarian*.
Libo, I *pour out*, as, *libation*.
Libra, a *balance*, as, equi*libri*um.
Licet, *it is lawful*, as, *illicit*.
Lignum, *wood*, as, *ligneous*.
Ligo, I *bind*, as, *lig*ament, ob*lige*.
Limen, a *threshold*, as, pre*limin*ary.
Limes, limitis, a *boundary*, as, *limit*ation.
Linea, a *line*, as, de*linea*te.
Lingua, a *tongue*, as, *linguist*
Linquo, I *leave*, as, re*linquish*
Liqueo, I *melt*, as, *liquefaction*
Lis, litis, *strife*, as, *litigious*.
Litera, a *letter*, as, *illiterate*.
Locus, a *place*, as, dis*locate*.
Locutum, *to speak*, as, circum*locution*.
Longus, *long*, as, *elong*ate.
Loquor, I *speak*, as, sol*loquy*.
Lotum, to *wash*, as, *lotion*.
Lubricus, *slippery*, as, *lubricate*
Lucrum, *gain*, as, *lucrative*.
Luctor, I *struggle*, as, *reluctant*.
Ludo, I *play*, I *deceive*, as, pre*lude*, de*lude*.
Lugeo, I *mourn*, as, *lugubrious*.
Lumen, *light*, as, *illuminate*.
Luna *the moon*, as, sub*luna*ry.
Luo, I *wash away*, as, ab*lution*
Lustro, I *purify*, I *shine*, as *lustration*, *illustrate*.
Lusum, to *deceive*, as, *illusion*.
Lux, lucis, *light*, as, *elucidate*.

M.

Macer, *lean*, as *macerate*.
Macies, *leanness*, as, *emaciate*
Macula, a *spot*, as, im*macu*late.
Magister, a *master*, as, *magisterial*.
Magnus, *great*, as, *magnify*.
Magus, a *sorcerer*, as, *magic*.
Major, *greater*, as, *majority*.
Male, *ill*, as, *malevolent*.
Malleus, a *hammer*, as, *malleable*.
Mamma, a *breast*, as, *mammiferous*.
Mando, I *commit*, I *bid*, as, *mand*ate.
Mando, I *chew*, as, *mand*ible.
Maneo, I *stay*, as, per*manent*.
Mano, I *flow*, as, *emanate*.
Manus, the *hand*, as, *manuscript*.
Mare, the *sea*, as, *marine*.
Mars, the *god of war*, as, *martial*.
Mater, matris, a *mother*, as, *maternal*, *matricide*.
Maturus, *ripe*, as *maturity*.
Medius, *middle*, as, *mediator*.
Medeor, I *heal*, as, *remedy*.
Mel, *honey*, as, *mellifluous*.
Melior, *better*, as, *ameliorate*.
Menda, a *blemish*, as, *amend*
Mendax, *false*, as, *mendacity*
Mendico, I *beg*, as, *mendicant*

Mens, mentis, the *mind*, as, *mental*.
Mensum, to *measure*, as, *immense*.
Meo, I *go*, as, *meander*.
Morgo, I *plunge*, as, *submerge*
Mersum, to *plunge*, as, *immerse*.
Meritum, to *deserve*, as, *meritorious*.
Merx, mercis, *merchandise*, as, *commerce*.
Metior, I *measure*, as, *mete*.
Migro, I *remove*, as, *emigrate*
Miles, militis, a *soldier*, as, *military*.
Mille, a *thousand*, as, *millennium*.
Mineo, I *hang*, as, *prominent*.
Minister, a *servant*, as, *administer*.
Minor, *less*, as, *minority*.
Minuo, I *lessen*, as, *diminish*, *diminution*.
Mirus, *wonderful*, as, *admire*.
Misceo, I *mingle*, as, *promiscuous*.
Miser, *wretched*, as, *commiserate*.
Missum, to *send*, as, *missionary*.
Mitis, *mild*, as, *mitigate*.
Mitto, I *send*, as, *commit*.
Mixtum, to *mingle*, as, *admixture*.
Modus, a *measure*, as, *modify*.
Mola, a *millstone*, *flour*, as, *emolument*, *immolate*.
Moles, a *heap*, *difficulty*, as, *demolish*, *molest*.
Mollis, *soft*, as, *mollify*.
Moneo, I *warn*, as, *admonish*
Monitum, to *warn*, as, *monitor*
Monstro, I *show*, as, *demonstrate*.
Morbus, a *disease*, as, *morbid*.
Mors, mortis, *death*, as, *immortal*.
Morsum, to *bite*, as, *remorse*.
Mos, moris, a *manner*, as, *immoral*.
Motum, to *move*, as, *remote*.
Moveo, I *move*, as, *moveable*.
Mulgo, I *publish*, as, *promulgate*.
Multus, *many*, as, *multiply*.
Munio, I *fortify*, as, *munition*
Munus, muneris, a *gift*, as, *remunerate*.
Murus, a *wall*, as, *immure*.
Mutilo, I *maim*, as, *mutilation*.
Muto, I *change*, as, *mutable*.

N.

Narro, I *tell*, as, *narrative*.
Nasus, the *nose*, as, *nasal*.
Natus, *born*, as, *native*.
Nauta, a *sailor*, as, *nautical*.
Navis, a *ship*, as, *navigate*.
Ne, nec, *not*, as, *neglect*.
Necto, I *tie*, as, *connect*.
Nexum, to *tie*, as, *annex*.
Nefas, *wickedness*, as, *nefarious*.
Nego, I *deny*, as, *negative*
Nervus, a *sinew*, as, *enervate*.
Neuter, *neither*, as, *neutral*.
Nex, necis, *death*, as, *pernicious*.
Nihil, *nothing*, as, *annihilate*.
Niveo, I *wink*, as, *connive*.
Noceo, I *hurt*, as, *innocuous*.
Nomen, a *name*, as, *nominal*.

Non, *not*, as, *non*sense.
Norma, a *rule*, as, e*norm*ous.
Nota, a *mark*, as, de*note*.
Notum, to *know*, as, *not*ify.
Novus, *new*, as, re*nov*ate.
Nox, noctis, *night*, as, equi*nox*, *noct*urnal.
Noxius, *hurtful*, as, ob*nox*ious.
Nubo, I *marry*, as, con*nub*ial.
Nudus, *naked*, as, de*nud*e.
Nugæ, *trifles*, as, *nug*atory.
Nullus, *none*, as, an*nul*.
Numerus, a *number*, as, *n*u*mer*ation.
Nuncio, I *tell*, as, an*nounce*.
Nuptum, to *marry*, as, *nupt*ials
Nutrio, I *nourish*, as, *nutri*ment.

O.

Obliquus, *crooked*, as, *obliqui*ty.
Oblivio, *forgetfulness*, as, *obli*vious.
Obscurus, *dark*, as, *obscur*ity.
Occulo, I *hide*, as, *occult*.
Octo, *eight*, as, *octa*gon.
Oculus, the *eye*, as. *oculi*st.
Odium, *hatred*, as, *odi*ous.
Odor, *smell*, as, *odor*iferous.
Oleo, I *smell*, as, *ol*factory.
Omen, a *sign* or *token*, as, *omi*nous.
Omnis, *all*, as, *omni*potent.
Onus, oneris, a *burden*, as, ex*one*rate.
Opacus, *dark*, as, *opac*ity.
Opto, I *wish*, I *choose*, as, ad*opt*
Opus, operis, a *work*, as, co*oper*ate.
Orbis, a *circle*, as, *orbicul*ar.
Ordo, ordinis, *order*, as, *ordin*ary.
Oriens, *rising*, as, *orient*al.
Origo, originis, the *beginning*, as, *origin*al.
Orno, I *deck*, as, *orna*ment.
Oro, I *beg*, I *speak*, as, inex*or*able, *or*ator.
Os, ossis, a *bone*, as, *ossi*fy
Otium, *ease*, as, nego*ti*ate.
Ovum, an *egg*, as, *ov*al.

P.

Pactum, to *bargain*, as, *pac*tion.
Pagus, a *village*, as, *pag*an.
Pallium, a *cloak*, as, *palli*ate.
Palpo, I *touch*, as, *palpa*ble.
Pando, I *spread*, as, ex*pand*.
Papilio, a *butterfly*, as, *papili*onaceous.
Par, *equal*, as, *par*ity.
Pareo, I *appear*, as, ap*parent*.
Pario, I *beget*, I *bring forth*, as, vivi*par*ous.
Paro, I *prepare*, as, re*pair*.
Pars, partis, a *part*, as, *parti*ciple.
Passer, a *sparrow*, as, *passer*ine.
Passum, or pansum, to *spread*, as, encom*pass*, ex*pans*e.
Passum, to *suffer*, as, *pass*ive
Pastum, to *feed*, as, *past*or.
Pater, patris, a *father*, as, *pa*ternal, *patri*mony.
Patior, I *suffer*, as. *pati*ent.
Patria, *one's country*, as, *pa*triot.
Pauci, *few*, as, *pauc*ity.
Pauper, *poor*, as, *pauper*ism.

