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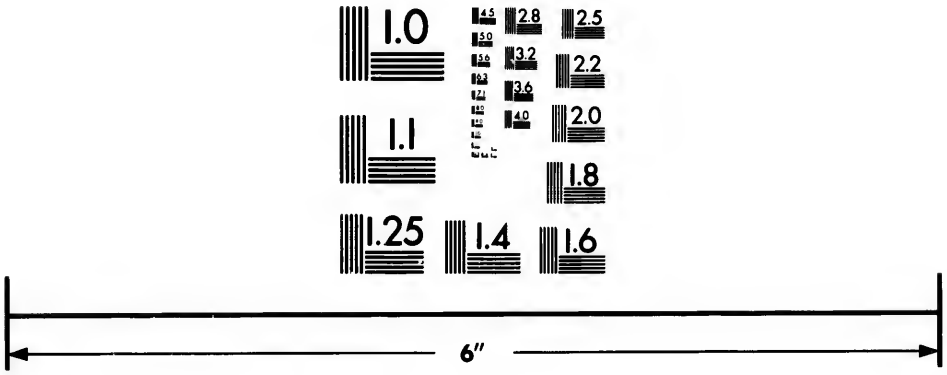

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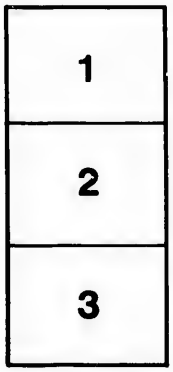
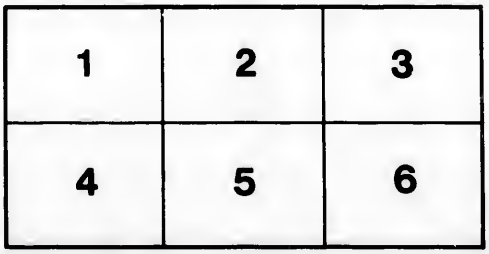
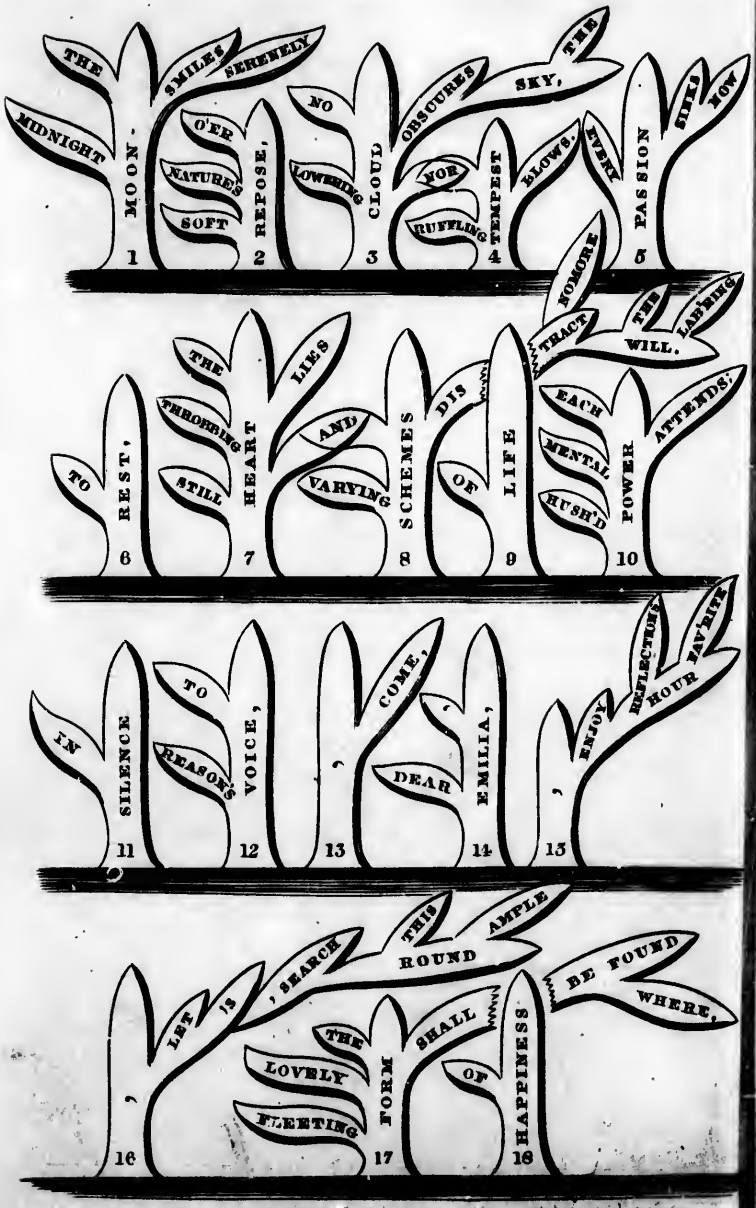




BARRETT'S ENGLISH SYNTAX



THE

PRINCIPLES OF LANGUAGE;

OR, THE

SELF INSTRUCTOR,

CONTAINING A FULL

GRAMMATICAL ANALYSIS OF ENGLISH POETRY;

WITH

CORRECTIONS IN SYNTAX AND EXAMPLES IN PROSODY,

ON THE

INDUCTIVE SYSTEM OF REASON AND PHILOSOPHY;

ACCOMPANIED BY A

PLATE AND ILLUSTRATIONS.

"He brought in a new way of arguing by *induction*, and that grounded upon observation and experience.—BAKER.

BY SOLOMON BARRETT, JUN.

PROFESSOR OF PHILOLOGY.

NINTH EDITION, IMPROVED.

MONTREAL:

PUBLISHED BY CAMPBELL BRYSON.—LOVELL & GIBSON, PRINTERS.

1842.

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PREFACE.

THIS work was originally written for the advantage of the author's own classes, in English Grammar, with the view of obviating some of the difficulties attending the introductory course, as also for the benefit of those who might wish to review the study, without the assistance of a teacher. It is now given to the public, hoping that it may prove a useful auxiliary in the hands of every young person in North America, who may wish to acquire a competent, if not a consummate, knowledge of grammatical education—a hope, greatly strengthened by the very favourable reception of his former editions.

The principal object of this publication is to enable the student to commence with parsing, instead of uselessly spending four or five months in committing a large portion of his Grammar to memory, as a preparation for that exercise, which should be commenced at once. The definitions and principles of etymology, and their application, are placed, through the work, on alternate pages, of theory and practice. The student is supposed to know nothing of Grammar in advance of his lesson. He *commences* on the section contained in the first diagram, and gives the *Syntax* or *connection*, (not the rules,) of each word. This is done by reading only "two words" at once, thus: "THE moon"—"MIDNIGHT moon" "MOON smiles"—"moon SMILES"—"smiles SERENELY"—and immediately commences parsing them, as, for examples, on page 32.

Thus the student begins to parse from the moment he enters on the study, and continues the exercise as new portions of the Grammar are presented, until he becomes master of the science. Each part of speech, being thus joined to another, and then parsed, and illustrated by numerous examples, is clearly understood and impressed on the memory. He is told that the "*first* and *second section*" make but "*one speech*," and that "*each word*" is a "*part*;" thus he learns what is meant by "*the parts of speech*;" and, as it takes all the *parts* to make a *whole*, he discovers that the words or parts in each diagram are joined to each other—thus constituting a whole; and he will be enabled to deduce rules from the operation on the true principles of inductive philosophy. And as all errors in Syntax are occasioned by joining two or more words, which have no *syntactic relation to each other*, he is enabled, in a short time, to give their *true* relation and dependence, and to correct all errors in Syntax. At the same time, he will find, on examining the plate, that the true principles of Lennie's Syntax are completely exemplified, and that every *article*, *adjective*, and *adjective pronoun*, is joined to a *noun*; every *nominative* connected with its true *verb*; every *verb* with its *nominative*; the *possessive case* with the *noun* by which it is governed; the *objective* with its governing word. He will find the *infinitive* connected to the *word by which it is governed*; the *adverb* referred to the *word which it qualifies*; the *preposition* to an *objective case*; and, at the same time, be enabled to distinguish the *active* from the *neuter verb* by their *uni* or *plus* relation, while the connexion of two distinct sections is established by the *plus* relation which the *conjunction* sustains to each. In this way, the *principles* of Etymology and Syntax are *indelibly printed on the memory*, not to be forgotten, like rules and definitions, but which time itself shall never be able to erase. The relation of the words in a section, and of

sections in each sentence, are illustrated by a plate, in which the division of the sentence into sections is exemplified, and each word referred to its superior; forming a kind of *atlas* to the English language, like so many tributary streams flowing into the main channel, and placing their *agreement* and *government*, or *dependence* upon each other, beyond dispute. And, in order to render a knowledge of this part of English Syntax more familiar to the student, twelve pages of original matter have been added to the *ninth* edition, explanatory of the principles of their formation, use, and other properties, under the title of Supplement to English Syntax. That part of English Syntax explained in the Supplement, page 121, is an original and a laconic method of teaching, which will be found to contain many important rules and definitions. This part of the system is called *Sectional Graduation*, and treats of words in their "*collective action*," their "*collective bearing*," and in their "*collective import*;" and, while it may be *clearly* comprehended, even by the minds of children, it is not unworthy the close attention of *men*, of *scholars*, of *philosophers*. GRADUATION consists in dividing a sentence into portions, or groups, ascertaining their *true* "*constructive relation*," learning their "*exact signification*," and *referring* the "*inferior*" sections to their respective "*superiors*." This exercise compels the student to investigate the *precise definition* and *import* of all words and sections, and qualifies him to discover, at a glance, the exact meaning of any writer, whose language he may read. It prepares the student to read with an understanding which renders study easy, delightful, and profitable to him, and qualifies him for acquiring the other branches of an education, with a degree of ease and satisfaction which renders study advantageous.

DIRECTIONS TO THE LEARNER.

The learner is solicited to *follow these directions* in studying the work, if he would render his own task *easy* and *delightful, otherwise I will not be responsible for his proficiency.*

For the 1st Lesson, commit *perfectly* pages 31 and 32.

Lesson 2. Commit rules 1, 8, 11 and 17, on page 120.

Lesson 3. Commence parsing on page 33; thus

The def. article, defines *moon* ———————bottom p. 32.

a 8	a 8	a 8	a 8	a 8	Parse like
midnight	soft	no	low'ring	ruffling	
a 8	a 8	a 8	a 8		white, a 8, p. 32.
throbbing	varying	laboring	mental		
n c f 3 s	n c n 3 s	n c n 3 s	n c n 3 s		Parse like
moon[1] (*ex. fem.*)	cloud[1]	tempest[1]	passion[1]		
n c n 3 s	n c n 3 plu	n c n 3 s	n c n 3 s		paper, p. 32.
heart[1]	schemes[1]	power[1]	scene[1]		
n c n 3 s 17	n c n 3 s 17	n c n 3 s 17	n c n 3 s 17		Parse like
repose	rest	voice	happiness		
n c n 3 s 17		n c n 3 s 17			school, p 32.
mirth		gloom			
v r n ind pr 3 s	v ir n ind pr 3 s	v ir n ind pr 3 s			Parse like
smiles[2] (*reg.*)	blows[2]	sinks[2]			
v r n ind pr 3 s	v ir n ind pr 3 s	v ir n ind pr 3 s			is, p. 32.
attends[2] (*reg.*)	does dwell[2]	hide[2]			
v r a tr ind pr 3 s	v r a tr ind pr 3 plu	v r a tr imp 2 s			Parse like
obscures[2]	distract[2]	enjoy[2] (*imp.*)			
v ir a tr imp		v r a tr ind pr 3 s			obscures, p. 31
let[2] (*ex. irreg. imp. mood,*)		shades[2]			
n c n 3 s	n c n 3 s	n c n 3 s	n c n 3 s		Parse like
sky[3]	will[3]	hour[3]	cell[3]		lesson, p. 31

Note. This first lesson in parsing will be more troublesome than all the rest, but you must persevere until it becomes familiar, before you leave it, for you will find all the *rest* of the practice disposed of in a similar manner.

Nothing, perhaps, is more irksome, or has a greater tendency to prejudice the minds of students in general against the study of grammar, than to be obliged to commit a portion of it to memory. To remedy this evil, I direct my students to commence parsing on page 33, which they are able to do by references to pp. 31, 32

and 120, without committing *any thing to memory*, and continue until they commit three-fourths of the Theory entirely by the practice: which they will do in three weeks, by 1 hour's practice on each day. This may be objected to by some, but the objection is of no avail, because the student must of necessity commit the definitions *by reading them;* and he might as well commit them by practice, as to commit them first and repeat them afterwards. For this reason, the 32d and 33d page are made to face each other, and the principal rules are presented in a body on page 120. The first thing to be done by the student, is to open his book at p. 33, and commence parsing the poetry.

art	a s	n c f s	adv.	v r n ind pr. 3 s
the	*midnight*	*moon*	*serenely*	*smiles*

Lesson 4. Commit the Parts of Speech, and definitions on pages 26, 28, 30, 34, 36, 38, and 40; the part to be committed is the texts above the line on the head of the pages.

Lesson 5. Commit the texts on the verb, on the head of pages 56, 58, 60, 62, 64, 65, 66, 67, 68, 69, 70, 71, 72.

Lesson 6. Study the conjugation table, commencing on page 73; during the time the student is committing these lessons, he should regularly parse one page in a day, in the analysis. And when used in school, the teachers will give out an evening lesson, to the class in Theory, to be recited in the morning; and exercise the students during the day in parsing a page in Practice.

Lesson 7. Commence a regular review of Etymology, taking alternately one page of Theory, and one of Practice for a lesson, and you will find yourself rapidly advancing in the study.

Lesson 8. Syntax should be studied *not* for the *purpose* of *learning to parse*, but for the purpose of *speaking correctly;* therefore you should not *commence* in *Syntax*, before you are *familiar* with the *principles* of *Etymology*, and able to parse any word with *ease*, *accuracy*, and *facility;* you should then, *and not till then*, commence in Syntax. Commit the rule, and then examine all those sentences under each rule, and in all cases point out the *error*, and shew how the rule is violated by the expression, and then alter it so as to make it coincide with the rule, in a similar manner to the examples in the exercises.

The following, among the numerous Certificates from the different Colleges and Academies have been selected, because they serve to show the *design* of the work.

Hampden Sidney College, Virginia, July 25, 1830.

This certifies that we highly approve of Mr. Barrett's plan of teaching the principles of English Grammar, and after a *rigid* examination, consider him admirably well qualified to teach those principles with success. Our own observation and experience as instructors, have convinced us, that English Grammar is little understood, and poorly taught in our common schools. Nearly all the young men who come to this institution, have committed the Grammar by *rote*, but understand nothing about the *principles* of the language:—Mr. Barrett's method of instruction is well calculated to *correct this evil.*

We are well pleased with another part of his plan of instruction. He not only communicates a knowledge of the elements of the language, but endeavors, also, to convey some idea of its beauty and harmony. The English *is* really an *elegant* and *harmonious tongue*, but by an *entire neglect* of its *Prosody* and *Poetry*, it is, in the mouths of the great mass of population, a rough, uncouth jargon.

Mr. Barrett's book is the first of the kind which we have met with; its DESIGN seems to be an *uniform* and *logical system* of *instruction* in English exercises: as such we highly recommend it to parents and teachers.

J. P. CUSHING, *Pres't.*
PETER McVICKAR, *Pr. of Math.*
H. A. GARLAND, *Prof. Ling. Grace.*
JOHN BURWELL. *Prof. of Nat. Phil.*

I concur in opinion with the Faculty of Hampden Sidney, that Mr. Barrett is well qualified to teach the principles of English Grammar, and that his method is good.

JOHN H. RICE, D. D. *President,*
of the Virginia and North Carolina Union Theological Seminary.

I have seen the system adopted by Mr. Barrett for teaching the principles of English Grammar, and have conversed with him on the subject. I am fully satisfied of the utility of his plan, and think its introduction into our schools would greatly facilitate the study of grammar, and tend to improve the scholar in elegant and correct composition.

JOHN V. N. YATES,
Late Superintendent of Common Schools of the State of New-York.

The system adopted by Mr. Barrett, for teaching the principles of English Grammar, is, in our opinion, well calculated to promote an acquaintance with that important branch of education.

T. ROMEYN BECK, *Prin. Albany Academy.*
P. BULLIONS, *Prof. Lang. Albany Acad.*
S. CENTER, *Prin. Albany Classical School.*
A. CRITTENTON, *Prin. Alb. Female Acad.*

Albany, Jan. 10, 1836.

We, the undersigned, having examined some of the students taught by Professor Barrett, say that they would not only bear an examination for common school teachers in any part of the state; but what is more, they would bear an examination in English Grammar in any college in the United States.

JOHN F. M[illegible]ERRY,
President of Emmetsburgh College, Maryland.
SOLOMON SOUTHWICK,
Ex-Regent of the University of the State of New-York.

THEORY

OF THE

PRINCIPLES OF LANGUAGE.

UNIVERSAL GRAMMAR is a science which treats of

PERSONS, PLACES, and THINGS,	i. e. nouns and pronouns.
With their QUALITIES,	i. e. art., adj., and part.
EXISTING and ACTING,	i. e. verbs neu. and act.
Either JOINTLY or SEVERALLY,	i. e. sing., plur., and conj.
With the MANNER of such existence or action,	i. e. adverbs, adverbial phrases, and prep.

This *person*, *place*, or *thing*, is formed, for the most part, by the elements either in their natural state, or combining into all vegetable, animal, and mineral substances. These elementary *principles* of the creation *existed* as soon as they were formed by the great Architect of the universe, and are actually and bonâ fide the foundation of all languages; for independent of persons, places, and things, no quality could attach, nor existence, or action, take place. Hence it is that, in all languages, a sentence must describe some *being* as *existing* or *acting*. There is not a person in the universe, literate or illiterate, that can form a sentence which does not express that some "THING *exists*, or *acts*." And here it is proper to remark, that the word *thing* is the most comprehensive word, and extensive term, in language; it is almost synonomous with the word thought, from which it is derived, and means any thing, or thought, of which we can think. *Being* is a very extensive term, including all things which have an *actual existence* within its extension. But the word thing is more extensive, because it includes not only those things which have an actual existence, but also those whose exist-

PRACTICE—LOGICAL ANALYSIS.

SYLLOGISTIC REASONING.

ALL reasoning proceeds by comparison; and, two comparisons are necessary to enable us to form a conclusion. This is a concise and luminous method of evincing the agreement or disagreement between the subject and predicate of a proposition. A third term, having a common measure to them both, is invented and applied to them both, successively, in two distinct propositions, which are called *premises;* because, from them the proposed question is inferred as a conclusion; and its subject and predicate are either *joined* or *separated*, as they were found in the premises to agree, or not, with the measure introduced.

RULE 1.—*That any two things, which will agree with a third, must agree with each other.*

RULE 2.—*Two things, of which one agrees, and the other disagrees, with a third, must disagree with themselves.*

The first of these rules is the foundation of all affirmative conclusions; and the second, of all negative.

Syllogism was regarded for many centuries as the only sure instrument of reasoning; and skill in the use of it as the highest accomplishment which the mind could possess. It derived its celebrity from the talents and industry of Aristotle, who traced and analyzed its principles, and subjected it to laws, and exhibited it in all the varieties of *moods* and *figures* into which it could be moulded.

Since the time of that philosopher, the name *Syllogism* has been used to denote an *argument* formed according to certain technical rules of art; and proceeds from a *general* to a *particular*, from a *genus* to a *species*, from *species* to *individuals;* proceeding on the principle

ence is only mental or imaginary. It is on this principle that whole sentences are used as a noun in the nominative or objective case. Thus, "*that one man should die for the crimes of another*," is an unjust thing or thought. Here it is plain that the sentence which precedes, and forms the nominative case to the verb *is*, is in apposition with the noun thing, or thought, in the nominative case after *is*, and that the sentence and thought both refer to and mean the same thing. I thought, (the thing, or thought,) to wit, "that you had gone to New York;" from which it appears that thoughts have only a mental existence, while *beings*, that is, God and his creation, have an actual one. These thoughts give rise, in a great measure, to abstract nouns. 1st. A tree has an *actual* and *absolute* existence,—as a tree grows, or exists, in the woods. 2d. It has a *mental* existence in the mind of any one who has seen it; and, 3d. it has a *verbal* existence as soon as it is expressed in any language. Further, the same species of animals, vegetables, minerals, &c., are found in all parts of the universe. This gives rise to the uniformity of languages in all nations. Fire, air, earth, and water, are found in all the habitable parts of the earth, "that in quaternian run, perpetual, circle, multiform, and mix, temper and nourish all things;" and although each nation may have a different word to express the same thing, yet the *thing* or substance is uniformly the same, as

Θεὸς,	Ὑδωρ,	Αηρ,	Γη,	Οὐρανὸς,
Deus,	Aqua,	Ether,	Terra,	Cœlum,
God,	Water,	Air,	Earth,	Heaven.

It is through the instrumentality of the things themselves that these words have any meaning, or that a translation can be made from one language to another. If America and England contained no such things as are found in France or Germany, not a single word could be translated from one language to the other. Doct. Blair imagines that language must have had a divine origin. If he means, that God gave to man a consciousness of his own existence and actions, and of the existence and actions of those beings by which he was surrounded, and the power of speech to describe such existence or action, he must be

"*that whatever may be affirmed or denied of any genus, may be affirmed or denied of any species included in it.*" Thus, when it is asserted that all active verbs govern an object; we conclude that the particular verb *see*, must govern an object. When it is affirmed that ALL *names are nouns*, we also affirm with confidence that the *particular* names, *George*, *ox*, *tree*, are nouns; because, we conclude that whatever may be asserted of the *whole class*, may be asserted of any *particular individual* under it; on the principle "*that every greater includes the less:*" that is, the numbers 20, 30, 40, 50, 64, 81, and 99, are all included in the number 100.

OF PROPOSITIONS.

A Proposition is a verbal representation of some thoughts of the mind, and is precisely equal to a sentence; as, I am thinking; he is walking. The constituent parts of which are the *subject*, the *predicate*, and the *copula*. The two first are called terms, because they are the extremes of the proposition; and they may consist of a single word each, or of a collection of words, representing some person, place, thing, or attribute. The *copula*, is that by which the other two are connected, and *always* consists of some inflection of the verb "*to be*," as will be shown in the conjugations:

Subject.	*Copula.*	*Predicate.*
Man	is	mortal.
White	is	an adjective.
Is	is	a verb.
To-morrow	will be	a rainy day.
That all men are mortal,	is	true.

One part of a proposition is often included in another. In the following examples, the copula is contained in the predicate:—

Subject.	*Predicate.*		*Subject.*	*Copula.*	*Predicate.*
George	walks,	*implies,*	George	is	walking.
The sun	shines,	"	The sun	is	shining.
The rain	falls,	"	The rain	is	falling.

correct in his position. *Things* always antecede the *names* by which they are called, and more frequently suggest the name, than the name does the *thing*. If mankind had been created without the power of speech, it is certain that all created *things* would still have had an existence, and many of them action also; from whence it is plain, that the only use of language is to describe "THINGS AND BEINGS EXISTING AND ACTING."

2. *Qualities.*—The quality which most generally belongs to, and makes a part of the person, place, or thing, called an adjective, is the different sizes, shapes, colors, numbers, &c., of nouns, as a *large* man, *square* sheet, *white* paper, *black* ink, *five* dollars. You perceive that the ink used in printing this book is *black*; now, black is a quality of ink, and belongs to and makes a part of it, because if you extract the black from the ink, you destroy it; it is always found that the adjective and noun, that is, the being or thing, and its quality, are inseparable companions; as, *old man*, *young child*, *sharp razor*, *sour vinegar*, *sweet sugar*. In short, there is no person, place, or thing, in the universe, without some quality by which it may be distinguished from others of the same or a different species; and as long as the quality exists, it actually makes a part of, and belongs to such being or thing, whether it be expressed or not. You may ask the grocer for *sugar*, or *sweet brown Muscovada sugar*; the omission to mentioning its qualities will neither create nor destroy them.

Again, all existence endured, or actions performed, by any person, place, or thing, may become, by changing the sentence into a logical proposition, a quality of such agent or actor.

Sentences.	*Propositions.*	*Qualities, Things, Exists.*
A ship sails.	A ship is sailing.	A sailing ship exists.
Water runs.	Water is running.	Running water is.
A man thinks.	Man is thinking.	Thinking man exists.
Cataract falls.	Cataract is falling.	Falling cataract is.
Planets move.	Planets are moving.	Moving planets are.

The reason why verbs may be thus used in progressive sentences, as Professor Bullions calls them, is, that all persons, places, and things, actually have an existence; and

So, also, a single word may contain a complete proposition; as, in Latin, *Scribo* implies *Ego sum scribens.* Rejoice, attend, march, imply, be thou rejoicing, be thou attentive, be thou marching. A proposition or sentence may be affirmative, negative, imperative, explicative, identical, simple, or compound, for which, as well as all other things which apply to them, I would refer the student to Hedges' or Watts' Logic; as it is not my business to write a treatise on Logic, but Grammar. I shall, therefore, proceed to the consideration

OF SYLLOGISM,

Which is an ARGUMENT *consisting of three propositions, the last of which is deduced from the two former, and included in them.*

The names of the three propositions used in forming a logical syllogism, are the MAJOR, the MINOR, and the CONCLUSION.

The major proposition must always be universal, but may be either affirmative or negative.

The minor term must always be affirmative, but may be either universal or particular.

The conclusion may be either universal or particular, affirmative or negative.

In every regular Syllogism, the *major* proposition is placed *first; minor, next;* and the *conclusion, last;* as,

Major.—The name of any thing is a noun;
Minor.—The word pen is the name of a thing;
Conclusion.—Therefore, pen, is a noun.

The truth, proved by the preceding example, is, "*that pen is a noun.*" The major premises, viz.:—"that the name of any thing is a noun," is first assumed on the ground of experience and observation. The minor barely asserts that *pen* belongs to that class of words. Now, if it be certain that ALL names are universally nouns, and that *pen* belongs to that class of words, it must of necessity follow that pen is a noun; for it is a law of syllogistic reasoning, "*that whatever may be affirmed of any general term,*

this existence, when not expressly declared by the verb TO BE, which alone forms the copula in a proposition, and declares the subject or nominative case in a state of existence, is "*always understood*," as, I write, and you will read, imply, that I (now) am (or exist) writing, and that you will *be* (or exist) reading it; our existence, my dear friend, is not lost or destroyed, because it is not directly asserted by the verb *be* or *exist*, but is absolute, indefeasible, and unalienable, and cannot be terminated but by the same power from which it is derived. This principle was well understood by Aristotle, who moulded the logical syllogism into its moods and figures, because that things existed and acted pretty much in his day as they do now. Hedges says, in his Logic, "many ingenious *artists are* (*existent*) in China," from which it is plain that all verbs, except the verb *to be*, may be changed into participles and belong to nouns in the nature of an adjective.