Pax, pacis, *peace*, as, *pacific*.
Pecco, I *sin*, as, im*peccable*.
Pectus, pectoris, the *breast*, as, ex*pector*ate.
Peculium, *money*, *private property*, as, *pecul*ation, *pecul*iar.
Pecunia, *money*, as, *pecuni*ary
Pello, I *drive*, as, com*pel*.
Pendeo, I *hang*, as, sus*pend*.
Pendo, I *weigh*, I *think*, I *pay*, as, com*pend*ious, ex*pend*iture.
Pene, *almost*, as, *pen*insula.
Penetro, I *pierce*, as, im*penetra*ble.
Pensum, to *weigh*, to *think*, to *pay*, as, dis*pense*, *pens*ive, recom*pense*.
Penuria, *want*, as, *penur*ious.
Perpes, *continual*, as, *perpet*uate.
Pes, pedis, the *foot*, as, bi*ped*.
Pestis, a *plague*, as, *pest*ilence
Peto, I *seek*, as, app*et*ite.
Petulans, *saucy*, as, *petulant*.
Pictum, to *paint*, as, de*pict*.
Pilo, I *rob*, as, *pil*lage.
Pio, I *atone*, as, ex*pi*ate.
Piscis, a *fish*, as, *pis*catory.
Placeo, I *please*, as, *plac*id.
Placo, I *appease*, as, im*placa*ble.
Plaudo, I *make a noise*, as, ap*plaud*, ex*plode*.
Plebs, the *common people*, as, *pleb*eian.
Plenus, *full*, as, re*plen*ish.
Pleo, I *fill*, as, sup*ply*.
Pletum, to *fill*, as, com*plete*.
Plico, I *fold*, as com*plic*ate.
Ploro, I *wail*, as, de*plore*
Plumbum, *lead*, as, *plumb*er.
Plus, pluris, *more*, as, *plur*al.
Pœna, *punishment*, as, *pen*al.
Pœnitet, to *repent*, as, im*peni*tent.
Pondus, ponderis, *weight*, as, *ponder*ous.
Pono, I *place*, as, com*pon*ent.
Pons, pontis, a *bridge*, as, *pont*ificate.
Populus, the *people*, as, *popul*ar
Porto, I *carry*, as, ex*port*.
Positum, to *place*, as, ex*posi*tion.
Posse, to be *able*, as, *poss*ible
Posterus, *next*, *after*, as, *poster*ity.
Postulo, I *demand*, as, ex*postul*ate.
Potens, *powerful*, as, *potent*ate
Poto, I *drink*, as, *pot*ation.
Prœda, *plunder*, as, de*preda*tion.
Pravus, *wicked*, as, de*prav*ity
Precor, I *pray*, as, de*prec*ate.
Prehendo, I *take*, as, ap*prehend*
Prehensum, to *take*, as, com*prehens*ion.
Pressum, to *press*, as, op*pres*sion.
Pretium, a *price*, as, ap*preciate*
Primus, *first*, as, *prim*eval.
Privus, *one's own*, *peculiar*, as, *priv*ate, *priv*ilege.
Probo, I *prove*, as, *prob*able.
Probrum, *disgrace*, as, op*probri*ous.
Prodigium, an *omen*, a *wonder*, as, *prodigi*ous.
Proles, an *offspring*, as, *prolific*
Proprius, *one's own*, as, ap*propri*ate.

Proximus, *nearest*, as, *proximity*.
Pudens, *bashful*, as, im*pudent*.
Puer, a *boy*, as, *puerile*.
Pugna, a *fight*, as, re*pugn*ant.
Pulsum, to *drive*, as, ex*pulsion*
Pulvis, pulveris, *dust*, as, *pulverize*.
Punctum, to *prick*, as, com*punction*.
Pungo, I *prick*, as, ex*punge*.
Purgo, I *cleanse*, as, ex*purgation*.
Pusa, *a little girl*, as, *pusillanimous*.
Puto, I *prune*, I *think*, as, am*putate*, dis*pute*.
Putris, *rotten*, as, *putrify*.

Q.

Quæro, (quiro,) I *ask*, as, in*quire*.
Quæsitum, (quisitum,) to *seek*, as, re*quisition*.
Qualis, *of what kind*, as, *qualify*.
Quantus, *how great*, as, *quantity*.
Quartus, the *fourth*, as, *quarter*.
Quatuor, *four*, as, *quadr*angle.
Quassum (cussum,) to *shake*, as, *quash*, dis*cuss*.
Queror, I *complain*, as, *querulous*.
Quinque, *five*, as, *quinquennial*.

R.

Rabies, *madness*, as, *rabid*.
Radius, a *ray*, as, *radiate*.
Radix, radicis, a *root*, as, *eradicate*.
Ramus, a *branch*, as, *ramify*.
Rapio, I *carry off*, as, *rapine*.
Raptum, to *carry off*, as, *rapture*.
Rarus, *thin*, as, *rarefy*.
Rasum, to *scrape*, as, *erase*.
Ratum, to *judge*, to *fix*, as, under*rate*, *ratify*.
Rectus, *straight*, *ruled*, as, *recti*lineal, direc*tor*.
Rego, I *rule*, as, *regent*.
Relictum, to *leave*, as, *relict*.
Repo, I *creep*, as, *reptile*.
Rete, a *net*, as, *reticulate*.
Rex, regis, a *king*, as, *regal*.
Rideo, I *laugh*, as, de*ride*.
Rigeo, I am *stiff*, as, *rigid*.
Rigo, I *water*, as, irri*gate*.
Risum, to *laugh*, as, de*rision*
Robur, roboris, *strength*, as, cor*robor*ate.
Rodo, I *gnaw*, as, cor*rode*.
Rogo, I *ask*, as, inter*rog*ate.
Rosum, to *gnaw*, as, cor*rosion*.
Rota, a *wheel*, as, *rotation*.
Ructo, I *belch*, as, o*ructate*.
Rumen, the *cud*, as, *rumin*ate
Ruptum, to *break*, as, irru*ption*.
Rus, ruris, the *country*, as, *rusticate*, *rural*.

S.

Sacer, *sacred*, as, *sacrifice*, con*secrate*.
Sagus, *wise*, as, *sag*acity, pre*sage*.
Sal, *salt*, as, *sal*ine.
Salio, I *leap*, as as*sail*.

...tum, to *leap*, as, as*sault*, in*sult*.
Salus, salutis, *safety*, as, *salu*tary.
Salvus, *safe*, as, *salva*tion.
Sanctus, *holy*, as, *sanctif*y.
Sanguis, sanguinis, *blood*, as, *sanguin*ary.
Sanus, *sound*, as, in*san*ity.
Sapio, I *taste*, as, in*sip*id.
Satis, *enough*, as, *satis*fy.
Satur, *full*, as, *satur*ate.
Saxum, a *rock*, as, *saxi*frage.
Scando, I *climb*, as, a*scend*.
Sciudo, I *cut*, as, re*scind*.
Scio, I *know*, as, omnis*cience*.
Scissum, to *cut*, as, *scis*sors.
Scribo, I *write*, as, sub*scribe*.
Scriptum, to *write*, as, in*scrip*tion.
Scrutor, I *search*, as, in*scrut*able.
Sculptum, to *carve*, as, *sculpt*or.
Scurra, a *scoffer*, as, *scurri*ous.
Sectum, to *cut*, as, bi*sect*.
Seculum, the *world*, as, *secul*ar.
Secutum, to *follow*, as, per*secute*.
Sedeo, I *sit*, as, *sedent*ary.
Semen, *seed*, as, dis*semin*ate.
Semi, (Fr. demi,) *half*, as, *semi*circle, *demi*-god.
Senex, senis, *old*, as, *sen*ator, *senior*.
Sensum, to *feel*, as, *sens*ation.
Sentio, I *feel*, I *think*, as, dis*sent*.
Septem, *seven*, as, *sept*ennial.
Sepultum, to *bury*, as, *sepul*ture.
Sequor, I *follow*, as, con*sequ*ence.
Serenus, *calm*, as, *seren*ity.
Serpo, I *creep*, as, *serp*ent.
Serra, a *saw*, as, *serr*ate.
Sertum, to *knit*, to *join*, as, in*sert*.
Sessum, to *sit*, as, *sess*ion, as*sess*.
Sidus, sideris, a *star*, as, *side*real.
Signum, a *mark*, as, *signif*y, de*sign*.
Silex, a *flint*, as, *silic*ious.
Silva, a *wood*, as, *silv*an.
Similis, *like*, as, dis*simil*ar, re*semble*.
Simul, *at the same time*, as, *simul*taneous.
Simulo, I *feign*, as, dis*simula*tion.
Sinus, the *bosom*, as, in*sinu*ate
Sisto, I *stop*, as, de*sist*.
Socius, a *companion*, as, as*soci*ate.
Sol, the *sun*, as, *sol*ar.
Solidus, *firm*, as, con*solid*ate.
Solor, I *comfort*, as, con*sola*tion.
Solus, *alone*, as, *sol*itude.
Solutum, to *loose*, as, *solu*tion.
Solvo, I *loose*, as, dis*solve*.
Somnus, *sleep*, as, *somna*mbulist.
Sono, I *sound*, as, con*son*ant.
Sopor, *sleep*, as, *sopor*ific.
Sorbeo, I *suck in*, as, ab*sorb*ent
Sors, sortis, a *lot*, as, con*sort*
Sparsum, (spersum,) to *scatter*, as, di*sperse*.
Species, *form*, *appearance*, as, *spec*ious.
Specio, I *see*, I *look*, as, con*spic*uous, de*spise*.

Spectum, to *look*, as, in*spect*.
Spero, I *hope*, as, de*sper*ate.
Spiro, I *breathe*, as, con*spire*.
Spondeo, I *promise*, as, re*spond*.
Sponsum, to *promise*, as, *spon*sor.
Sponte, *of one's own accord*, as, *spon*taneous.
Stans, *standing*, as, di*stant*.
Statum, to *stand*, as, *stat*ure.
Statuo, I *set up*, I *ordain*, as, *statue*, con*stitute*.
Stella, a *star*, as, con*stella*tion
Sterilis, *barren*, as, *ster*ility.
Sterno, I *cast down*, as, con*sterna*tion.
Stillo, I *drop*, as, di*stil*.
Stimulus, a *spur*, as, *stimul*ate.
Stingo, I *put out*, as, ex*tin*guish.
Stips, a *piece of money*, *wages*, as, *sti*pends.
Stipula, a *straw*, as, *stipul*ate.
Stirps, the *root*, as, ex*tirp*ate.
Sto, I *stand*, as, contra*st*.
Stratum, to *cast down*, as, pro*strate*.
Strepo, I *make a noise*, as, ob*strepe*rous.
Strictum, to *hold fast*, as, re*strict*.
Stringo, I *hold fast*, as, a*strin*gent.
Structum, to *build*, as, con*struct*.
Struo, I *build*, as, con*strue*, de*stroy*.
Stultus, a *fool*, as, *stultify*.
Suadeo, I *advise*, as, dis*suade*
Suasum, to *advise*, as, per*sua*sion.
Suavis, *sweet*, as, *suavity*.
Sudo, I *sweat*, as, ex*ude*.
Sui, *of one's self*, as, *sui*cide.
Summus, the *highest*, as, *sum*mit.
Sumo, I *take*, as, re*sume*.
Sumptum, to *take*, as, pre*sumpt*ion.
Surgo, I *rise*, as, in*surg*ent.
Surrectum, to *rise*, as, re*surrect*ion.

T.