3. *Existing and acting.*—All persons, places, and things, must have an *existence;* and all *actors* must perform an *action*. *Agent* and *existence*, *actor* and *action*, are correlative terms; that is, one can never exist without the other; as there never can be a husband without a wife, a son without a father, a guardian without a ward, an assassin without a victim, a creature without a Creator. *So*, "*there never can be*" *a* BEING without EXISTENCE, or EXISTENCE without a BEING; neither can there possibly be, or exist, such a thing as an ACTION without an ACTOR. or an ACTOR who never produced an ACTION. Or, as Mr. Murray has it, "a verb without a nominative, or a nominative without a verb." As soon as the Almighty formed the universe, it instantly existed; which has continued regularly without intermission up to the present time. Again, all things have one joint existence; and further, many *things always exist* in a state of *motion*, which are never found in a state of *rest;* as, *blood flows*, *runs*, (*is*, or *exists*,) in veins and arteries. The planets *move*, *run*, or *fly*, (*are*, or exist,) in their orbits. Here it is plain, that the verbs, flows, runs, move, &c., denote nothing more than that their respective agents, *blood* and *planets*, *exist* in a state of *motion*, and are equally neuter with the verbs *is* and *are;* as, blood *is* in the veins; planets *are* in their

Minor.—The verb *comes* denotes the existence of judgment, and cannot govern any object.

Conclusion.—Therefore *comes*,* must be neuter.

PREPOSITIONS.

"Oh cease to weep, this storm will soon decay,
And these sad clouds *of* sorrow melt away."

Major.—Prepositions connect words, and show the relation between them.

Minor.—*Of*, connects the words *clouds* and *sorrow*, and points out the relation existing between them. "*Clouds of sorrow*," "*sorrow's clouds*," or "*sorrowful clouds*," being all nearly synonymous expressions; by a different arrangement the very being of the preposition is suspended in the latter sentence.

Conclusion.—Therefore, *of*, is a preposition.

OF RELATIVE PRONOUNS.

"Oh! wretched father of a wretched son,
Whom thy paternal kindness has undone."

Major.—Relative pronouns are those which relate to some word or phrase going before, called the antecedent.

Minor.—*Whom* relates to the word *son*.

Conclusion.—Therefore, it must be a relative pronoun.

Major.—The objective case expresses the object of an action.

Minor.—The word *whom*, expresses, or points out, the object undone.

Conclusion.—Therefore, it must be in the objective case; thus:—

Ah, wretched father! thy paternal kindness has undone, (whom, i. e. thy son.)

PERSONAL PRONOUNS.

"While through the rigid paths of life *we* go,
All mortals taste the bitter draughts of wo."

Major.—Personal pronouns are such as personate, or represent, some noun.

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* There is always *motion* in the act of coming and going, but no ACTIVE GOVERNMENT.

ENGLISH GRAMMAR.

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

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

ORTHOGRAPHY teaches the nature and power of letters, and the just method of spelling words.

ETYMOLOGY treats of the different sorts of words, their various modifications, and their derivations.

SYNTAX, of the agreement and construction of words in a sentence; and,

PROSODY, of the laws of versification, and the rules of punctuation.*

There are in the English language, about forty thousand words: twenty thousand five hundred nouns; eight thousand verbs; four thousand six hundred adjectives; forty pronouns; six thousand eight hundred adverbs; nineteen conjunctions; sixty-nine prepositions; sixty-eight interjections, and but two articles; and they are derived from the Gothic, Saxon, and Celtic; and the terms

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* The above division of Grammar into four parts, is very necessary, natural, and classical. The order in which the language *must* be learned, fully sustains the above division. We commence first, with *letters*, which is termed *Orthography*; secondly, with *words*, denominated *Etymology*; thirdly, with *sentences*, styled *Syntax;* fourthly, with *orations* and *poems*, called *Prosody*.

So that these four *hard, mysterious, and unintelligible words*, so difficult of pronunciation, may be rendered as follows:

Orthography,	Etymology,	Syntax,	Prosody,
Letters.	Words.	Sentence.	Composition.

Minor.—The word *we* personates the nouns, or names of the persons speaking;

Conclusion.—Therefore, *we*, must be a personal pronoun.

ADJECTIVES.

"Till Hymen brought his love-delighted hour,
There dwelt no joy in Eden's *rosy* bower."

Major.—An adjective is a word added to a noun to express its quality;

Minor.—*Rosy* is a word added to *bower*, to express its quality;

Conclusion.—Therefore, *rosy* must be an adjective.

GEORGE MAKES SHOES—*Parsed entire, with twenty-one Syllogisms.*

GEORGE—*Noun.*

Major. The name of a person, or thing, is a noun;
Minor. George is the name of a person;
Con. Therefore, George, is a noun.

Proper.

Major. A noun is proper, when applied to an individual;
Minor. George is the name of an individual;
Con. Therefore, George, is a proper noun.

Masculine Gender.

Major. The masculine gender denotes male animals;
Minor. George denotes an animal of that kind;
Con. Therefore, the word George is of the masculine gender.

Third Person.

Major. Nouns are of the third person when spoken of;
Minor. George is spoken of;
Con. Therefore, George, is the third person.

Number.

Major. The singular number denotes but one object;
Minor. The name George denotes but one;
Con. Therefore, it is in the singular number.

used in the sciences, as in law and medicine, are successfully incorporated from the Greek and Latin languages.*

There are but three grand difficulties arising to the view of the learner: the first is to call the parts of speech accurately; secondly, to give the cases of nouns and pronouns; and thirdly, the moods and tenses of verbs. When you can do this correctly, you are a complete grammarian.

And in the whole forty thousand words, there are but nine sorts, or, as they are commonly called, parts of speech.

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* The derivation of the English language, from the Gothic, Saxon, and Celtic, is one of its greatest ornaments; and, in the contemplation of a free people, must, forever reflect the highest splendor and glory upon it. As a poor freeman is a more illustrious object, than the most superb slave. So the English language, standing on its base of Saxon and Gothic architecture, presents to the world an irrefragable proof, that at no time have the people speaking "*that language*," been a *conquered nation*. During the time of the Roman conquest, almost all Europe were reduced, and became subjugated to the Roman yoke, having no laws, government, or language of their own, but were compelled to receive those of the victors. So also, during the French Revolution, the French language was spoken throughout the European continent, with the exception of England. I am aware that there are many people who are *ashamed* of the purity of the English language, and the *simplicity* of our *free institutions*. Who would prefer to have their children memorize a few *Latin* or *French* sentences, than to understand the English as well as Erskine, Pitt, Adams, Randolph, Patrick Henry, and Curran, before whose eloquence thrones, kingdoms, and empires have vanished, and "left not an *edifice* to be *demolished*, but a *heap* of *rubbish* to be *carted away*." In short, the English language is the only one on earth, coextensive with *liberty*; and where it "*ceases to be spoken*, LIBERTY *ceases to exist*.

"A land of slaves shall ne'er be mine,
Dash down your cup of Samian wine."

Case.

Major. The nominative case denotes the agent or actor;
Minor. George denotes the actor or agent;
Con. Therefore, George, is in the nominative case.

MAKES—*Verb.*

Major. A verb is a word which expresses existence or action;
Minor. Makes, expresses action;
Con. Therefore, makes, is a verb.

Irregular.

Major. All verbs are irregular, when they will not form their past tense in *ed;*
Minor. The verb *makes* will not form its past tense in *ed;*
Con. Therefore, the verb, *makes*, is irregular.

Active.

Major. All active verbs are followed by an *object;*
Minor. The verb, makes, is followed by the objective *shoes;*
Con. Therefore, it must be an active verb.

Transitive.

Major. All verbs are transitive when the action passes to an object;
Minor. The act of making passes from the nominative case "*George*," to the objective case "*shoes*;"
Con. Therefore, the verb *makes*, is a transitive verb.

Indicative Mood.

Major. The indicative mood simply indicates or declares that a being exists or acts;
Minor. Makes, describes George in a state of action;
Con. Therefore, makes, must be in the indicative mood.

Present Tense.

Major. The present tense denotes present time;
Minor. Present time is specified by the verb makes;
Con. Therefore, it must be in the present tense.

Person and Number.

Major. All verbs must be of the same person and number with their nominative cases;
Minor. But George is in the third person singular;
Con. Therefore, makes, is also of the third person singular.

THE PARTS OF SPEECH.

ETYMOLOGY treats of the different sorts of words, their various modifications and derivations.

Words are certain articulate sounds, used by common consent, as signs of our ideas.

There are in the English language nine sorts of words, commonly called parts of speech, viz.: the Article, Noun,

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WORDS.

Words, are either *primitive* or *derivative; simple* or *compound.*

1. A *primitive* word is that which cannot be traced to any other word in the language—as man, justice, brother.

2. A *derivative* word is that which is derived from some other word—as, manhood,

3. A simple word is that which is not combined with any other in the language, as, man, house, city.

4. A compound word is that which is formed from the union of two simple words, as statesman, penknife.

All *words* are either *declinable* or *indeclinable* of the different parts of speech hereafter mentioned. The *noun, pronoun,* and *verb,* are *declined. Article, adjective, adverb, preposition, conjunction, and interjection,* are *indeclinable;* the word declension formerly meant any change or alteration at the end of a word, but now it is mostly *applied* to *nouns* and *pronouns,* the *changes* made in the *verb* being called *conjugation.*

Words may also be styled *primary* and *secondary*—the primary words are the *nouns* and the *verbs,* and all other words are only secondary, being used either to connect or qualify the primary parts.

Primary.	Secondary.
NOUN,	*Article, Adjective, Pronoun, Preposition.*
VERB,	*Adverb, and Conjunction.*
INTERJECTION,	*Is equivalent to a Noun and Verb.*

Agreement.

Major. A verb must agree in number and person with its nominative;

Minor. The nominative case is of the third person singular;

Con. Therefore, makes, is third person singular, to agree with it.

SHOES—*Noun.*

Major. A noun is the name of a thing;

Minor. Shoes is the name of a thing;

Con. Therefore, *shoes*, must be a noun.

Common.

Major. A noun is common when it is not applied to an individual;

Minor. The word shoes is not applied to an individual:

Con. Therefore, shoes, must be common.

Gender.

Major. The neuter gender does not denote sex;

Minor. No animal is denoted by the word shoes;

Con. Therefore, it must be in the neuter gender.

Person.

Major. The third person is spoken of;

Minor. Shoes is spoken of;

Con. Therefore, it must be the third person.

Number.

Major. The plural number denotes more than one;

Minor. The word shoes denote more than one object·

Con. Therefore, this *word is plural.*

Case.

Major. The objective case is the object of an action;

Minor. The word shoes is the object of the action of the active verb makes;

Con. Therefore, it must be in the objective case.

Government and Rule.

Major. Active verbs govern the objective case;

Minor. Makes is an active verb, and governs shoes;

Con. Therefore, shoes must be in the objective.

Rule 11.—Active verbs govern the objective case.

Adjective, Pronoun, Verb, Adverb, Preposition, Conjunction, and Interjection.*

SECTION 1.

An Article is a word prefixed to substantives, to limit their signification. There are but two articles, *a* and *the*; *a* refers, and *the* defines. *A* becomes *an* before a vowel or

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* These nine hard words, may be rendered more intelligible to the English student, by carefully consulting the following Latin derivations:

Article is derived	from		*Articulus*, a joint.
Noun	"	"	*Nomen*, a name.
Adjective	"	"	*Adjaceo*, to place.
Pronoun	"	"	*pro nomen*, for a name.
Verb	"	"	*Verbum*, a word.
Adverb	"	"	*Adverbum*, to a word.
Preposition	"	"	*pre positio*, to place before.
Conjunction	"	"	*Con et jungo*, to conjoin.
Interjection	"	"	*Interjaces*, to throw between.

The above derivation may be thus elucidated and explained:

Article—"*A small joint or hinge.*" As a hinge is the least thing in an edifice, so a part of speech, which contains only two words, is the smallest thing in Grammar.

Noun—"*Nomen.*" Every name is a noun, and every noun a name.

Adjective—"*A word added to the noun,*" to express its quality.

Verb—"*An important word,*" one of which must be used, before any sentence can be formed.

Adverb—"*A word added to the verb,*" to qualify it.

Preposition—"*A word placed before nouns and pronouns,*" in the objective case.

Conjunction—A part of speech used "*to connect*" words.

Interjection—A word "*thrown in between*" the parts of speech, expressing emotion.

N.B. In the classification of words, we have followed the order of Lindley Murray, which is to place the *Noun*, Article, Adjective, and Pronoun together, and the Verb

PRACTICE—KEY TO THE ANALYSIS.

CLASS NO. 1.

GENERAL ORDER OF A SENTENCE.

Figure 1—Nominative.
" 2—The Verb.
Figure 3—The objective governed by the Verb.

CLASS NO. 2.—OF THE NOUN.

n—Noun.
c—Common.
p—Proper.
m—Masculine gender.
f *or* fem—Feminine do.
n—Neuter do.
2—Second person.
3—Third person.

s—Singular.
plu—Plural.
ind—Nom. independent.
1—Nominative to a verb.
10—Possessive case.
3—Objective gov'd by a verb.
17—Obj. gov. by a preposition.
14—Obj. " participle.

THIRD—OF THE VERB.

v—Verb.
r—Regular.
ir—Irregular.
def—Defective.
a—Active.
pas—Passive.
n—Neuter.
tr—Transitive.
in—Intransitive.
ind—Indicative.
imp—Imperative.
pot—Potential.
sub—Subjunctive.

inf—Infinitive.
part—Participle.
pr—Present tense.
imp—Imperfect do.
perf—Perfect do.
plu—Pluperfect do.
1st fut—First future do.
2d fut—Second future do.
1—First person.
2—Second do.
3—Third do.
s—Singular.
plu—Plural.

FOURTH—OF THE PRONOUN, &c.

p p—Personal pronoun.
r p—Relative pronoun.
d a p 8—Distributive Adj. Pro.
d a p—Demonstrative Adj. Pro.
p a p—Possessive Adj. Pro.
ind a p—Indefinte Adj. Pro.
1 n r 1—First note of rule 1st. } of Murray's Grammar.
4 n r 11—4th note of rule 11th. }

art—Article.
a 8—Adjective.
adv—Adverb.
prep—Preposition.
con—Conjunction.
int—Interjection.

a silent *h*, as an acre, an hour; but if the *h* be sounded, the *a* is only used, as, a hand, a heart, a highway.*

(*See page* 34.)

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and Adverb; which is much more natural than to put the Article and Adjective with the Verb.

* The articles are ranked by many respectable Grammarians with the Adjectives, and with much propriety. The fact, that *a* is precisely equivalent to the Adjective *one*, being derived from the Latin adjective *unus*, *one*, and the article *the*, being always equivalent to one of the demonstrative adjective pronouns, *this*, *that*, *these*, and *those*, certainly would go far to sustain the position.

a man,	*a* house,	*the* Ox,	*the* Oxen.
one man,	*one* house,	*this* Ox,	*these* Oxen.

But as they have been ranked as a distinct part of speech, and are recognised as such, I have thought proper to give them a place.

A or *an* is styled an *indefinite article*, because it is precisely equivalent to the *indefinite adjective pronoun*, *one*, or *any*, which point out *one* thing; but leave it *uncertain* or *indefinite* which is meant. *A* book, means *one* book, or *any* book.

The is called the *definite article*, because it is equal to a *demonstrative adjective*, and points out the particular object; as, *the* page which you are reading, means *this* (particular) page before your eyes; which could not be demonstrated by saying, *a*, *one*, or *any*, page.

The article *a* is used before words commencing with *u* long, which has the sound of *y*, as, *a* union, *a* university, *a* Unitarian; also, before the diphthong *eu*, which has the same sound, as, *a eulogy*.

NOTE.—The article is used before adverbs to mark the degrees of comparison the more strongly, as, *the more* you examine the work, *the better* you will like it.

The words *unus*, *unite*, *ane*, *any*, *one*, *a*, and *an*, are all the same word; and signify, according to Tooke's Etymology, that the noun to which it is prefixed, is *added*, *united*, *an-d*, *oned*; hence it is always used with a *singular noun*.

In the following specimens of parsing, the foregoing Key is exemplified:—

n p m 3 s v r a tr ind pr 3 s p a p n c n 3 s
George[1] regards[2] his lesson[3].

George, n—noun, name of a person.
p—proper, applied to one individual.
m—masculine gender, it denotes males
3—third person, spoken of.
s—singular number, it denotes but one object.
1—nom. case, it denotes the agent or actor to the verb.

Regards, v—a verb, it signifies to do.*
r—regular, it will form its imperfect tense and perfect participle by adding d or ed.
a—active, it expresses action.
tr—transitive, the action passes from the nom. case ——, to the objective case ———.
ind—indicative mood, simply indicates or declares.
pr—present tense, represents present time.
3 s—third person singular, to agree with [——,] by rule 1st.

His, p a p—possessive adjective pronoun, it denotes possession, and partakes of the nature of an adjective and pronoun, and belongs to [——,] by rule 8th.

Lesson, n—noun, name of a thing.
c—common, not appropriated to an individual.
n—neuter gender, does not denote sex.
3—third person, spoken of.
s—singular number, it denotes but one object.
3—objective case, it is the object of the action of the active verb [——,] and governed by it, according to rule 11th.

con p p v r s pas ind pr 3 s prep art n c n 3 s 17
And he[1] is respected[2] by the school[3].

And, con—conjunction, and connects ———, and ———, two verbs in the ind. mood present tense, according to rule 18th.

He, p p—personal pronoun, it personates the noun, ———, with which it agrees in gender and number, by rule 5th; nom. he, pos. his, obj. him; found in the nom. case to ———.

* Active verbs signify *to do*, neuter verbs *to be*, passive verbs *to suffer*.

Is respected, v pas—passive verb, nom. case, receives the action.
r—regular, forms the imp. tense and perf. participle by adding d, or ed, to the verb ———.
ind—indicative mood, simply declares.
pr—present tense, represents present time.
3 s—third person singular, to agree with ——, by rule 1st.

By, prep—preposition, and influences .....

The, art—definite article, and defines .....

School, n—noun, name of a thing.
c—common, not applied to one individual.
n—neuter gender, does not denote sex.
3—third person, spoken of.
s—singular number, denotes but one object.
17—objective case, it is the object of the relation of the preposition ——, and governed by it, according to rule 17.

d a p 8 n c n 3 s v ir n ind pr 3 s a 8
This paper[1] is[2] white.

This, is a dem. adj. pro. it demonstrates and partakes of the nature of an adjective and pronoun, and belongs to paper, by rule 8th.

Paper, n—is a noun, the name of a thing.
c—common, not applied to an individual.
n—neuter gender, does not denote sex.
3—third person, spoken of.
s—singular number, it denotes but one object.
1—nominative case to the verb.

Is, v—is a verb, it signifies *to be*.
ir—irregular, it will not form its imperfect tense by adding d or ed to the verb.
n—neuter, it expresses neither action or passion, but a state of being.
ind—indicative mood, it simply indicates or declares.
pr—present tense, it represents present time.
3 s—third person singular, to agree with ——, by rule 1st. [*repeat rule.*

White, a 8—is an adjective, a word added to a noun to express its quality, and belongs to ——, by rule 8. [*repeat rule.*

The, art—definite article, and defines ——.

PRACTICE—GRAMMATICAL ANALYSIS.

ENGLISH READER. Chap. vi. § 7.

Art a 8 n c f 3 s adv v r n ind pr 3 s
THE midnight moon[1] serenely smiles[2]
prep n c f 3 s 10 rule a 8 n c n 3 s 17 rule
O'er nature's soft repose,
a 8 a 8 n c n 3 s v r a tr ind pr 3 s n c n 3 s
No low'ring cloud[1] obscures[2] the sky,[3]
con 18 a 8 n c n 3 s v i r n ind pr 3 s
Nor ruffling tempest[1] blows.[2]
adv dis a p 8 n c n 3 s v i r n ind pr 3 s prep n c n 3 s 17
Now ev'ry passion[1] sinks to rest,[3] 5
art a 8 n c n 3 s see is a 8 heart
The throbbing heart[1] lies[2] still;
con a 8 n c n 3 plu prep n c n 3 s 17 adv
And varying schemes[1] of life no-more
v r a tr ind pr 3 plu art a 8 n c n 3 s
Distract[2] the lab'ring will.
prep n c n 3 s part prep n c n 3 s 10 do 17
In silence hush'd to reason's voice,
v r n ind pr 3 s dis a pro a 8 n c n 3 s nom to attends
Attends[2] each mental pow'r :[1] 10
v i r n imp 2 s a 8 n p f 2 nom ind con v r a tr imp 2 s
Come,[2] dear Emilia, and enjoy[2]
n c n 3 s pos 10 a 8 n c n 3 s
Reflection's fav'rite hour.[3]
v i r n imp 2 s adv art a 8 n c n 3 s v r a tr ind pr 3 s
Come;[2] while the peaceful scene[1] invites,[2] [us 3]
v i r a tr imp 2 s v r a tr inf pr d a p a 8 n c n 3 s
Let's [*us to*] search[2] this ample round;[3]
adv auxiliary art a 8 a 8 n c n 3 s
Where shall[2] the lovely, fleeting form[1] 15
prep n c n 3 s 17 v i r pas ind 1st fut 3 s
Of happiness be found?[2]
aux p p nom to does dwell prep art a 8 n c n 3 s 17
Does[2] it[1] amidst the frolic mirth
prep a 8 n c n 3 plu 17 v i r n ind pr 3 s
Of gay assemblies dwell;[2]
18 see dwell prep a 8 n c n 3 s 17
Or hide[2] beneath the solemn gloom,
rel pro v r a tr ind pr 3 s n c m 3 s 10 n c n 3 s
That[1] shades[2] the hermit's cell?[3] 20

SECT. II.—OF THE NOUN.

A NOUN is the name of any person, place, or thing; and may be known by its taking an article before it, or making sense of itself; as, a house, the sun, modesty, industry, chastity.

Order for Parsing the Noun.

A noun, and why? proper or common, & why? gender, person, number, case, and why?

A noun is said to be proper when it is appropriated to an individual; as London, George, Thames. It is said to be common when it stands for kinds containing many sorts, or for sorts containing many individuals under them; as animal, man, tree, &c.

Gender is the consideration of nouns with regard to sex. There are three genders, the masculine, feminine, and neuter.

The masculine gender denotes animals of the male kind; as, a man, a horse, &c. The feminine denotes an animal of the female kind; as, a woman, &c.; and the neuter denotes objects which are neither male nor female; as, a house, a field.*

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* Of the *animal* world, { All *males* are *masculine*, and all *females* are *feminine*.

And all the objects of the *vegetable* and *inanimate* kingdom, } Form the *neuter*.

By a figure of speech called personification, by which life and action are attributed to inanimate objects, many neuter nouns, especially by the poets, are converted into the *masculine* or *feminine;* in which case, the *giver*, and those *objects* which are of a *masculine* and *warlike* nature, are put in the *masculine;* while the *receiver*, and *objects* assimilated with the *feminine*, on account of *music*, *beauty*, *benevolence*, or *goodness*, are made *feminine*.

Sun, the *giver* of light, is *masculine; Moon, receiver*, is *feminine; time* is always *masculine*, being described in

adv art a 8 n c n 3 s prep 17
How-oft the laughing brow[1] of joy,
a 8 n c n 3 s v r a tr ind pr 3 s
A sick'ning heart[3] conceals :[2]
18 conc'ls steals prep art n c n 3 s 10 rule a 8 17
And through the cloister's deep recess
a 8 n c n 3 s v ir n ind pr 3 s
Invading sorrow[1] steals.[2]
adv prep n c n 3 s gov'd by through 17
In vain, through beauty, fortune, wit, 25
art n c n 3 s pro v r a tr ind pr 1 plu. and agrees with we
The fugitive[3] we[1] trace ;[2]
pro see is adv prep art a 8 n c n 3 s 17
It[1] dwells[2] not in the faithless smile
r pro v r a tr ind pr 3 s n pr fem 3 s 10 rule n c n 3 s
That[1] brightens[2] Clodia's face.
adv art n c obj (finds) d a p part
Perhaps the joy[3] to these [*persons*] deny'd,
art n c n 3 s prep n c n 3 s 17 v ir a tr ind pr 3 s
The heart[1] in friendship finds :[2] 30
interj a 8 n &c indept a 8 n c n 2 s ind
Ah! dear delusion, gay conceit,
prep a 8 n c n 3 plu 17
Of visionary minds!
adv pos a p a 8 n c n 3 plu v r ind pr 3 pl
Howe'er our varying notions[1] rove,[2]
con ind a p 8 see is r plu ind a pro
Yet all [*persons*] agree in one, [*notion which is*]
v r a tr inf p p 10 n c n 3 s ind a pro n c n 3 s 17
To place[2] its being[3] in some state, 35
prep n c n 3 s 17 prep p a p 8
At distance from our-own, [*state*,]
inter a 8 dis a pro a 8 n c n 3 s 17
O blind [*persons*] to each indulgent aim
prep n c n 3 s 17 adv a in the superlative of eminence, and be-
Of power supremely wise, [longs to power.
rel to per v r a tr ind pr 2 plu n c n 3 s n c n 3 s 17
Who[1] fancy[2] happiness[3] in aught (*which*[3])
art n c n 3 s n p m 3 s 17 v r a tr ind pr 3 s
The hand[1] of Heav'n denies.[2] (*which*[3]) 40
a 8 is adv srt n c n 3 s v ir a tr ind pr 1 plu
Vain is[2] alike the joy[1] [*which*[3]] we[1] seek,[2]
con a 8 is that joy which v r a tr ind pr 1 plu
And vain what we[1] possess[2]
con a 8 n c n 3 s v r a tr ind pr
Unless harmonious reason[1] tunes[2]
art n c n 3 plu prep n c n 3 s 17
The passions[3] into peace.
prep a 8 n c n 3 plu a 8 n c n 3 plu 17
To tempered wishes, just desires, 45

PERSON AND NUMBER.

Person, is the different situation of nouns in a sentence. There are two persons, second and third; the second person denotes the person spoken to, and the third, the person spoken of.*

Number is the consideration of an object, as one, or many. There are two numbers, the singular and the plural; the singular denotes but one object; as, a chair, a table; the plural more than one; as, chairs, tables.

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prints and *poetry*, as a *man* with a scythe, and *king of terrors*.

Faith, *hope*, *charity*, *religion*, are represented by the painters as a *mother* and three *daughters*, on account of their being the most *lovely* objects in nature.

Tiger, *lion*, *wolf*, *hawk*, *kite*, *eagle*, *falcon*, are *masculine*, on account of their *ravenous* and *warlike* characters.

On the other hand, *dove* and *nightingale* are both *feminine;* one on account of its *beauty*, and the other for its *melody*.

* A noun has no such thing as a *first person*, this being always denoted by the pronoun *I* and *we;* I can say, *I am* writing on the subject of Grammar, but I cannot say, *Barrett am* writing on Grammar; it ought to be, Barrett *is* writing; although *Barrett* is the antecedent of *I*, yet when I speak of myself, and say, Barrett is doing so and so; *Barrett* is as much *spoken of* as any other person, and as long as it is *spoken of*, it must be in the *third person*. Moses, Josephus, and all the writers of antiquity, speak *of themselves*. In the five books of Moses, written expressly by himself, we find him invariably *spoken of*. Josephus, speaking *of himself*, says, "*Josephus leads* his legion to the assault;" and again *he* says,—"one Josephus, allied to the Kings and Priests, *performs* the most astonishing feats of valour, until *he* (not *I*) was taken prisoner by the Romans." Our modern *very learned* Grammarians would never dream that Josephus was of the *first person*.

QUERY.—Is the verb *performs*, *first person singular*, to agree with *Josephus;* which is a noun in the third person singular?

n c n 3 s v r pas ind pr 3 s
Is[2] happiness[1] confined;[2]
is confined 18 attends n c n 3 s 10 n c n 3 s 17 v r a tr ind pr 3 s
And deaf to folly's call attends
art n c n 3 s n c n 3 s 17
The music[3] of the mind.