Taceo, I am *silent*, as, *tacit*urnity.
Tactum, to *touch*, as, con*tact*
Talis, *such*, *like*, as, re*tali*ate
Tango, I *touch*, as, *tangi*ble.
Tardus, *slow*, as, re*tard*.
Tectum, to *cover*, as, pro*tect*.
Tego, I *cover*, as, *teg*ument.
Temere, *rashly*, as, *temer*ity.
Temno, I *despise*, as, con*temn*, con*tempti*ble.
Tempero, I *restrain*, as, in*temper*ate.
Tempus, temporis, *time*, as *tempor*al.
Tendo, I *stretch*, as, ex*tend*.
Teneo, I *hold*, as, re*tain*.
Tento, I *try*, as, *tempt*ation.
Tentum, to *stretch*, as, ex*tent*
Tentum, to *hold*, as, de*ten*tion.
Tenuis, *thin*, as, at*tenu*ate.
Tepeo, I am *warm*, as, *tepe*faction.
Tergum, the *back*, as, *tergi*versation.
Terminus, a *boundary*, as, de*termine*

Terra, the *earth*, as, sub*terra*nean.
Terreo, I *frighten*, as, de*ter*.
Testa, a *shell*, as, *testa*ceous.
Testis, a *witness*, as, *testi*fy.
Textum, to *weave*, as, *text*ure.
Timeo, I *fear*, as, in*timid*ate.
Tingo, I *stain*, I *dip*, as, *tinge*
Tinctum, to *dip*, as, *tinc*ture.
Tolero, I *bear*, as, in*tole*rant.
Tollo, I *lift up*, as, ex*tol*.
Torpeo, I *benumb*, as, *torp*id.
Tortum, to *twist*, as, dis*tort*.
Tracto, I *handle*, as, *tract*able
Tractum, to *draw*, as, ex*tract*.
Trado, I *hand down*, I *deliver*, as, *trad*itionary.
Traho, I *draw*, as, sub*trah*end.
Tremo, I *shake*, as, *trem*ulous.
Trepidus, *fearful*, as, in*trepid*.
Tribuo, I *give*, as, dis*trib*ute.
Tricæ, a *hindrance*, as, ex*tri*cate.
Tritus, *rubbed*, as, at*trit*ion.
Trudo, I *thrust*, as, pro*trud*e.
Trusum, to *thrust*, as, in*trus*ion.
Tuber, a *swelling*, as, pro*tu*berant.
Tuitum, to *see*, to *protect*, as, in*tui*tion, *tute*lage.
Tumeo, I *swell*, as, *tum*id.
Turba, a *crowd*, as, *turb*ulent
Turgeo, I *swell*, as, *turg*id.
Turpis, *base* as, *turp*itude.

U.

Uber, *fruitful*, as, ex*uber*ant.
Umbra, a *shadow*, as, *umbra*geous.
Unctum, to *anoint*, as, *unctu*osity.
Unda, a *wave*, as, *und*ulate.
Unguo, I *anoint*, as, *ungu*ent.
Unus, *one*, as, *un*ity.
Urbs, a *city*, as, *urb*ane.
Ustum, to *burn*, as, com*busti*ble.
Utor, I *use*, as, *ut*ility.
Usum, to *use*, as, ab*use*.
Uxor, a *wife*, as, *uxor*ious.

V.

Vacca, a *cow*, as, *vacc*inate.
Vaco, I am *empty*, as, *vac*ancy
Vacuus, *empty*, as, *evacu*ate.
Vado, I *go*, as, per*vade*.
Vagor, I *wander*, as, extra*vag*ant.
Valeo, I am *strong*, as, pre*val*ent.
Vallum, a *rampart*, as, circum*vall*ation.
Vanus, *vain*, as, *van*ish.
Vapor, *steam*, as, *evapor*ate.
Vasto, I *lay waste*, as, de*vast*ation.
Vasum, to *go*, as, e*vas*ion.
Vectum, to *carry*, as, in*vect*ive
Veho, I *carry*, as, *veh*icle.
Velo, I *cover*, as, de*vel*op.
Velox, *swift*, as, *vel*ocity.
Vendo, I *sell*, as, *vend*ible.
Venio, I *come*, as, con*vene*.
Venter, the *belly*, as, *vent*ral.
Ventum, to *come*, as, ad*vent*.
Ventus, *wind*, as, *vent*ilate.
Ver, the *spring*, as, *ver*nal.
Verber, a *stroke*, as, re*verber*ate.
Verbum, a *word*, as, *verb*ose.

Vergo, I *bend*, or *lie*, as, con*verge*.
Vermis, a *worm*, as, *vermicu*lar.
Versum, to *turn*, as, *averse*.
Verto, I *turn*, as, con*cert*.
Verus, *true*, as, *verify*.
Vestigium, a *track*, as, in*vestig*ate.
Vestis, a *garment*, as, di*vest*.
Vetus, veteris, *old*, as, in*vetera*te.
Via, a *way*, as, de*via*te.
Victum, to *conquer*, as, *vict*or.
Video, I *see*, as, pro*vide*.
Vigil, *watchful*, as, *vigil*ant.
Vigor, *strength*, as, in*vigor*ate.
Vinco, I *conquer*, as, in*vinc*ible.
Vindex, a *defender*, as, *vindi*cate.
Vir, a *man*, as, trium*vir*ate.
Visum, to *see*, as, *vis*ible.
Vita, *life*, as, *vit*al.
Vito, I *shun*, as, in*evit*able.
Vitrum, *glass*, as, *vitre*ous.
Vivo, I *live*, as, re*vive*.
Voco, I *call*, as, con*voke*.
Volo, I *fly*, as, *vol*atile.
Volo, I *will*, I *wish*, as, *volun*tary, bene*vol*ent.
Volutum, to *roll*, as, con*volu*tion.
Volvo, I *roll*, as, re*volve*.
Voro, I *devour*, as, carni*vorous*
Votum, a *vow*, as, de*vote*.
Vox, vocis, the *voice*, as, *voca*l
Vulgus, the *common people* as, di*vulge*.
Vulnus, vulneris, a *wound*, as in*vulner*able.
Vulsum, to *pull*, to *tear up*, as con*vulsi*on.

IV.—GREEK ROOTS.

A.

Ago, I *lead*, as, dom*ago*gue.
Agon, a *combat*, as, ant*agon*ist
Adelphos, a *brother*, as, Phila*delph*ia.
Aethlos, a *combat*, as, *athl*etic.
Akouo, I *hear*, as, *acous*tics.
Akron, a *summit*, as, *acro*polis.
Alleloi, *one another*, as, par*allel*.
Allos, *another*, as, *all*egory.
Aner, andros, a *man*, as, di*andria*.
Angello, I *bring tidings*, as, e*vangel*ist.
Anthos, a *flower*, as, *anth*ology
Anthropos, a *man*, as, phil*anthropy*.
Arche, *government*, as, mon*archy*.
Ares, *Mars*, as, *Areo*pagus.
Argos, *inactive*, as, leth*argy*.
Aristos, *best*, as, *aristo*cracy.
Arithmos, *number*, as, *arith*metic.
Arktos, a *bear*, the *north*, as ant*arc*tic.
Aroma, *odour*, as, *arom*atic.
Artos, *bread*, as, *arto*carpus.
Asphaltos, *bitumen*, as, *as*phaltic.

Asthma, *breath*, as, *asthma*tic.
Astron, a *star*, as, *astono*my.
Atmos, *vapor*, as, *atmos*phere.
Aulos, a *pipe*, as, hydr*aul*ics.
Autos, *one's self*, as, *auto*crat.

B.

Bapto, I *wash*, as, *bap*tism.
Baros, *weight*, as, *baro*meter.
Biblos, a *book*, as, *bibl*ical.
Bios, *life*, as, *bio*graphy.
Blema, a *throw*, as, pro*blem*.
Bolbos, an *onion*, as, *bulb*ous.
Boleo, I *shoot*, I *throw*, as, hyper*bole*.
Botane, a *plant*, as, *botan*ist.
Bryo, I *bud*, as, em*bryo*.

G.

Gamos, a *marriage*, as, big*amy*.
Gaster, the *belly*, as, *gastr*ic.
Ge, the *earth*, as, *geo*graphy.
Geno, I *produce*, as, hydro*gen*.
Genos, a *kind*, as, hetero*gen*eous.
Glossa, glotta, the *tongue*, as, *gloss*ary, poly*glot*.
Glypho, I *carve*, as, hiero*glyph*ics.
Gnostos, *known*, as, pro*gnost*icate.
Gonia, a *corner* or *angle*, as, trig*onom*etry.
Gramma, a *letter*, *writing*, as, dia*gram*.
Graphe, a *description*, as, bio*graphy*.
Grapho, I *write*, as, auto*graph*.
Gymnos, *naked*, as, *gymnas*tic.
Gyne, a *female*, as, mono*gyn*ia
Gyros, a *circle*, as, *gyr*ation.

D.

Daktylos, a *finger*, as, *dactyl*.
Deca, *ten*, as, *deca*logue.
Demos, the *people*, as, epi*dem*ic
Dendron, a *tree*, as, *dendr*etic
Dis, *twice*, as, *dis*syllable.
Dogma, an *opinion*, as, *dog*matic.
Doxa, an *opinion*, as, ortho*dox*
Dotos, *given*, as, anti*dote*.
Dromos, a *course*, as, hippo*drome*.
Drus, an *oak*, as, *dru*id.
Dynamis, *power*, as, *dynam*ics

E.

Eidos, a *form*, as, kal*eido*scope.
Epos, a *word*, as, ortho*epy*.
Eremos, a *desert*, as, *erem*ite, (*hermit*.)
Ergon, a *work*, as, en*ergy*, metall*urgy*.
Ethos, *manners*, *custom*, as, *eth*ical.
Ethnos, a *nation*, as, *eth*nical.
Eu, *well*, as, *eu*logy.

Z.

Zoon, an *animal*, as, *zoo*logy.

H. (Greek E.)

Hagios, *holy*, as, *hagio*graphy
Haima, *blood*, as, *hemo*rrhage

Harmonia, *agreement*, as, *harmony*.
Hebdomas, a *week*, as, *hebdomad*al.
Heketon, a *hundred*, as, *hecatomb*.
Helios, the *sun*, as, peri*helion*.
Hemera, a *day*, as, ep*hemer*al.
Hemi, *half*, as, *hemi*sphere.
Hepta, *seven*, as, *hept*archy.
Heteros, *dissimilar*, as, *hetero*dox.
Hex, *six*, as, *hex*agon.
Hieros, *holy*, as, *hier*archy.
Hippos, a *horse*, as, *hippo*potamus.
Holos, the *whole*, *all*, as, *holo*graph, cat*holic*.
Hodos, a *way*, as, met*hod*.
Homos, *like*, as, *homo*geneous.
Hydor, *water*, as, *hydro*statics
Hygros, *moist*, as, *hygro*meter

TH. (Greek Θ.)

Theos, *god*, as, a*the*ist.
Therme, *heat*, as, *therm*ometer
Thesis, a *placing*, as, anti*thesis*.

I

Ichthys, a *fish*, as, *ichthy*ology
Idios, *peculiar*, as, *idio*matic.
Isos, *equal*, as, *iso*sceles.

K.