ENGLISH READER. Chap. II. § 5.

adv. v i r n ind imp 3 s n c f 3 s adv con n c f 3 s a 8
⏑ — ⏑ — ⏑ — ⏑ — ⏑ — 5th *Iambic.*
Now came[2] still ev'ning[1*] on, and twilight[1*] gray
prep p a p a 8 n c n 3 s ind a p n c n 3 plu v i r a tr ind plu 3 s
Had[2] in her sober liv'ry all things[3] clad.[2]
n c f 3 s v r a tr ind imp 3 s con n c n 3 s 18 n c n 3 s
Silence[1*] accompanied;[2] [*approach*] for beast[1] and bird,[1]
p p prep p a p a 8 n c n 3 s 17 d a p prep p a p n c n 3 plu
They[1] to their grassy couch, these [*birds*] to their nests,
v i r n ind imp 3 plu con art a 8 n c fem 3 s
Were sunk[2] all-but the wakeful nightingale.[1*] (20*th rule*) 5
p p adv p a p a 8 n c n 3 s v i r a tr ind imp 3 s
She[1] all-night-long her am'rous descant[3] sung,[2]
n c f 3 s v r pas ind imp 3 s adv v r n ind imp 3 s n c n 3 s
Silence[1*] was pleased.[2] Now glow'd[2] the firmament[1]
prep a 8 n c n 3 plu 17 n p n 3 s r pro v i r a tr ind imp 3 s
With living sapphires: Hesperus[1] that[1] led[2]
art a 8 n c n 3 s v i r n ind imp a 8 Hesperus, adv art n c f 3 s
The starry host[3] rode[2] brightest, till the moon,[1*]
part prep a 8 n c n 3 s 17 adv
Rising in clouded majesty, at length, 10
a 8 n c f 3 s v r a tr ind imp p a p a 8 n c n 3 s
Apparent queen,[1*] unveil'd[2] her peerless light,[3]
con prep art n c n 3 s 17 p a p a 8 n c n 3 s v i r a tr ind imp
And o'er the dark her silver mantle[3] threw.[2]
adv n p m 3 s adv prep n p f 17 a 8 n c f 2 s ind art n c n 3 s
When Adam[1] (*said*) thus to Eve: Fair consort, th' hour[1]
prep n c n 3 s 17 18 ind a p n c n 3 plu adv part prep n c n 3 s 17
Of night, and all things[1] now retir'd to rest,
v r a tr ind pr 3 plu p p prep a 8 n c n 3 s 17 con n p m 3 s v i r a tr ind perf
Mind[2] us[3] of like repose: since God[1] hath set[2] 15
all nouns c n 3 s prep n c m 3 plu 17
Labour,[3] and rest,[3] as day[3] and night,[3] to men
a 8 day and night con art a 8 n c n 3 s n c n 3 s 17
Successive: and the timely dew[1] of sleep,
adv part prep a 8 a 8 n c n 3 s 17 v r a tr ind pr 3 s
Now falling with soft slumb'rous weight, inclines[2]

CASE.

CASE denotes the different *situation* of nouns, in a sentence. English nouns have three cases, *nominative*, *possessive*, and *objective*.

The *nominative case* denotes the agent or actor; as, "The *boy plays*." If the boy was not, the play would not take place.*

The *possessive case* expresses the relation as to property or possession, and is marked with an apostrophe, and the letter *s* after it; as, "The scholar's duty," "My father's house."†

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* The nominative case denotes the *agent* or *actor*; it represents the *person*, *place*, or *thing*, *that speaks*, *exists*, or *acts*.

Nominative.	*Verb.*	*Objective.*
God	created	the universe;
The earthquake	shook	the island;
John	said	that he was correct;
Boys	love	to play, (or, play;)
I	love	to write, (or, writing,)
Barrett	wrote	a book;
Washington	delivered	his country.

In the first of the preceding sentences, God is said to be in the nominative case, because he denotes the *actor* or *creator*; he *acts*, or performs an action, to wit, *creates*; the nominative is placed first in the sentence, because the *nominative* denotes the *cause*; while the *verb*, with its *object*, denotes the *effect*, thus:

Nominative or cause.	*Effect.*
God	created the earth;
An earthquake	shook the island.

Now, is it not plain, that were it not for the *cause*, (*God* and *earthquake*,) that the *effect* (of *creating the earth* and *shaking the island*) could not have been produced; as there cannot be such a thing as an *effect* without a *cause*, so there never can be a *verb* without a *nominative*.

† The *possessive case* denotes the *owner* or *possessor* of

NOTE—The practice of considering nouns as anomalous with regard to case, is like the ancient refuge of witchcraft, among the vulgar, as there can be no such thing. A noun when arranged in a sentence, must always be in some one of the above cases, but if anomalies are admitted, ignorance must prevail, for the student is at liberty to call all sentences which he is too ignorant to parse, *anomalous!!*

pap ncn3plu indap ncn3plu adv
Our eye-lids.[3] Other creatures[1] all-day-long
vrn indpr3plu a8 a8 creatures con a8 rest vratr indpr3plu
Rove[2] idle, unemploy'd, and less need[2] rest.[3] 20
ncm3s viratrindpr3s pap a8 ncn3s ncn3s17
Man[1] hath[2] his daily work[3] of body or of mind
part rpro vratrindpr3s pp ncn3s
Appointed, which[1] declares[2] his dignity,[3]
con art ncn3s prep npm3s17 prep indap pap ncn3plu
And the regard[3] of Heav'n on all his ways;
adv indap ncn3plu a8 animals vrn indpr3plu
While other animals[1] unactive range,[2]
con prep pap ncn3plu17 npm3s viratrindpr3s a8 ncn3s
And of their doings God[1] takes[2] no account, 25
adv adv a8 ncn3s viratrind1stfut3s ncn3s
To-morrow, ere fresh morning[1] [*shall*] streak[2] the east
prep a8 ncn3s ncn3s pp virnpotpr1stplu
With first approach of light, we[1] must be risen,[2]
con prep pap a8 ncn3s vratrinfpr
And at our pleasant labour; to reform[2]
a8 a8 ncn3plu a8 ncn3plu a8 alleys
Yon flow'ry arbours,[3] yonder alleys[3] green,
pap ncn3s prep ncn3s17 prep ncn3plu17 a8 branches
Our walk[3] at noon, with branches overgrown, 30
rpro vratrindpr3plu pap a8 ncn3s con vratrindpr3plu
That[1] mock our scant manuring,[3] and require[2]
a8 ncn3plu con pp10 vratrinf pap a8 ncn3s
More hands[3] than ours, [*hands*] to lop their wanton growth.[3]
dap ncn3plu adv con dap a8 ncn3plu
Those blossoms[1] also, and those dropping gums[1]
rpro virnindpr3plu a8 gums a8 gums con a8 gums
That[1] lie[2] bestrown, unsightly and unsmooth,
vratrindpr3plu ncn3s pp vrnindpr1plu vinf prep ncn3s17
Ask[2] riddance,[3] if we[1] mean to tread with[2] ease. 35
adv con ncn3s vrn&c ncn s viratr&c pp vrninfpr
Meanwhile, as nature[1] wills,[2] night[1] bids[2] us[3] [*to*] rest.[2]
prep rp to Adam in the 13th line prep a8 ncn3s17 part
To whom thus Eve, [*said*] with perfect beauty adorn'd:
pap ncm2sind con ncm ind the thing3 which3 pp viratrindpr2s
My author and disposer, what[3] thou[1] bidst[2]
a8 thing pp vratr rp npm3s vratrindpr3s and governs so
Unargu'd I[1] obey;[2] so[3] God[1] ordains.[2]
prep pp17 part pp viratrindpr1s indap ncm by figure
With thee conversing I[1] forget[2] all time;[3] 40
indap ncn3plu con pap ncn3s indap vratrindpr3plu adv
All seasons[3] and their change,[3] all [*things*] please[2] alike,
a8 is art ncn3s prep ncf3s17 pap nc3s a8
Sweet is[2] the breath[1] of morn,* her rising[1] [*is*] sweet,
prep ncn3s17 prep a8 ncn3plu17 a8 art ncm by fig
With charm of earliest birds; pleasant [*is*] the sun[1]

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

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property, and is always followed by another *noun*, the name of the property owned. The "*law having assigned an owner to every thing capable of ownership*;" as,

My father's house;	Man's happiness;
Washington's victory;	Mayor's office;
Loder's store;	Barrett's grammar.

In the preceding examples, *father possesses* or *owns* a house, and of course is said to be in the possessive case; man *possesses* happiness; Washington, a victory: Mayor, an office, and Loder owns a store; as it would be absurd to say, Loder's *store*, if he had *none*. The apostrophe and *s*. are mostly equal to the possessive preposition *of*; thus:

The store *of* Loder;	The happiness *of* man;
The office *of* Mayor;	Virtue's reward, or the reward *of* virtue;
The house *of* my father;	

Hence it is always better to use the preposition *of* than it is to use the possessive termination, when it would give an unpleasant hissing sound.

For the sake of Christ;	*Are more elegant than*	For Christ's sake;
The kingdom of Heaven;		Heaven's kingdom;
Length of days;		Day's length;
The house of Mr. Betts;		Betts's house.

The noun by which the possessive is governed is sometimes understood, as:

A discovery of Sir Isaac Newton's, (*discoveries.*)
An opinion of the judge's, (*opinion.*)

When several nouns in the possessive case come together, the sign of the possessive is annexed to the last; and understood to the rest, as, this is Matthew, Mark, Luke, John, Paul, Peter, and Simon's opinion.

* The objective case is *created*, *formed*, *constituted*, or *brought into existence*, through the *instrumentality* of an *active verb* or a *preposition*. That is, if there were no such thing as an *active verb* and *preposition*, there never could be such a thing as an *objective case*; because, that

adv adv prep dem a p a 8 n c n 3 s 17 p p v i r a tr ind pr 3 s
When first on this delightful land he[1] spreads[2]
p a p a 8 n c n 3 plu prep all n c n 3 s 17
His orient beams[3] on herb, tree, fruit and flower, 45
part prep n c n 3 s a 8 earth art a 8 n c n 3 s
Glist'ning with dew; fragrant [*is*] the fertile earth[1]
prep a 8 n c n 3 plu 17 con a 8 art n c n 3 s
After soft show'ers; and sweet [*is*] the coming-on[1]
prep a 8 n c n 3 s 17 a 8 con a 8 n c f 3 s nom case to is
Of grateful evening mild; then silent night, (*is*)
prep dem a p p a p a 8 n c n 3 s 17 con dem a p a 8 n c f 3 s 17
With this her solemn bird, and this fair moon,
con 18 dem a p art n c n 3 plu 17 n c n 3 s 17 p a p a 8 n c n 3 s 17
And these the gems of heav'n, her starry train. 50

* *All the words in the six following lines marked thus * are in the nominative case to IS in the 57th line.*

con con n c n 3 s prep n c f 3 s 17 adv p p v r a ind pr 3 s
But neither breath*[1] of morn, when she[1] ascends[2]
prep n c n 3 s 17 prep a 8 n c n 3 plu 17 con a 8 n c m 3 s
With charm of earliest birds; nor rising sun[1]*
prep dem a p 8 a 8 n c n 3 s 17 con all n c 3 s
On this delightful land; nor herb,[1]* fruit,[1]* flow'r,[1]*
part prep n c n 3 s 17 con n c n 3 s prep n c n 3 plu 17
Glist'ning with dew; nor fragrance[1]* after show'rs,
con a 8 n c f 3 s a 8 con a 8 n c f 3 s
Nor grateful evening[1]* mild; nor silent night[1]* 55
prep dem a p p a p a 8 n c n 3 s 17 con n c n 3 s prep n c f 3 s
With this her solemn bird; nor walk[1]* by moon,
con a 8 n c n 3 s 17 prep p p 17 is a 8 breath, herb, &c.
Or glitt'ring star-light—without thee is sweet. (*Rule 3d.*)
con adv adverbial phrase v i r n ind pr 3 plu prep r pro
But wherefore all-night-long shine these? (*fires*[1]) for whom
dem a p a 8 n c n 3 s adv n c n 3 s v i r a tr ind perf 3 s n c n 3
(*is*) This glorious sight,[1] when sleep[1] hath[2] shut[2] all eyes
prep r p relates to Eve in the 37th line v r a tr ind imp 3 s gov'ns 29 fol. lines
To whom our gen'ral ancestor reply'd.[2] 60
n c f 2 s ind prep n p m 3 s 17 con n c m 3 s 17 a 8 n p f 2 s ind
"Daughter of God and man, accomplish'd Eve,
d a p v i r a tr ind pr 3 pla n c n 3 s v r a tr inf pr prep art n c n 3 s
These (*fires*) have[2] their course[3] to finish[2] round the earth,

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* The ingenious student will discover that the nouns *evening* and *twilight* in the 1st line, *silence* in the 3d and 7th, *nightingale* in the 5th, *moon* and *queen* in the 9th and 10th, *morn* in the 42d, and *evening* and *night* in the 55th line, are all put by Milton in the feminine gender, by a figure of speech called personification, by which *life* and *action* are attributed to inanimate objects. Evening *came-on* or walked; *twilight* with *her* mantle *clothed* all things, as a mother clothes her children; silence *accompanied* the evening, and *was pleased* by or with the song of the nightingale, who sung *her* amorous descant, &c. (See page 34, ante.)

SECT. III.—OF THE ADJECTIVE.

An adjective is a word which expresses the quality of a noun; as, a "*good*" *boy*, a "*blue*" *coat*, a "*black*" *hat*.

Adjectives admit of three degrees of comparison, viz. the *positive*, the *comparative*, and the *superlative;* the *positive* degree expresses the quality of the noun without any increase or diminution; as, good, wise, great: the *comparative* degree increases or lessens the positive in sig nification; as, better, wiser greater, less wise: the *superlative* increases or lessens the positive to the highest or lowest possible degree; as, wisest, greatest, least wise.*

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every *active verb* and *preposition* must terminate on an *object;* for instance, in the sentence, I see this paper, the verb *see*, is an active verb. Because, it is impossible *to see*, without seeing an *object*, and this object *seen*, is called the *objective case*, because it is the object of the *action* of the active verb *see*, and governed by it according to rule 11th.

In the following examples, all the cases are exhibited, in their several associations with their governing words; all of which the student ought to parse till they become familiar:

Nominative.	*Verb.*	*Possessive.*	*Objective.*
I	saw	Charles's	horse, yesterday;
Robert	paid	Frank's	note;
Washington	broke	his country's	yoke;
Wellington	conquered	Napoleon's	army;
Jackson	vetoed	the United States'	Bank;
I	reside	in my brother's	house;
Which	stands	on his	plantation;
The ocean	washes	islands'	base.

NOTE.—As the case of nouns is of the utmost importance in Grammar, I would suggest the propriety of the student's committing the preceding remarks well to memory; and, it might not be an useless waste of time for the teacher to practise his pupil in giving the cases of all the nouns and pronouns, in a few sections in the English reader, without parsing any other words in the section.

* Monosyllables, for the most part, are compared by the termination *er* and *est*, which is nothing more than a contraction of *more* and *most;* and words of more than one

prep a 8 n c n 3 s 17 con prep n c n 3 s 17 prep n c n 3 s 17
By morrow ev'ning; and from land to land,
prep n c n 3 s 17 con prep n c n 3 plu 17 con a 8
In order, though to nations yet unborn,
part 14th rule part pp plu set and rise both v ir ind pr 3 plu
Minist'ring light prepar'd, they[1] set[2] and rise[2] 65
con a 8 n c n 3 s prep n c n 3 s v r a tr pot imp 3 s
Lest total darkness[1] should by night regain[2]
p a p a 8 n c n 3 s con see regain n c n 3 s
Her old possession,[2] and extinguish[2] life[3]

☞ The word FIRES is the nom. to all the Verbs marked † and WHICH the obj.

prep n c n 3 s 17 con ind a p n c n 3 plu r pro dem a p a 8 n c n 3 plu
In nature and all things; which[3] these soft fires[1]
adv v r a tr ind pr 3 plu con prep a 8 n c n 3 s 17
Not-only enlighten,[2]† but with kindly heat
prep a 8 n c n 3 s 17 both v r a tr ind pr 3 plu
Of various influence, foment[2]† and warm,[2]† 70
both v r a tr ind pr 3 plu con prep n c n 3 s v ir a tr ind pr 3 plu
Temper[2]† or nourish;[2] or in part shed-down[2]
p a p a 8 n c n 3 s prep ind a p n c n 3 plu r p v ir ind pr 3 plu
Their stellar virtue[3] on all kinds that[1] grow[2]
prep n c f 3 s part adv a 8 kinds v r a tr inf pr
On earth, made hereby apter to receive[2]
n c n 3 s prep art n c m 3 s 10 adv a 8 sup n c n 3 s 17
Perfection[3] from the sun's more potent ray.
dem a p adv con a 8 fires prep n c n 3 s prep n c 3 s 17
These (*fires*) then, though unbeheld in deep of night, 75
v ir ind pr 3 plu adv con v ir a tr imp 2 s n c m 3 plu adv
Shine[2] not in-vain; nor think,[2] though men[1] were[2] none,
con n c n 3 s v r a tr pot imp 3 s n c n 3 plu n p m 3 s see want n c n 3 s
That heaven[1] would want[2] spectators,[2] God[1] want[2] praise:[3]
n c n 3 plu prep a 8 n c n 3 plu v r a tr ind pr 3 plu art n c n 3 s
Millions[1] of spiritual creatures walk[2] the earth[3]
a 8 creatures con adv p p see IS con adv p p see IS 1 plu
Unseen, both when we[1] wake,[2] and when we[1] sleep.[2]
i a p d a p prep a 8 n c n 3 s p a p n c n 3 pl v ir a tr
All these (*creatures*) with ceaseless praise his works[3] behold
adverbial phrase, i. e. always adv adv prep art n c n 3 s 17
Both-day-and-night. How often, from the steep
prep a 8 n c n 3 s 17 con see hill p p v ir a tr ind perf 1 plu
Of echoing hill or thicket have[2] we heard[2]
a 8 n c n 3 plu prep art a 8 n c n 3 s 17
Celestial voices[3] to the midnight air,
a 8 voices con a 8 voices dis a p prep ind a p 10 n c n 3 s 17
Sole, or responsive each to others' note,
part p a p a 8 n p m 3 s 14 adv prep n c n 3 plu 17
Singing their great Creator. Oft in bands, 85

The termination *ish*, may be reckoned a degree of comparison, by which the positive is *diminished* in significa-

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syllable are compared by *more* and *most* without contraction; as

Wise,	wiser,	wisest,	are all equivalent, and show at once that *er* and *est* are from *more* and *most*.
Wise,	wisemore,	wisemost,	
Wise,	more wise,	most wise,	

Grateful,	*more* grateful,	*most* grateful.
Dutiful,	*more* dutiful,	*most* dutiful.

Comparison of Adjectives.

Diminutive.	*Positive.*	*Comparative.*	*Superlative.*	*Superlative of Eminence.*
Whitish,	white,	whiter,	whitest,	exceedingly white.
Blackish,	black,	blacker,	blackest,	very black.
Saltish,	salt	salter,	saltest,	very salt.

Comparison of irregular Adjectives.

Good,	better,	best,	very good.
Bad,	worse,	worst	very bad.
Little,	less,	least,	exceedingly small.
Late,	later,	last,	very late.
Near,	nearest,	next,	very near.
Fore,	former,	foremost,	first.
Old,	older,	oldest.	
Old,	elder,	eldest.	
Much,	more,	most.	
Many,	more,	most.	

Adjectives become nouns, when they are used without a noun, and have the article *the* before them; as, the *virtuous are* esteemed, and the *vicious are* despised. Adjectives thus used are in the plural, when applied to persons.

Adjectives which express number, are called numeral adjectives. They are of two kinds; the *cardinal*, which answers the question, how many? as, one, two, three, twenty; the *ordinal*, which answers the question, which of the number? as, first, second, third, fiftieth, &c. *Numerical* adjectives, and all *others* which have in themselves a *superlative signification*, are incomparable.

adv pp v ir a tr ind pr 3 pl n c n 3 s con a 8 n c n 3 s v r a tr
While they[1] keep[2] watch,[3] or nightly rounding[3] walk[2]*
prep a 8 n c n 3 s 17 prep a 8 n c n 3 plu
With heavenly touch of instrumental sounds,
prep a 8 a 8 n c n 3 s 17 part p a p n c n 3 plu
In full harmonic number join'd, their songs[1]
v r a tr ind pr 3 plu n c n 3 s con see divide p a p n c n 3 plu prep n c n 3 s 17
Divide[2] the night,[3] and lift[2] our thoughts[3] to heav'n."
adv part adverbial phrase i. e. together p p v ir ind 3 plu
Thus talking, hand-in-hand alone they[1] pass'd[2] 90
adv prep p a p a 8 n c n 3 s 17 adv part a 8 v ir n ind 3 plu
On to their blissful bow'er—there arriv'd, both stood,
a 8 v r n ind imp 3 plu con prep a 8 n c n 3 s v r a tr ind imp
Both (*persons*) turn'd;[2] and under open sky ador'd[2]
art n p in 3 s r pro v ir a tr ind imp 3 s all n c n 3 s con
The God[3] that[1] made[2] both sky,[3] air,[3] earth,[3] and heav'n,[3]
r p by beheld p p v ir a tr ind imp 3 plu n c f 3 s 10 a 8 n c n 3 s
Which[3] they[1] beheld,[2] the moon's resplendent globe,[3]
con a 8 n c n 3 s p p 2 s adv v ir a tr ind pr 2 s n c n 3 s
And starry pole.[3] Thou[1] also mad'st[2] the night,[3] 95
n c m 2 s ind a 8 Maker con p p 2 s art n c n 3 s
Maker omnipotent, and thou (*madest*) the day,[3]
r p finished p p prep p a p a 8 n c n 3 s 17 part
Which[3] we,[1] in our appointed work employed,
v r a tr ind perf 1 plu a 8 Adam and Eve p a p a 8 n c n 3 s 17
Have finish'd,[2] happy in our mutual help,
con a 8 n c n 3 s 17 art n c n 3 s prep ind a p p a p n c n 3 s 17
And mutual love, the crown of all our bliss,
part prep p p 17 con d a p a 8 n c n 3 s 17
Ordain'd by thee; and this delicious place, 100
prep p p 17 adv a 8 place adv p a p n c n 3 s v r a tr ind pr 3 s
For us too large, where thy abundance[1] wants[2]
n c c g 3 plu con a 8 abundance v ir n ind pr 3 s prep art n c n 3 s 17
Partakers,[3] and uncropt falls[2] to the ground.
con p p 2 s v r a tr ind perf 2 s prep p a p 8 persons art n c n 3 s
But thou[1] hast[2] promis'd[2] from us two a race,[3]
v r a tr inf pr art n c n 3 s r p prep p p 17 v r a tr ind 1 fut 3 s
To fill[2] the earth,[3] who[1] shall[2] with us extol[2]
p a p n c n 3 s a 8 goodness con adv p p v r n ind pr 1 plu
Thy goodness[3] infinite, both when we[1] wake,[2] 105
con adv p p v ir a tr ind pr 1 plu p a p n c n 3 s n c n 3 s 17
And when we[1] seek,[2] as now, thy gift[3] of sleep.

MILTON.

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* They walk their nightly rounds, like sentries on guard.

tion, and the words *very*, *exceedingly*, or any other of similar import, form the superlative of eminence.

SECT. IV.—OF THE PRONOUN.

A *pronoun* is a word used *for a noun*, or a substantive phrase, and *it* bears the same relation to its *noun*, that a *shade* does to its *substance*.

They are of three kinds; *personal*, *relative*, and *adjective*.

Personal Pronouns.

Personal pronouns are such as relate to persons, or immediately personate or represent some noun. They are known by the following list: *I*, *thou*, *he*, *she*, *it*, *we*, *you*, *they*.

		SINGULAR.			PLURAL.		
		Nom.	*Poss.*	*Obj.*	*Nom.*	*Poss.*	*Obj.*
First per.		I,	mine,	me.	We	ours,	us.
Sec. per.		Thou,	thine,	thee.	Ye or you,	yours,	you.
Third per.	*Mas.*	He,	his	him.	They,	theirs,	them.
	Fem.	She,	hers,	her.	They,	theirs,	them.
	Neut.	It,	its,	it.	They,	theirs,	them.

---

* *I*, is the *first person*, because it denotes the *speaker*.

Thou and *you*, *second person*, because they are spoken to.

He, *she*, *it*, or *they*, *third person*, because they are spoken of.

Self and *own*, added to any of the preceding, *forms* a *compound*, *indeclinable*, *emphatical*, *personal* pronoun; as, *I myself* did it; *he himself* shall write; *you yourself* must be punished.

You, in addressing persons, is now used in both the singular and plural number, but must have a plural verb; as,

My son, how *are* (not *is*) *you* to-day?

My sons, how *are you?*

The neuter pronoun *it*, besides representing nouns in the neuter gender, third person singular, may be used in connexion with the verb *to be*, in all genders, persons, and numbers; as, *it is I*, *he*, *they*, *her*, or *you*. Hers, its, ours, yours, theirs, should not be written her's, it's, our's, your's, their's, nor pronounced hern, ourn, yourn, theirn, which

ENGLISH READER. CHAP. V. § 8.

d a p i s plu p a p a 8 n c n 3 plu n p m 2 s ind prep n c n 3 s 17
THESE are[2] thy glorious works,[1] parent of good,
a 8 parent pp 10 dem a p a 8 n c n 3 s
Almighty, thine, this universal frame,[1]
adv a 8 a 8 frame com p ART adv a 8 parent adv
Thus wond'rous fair; thyself[1] how wond'rous then!
a 8 parent r pro v i r n ind pr 2 s prep dem a p n c n 3 plu 17
Unspeakable, who[1] sit'st[2] above these heavens,
prep 17 a 8 parent con adv part to parent
To us invisible, or dimly seen 5
prep d a p p a p a 8 n c n 3 plu con dem a p v r a tr ind pr 3 pl
In these thy lower works; yet these (*works*) declare[2]
p a p n c n 3 s prep 17 con gov'd by declare a 8
Thy goodness[3] beyond thought, and pow'r[3] divine.
v i r n imp pot r p adv v i r n pot pr 2 plu ind prep n c n 3 s 17
Speak[2] ye[1] who[1] best can tell,[2] ye sons of light,
ind con p p v i r a tr ind pr 2 plu p p con prep n c n 3 plu 17
Angels; for ye[1] behold[2] him,[2] and with songs
con a 8 n c n 3 plu 17 adverbial phrase, i. e. always or continually
And choral symphonies, day-without-night, 10
v r a tr ind pr 2 plu n c n 3 s part ind prep n c n 3 s 17
Circle[2] his throne[3] rejoicing; ye, in heaven,
prep n c f 3 s imp i a p p p ind v r a tr inf pr
On earth, join[2] all ye creatures to extol[2]
p p who was the p p who will be the pp who is in the him who shall endure
Him[3] ▲ first, Him ▲ last, Him ▲ midst, and ▲ without end.
a 8 prep n c n 3 plu 17 adv prep art n c n 3 s 17 prep n c n 3 s 17
Fairest (*star*) of stars, last in the train of night,
con adv p p 2 s v r n subj pr 2 s adv prep art n c n 3 s 17
If better thou[1] belong[2] not to the dawn, 15
a 8 n c n 2 s ind 17 r p v r a tr ind pr 2 s a 8 n c n 3 s
Sure pledge of day, that[1] crown'st[2] the smiling morn[3]
prep p a p a 8 n c n 3 s 17 v r a tr imp 2 s p p prep p a p n c n 3 s 17
With thy bright circlet, praise[2] him[3] in thy sphere,
adv n c n 3 s see is dem a p a 8 n c n 3 s arises prep n c n 3 s 17
While day[1] arises,[2] that sweet hour[1] of prime.
r p ind n c m 2 s ind p a p a 8 n c n 3 s 17 a 8 ind con ind
Thou sun, of this great world both eye and soul,
v r a tr imp pr 2 s p p 3 s p a p a 8 v r a tr imp p a p n c n 3 s
Acknowledge[2] him[3] thy greater, sound[2] his praise[3] 20
prep p a p a 8 n c n 3 s 17 con adv p p v r a tr ind 2 s
In thy eternal course, both when thou[1] climb'st,[2]
con adv a 8 n c n 3 s v r a tr ind perf 2 s con adv p p
And when high noon[3] hast gain'd,[2] and when thou[1] fall'st[2]

Relative Pronouns.