Kakos, *bad*, as, *caco*phony.
Kalos. *beautiful*, as, *cali*graphy
Kalypto, I *cover*, as, apo*calypse*.
Kanon, a *rule*, as, *canon*ical.
Kardia, the *heart*, as, peri*cardium*.
Karpos, *fruit*, as, arto*carpus*.
Kephale, the *head*, as, hydro*cephalus*.
Konche, a *shell*, as, *conch*ology
Kosmos, *order*, the *world*, *beauty*, as, *cosmo*gony, *cos*metic.
Krutos, *power*, *government*, as, aristo*cracy*.
Krites, a *judge*, as, *crit*erion.
Krypto, I *hide*, as, *crypt*, apo*crypha*.
Kyklos, a *circle*, as, *cyclo*pedia.

L.

Laos, the *people*, as, *lai*ty.
Lethe, *forgetfulness*, as, *leth*argy.
Leipo, I *leave*, as, el*lip*sis,
Lithos, a *stone*, as, *lith*ography
Logos, a *word*, a *description*, as, *logo*machy, geo*logy*.
Lysis, a *loosening*, as, ana*lysis*, para*lyze*.

M

Mache, a *battle*, as, nau*machy*
Mania, *madness*, as, *maniac*.
Mantis, a *prophet*, a *diviner*, as, necro*man*cy.
Martyr, a *witness*, as, *martyr*ology.
Mathema, *learning*, *science*, as, *mathem*atics.
Melan, *black*, as, *melan*choly.
Meter, metros, a *mother*, as, *metro*polis.

Metron, a *measure*, as, thermo*meter*.
Mikros, *little*, as, *micro*scope.
Misos, *hatred*, as, *mis*anthropy
Monos, *alone*, as, *mono*syllable
Morpho, a *shape*, as, meta*morpho*se.
Mythos, a *fable*, as, *myth*ology

N.

Naus, a *ship*, as, *nau*machy.
Nekros, *dead*, as, *necro*mancy
Neos, *new*, as, *ne*ology.
Nesos, an *island*, as, peloponnesus.
Nomas, nomados, *feeding on pasture*, as, *nomad*ic.
Nomos, a *law*, as, astro*nom*y.
Nosos, *disease*, as, *nos*ology.

O.

Ode, a *song*, as, mono*dy*
Oligos, *few*, as, *oli*garchy.
Oikeo, I *dwell*, as, paro*ch*ial.
Onoma, a *name*, as, a*nonym*ous
Ophis, a *serpent*, as, *ophi*ology
Opto, I *see*, as, *opt*ics.
Orama, a *thing seen*, a *spectacle*, as, pano*rama*.
Ornis, ornithos, a *bird*, as, *orni*thology.
Orthos, *right*, as, *ortho*graphy.
Osteon, a *bone*, as, *oste*ology.
Ostrakon, a *shell*, as, *ostra*cism
Oxys, *acid*, as, *oxy*gen.

P.

Pagos, a *hill*, as, areo*pagus*.
Pais, paidos, a *boy*, as, *peda*gogue.
Paideia, *instruction*, as, cyclo*pedia*.
Pas, pan, *all*, as, *pan*theon.
Pateo, I *walk*, as, peri*pate*tic.
Pathos, *feeling*, as, sym*path*y.
Pente, *five*, as, *pen*tagon.
Petros, a *stone*, as, *petri*fy.
Plane, *wandering*, as, *plan*et.
Polemos, *war*, as, *polem*ical.
Poleo, I *sell*, as, mono*poly*.
Polis, a *city*, as, metro*polis*.
Polys, *many*, as, *poly*theist.
Potamos, a *river*, as, hippo*potamus*.
Pous, podos, the *foot*, as, poly*pus*, anti*pod*es.
Praktos, *done*, as, im*practic*able.
Presbyteros, an *elder*, as, *presbyter*ian.
Pteron, a *wing*, as, a*ptera*.
Pyr, pyros, *fire*, as, *pyro*meter.

R.

Rheo, I *flow*, as, hemor*rhage*.

S.

Sarks, sarkos, *flesh*, as, *sarco*phagus.
Skelos, the *leg*, as, iso*sceles*.
Skeptomai, I *deliberate*, I *doubt* as, *sept*ical.
Skopeo, I *look*, as, tele*scope*.
Sepo, I *putrefy*, as, anti*sept*ic.
Sitos, *corn*, as, para*site*.
Sophia, *wisdom*, as, philo*sophy*.

Stello, I *send*, as, apo*stle*.
Stereos, *solid*, *firm*, as, *stereo*type.
Stoa, a *porch*, as, *stoic*.
Stratos, an *army*, as, *strat*agem
Strepho, I *turn*, as, peri*strephic*
Strophe, a *turning*, as, apo*strophe*.

T.

Tautos, the *same*, as, *tauto*logy
Techne, *art*, as, *techni*cal.
Telos, the end, *distance*, as, *tele*scope.
Tetras, *four*, as, *tetr*archy.
Teuchos, a *book*, as, penta*teuch*
Tithemi, I *put*, I *suppose*, as, hypo*thet*ical.
Tomos, a *section*, a *cutting*, as, a*tomy*.
Tonos, the *sound of the voice*, as, mono*tony*.
Topos, a *place*, as, *topo*graphy.
Trope, a *turning*, as, *trope*, *tropic*.

PH. (Greek Φ.)

Phago, I *eat*, as, anthropo*phagi*
Phainomai, I *appear*, as, *phenom*enon.
Pharmakon, a *drug*, as, *pharm*acy.
Philos, a *friend*, as, *phil*anthropy.
Phlebs, phlebos, a *vein*, as, *phlebo*tomy.
Phobos, *fear*, as, hodro*phobia*.
Phone, the *voice*, as, eu*phony*
Phos, photos, *light*, as, *photo*meter.
Phrasis, a *saying*, an *expression*, as, *phrase*ology.
Phren, the *mind*, as, *phreno*logy.
Phthongos, a *sound*, as, di*phthong*.
Physis, *nature*, as, *physi*ology.
Phyton, a *plant*, as, zoo*phyte*.

CH. (Greek X.)

Chalkos, *brass*, as, *chalco*graphy.
Chalyps, *steel*, as, *chaly*beate.
Charis, charitos, *grace*, *love*, as, *charity*.
Cheir, the *hand*, as, *chiro*graphy, *chir*urgeon, (*surgeon*.)
Chilioi, a *thousand*, as, *chili*ad.
Chole, *bile*, as, melan*choly*.
Chronos, *time*, as, *chrono*meter.
Chrysos, *gold*, as, *chrys*olite.

PS. (Greek Ψ.)

Pseudos, a *falsehood*, as, *pseudo*-apostle.
Psyche, *breath*, the *soul*, as, metem*psych*osis.

COMPOSITION.

Composition is the art of expressing thought in written language.

To compose correctly, it is necessary to have a knowledge of the rules of *Orthography*, or the spelling of words; *Etymology*, or the uses and inflections of the various parts of speech; and *Syntax*, or the connexion of words in sentences.

To compose correctly and perspicuously, it is further necessary to have a knowledge of the rules of *Punctuation*, *Arrangement*, and *Style*, and of the use of *Figurative Language*.

The rules of Orthography, Etymology, and Syntax have been already given, together with the mode of applying them in analyzing the writings of others. The object of Composition is to teach the pupil to apply them in giving written expressions to his own sentiments. The following rules, observations, and exercises on *punctuation*, *arrangement*, *style*, and *figurative language*, will enable him to express his thoughts, not only with accuracy, but with perspicuity and taste.

I.—PUNCTUATION.

The points used to mark the grammatical structure of sentences, are the same as those which are used to denote the principal pauses; namely, the *comma* (,), the *semicolon* (;), the *colon* (:), the *period* (.), the *point of interrogation* (?), the *point of exclamation* (!), the *dash* (—), and the *parenthesis* ( ).

COMMA.

I.—When the subject of a sentence consists of several words, a comma may sometimes, for the sake of distinctness,

placed immediately before the verb; as, To take sincere pleasure in the blessings and excellencies of others, is a sure mark of a good heart.

In general, a simple sentence requires only the period at the end; as, The real wants of nature are soon satisfied.

II.—When several words of the same class follow one another, without conjunctions, commas are placed between them; as, Reputation, virtue, happiness greatly depend on the choice of companions. John is a plain, honest, industrious man. It is the duty of a friend to advise, comfort, exhort. Success depends on acting prudently, steadily, vigorously.

1 When several words of a class follow each other, a comma is placed between the last two, although the conjunction is expressed; as, Alfred was a brave, pious, and patriotic prince.

2. When words of the same class follow each other in pairs, a comma is placed between each pair; as, Truth is fair and artless, simple and sincere, uniform and constant.

3. When two words of the same class are joined by a conjunction, they do not require a comma between them; as, Religion purifies and ennobles the mind.

III.—The members or clauses of a compound sentence are generally separated by commas; as, He studies diligently, and makes great progress. Peace of mind being secured, we may smile at misfortunes. To confess the truth, I was greatly to blame.

When the relative immediately follows the antecedent, or when the sentence is short, the comma may be omitted; as, He who cares only for himself, has but few pleasures. Candour is a quality which all admire.

IV.—Words denoting the person or object addressed, and words placed in apposition, are separated by commas; as, My son, give me thy heart. The butterfly, child of the summer, flutters in the sun.

V.—Words which express opposition or contrast, are separated by a comma; as, He was learned, but not pedantic. Though deep, yet clear; though gentle, yet not dull.

VI.—When a verb, or any other important word is omitted, its place is sometimes supplied by a comma; as, From law arises security; from security, inquiry; from inquiry, knowledge.

VII.—Adverbial and modifying words and phrases are sometimes separated by commas; as, Finally, let me repeat what I stated before. His work is, in many respects, superior to mine. A kind word, nay, even a kind look, often affords comfort to the afflicted.

VIII.—An expression, supposed to be spoken, or taken from another writer, but not formally quoted, is preceded by a comma; as, I say unto all, Watch. Plutarch calls lying, the vice of slaves.

IX.—A word or phrase emphatically repeated, is separated by a comma; as, Turn ye, turn ye, why will ye die?

X.—Words directly spoken or quoted, are marked by inverted commas above the line; as, "Come," said he, "let us try this bow."

SEMICOLON.

I.—When a sentence consists of two parts, the one complete in itself, and the other added as an inference, or to give some explanation, they are separated by a semicolon; as, Economy is no disgrace; for it is better live on a little, than to outlive a great deal.

1. When the preceding clause depends on the following, a semicolon is sometimes used; as, As coals are to burning coals, and wood to fire; so is a contentious man to kindle strife.