Relative pronouns are such as relate to some word or phrase going before, called the antecedent. They are *who* and *which*. *What* and *that* are sometimes relatives, but more frequently some other part of speech. *Who*, is applied to persons; *which*, to animals and inanimate things; as, he is a friend, *who* is faithful in adversity; this is a tree, *which* produces no fruit. *Who*, is thus declined:

Nom.	Who.	*Possess.*	Whose.	*Obj.*	Whom.
	Which.		Whose.		Which.

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savors of the grossest vulgarity; but the words my, thy, his, her, our, your, their, may be classed with either the personal or adjective pronouns.

* The word *who* is the only *pure relative* in the English language; all the rest may be changed at pleasure, in all cases, from a relative into an adjective pronoun, by supplying the noun; but in this case, the word *which* is used instead of *who;* as, who is he? i. e. *which* person is he?

I saw the trees *which* (*relative*) he planted.

I saw the trees, *which trees* (*adj. pro.*) he planted.

I saw the man who went to town to-day.

I saw the man, which man went to town to-day, &c.

> "Oh, for a blood hound's precious scent,
> To track the way *that* (*relative*) the Gheber went."

To track the way, *that way* the Gheber went.

In short, the words *what*, *which*, and *that*, are always *adjective pronouns*, when the noun is *expressed;* and *relative pronouns* when it is *understood.*

What is that? (*what* is a rel. pro., interog. nom. case, after *is.*)

What book is that? (*what* is an adj. pro., belongs to book.)

Which is he? (relative pro., interog. nom. case, after *is.*)

Which horse is he? (adj. pro., belongs to *horse*, rule 8.)

The word *which*, used in the *possessive case*, makes *whose;* as, the tree *whose* mortal taste brought death, is used for, the mortal taste *of which* brought death; so it is

n c f 2 s nom ind adv v ir a tr ind pr 2 s a 8 n c m 3 s adv v ir n ind pr
Moon, that[1] now meet'st[2] the orient sun,[3] now fly'st,[2]
prep art a 8 n c n 3 plu 17 part prep p ap n c n 3 s rp v ir n ind pr
With the fix'd stars, fix'd in their orb that[1] flies;[2]
con p p ind a 8 ind a p a 8 n c n 2 plu ind rp v r n ind pr 2 plu
And ye five other wand'ring fires that[1] move[2] 25
prep a 8 n c n 3 s 17 adv prep n c n 3 s 17 v r a tr imp 2 plu
In mystic dance, not without song, resound[2]
p ap n c n 3 s r pro prep n c n 3 s 17 v r a tr ind imp 3 s n c n 3 s
His praise,[3] who,[1] out-of darkness call'd-up[2] light.[3]
n c n 2 s ind con ind n c n 2 plu art a 8 n c n 2 s ind
Air, and ye elements, the eldest birth
prep n c f 3 s 10 n c n 3 s 17 r p prep a 8 circle v ir n ind pr 2 plu
Of nature's womb, that[1] in quaternion run[2]
a 8 n c n 3 s 17 v r n ind pr 2 plu con v r n ind pr 2 plu
Perpetual circle, multiform,[2] and mix[2] 30
con v r a tr ind pr 2 plu n c n 3 plu v ir a tr imp 2 plu a 8 n c n 3 s
And nourish[2] all things;[3] let[2] your ceaseless change[3]
v r a tr inf pr prep p ap a 8 n p m 3 s 17 adv a 8 n c n 3 s g'vd by vary
(*to*) Vary to our great MAKER still new praise.[3]
p p ind n c n 2 plu ind con see mists r p 2 plu adv v ir n ind pr 2 plu
Ye mists and exhalations that[1] now rise[2]
prep n c n 3 s con a 8 n c n 3 s 17 a 8 hill con a 8 lake
From hill or steaming lake, dusky or gray,
con art n c m 3 s v r a tr ind 1st fut 3 s a 8 n c n 3 plu prep n c n 3 s 17
Till the sun[1] (*shall*) paint[2] your fleecy skirts[3] with gold, 35
prep n c n 3 s 17 art n c n 3 s 10 a 8 n p m 3 s v ir n imp pr 2 plu
In honour to the world's great author rise![2]
adv v r a tr inf pr prep n c n 3 plu 17 a 8 n c n 3 s
Whether to deck[2] with clouds the uncolour'd sky,[3]
con v r a tr inf pr art a 8 n c n 3 s prep a 8 n c n 3 plu 17
Or wet[2] the thirsty earth[3] with falling show'rs,
part con part adv v r a tr imp 2 plu p ap n c n 3 s
Rising or falling, still advance[2] his praise.[3]
p ap n c n 3 s ind n c n 2 plu r pro prep a 8 n c n 3 plu 17 v ir n &c.
His praise,[3] ye winds, that[1] from four quarters blow,[2] 40
v r a tr imp 2 pl adv con adv con v r a tr imp 2 pl p ap n c n 3 plu ind
Breathe[2] soft or loud; and wave[2] your tops,[3] ye pines,
prep dis a p n c n 3 s 17 prep n c n 3 s 17 prep n c n 3 s 17 v r n imp 2 plu
With ev'ry plant, in sign of worship wave.[2]
n c n 2 plu ind con p p r p v r a tr imp 2 plu con p p v r n ind pr 2 plu
Fountains, and ye that[1] warble[2] as ye[1] flow[2]
a 8 n c n 3 plu part v r a tr imp 2 pl p ap n c n 3 s
Melodious murmurs,[3] warbling tune[2] his praise.[3]
v r a tr imp 2 pl n c n 3 plu i a p ind a 8 n c n 2 plu ind ind n c n 2 pl
Join[3] voices,[3] all ye living souls; ye birds 45
r p part adv prep n c n 3 s 10 n c n 3 s 17 v r n ind pr 2 plu
That[1] singing up to heaven's gate ascend,[2]
v ir a tr imp 2 plu p ap n c n 3 plu 17 prep p ap 17 p ap n c n 3 s
Bear[3] on your wings and in your notes his praise.[3]

Of the words Which, What, Who, That.

WHAT, the most difficult word in the English language, may be considered as three kinds of a pronoun, and an interjection. *What* is compounded of WH|ich, th|AT, and is mostly equivalent to both of these words; as, that is *what* I wanted, *i. e.* that is *that which* I wanted; or that thing *which* I wanted.*

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plain, that the place of the word *who*, used as an adjective pronoun, must be supplied by the word *which;* thus,

Who is he? (*who* is a relative, nom. case, after *is*.)

Which man is he? Here we find the word *which* used for the word *who*, as it would not be correct to say, the tree *which's* taste brought death; or, *who* man is he?

The above remarks, if carefully studied, will throw some light on these difficult *words*. The student may rest assured, that they are the result of much labour and a long practice, and will be found as satisfactory as any that can be given.

* *First*—It is a compound relative pronoun when it contains an *antecedent* and *relative*, as, "*Whatever* is, is right:" the *thing* is right, *which* is. Nor hope to find a friend, but *what* (in *him who*) has found a friend in thee. *What* sculpture is to a block of marble, education is to the human soul. Education is the *thing* to the soul, *which* is sculpture to a block of marble. God hides from brutes *what* men, and from men, *what* spirits know; that is, God hides from brutes the *thing which* men *know*, and he hides the thing from men which spirits know.—"*Whate'er* adorns the column and the arch his tuneful breast enjoys;" *i. e.* his tuneful breast enjoys the *thing whichever* adorns the column and arch, &c. Yet "nature's care endows *whatever* happy man will deign to use them;" *i. e. that* happy man *who* will ever deign, &c.

Secondly.—*What*, as also *who*, and *which*, are interrogatives, when used in asking questions; as, *What* are you doing? *Who* are you? *Which* do you want?

And Thirdly—*What*, *which*, and *that*, are all adjective pronouns, when the noun is expressed, as: Unto

ind rp prep n c n 3 plu 17 v r n ind pr 2 pl con ind rp v r a tr ind pr 2 pl
Ye that in waters glide,[2] and ye that[1] walk[2]
art n c con adv v ir n ind pr 2 pl con adv v r n ind pr 2 plu
The earth,[3] and stately tread,[2] or lowly creep;[2]
v r a tr imp 2 plu con p p v ir n subj pr 1 s a 8 Milton n c n 3 s at 17
Witness[2] if I[1] be[2] silent, (*at*) morn or even, 50
prep * con * * con a 8 * all n c n 3 s 17
To hill or valley, fountain, or fresh shade
part a 8 to* prep p a p n c n 3 s 17 part p a p n c n 3 s 14
Made vocal by my song, and taught his praise.
interj a 8 n p m 2 s ind v ir n imp pr 2 s a 8 Lord adv
Hail, universal Lord! be[2] bounteous still
v ir a tr inf pr 17 adv n c n 3 s con con art n c n 3 s
To give[2] (*to*) us only good,[3] and if the night[1]
v r a tr ind perf 3 s n c n 3 s prep n c n 3 17 v r a tr ind perf 3 s
Has gather'd[2] aught[3] of evil, or conceal'd,[2] (*aught*) 55
v r a tr imp 2 s pp con adv n c n 3 s v r a tr ind pr 3 s n c n 3 s
Disperse[2] it,[3] as now light[1] dispels[2] the dark.[3]

MILTON.

ENGLISH READER. CHAP. VI. § 9.

n p m 3 s prep i a p n c n 3 plu v ir a tr ind pr 3 s n c n 3 s prep n c n 3 s 17
HEAV'N[1] from all creatures hides[2] the book[3] of fate,
con art n c n 3 s part p a p a 8 n c n 3 s
All but the page[3] prescrib'd, their present state:[3]
prep n c n 3 plu the thing which prep n c m 3 pl 17 n c n 3 v ir a tr
From brutes what† men,[1] from men what spirits[1] know;[2]
con rp v r a tr pot imp 3 s n c n 3 s adv adv
Or who[1] could suffer[2] being[3] here below?
art n c m 3 s p a p n c n 3 s v r a tr &c v ir n inf pr adv
[*if*] The lamb[1] [*which*] thy riot[1] dooms[2] to bleed to-day, 5
v ir a subj 3 s pp p a p n c n 3 s pp both v r n pot imp 3 s
Had[2] he‡[1] thy reason,[3] would he[1] skip[2] and play?[2]
part prep art a 8 instant p p v r a tr ind pr 3 s a 8 n c n 3 s
Pleased to the last, he[1] crops[2] the flow'ry food,[3]
con v r a tr ind pr 3 s n c n 3 s adv part v ir a tr inf pr p a p n c n 3 s
And licks[2] the hand[3] just rais'd to shed[2] his blood.[3]
inter n c n 2 s prep art n c n 3 s 17 adv part
Oh blindness to the future! kindly giv'n,
con dis a p creature1 v r a tr pot pr n c n 3 s part prep n p m 3 s 17
That each may fill[2] the circle[3] mark'd by Heav'n; 10

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† See page 50.
‡ The word HE, is redundant, in opposition with LAMB, and repeated by poetical license only. The word WHICH, understood, is the real objective case of the verb DOOMS.

What is an interjection when used to express surprise or emotion; as, "*What!* is thy servant a dog, that he should do this?" "*What!* is Clinton dead?" "No, his memory *shall be* as eternal as the *northern lakes*, and the *Atlantic ocean*, united by his *superior* skill and judgment."

As.

The word AS, when it follows *such*, *same*, or *many*, should be parsed as a *relative pronoun;* as,

Let *such as* have never committed crimes judge, &c.
" *those who* " " " " "

As many as were convened, took their seats, &c.
Those persons who " " " "

He manifested the same desire for improvement, *as* he did a year ago; *i. e. which* he did.

Adjective Pronouns.

Adjective pronouns are such as partake of the nature of an adjective and pronoun; and may be divided into four kinds, viz.: the *Possessive*, *Distributive*, *Demonstrative*, and *Indefinite.**

The *possessive* are such as relate to property or possession, and partake of the nature of an adjective and pronoun; and are known by the list, which is, *my*, *thy*, *his*, *her*, *our*, *your*, *their*.

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which (*promise*) our twelve tribes hope to come; *What* (*man*) is that? *Which* (*book*) do you want? But omit the words enclosed in parentheses, and you make relative pronouns of them.

* All *articles* and *adjective pronouns* may with sufficient propriety be denominated *adjectives*, as has recently been done by many respectable authors on English grammar; and those teachers who prefer it, can adopt the course without doing any violation to the language; but as these words have long been ranked in distinct classes, I have followed in the path of my predecessors.