2.—A semicolon is sometimes put between two clauses which have no necessary dependence upon each other, as, Straws swim at the surface; but pearls lie at the bottom.

II.—When a sentence contains an enumeration of several particulars, the clauses are generally separated by semicolons; as, Philosophers assert that Nature is unlimited in her operations; that she has inexhaustible treasures in reserve; that knowledge will always be progressive; and that all future generations will continue to make discoveries, of which we have not the slightest idea.

COLON.

I.—When a sentence consists of two parts, the one complete in itself, and the other containing an additional remark, the sense but not the syntax of which depends on the former, they are separated by a colon: as, Study to acquire the habit of thinking: no study is more important.

Whether a colon or semicolon should be used sometimes depends on the insertion or omission of a conjunction; as, Do not flatter yourself with the hope of perfect happiness: there is no such thing in the world. Do not flatter yourselves with the hope of perfect happiness; for there is no such thing in the world.

II.—When the sense of several members of a sentence, which are separated from each other by semicolons, depends on the last clause, that clause is generally separated from the others by a colon; as, A divine legislator, uttering his voice from heaven; an almighty governor, stretching forth his arm to reward or punish: these are considerations which overawe the world, support integrity, and check guilt.

III.—When an example or quotation is introduced, it is sometimes separated from the rest of the sentence by a colon; as, The Scriptures give us an amiable representation of the Deity in these words: "God is love."

PERIOD, &c.

The *Period* is used at the end of all sentences unless they are interrogative or exclamatory; as, Cultivate the love of truth.

The *period* is also used after abbreviations; as, K. C. B., for Knight Commander of the Bath.

The *the point of interrogation* is used after sentences which ask questions; as, Whence comest thou?

The *point of exclamation* is used after words or sentences which express emotion; as, O peace! how desirable thou art!

The *dash* is used to mark a break or abrupt turn in a sentence; as,

> Here lies the great—False marble, where?
> Nothing but sordid dust lies here.

The *parenthesis* is used to enclose an explanatory clause or member of a sentence, not absolutely necessary to the sense; as,

> Know then this truth (enough for man to know,)
> Virtue alone is happiness below.

EXERCISES.

Write the following exercises, and supply the points which are omitted:—

The intermixture of evil in human society serves to exercise the suffering graces and virtues of the good. Deliberate slowly execute promptly. The great business of life is to be employed in doing justly loving mercy and walking humbly with our Creator. The young and the old the rich and the poor the learned and the ignorant must all go down to the grave. Charity like the sun brightens all its objects. Trials in this stage of being are the lot of man. The path of piety and virtue pursued with a firm and constant spirit will assuredly lead to happiness. What can be said to alarm those of their danger who intoxicated with pleasures become giddy and insolent; who flattered by the illusions of prosperity make light of every serious admonition which their friends and the changes of the world give them? To enjoy present pleasure he sacrificed his future ease and

reputation. Continue my dear child to make virtue thy principal study. Content the offspring of religion dwells both in retirement and in the active scenes of life. He who is a stranger to industry may possess but he cannot enjoy. It is the province of superiors to direct of inferiors to obey; of the learned to be instructive of the ignorant to be docile; of the old to be communicative of the young to be attentive and diligent. Gentleness is in truth the great avenue to mutual enjoyment. Be assured therefore that order frugality and economy are the necessary supports of every personal and private virtue. One of the noblest of Christian virtues is to love our enemies. Against thee thee only have I sinned. All our conduct towards men should be influenced by this important precept: Do unto others as you would that others should do unto you.

The passions are the chief destroyers of our peace the storms and tempests of the moral world. As the earth moves round the sun it receives sometimes more and sometimes less of his light and heat and thus are produced the long warm days of summer and the long cold nights of winter. The path of truth is a plain and safe path that of falsehood is a perplexing maze. To give an early preference to honour above gain when they stand in competition to despise every advantage which cannot be attained without dishonest arts to brook no meanness and stoop to no dissimulation are the indications of a great mind the presages of future eminence and usefulness in life

Do not flatter yourself with the hope of perfect happiness there is no such thing in the world. There is no mortal truly wise and restless at once wisdom is the repose of minds. If he has not been unfaithful to his king if he has not proved a traitor to his country if he has never given cause for such charges as have been preferred against him why then is he afraid to confront his accusers? 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 disgust. When Socrates was asked what man approached the nearest to perfect happiness he answered "That man who has the fewest wants."

Worldly happiness ever tends to destroy itself by corrupting the heart It fosters the loose and the violent passions It engenders noxious habits and taints the mind with false delicacy which makes it feel a thousand unreal evils Constantine the Great was advanced to the sole dominion of the Roman Empire A D 325 and soon after openly professed the Christian faith We wait till to-morrow to be happy alas why not to-day Shall we be younger Are we sure we shall be healthier Will our passions become feebler and our love of the world less Beauty and strength combined with virtue and piety how lovely in the sight of men how pleasing to heaven peculiarly pleasing because with every temptation to deviate they voluntarily walk in the path of duty On the one hand are the Divine approbation and immortal honour on the other remember and beware are the stings of conscience and endless infamy.

The eagle may be considered among birds what the lion is among quadrupeds and in many respects they have a strong similitude to each other. They are both possessed of force and an empire over their fellows of the forest Equally magnanimous they disdain small plunder and only pursue animals worthy of conquest It is not till after having been long provoked by the cries of the rook or the magpie that this generous bird thinks fit to punish it with death The eagle also disdains to share the plunder of another bird and will devour no other prey than that which he has acquired by his own pursuit How hungry soever he may be he stoops not to carrion and when satiated never returns to the same carcase but leaves it for other animals more rapacious and less delicate than himself Solitary like the lion he keeps the desert to himself alone it is as extraordinary to see two pair of eagles in the same mountain as two lions in the same forest They keep separate to find a more ample supply and consider the quantity of their game as the best proof of their dominion. Nor does the similitude of these animals stop here they have both sparkling eyes and are nearly of the same colour their claws are of the same form their breath is equally strong and their cry equally loud and terrifying Bred both for war they are the enemies of all society alike fierce proud and incapable of being easily tamed.

Sir Isaac Newton possessed a remarkably mild and even temper This great man on a particular occasion was called out of his study to an adjoining apartment. A little dog named Diamond the constant but incurious attendant of his master's researches happened to be left among the papers and threw down a lighted candle which consumed the almost finished labours of some years. Sir Isaac soon returned and had the mortification to behold his irreparable loss But with his usual self-possession he only exclaimed Oh Diamond Diamond thou little knowest the mischief thou hast done.

By the unhappy excesses of irregular pleasure in youth how many amiable dispositions are corrupted or destroyed How many rising capacities and powers are suppressed How many flattering hopes of parents and friends are totally extinguished Who but must drop a tear over human nature when he beholds that morning which arose so bright overcast with such untimely darkness that sweetness of temper which once engaged many hearts that modesty which was so prepossessing those abilities which promised extensive usefulness all sacrificed at the shrine of low sensuality and one who was formed for passing through life in the midst of public esteem cut off by his vices at the beginning of his course or sunk for the whole of it into insignificance and contempt These O sinful Pleasure are thy trophies It is thus that co-operating with the foe of God and man thou degradest human honour and blastest the opening prospects of human felicity.

II. ARRANGEMENT.

THE arrangement of words in sentences is either *grammatical* or *rhetorical.*

Grammatical arrangement is the order in which words are generally placed in speaking and writing.

Rhetorical arrangement is that order of the words, in which the emphatical parts of the sentence are placed first.

For this reason, the rhetorical arrangement is also called the *emphatical.* It is used chiefly in poetry and impassioned prose.

The following rules teach the grammatical arrangement; the rhetorical arrangement is explained in the notes, which follow each rule.

I.—The subject or nominative generally precedes the verb as *William* reads; *we* write; *to obey his teacher* is the duty of a good scholar.

1. The nominative comes after the verb in the following instances:—

When the sentence is interrogative; as, Heard *you* that peal of thunder?

When the sentence is imperative; as, Go *thou*, come *ye*

When a supposition is expressed by an ellipsis; as, Were *I* in your situation, I should not hesitate a moment.

When the sentence begins with the words *there, here,* &c.; as, There was a great *commotion* among the people; here are the *rioters.*

When the verb is preceded by *neither* or *nor;* as, Neither were his *services* of small importance, nor was his *country* unmindful of them.

2. The nominative is also placed after the verb, to give spirit and emphasis to the sentence; as, Fallen is thy *throne,* O Israel. Great is *Diana* of the Ephesians.

II.—The article always precedes the noun, whose significa ion it limits; as, *A* house, *an* inkstand, *the* dog.

1. When the noun is qualified by an adjective, the ar ticle is generally placed before the adjective; as, *A* good man, *the* wisest king.

2. The indefinite article is placed between the noun and the adjectives *many* and *such;* and also between the noun and all adjectives which are preceded by *as, so too* and *how;* as, Many *a* learned man has been de-

ceived; such *an* occurrence is not likely to take place: so great *a* multitude; how mighty *a* prince.

The definite article is placed between the noun and the adjective *all;* as, All *the* books on the table.

III.—The adjective generally precedes the noun which it qualifies; as, A *swift* horse, an *honest* man.

1. The adjective is placed after the noun in the following instances:—

When it is used as a title; as, Alexander the Great.

When other words depend upon it; as, A man *eminent* in his profession.

When it expresses dimension; as, A wall ten feet *high.*

When it expresses the effect of an active verb; as, Vice renders men *miserable.*

When an intransitive verb comes between it and the noun or pronoun; as, It seems *strange.*

2. The adjective, when it is emphatic, is sometimes placed at the beginning of a sentence, and at a distance from the noun; as, *Just* and *true* are all thy ways.

IV.—The pronoun of the third person is placed after that of the second; and the pronoun of the first person after those of the second and third; as, *You* and *I* will go, if they will accompany us; shall it be given to *you*, to *him*, or to *me?*

V.—Active verbs generally precede the words which they govern; as, I *wrote* a letter; *learn* your lesson.

1. The relative pronoun is placed before active verbs; as. He is a man whom I greatly *esteem.*

2. When the objective case is emphatic, it sometimes precedes the verb; as, Silver and gold *have* I none.

VI.—The infinitive mood generally follows the word which governs it; as, He loves *to learn;* I shall *go.*

When the infinitive is the emphatic word, it sometimes precedes the verb which governs it; as, *Do* it you must.

VII.—Adverbs are generally placed immediately before or immediately after the words which they qualify; as, *Very* good; he acted *wisely*.

Adverbs, when emphatical, are sometimes placed at the beginning of a sentence, and at a distance from the words which they qualify; as, *How gracefully* that young gentleman rides his horse.

VIII.—Prepositions are generally placed before the words which they govern; as, *From* him, *to* them.

Prepositions are sometimes placed after the words which they govern, and at a distance from them; as, Such conduct I am at a loss to account *for*.

IX.—Conjunctions are placed between the words or clauses which they connect; as, Come *and* see; be cautious, *but* speak the truth.

1. Conjunctions of one syllable, with the exception of *then*, are always placed first in the clauses or sentences which they connect; as, Virtue is praised by many, *and* doubtless she would be desired also, *if* her worth were really known; see, *then*, that you do as she requires.

2. Conjunctions of more than one syllable (with the exception of *whereas*, which must always be the first word in the sentence or clause,) may be transferred to the place where it is most agreeable to the ear in reading; as, Piety and holiness will make our whole life happy, *whereas*, sinful pursuits will yield only to a few scattered pleasures: let us diligently cultivate the former, *therefore*, while we carefully abstain from the latter.

EXERCISES.

Write the following sentences, and correct the arrangement.

Is known to Him who made us, every desire of the heart. Fall heavily upon the envious, common calamities, and common blessings. Neither gross, nor excessively refined should

be our manners. How we can spend our time foolishly, when we know that hereafter we must give an account of our thoughts, words, and actions? Thou boast not of the favours bestowest thou. He were ever so great and opulent, this conduct would debase him. Nothing is there on earth so stable, as to assure us of undisturbed rest. These fires shall glow still redder.

Man is noblest the work of the creation. He is much a better writer than reader. A many a man has attained independence by industry and perseverance. Do not entertain a too high opinion of yourself. I am ashamed to tell how a great mistake I have committed. Greater the part of the furniture is removed, but the all servants remain.

Youth virtuous gradually brings forward manhood accomplished and flourishing. A spirit temperate, and expectation moderate, are safeguards excellent of the mind, in this state uncertain and changing. The Great Peter of Russia, wrought in the dock-yards, as a ship-carpenter. He is a good, and respectful scholar to his teacher. This long room is twenty feet, and wide sixteen feet. Your bounty has rendered that old quite comfortable man. They that mourn are blessed; for they shall be comforted. I and you will remain. If Tullia and you are well, I and Cicero are well.

Patience, by composure preserving within, the impression resists trouble makes which from without. No opportunity of doing good neglect. They opulence has made proud whom, and luxury has corrupted whom, cannot the simple pleasures of nature relish. I defy thy threats, thy mercy. To walk too hastily you ought not. To do a kind action I need not solicit him. I must go whatever may ensue.

She properly reads, very neatly writes, and accurately composes. He agreeably came to his promise, and suitably conducted himself to the occasion. The blow came down. How do the kind offices of a dutiful and affectionate child greatly gladden the heart of a parent, when sinking under age or infirmities especially! I hope it is not I whom he is displeased with. Do you know whom you speak to? Whom do you offer such language to? It was not him that they

were so angry with. Him between and me there is some disparity of years; none but him between and her. Then, come, let us go home.

Fancifully have of a river, the origin and progress been compared to of man the life. Insignificant are its beginnings, and frivolous is its infancy; of a meadow among the flowers it plays; a garden it waters, or a little mill turns. In its youth strength gathering, wild and impetuous it becomes. Of the restraints impatient which it still meets with in the hollows among the mountains, restless and fretful it is; in its turning quick, and in its course unsteady. It is a roaring cataract now, whatever opposes its progress, tearing up and overturning, and from a rock down it shoots headlong; it becomes a sullen and gloomy pool then, in the bottom of a glen buried. Breath recovering by repose, along it dashes again, till, of uproar and mischief tired, all that it has swept along it quits, and of the valley the opening leaves with the rejected waste strewed. Now its retirement quitting, abroad into the world it comes, with more prudence and discretion journeying through cultivated fields, to circumstances yielding, and winding round to overwhelm or remove what would trouble it. Through the populous cities it passes, and of man all the busy haunts, its services on every side tendering, and of the country becomes the support and ornament. By numerous alliances increased, and in its course advanced, grave and stately it becomes in its motions, peace and quiet loves; and in silence majestic rolls on its waters mighty till to rest it is laid in the vast abyss.

Indeed, you have been justly informed, with regard to my poverty. In a house but of mean appearance, and of ground a little spot, my whole estate consists; I draw my support from which, by my own labour. By any means, but if you have been persuaded to think, that in any degree unhappy this poverty renders me, greatly you are deceived. Of Providence I have no reason to complain; with all that nature requires it supplies me; and if without superfluities I am, from the desire of them I am also free. I confess, with these I should be more able the necessitous to succour, the only advantage for which to be envied are the wealthy: but as my small possessions are still to the assistance of my friends I can contribute something.

Change the following passages of poetry into prose :—

If good we plant not, vice will fill the place;
And rankest weeds the richest soils deface.

A solitary blessing few can find;
Our joys with those we love are intertwin'd;
And he whose wakeful tenderness removes
Th' obstructing thorn which wounds the friend he loves,
Smooths not another's rugged path alone,
But scatters roses to adorn his own.

Thou holy harp of Judah's land,
That hung thy willow boughs upon,
O leave the bowers on Judah's strand,
And cedar groves of Lebanon;
That I may sound thy sacred string,
Those chords of mystery sublime,
That chimed the songs of Israel's king:
Songs that shall triumph over mine.

Is there a son of generous England here,
Or fervid Erin?—he with us shall join,
To pray that in eternal union dear,
The rose, the shamrock, and the thistle twine,
Types of a race who shall to time unborn
Their country leave unconquer'd as of yore.

O youth is like the spring-tide morn,
When roses bloom on Jordan's strand,
And far the turtle's voice is borne
Through all Judea's echoing land!
When the delighted wanderer roves
Through cedar woods, and olive groves,
That spread their blossoms to the day;
And climbs the hill, and fords the stream,
And basks him in the noontide beam,
And cries, 'mid his delicious dream,
"O I would live alway!"

But age is like the winter's night,
When Hermon wears his mantle-cloud,
When moon and stars withdraw their light,
And Hinnom's blast is long and loud.

When the dejected pilgrim strays
Along the desert's trackless maze,
  Forsaken by each friendly ray;
And feels no vigour in his limb,
And finds no home on earth for him,
And cries, amid the shadows dim,
  "I would not live alway."

When Israel, of the Lord beloved,
  Out from the land of bondage came,
Her father's God before her moved,
  An awful guide, in smoke and flame.
By day along the astonish'd lands,
  The cloudy pillar glided slow;
By night Arabia's crimson'd sands
  Return'd the fiery pillar's glow.

Then rose the choral hymn of praise,
  And trump and timbrel answer'd keen;
And Zion's daughters pour'd their lays,
  With priests' and warriors' voice between.
No portents now our foes amaze,
  Forsaken Israel wanders lone;
Our fathers would not know thy ways,
  And thou hast left them to their own.

TRANSPOSITION AND VARIETY OF EXPRESSION.

Sentences often admit of a considerable variety of arrangement.

The changing of one mode of arrangement for another is called *transposition*.

The following example will show how the members of a sentence may be transposed. *The Roman state evidently declined, in proportion to the increase of luxury. The Roman state, in proportion to the increase of luxury, evidently declined. In proportion to the increase of luxury, the Roman state evidently declined.*

The ideas in a sentence may also be expressed in various forms.

Thus, *The brother deserved censure more than his sister. The sister was less reprehensible than her brother. The sister did not deserve reprehension, so much as her brother. Reproof was due to the brother, rather than to the sister.*

Change the following sentences, by transposing the members, or by varying the form of expression :—

I am willing to remit all that is past, provid d it may be done with safety. He who made light to spring from primeval darkness, will make order, at least, to arise from the seeming confusion of the world. The man who can make light of the sufferings of others, is himself entitled to no compassion. Whoever considers the uncertainty of human affairs, and how frequently the greatest hopes are frustrated, will see just reason to be always on his guard, and not place too much dependence on things so precarious. Let us not conclude, while dangers are at a distance, and do not immediately approach us, that we are secure, unless we use the necessary precautions to prevent them. Those things which appear great to one who knows nothing greater, will sink into a diminutive size, when he becomes acquainted with objects of a higher nature.

He who improves in modesty, as he improves in knowledge, has an undoubted claim to greatness of mind. I will attend the conference, if I can do so conveniently. He who lives always in the bustle of the world, lives in a perpetual warfare. The spirit of true religion breathes gentleness and affability. Industry is not only the instrument of improvement, but the foundation of pleasure. The advantages of this world, even when innocently gained, are uncertain blessings. When you behold wicked men multiplying in number, and increasing in power, imagine not that Providence particularly favours them. A wolf let into the sheepfold, will devour the sheep.

To pass our time in the study of the sciences has, in all ages, been reckoned one of the most dignified and happy of

man occupations; and the name of Philosophers, or Lovers of Wisdom, is given to those who lead such a life. But it is by no means necessary that men should do nothing else than study known truths, and explore new, in order to earn this title. Some of the greatest philosophers, in all ages, have been engaged in the pursuits of active life: and he who, in whatever station his lot may be cast, prefers the refined and elevating pleasures of knowledge to the low gratification of the senses, richly deserves the name of a Philosopher.

By science we are raised to an understanding of the infinite wisdom and goodness, which the Creator has displayed in all his works. Not a step can we take in any direction, without perceiving the most extraordinary traces of design; and the skill, every where conspicuous, is calculated, in so vast a proportion of instances, to promote the happiness of living creatures, and especially of ourselves, that we can feel no hesitation in concluding, that, if we knew the whole scheme of Providence, every part would appear to be in harmony with a plan of absolute benevolence. Independently, however, of this most consoling inference, the delight is inexpressible of being able to follow, as it were with our eyes, the marvellous works of the great Architect of Nature, and to trace the unbounded power and exquisite skill, which are exhibited in the most minute, as well as in the mightiest parts of his system.

III.—STYLE.

STYLE is the peculiar manner of expressing thoughts in language.

The most important quality of a good style is *perspicuity*.

Perspicuity of style depends upon the *choice of words and phrases*, and on the *structure of sentences*.

Perspicuity in the use of words and phrases requires *purity*, *propriety*, and *precision*.

Perspicuity in the structure of sentences requires *clearness*, *unity*, and *strength*.

WORDS AND PHRASES.

I.—*Purity* of style consists in the use of such words and phrases as belong to the idiom of the language; in opposition to words and phrases, which are foreign, obsolete, or used without proper authority.

II.—*Propriety* of style consists in the use of such words and phrases as are best adapted to express our meaning; in opposition to low expressions, and to words and phrases less significant of the ideas which we mean to convey.

III.—*Precision* of style consists in the use of such expressions as convey simply the idea which we have in view, and in the rejection of all superfluous words and phrases; in opposition to a loose and diffuse mode of expression.

To write with precision, it is necessary to attend to the exact significations of words. The following examples show the difference in meaning between words, which are commonly reckoned synonymous.

Abhor, detest.—To abhor imports strong dislike; to detest, strong disapprobation. A man abhors being in debt; he detests treachery.

Avow, acknowledge, confess.—To avow, supposes the person to glory in what he declares; to acknowledge, supposes a small degree of delinquency, which the acknowledgment compensates; to confess, supposes a higher degree of criminality. A patriot avows his opposition to a corrupt ministry, and is applauded; a gentleman acknowledges his mistake, and is forgiven; a prisoner confesses the crime of which he stands accused, and is punished.

Austerity, severity, rigour.—Austerity relates to modes of living or behaviour; severity, of thinking; rigour, of punishing. A hermit is austere in his life; a casuist, is severe in his application of religion or law; a judge, rigorous in his sentences.

Authentic, genuine.—Authentic refers to the character of a document; genuine, to the connexion between any production and its reputed author. We speak of the authenticity of Buchanan's history, that is, of its au-

thority as a record of facts; and of the genuineness of Ossian's poems, that is, whether or not they were composed by the person to whom they are ascribed.

Custom, habit.—Custom respects the action, habit the actor. By the custom of walking often in the streets, one acquires a habit of idleness.

Difficulty, obstacle.—A difficulty embarrasses us, an obstacle stops us. Philip found difficulty in managing the Athenians, on account of their natural dispositions; but the eloquence of Demosthenes was the great obstacle to his designs.

Entire, complete.—A thing is entire by wanting none of its parts; complete by wanting none of its appendages. A man may be master of an entire house, which has not one complete apartment.

Equivocal, ambiguous.—An equivocal expression has one sense open, and designed to be understood; another sense concealed, and understood only by the person who uses the expression. An ambiguous expression has, apparently, two senses, and leaves us at a loss which of them to prefer. An honest man will refrain from employing an equivocal expression; a confused man may often utter ambiguous terms without any design.

Haughtiness, disdain.—Haughtiness is founded on the high opinion which we entertain of ourselves; disdain, on the mean opinion which we entertain of others.

Invent, discover.—To invent, signifies to produce something totally new; to discover, to find out something which was before hidden. Galileo invented the telescope; Harvey discovered the circulation of the blood.

Only, alone.—Only imports that there is no other object of the same kind; alone imports being unaccompanied by any other object. An only child, is one that has neither brother nor sister; a child alone, is one that is left by itself.

Pride, vanity.—Pride makes us esteem ourselves; vanity makes us desire the esteem of others. A man may be too proud to be vain.

Remark, observe.—We remark, in the way of attention, in order to remember; we observe, in the way of examination, in order to judge. A traveller remarks the most interesting objects he sees; a general observes all the motions of the enemy.

Surprised, astonished, amazed, confounded.—I am surprised at what is new or unexpected; I am astonished at what is vast or great; I am amazed at what is incomprehensibl I am confounded by what is shocking or terrible.

Tranquillity, peace, calm.—Tranquillity imports a situation free from trouble, considered in itself; peace, the same situation with respect to any causes that might interrupt it; calm, a situation with regard to disturbances going before or following it. A good man enjoys tranquillity in himself, peace with others, and calm after a storm

Wisdom, prudence.—Wisdom leads us to speak and act with propriety; prudence prevents our speaking or acting improperly. A wise man employs the most proper means for success; a prudent man the safest means to avoid being brought into danger.

With, by.—With, expresses a more close and immediate connexion between the agent and the instrument; by, a more remote connexion. The bird was killed with a stone by Peter.

STRUCTURE OF SENTENCES.

IV.—*Clearness* of style consists in a perspicuous arrangement of the words and members of sentences; in opposition to ambiguity, arising from an improper collocation of them.

1. Words expressing things connected in thought, should be placed as near to each other as possible.

2. Ambiguities are frequently occasioned by the improper position of relative pronouns, adverbs, connecting particles, and explanatory phrases

3. Ambiguities are also occasioned by the too frequent repetition of pronouns, when reference is made to different persons.

V.—*Unity* in the structure of a sentence consists in making one leading thought connect its different parts.

1. Objects that have no intimate connexion should never be crowded into one sentence.

2. Parentheses ought never to be introduced in the middle of sentences.

3. Sentences ought never to be extended beyond what seems their natural close.

VI.—*Strength* in the structure of a sentence consists in such a disposition of its several words and members, as may give each of them its due weight and force.

1. A sentence ought to be divested of all redundant words and members.

2. Attention should be paid to the use of copulatives, relatives, and all the particles employed in transition and connexion.

3. The most important words ought to be placed in the situation, in which they will make the strongest impression.

4. A weaker assertion or proposition should never come after a stronger one.

5. A sentence ought never to be concluded with an inconsiderable word.

6. In the members of a sentence, where two objects are either compared or contrasted, some resemblance in the language and construction should be preserved.

7. Attention should be paid to the harmony and easy flow of the words and members of a sentence.

EXERCISES.

Write the following sentences, and correct the errors in style

I.—The king soon found reason to repent him of his provoking such dangerous enemies. The popular lords did not fail to enlarge themselves on the subject. Removing the term from Westminster, sitting the parliament, was illegal. He had been perplexed with a long compliance to foreign manners. The discovery he made and communicated with his friends. The wisest princes need not think it any diminution to their greatness, or derogation to their sufficiency to rely upon counsel. He found the greatest difficulty of writing. You know the esteem I have of his philosophy. He is resolved of going to the Persian Court. Neither the one nor the other shall make me swerve out of the path which I have traced for myself. A great quantity may be taken from the heap, without making any sensible alteration upon it. All these things required abundance of finesse and delicatasse to manage with advantage, as well as a strict observance after times and fashions. The hauteur of Florio was very disgracious, and disgusted both his friends and strangers.

It irks me to see so perverse a disposition. I wot not who has done this thing. Methinks I am not mistaken in an opinion, which I have so well considered. Peradventure he will call again to-morrow. They have manifested great candidness in all the transaction. It is difficult to discover the spirit and intendment of some laws. His natural severity rendered him a very impopular speaker. The disquietness of his mind made his station and wealth far from being enviable. The naturalness of the thought greatly recommended it. These are things highliest important to the growing age.

II. For want of employment, he roamed idly about the fields. They thought it an important subject, and the question was strenuously debated pro and con. He was long indisposed, at length died of the hyp. I had as lief do it myself, as persuade another to do it. He is not a whit better than those he so liberally condemns. He stands upon se-

curity, and will not liberate him till it be obtained. He might have perceived, with half an eye, the difficulties to which his conduct exposed him. This performance is much at one with the other. The two nations worried each other for above two hundred years. Every year a new flower in his judgment beats all the old ones, though it is much inferior to them both in colour and shape. His name shall go down to posterity with distinguished honour. Learning and arts were but then getting up. It fell out unfortunately that two of the principal persons fell out, and had a fatal quarrel. Do not reject by the lump, but endeavour patiently to gather the plain meaning. He made rhyming tragedies, till he grew ashamed of making them any longer. An eloquent speaker may give more, but he cannot give more convincing arguments, than this plain man offered. He is engaged in a treatise on the interests of the soul and body. The Latin tongue, in its purity, was never in this island. It may be justly said that no laws are better than the English. The Divine Being heapeth favours on his servants, ever liberal and faithful. He was willing to spend a hundred or two pounds rather than be enslaved.

III. Vivacity is often promoted, by presenting a sensible object to the mind, instead of an intelligible one. The proposition for each of us to relinquish something was complied with, and produced a cordial reconcilement. It is difficult for him to speak three sentences together. He is our mutual benefactor, and deserves our respect and obedience. The negligence of timely precaution was the cause of this great loss. Disputing should always be so managed, as to remember that the only end of it is truth. They shall flee as the eagle that hasteth to eat. The wicked fly when no man pursueth. He died with violence; for he was killed by a sword. We have enlarged our family and expenses; and increased our garden and fruit orchard. The good man is not overcome by disappointment, when that which is mortal passes away; when that which is mutable dies; and when that which he knew to be transient, begins to change.

This great politician desisted from, and renounced his designs, when he found them impracticable. His end soon approached, and he died with great courage and fortitude. He was a man of so much pride and vanity, that he ces-

pised the sentiments of others This man, on all occasions, treated his inferiors with great haughtiness and disdain. There can be no regularity or order in the life and conduct of that man, who does not give and allot a due share of his time to retirement and reflection. Such equivocal and ambiguous expressions mark a formed intention to deceive and abuse us. His cheerful, happy temper, remote from discontent, keeps up a kind of daylight in his mind, excludes every gloomy prospect, and fills it with a steady and perpetual serenity.

IV.—They are now engaged in a study, of which they have long wished to know the usefulness. The miserable remains were, in the night, taken down. I have settled the meaning of those pleasures of the imagination, which are the subject of my present undertaking, by way of introduction, in this paper; and endeavoured to recommend the pursuit of those pleasures to my readers by several considerations: I shall examine the several sources from which these pleasures are derived in my next paper. This morning, when one of the gay females was looking over some hoods and ribands, brought by her tirewoman, with great care and diligence, I employed no less in examining the box which contained them. As the guilt of an officer will be greater than that of a common servant, if he prove negligent; so the reward of his fidelity will proportionably be greater. Though energetic brevity is not adapted to every subject, we ought to avoid its contrary on every occasion, a languid redundancy of words: it is proper to be copious sometimes, but never to be verbose. Fields of corn form a pleasant prospect; and if the walks were a little taken care of that lie between them, they would display neatness, regularity, and elegance.

By greatness I do not only mean the bulk of any single object, but the largeness of a whole view. Sixtus the Fourth was, if I mistake not, a great collector of books at the least. We do those things frequently, which we repent of afterwards. By doing the same thing it often becomes habitual. Raised to greatness without merit, he employed his power for the gratification of his passions. These are the master's rules, who must be obeyed. It is true what he says, but it is not applicable to the point. We no where meet with a more splendid or pleasing show in nature, than what appears in

the rising and setting of the sun, which is wholly made up of those different stains of light that show themselves in clouds of a different situation. Many act so directly contrary to this method, that from a habit of saving time and paper, which they acquired at the university, they write in so diminutive a manner, that they can hardly read what they have written. Thus I have fairly given you my own opinion, as well as that of a great majority of both houses here, relating to this weighty affair, upon which I am confident you may securely reckon. The witness was ordered to withdraw from the bar, in consequence of being intoxicated, by the motion of an honourable member.

The eagle killed the hen, and eat her in her own nest. Lysias promised to his father never to abandon his friends. They were summoned occasionally by their kings, when compelled by their wants and by their fears to have recourse to their aid. Men look with an evil eye upon the good that is in others, and think that their reputation obscures them, and that their commendable qualities do 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.

V.—Cato died in the full vigour of life, under fifty; he was naturally warm and affectionate in his temper. In this uneasy state, both of his public and private life, Cicero was oppressed by a new and cruel affliction, the death of his beloved daughter, Tullia, which happened soon after her divorce from Dolabella, whose manners and humours were entirely disagreeable to her. The Britons, daily harassed by cruel inroads from the Picts, were forced to call in the Saxons for their defence, who, consequently reduced the greater part of the island to their own power; drove the Britons to the most remote and mountainous parts; and the rest of the country, in customs, religion, and language, became wholly Saxons. The sun, approaching, melts the snow, and breaks the icy fetters of the main, where vast sea-monsters pierce through floating islands, with arms which can withstand the crystal rock; whilst others, that of themselves seem great as islands, are by their bulk alone, armed against all but man, whose superiority over creatures of such stupendous size and force, should make him mindful of his

privilege of his reason; and force him humbly to adore the great composer of their wondrous frames, and the author of his own superior wisdom.

Disappointments will often happen to the best and wisest of men, (not through any imprudence of theirs, nor even through the malice or ill-design of others; but merely in consequence of some of those cross incidents of life which could not be foreseen,) and sometimes to the wisest and best concerted plans. Without some degree of patience exercised under injuries, (as offences and retaliations would succeed to one another in endless train,) human life would be rendered a state of perpetual hostility. Never delay till to-morrow, (for to-morrow is not yours; and though you should live to enjoy it, you must not overload it with a burden not its own,) what reason and conscience tell you ought to be performed to-day.

The first could not end his learned treatise without a panegyric of modern learning and knowledge in comparison of the ancient; and the other falls so grossly into the censure of the old poetry, and the preference of the new, that I could not read either of these strains without indignation, which no quality among men is so apt to raise in me as sufficiency, the worst composition out of the pride and ignorance of mankind. All the world acknowledges the Æneid to be perfect in its kind; and, considering the disadvantage of the language, and the severity of the Roman Muse, the poem is still more wonderful; since, without the liberty of the Grecian poets, the diction is so great and noble, so clear, so forcible, and expressive, so chaste and pure, that even all the strength and compass of the Greek tongue, joined in Homer's fire, cannot give us stronger and clearer ideas, than the great Virgil has set before our eyes; some few instances excepted, in which Homer, through the force of genius, hath excelled.

VI.—Although the effect fell short of what is ascribed to fabulous legislators and founders of states, yet to none ever were ascribed more tokens of magnanimity and greatness of mind. I look upon it as my duty, so long as I keep within the bounds of truth, of duty, and of decency. How many are there by whom these tidings of good news were never heard! He says nothing of it himself, and I am not disposed to travel

into the regions of conjecture, but to relate a narrative of facts. Never did Atticus succeed better in gaining the universal love and esteem of all men. This is so clear a proposition, that I might rest the whole argument entirely upon it. I went home, full of a great many serious reflections. The very first discovery of it strikes the mind with inward joy, and spreads delight through all its faculties. It is impossible for us to behold the divine works with coldness or indifference, or to survey so many beauties without a secret satisfaction and complacency.

The enemy said, I will pursue, and I will overtake, and I will divide the spoil. While the earth remaineth, seed time and harvest, cold, heat; summer, winter; day and night, shall not cease. As the strength of our cause does not depend upon, so neither is it to be decided by, any critical points of history, chronology, or language. The faith he professed, and which he became an apostle of, was not his invention. Their idleness, and their luxury and pleasures, their criminal deeds and their immoderate passions, and their timidity and baseness of mind, have dejected them to such a degree, as to make them weary of life. He had made considerable advances in knowledge: but he was very young, and laboured under several disadvantages.

I have considered the subject with a good deal of attention, upon which I was desired to communicate my thoughts. Whether a choice altogether unexceptionable, has, in any country, been made, seems doubtful. It appears that there are, by the last census, upwards of fifteen millions of inhabitants in Great Britain and Ireland. Every one who puts on the appearance of goodness is not good. Although persons of a virtuous and learned education may be, and too often are, drawn by the temptations of youth, and the opportunities of a large fortune, into some irregularities, when they come forward into the great world, it is ever with reluctance and compunction of mind, because their bias to virtue still continues.

Gentleness ought to diffuse itself over our whole behaviour, to form our address, and regulate our speech. Ambition creates seditions, wars, discords, hatred, and shyness. The ancient laws of Rome were so far from suffering a Roman

citizen to be put to death, that they would not allow him to be bound, or even to be whipped. The scribes made it their profession to teach and to study the law of Moses. The regular tenor of a virtuous and pious life will prove the best preparation for immortality, old age, and death.

By what I have already expressed, the reader will perceive the business which I am to proceed upon. This agreement of mankind is not confined to the taste solely. May the happy message be applied to us, in all the virtue, strength, and comfort of it! These arguments were, without hesitation, and with great eagerness, laid hold of. The other kinds of motion are incidentally blended also.

I have observed of late the style of some great ministers, very much to exceed that of any other productions. The old may inform the young; and the young may animate those who are advanced in life. I cannot but fancy, however, that this imitation, which passes so currently with other judgments, must, at some time or other, have stuck a little with your lordship. The account is generally balanced; for what we are losers of on the one hand, we gain on the other. He can bribe, but he is not able to seduce: he can buy, but he has not the power of gaining: he can lie, but no one is deceived by him. He embraced the cause of liberty faintly, and pursued it without resolution; he grew tired of it, when he had much to hope; and gave it up, when there was no ground for apprehension.

To use the Divine name customarily, and without serious consideration, is highly irreverent. They conducted themselves wilily, and ensnared us before we had time to escape. Tranquillity, regularity, and magnanimity, reside with religious and resigned man. By a cheerful, even, and open temper, he conciliated general favour. We reached the mansion before noon: it was a strong, grand, gothic house. By means of society, our wants come to be supplied, and our lives are rendered comfortable, as well as our capacities enlarged, and our virtuous affections called forth into their proper exercise.

IV. FIGURATIVE LANGUAGE.

The Figures of Speech most frequently used in Composition, are *Personification, Apostrophe, Hyperbole, Comparison, Metaphor*, and *Allegory*.

Personification ascribes life and action to inanimate objects; as, The sea saw it, and fled; the deep uttered his voice, and lifted his hands on high.

Apostrophe turns from the regular object of address, and speaks to the absent or the dead, as if they were present; as, Death is swallowed up in victory. O Death! where is thy sting?

Hyperbole consists in magnifying or diminishing an object beyond reality; as, They were swifter than eagles; it is less than nothing.

Comparison or *Simile* expresses the resemblance which one thing bears to another; as, He shall be like a tree planted by the rivers of water.

Metaphor expresses resemblance without the sign of comparison; as, Thy word is a lamp to my feet, and a light to my path.

Allegory represents one subject by another, without formally mentioning the subject represented; as, 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, &c.

The figures of speech are frequently used even in ordinary conversation, as when we say of the sun, *he rises*, of the moon, *she sets*, of a river, *it runs*. By some they have been called the language of nature; by others, the language of fancy and passion. They are introduced into prose composition chiefly for ornament. The following rules should be carefully observed in the use of the figures of speech:—

I.—Figurative language should only be employed, when it is calculated to make a stronger impression than the ordinary form of speech.

II.—A hyperbole should never be used in the description of any thing ordinary or familar.

III.—A comparison ought not to be founded on a resemblance which is too near and obvious; nor on such as is too faint and remote.

IV.—A metaphor should never be drawn from any object which is mean or disagreeable.

V.—Different metaphors should never be composed together in the same sentence.

VI.—Metaphorical and ordinary expressions ought never to be so interwoven together, that part of the sentence must be understood figuratively, and part literally.*

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* Directions to Teachers.—When the preceding rules have been learned, and the exercises carefully written out, pupils may proceed to the practice of Original Composition. The first exercise of this kind may be, to give them a number of words, each of which is to be made the subject of a sentence. The sentences will, of course, be unconnected. The next exercise in Original Composition may be, to mention to a class a subject on which each pupil, in succession, may be made to suggest his ideas, which all may write down, to be afterwards correctly expressed and arranged. When the pupils are sufficiently expert at these exercises, they may then be made to write explanations of the difficult words and phrases in the lessons, and of the allusions in the passages of poetry to be turned into prose. In this way they will be prepared for the writing of letters, and narrative, descriptive, and didactic essays. Letters may be written on personal adventures, business, real or imaginary, or any other subject suitable for epistolary correspondence. Anecdotes, abstracts of the history which they read, allegories, and

EXERCISES.

Write the following sentences, and correct the errors in the use of the figures of speech :—

No human happiness is so serene as not to contain any alloy. Hope, the balm of life, darts a ray of light through the thickest gloom. Let us be attentive to keep our mouths as with a bridle; and to steer our vessel aright, that we may avoid the rocks and shoals, which lie every where around us.

Since the time that reason began to bud, and put forth her shoots, thought, during our waking hours, has been active in every breast, without a moment's suspension or pause. The current of ideas has been always moving. The wheels of the spiritual engine have exerted themselves with perpetual motion.

The man who has no rule over his own spirit, possesses no antidote against poisons of any sort. He lies open to every insurrection of ill-humour, and every gale of distress. Whereas, he who is employed in regulating his mind, is

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moral tales will furnish appropriate subjects for narrative essays; and descriptive essays may be written on the seasons, animals, public buildings, remarkable scenery, or any other natural, or artificial objects with which they are acquainted, or which they have an opportunity of seeing. When the pupils have a sufficient knowledge of geography, narration and description may be combined by making them write imaginary travels. Didactic essays may be written on such subjects as friendship, gratitude, &c.; and then they should be made to illustrate by all the examples which they can collect from history, biography, or their own observation. Teachers will take care that in all these exercises their pupils be made to attend to the principles taught in the preceding rules; and they will at the same time, encourage those who have opportunity, to form and improve their style, by carefully attending to the best English authors.

making provision against all the accidents of life. He is erecting a fortress into which, in the day of sorrow, he can retreat with satisfaction.

In this our day of proof, our land of hope,
The good man has his clouds that intervene;
Clouds that may dim his sublunary day,
But cannot conquer: even the best must own,
Patience and resignation are the columns
Of human peace on earth.

THE END.