These possessive adjective pronouns are merely another form for the possessive case of the personal pronoun; the specific difference between them seems to be that when

r p v i r a tr ind pr 3 s prep a 8 n c n 3 s con n p m 3 s 20
Who[1] sees[2] with equal eye, as God of all, [*sees*]
art n c m 3 s v r n inf pr con art n c m 3 s v r n inf pr
A hero[3] [*to*] perish, or a sparrow[3] [*to*] fall;
n c n 3 plu con n c n 3 plu prep n c n 3 s 17 part
Atoms[3] or systems[3] into ruin hurl'd,
con adv art n c n 3 s v r n inf pr con adv n c n 3 s
And now a bubble[3] burst, and now a world.[3]
v r n imp 2 s adv adv prep a 8 n c n 3 plu 17 v r n imp 2 s
Hope[2] humbly then; with trembling pinions soar;[2] 15
v r a tr imp 2 s a 8 n c m 3 s apposition con n p m 3 s v r a tr imp 2 s
Wait[2] the great teacher[3] Death;[3] and God[3] adore:[2]
ap bliss a 8 n c n 3 s pp v i r a tr ind pr 3 s pp v i r a tr inf pr
What future bliss[3] he[1] gives[2] not thee[3] to know?[2]
con v i r a tr ind pr 3 s d a p n c n 3 s v i r n inf pr p a p n c n 3 s rule 7
But gives[2] that hope[3] to be[2] thy blessing[1] now,
n c n 3 s v i r n ind pr 3 s a 8 hope prep art a 8 n c n 3 s 17
Hope[1] springs[2] eternal in the human breast:
n c m 3 s adv see con adv v i r n inf pr a 8 man
Man[1] never is, but always TO BE[2] blest. 20
art n c n 3 s a 8 soul con a 8 soul prep n c n 3 s 17
The soul,[1] uneasy, and confin'd from home,
both v r n ind pr 3 s prep n c n 3 s 17 v i r n inf pr
Rests[2] and expatiates[2] in a life (*which is*) to come.[2]
interj art a 8 n c m 3 s r p 10 a 8 n c n 3 s
Lo, the poor Indian![2] whose untutor'd mind[1]
v i r a tr ind pr 3 s n p m 3 s n c n 3 plu 17 con see sees prep art n c n 3 s 17
Sees[2] God[3] in clouds, or hears[2] him[3] in the wind;
p a p n c n 3 s a 8 n c n 3 s adv v i r a tr ind imp 3 s v i r n inf pr
His soul[3] proud science[1] never taught[2] to stray 25
adv con art a 8 n c n 3 s 17 con a 8 n c n 3 s 17
Far as [*to*] the Solar Walk, or Milky Way:
con a 8 n c n 3 s prep p a p n c n 3 s 17 v i r a tr ind perf 3 s
Yet simple nature[1] to his hope has given,[2]
prep art a 8 n c n 3 s 17 a 8 n c n 3 s
Behind the cloud-topt hill, a humbler heav'n;[3]
ind a p a 8 n c n 3 s prep n c n 3 s 17 n c n 3 plu 17 part
Some safer world[3] in depth of woods embraced,
ind a p a 8 n c n 3 s prep art a 8 n c n 3 s 17
Some happier island[3] in the wat'ry waste: 30
adv n c c g 3 plu adv p a p a 8 n c n 3 s v i r a tr ind pr 3 pl
Where slaves[1] once-more their native land[3] behold,[2]
a 8 n c m 3 plu v r a tr ind pr 3 plu n c m 3 plu v r n ind pr 3 pl n c n 3 s
No fiends[1] torment, no Christians[1] thirst[2] for gold,
nom rule 1 note 3 v r a tr ind pr 3 s p a p a 8 n c n 3 s
To BE,[1] contents[2] his natural desire:[3]
pp v r a tr ind pr 3 s a 8 n c f 3 s 10 n c n 3 s a 8 n c f 3 s 10 n c n 3 s
He[1] asks[2] no angel's wing,[3] no seraph's fire;[3]
con v i r a ind pr 3 s part prep d a p a 8 n c n 3 s 17
But thinks,[3] admitted to that equal sky, 35

The distributive are such as distribute, and partake of the nature of the adjective and pronoun: they are, *each*, *every*, *either*.*

The demonstrative are such as demonstrate, and partake of the same nature; and are known by the list, which is, *this*, *that*, *these*, *those*.†

The indefinite are such as do not define and partake of

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the *noun is expressed*, they are *adjective pronouns;* precisely on the same principle with the *relatives*, *what*, *which*, and *that*, as shown before; but when the *noun is understood*, or previously expressed, they are *personal* and *relative pronouns*.

ELUCIDATION.

Possessive Adjective.	*Personal Pronoun Possessive.*
My hat, *thy* book;	The hat is *mine*, book is *thine;*
His paper, *her* fan;	Paper is *his*, fan is *hers;*
Our work, *your* horse;	This is *ours*, horse is *yours*.
Adjective Pronouns.	*Relative Pronouns.*
Which day is gone;	Day *which* is gone;
Which road did he go;	The road in *which* he went;
That horse is good;	The horse *that* he sold is good;
What despair fills his mind;	*That* despair *which* fills, &c.

Is it not plain, that *a* word *belonging to* a noun must be an adjective or adjective pronoun; while one *standing for it*, is a personal or relative pronoun.

* *Each* relates to two or more persons or things, and signifies either of the two, or every one of any number taken separately.

Every relates to several persons or things, and signifies each one taken separately; as, every man must account for himself, means *all men;* but it also denotes that the act of *accountability* must be performed *separately*, and not jointly. This pronoun was formerly written apart from its noun, but is now joined constantly with it.

Either relates to *two* persons or things, and signifies either one or the other; *either* James or John will attend the convention. As this pronoun relates to only *two* things, the expression, *either* of the *three*, would be improper. *Neither* imports not either, i. e. not one nor the other; as, neither of my friends was there.

† *This* and *these* refer to the *nearest* or *last* mentioned

pap a 8 n c m 3 s v i r a tr ind 1 fut 3 s with 17 n c n 3 s
His faithful dog[1] shall bear[2] him company.[3]
v i r n imp 2 s a 8 pp con prep pap n c n 3 s 17 prep n c n 3 s 17
Go,[2] wiser thou![1] and in thy scale of sense,
v r a tr imp 2 s pap n c n 3 s prep n p m 3 s 17
Weigh[2] thy opinion[3] against Providence;
Call that imperfection which thou fanciest such, is the transposition of this
Call[2] imperfection[3] what[3] thou[1] fanciest[2] such; [line.
v i r a tr imp 2 s adv pp v i r a tr ind pr 3 s n c n 3 s adv n c n 3 s
Say[2] here he[1] gives[2] too-little,[3] there too-much,[3] 40
prep n c n 3 s 17 a 8 n c n 3 s 17 pap n c n 3 s is
In pride, in reas'ning pride, our error[1] lies;[2]
ind a p creatures v r a tr ind pr 3 plu n c n 3 s con v r a ind pr 2 plu n c n 3 s 17
All[1] quit[2] their sphere,[3] and rush-into the skies.
n c n 3 s adv v r n ind pr 3 s prep art a 8 n c n 3 s 17
Pride[1] still is[2] aiming at the blest abodes;
n c m 3 plu v i r n pot imp 3 plu n &c r 7 n c n 3 plu n &c r 7
Men[1] would be[2] angels;[1] angels[1] would be[2] gods.[1]
part v i r n inf pr r 7 con n c n 3 plu v r n ind pr 3 plu
Aspiring to be[2] gods,[1] if angels[1] fell,[2] 45
part v i r n inf pr r 7 n c m 3 plu v r n ind pr 3 plu
Aspiring to be[2] angels,[1] men[1] rebel;[2]
con rp adv v r n ind pr 3 s v r a tr inf pr art n c n 3 plu
And [*he*] who[1] but wishes[2] to invert[2] the laws[3]
prep n p m 3 s 17 v r n ind pr 3 s prep art n p m 3 s 17
Of ORDER, sins[2] against th' ETERNAL-CAUSE.

POPE.

ENGLISH READER. CHAP. VI. § 20.

v i r a tr imp 2 s prep dem a p † † † all n c n 3 s 17
SEE,[2] through this air, this ocean, and this earth,
ind a p n c n 3 s a 8 live con part prep n c n 3 s 17
All matter[3] quick, and bursting into birth.
prep adv adv a 8 n c n 3 s v i r n pot pr 3 s
Above, [*us*] how high progressive life[1] may go![2]
prep adv adv adv adv v r n pot pr 3 prep
Around, [*us*] how wide! how deep extend[2] below! [*us*]
a 8 n c n 2 s ind n c n 3 s 17 rp prep n p m 3 s 17 v i r n ind &c.
Vast chain of being![2] which from God began,[3] 5
nom to began a 8 angel a 8 man nom to began
Nature[1] ethereal, human, angel;[1] man;[1]
all n c m 3 s nom to began in 5th line com r p a 8 n c n 3 s v i r a tr pot pr 3 s
Beast,[1] bird,[1] fish,[1] insect,[1] what[3] no eye[1] can see,[3]
a 8 n c n 3 s v r a tr pot pr 3 s prep n c n 3 s 17 prep p p 17
No glass[1] can reach;[2] from infinite to thee,

the same nature with the adjective and pronoun; and are known by the list, which is, *some*, *other*, *any*, *one*, *all*, *such*, &c.

SECT. V.—OF THE VERB.

A VERB is a word which *affirms* that some being or thing *exists* or *acts*.

Order for parsing the Verb.

A verb, and why? regular, irregular, or defective, and why? active, passive, or neuter, and why? if active, transitive, or intransitive, and why? mood and tense, and why? person and number, and why? with what it agrees, and why?

A verb is said to be regular, when it will form its imperfect tense of the indicative mood, and its perfect participle, by the addition of *d* or *ed* to the verb.

A verb is said to be irregular, when it will not do this; and defective, when it cannot be conjugated through all the moods and tenses.

A verb active expresses an action, and necessarily implies an agent, or nominative case, to produce the action, and an object, or objective case, to be affected by the action thus produced by the agent; as, to love, I love Penelope.

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noun; that and *those* to the *more distant* or *first* mentioned; as, *this* (N. Y.) state is more healthy and populous than *that*, (Virginia.) Both wealth and poverty are temptations; *that* (wealth) tends to excite pride; *this* (poverty) discontent.

By a wrong application of these demonstrations, the sentence would be wholly perverted; thus, wealth and poverty are temptations; *this* (poverty) tends to excite pride; *that* (wealth) discontent. Washington and Arnold were two American generals; *this* (Arnold) saved his country; *that*, (Washington,) like Judas, endeavoured to barter it away for British gold. It should be, *that saved*, and *this endeavored*.

Nominative.	One,	other,	others.
Possessive.	One's,	other's,	others'.
Objective.	One,	other,	others.

prep p p 17 prep n c n 3 s 17 prep a 8 n c n 3 plu 17
From thee to nothing—On superior pow'rs
v i r n subj imp 3 pl v r n inf a 8 powers aux prep p p 10
Were[2] we[1] to press,[2] inferior might[2] on ours; (*power*) 10
con prep art a 8 n c n 3 s 17 v i r a tr pot imp art n c n 3 s
Or in the full creation [*it would*] leave[2] a void,[3]
adv ind a p n c n 3 s v i r pas ind pr 3 s a 8 n c n 3 s v r pas ind pr 3 s
Where one step[1] [*is*] broken,[2] the great scale[1] is[2] destroy'd:[2]
prep n c n 3 s 10 n c n 3 s 17 adj pro n c n 3 s pp v i r a tr ind pr 2 pl
From nature's chain whatever link[2] you[1] strike,[2]
a 8 link con a 8 link v i r a tr ind pr 3 s n c n 3 s adv
Tenth or ten-thousandth, breaks[2] the chain[3] alike.
con con d a p n c n 3 s prep n c n 3 s 17 v r n subj pr 3 s
And, if each system[1] in gradation roll,[2] 15
adv a 8 system prep art a 8 n c n 3 s 17
Alike essential to th' amazing whole,
art a 8 nom to should be con prep i a p system i a p system
The least confusion[2] but in one, not all
d a p n c n 3 s adv con art n c n 3 s v i r n pot pr 3 s
That system[1] only, but the whole[1] must fall.[2]
v i r a tr imp 2 s n c n 3 s a 8 earth prep p a p n c n 3 s 17 v i r n inf pr
Let[2] earth,[3] unbalanc'd, from her orbit [*to*] fly,[2]
n c n 3 plu con n c m 3 plu v i r n pot imp a 8 suns prep art n c n 3 s 17
Planets[1] and suns[1] [*would*] run lawless thro' the sky; 20
v i r a tr imp 2 s n c n 3 plu prep p a p n c n 3 plu 17 v r pas inf pr
Let[2] ruling angels[3] from their spheres [*to*] be hurl'd,[2]
n c n 3 s n c n 3 s 17 v r pas pot imp con n c n 3 s n c n 3 s 17
Being[1] on being [*would be*] wreck'd, and world[1] on world;
n c n 3 s 10 a 8 n c n 3 plu prep p a p n c n 3 s 17 v i r pot pr 3 plu
Heav'n's whole foundations[1] to their centre (*would*) nod,[2]
con n c n 3 s v r n pot pr 3 s prep art n c n 3 s 17 n p m 3 s 17
And nature[1] (*would*) tremble[2] to the throne of God.
i a p d a p a 8 n p m 3 s v i r a tr ind 1 fut 1 plu
All this dread ORDER[3] break[2]—for whom? for thee? 25
a 8 n c m 2 s ind interj all n c n 2 s ind
Vile worm! Oh madness! pride! impiety!
r p con art n c n 3 s part art n c n 3 s v i r a tr inf pr
What if the foot, ordain'd the dust[3] to tread,[2]
con n c n 3 s v r n subj imp 3 s rule 3d inf art n c n 3 s
Or hand,[1] to toil,[2] aspir'd[2] to be[2] the head?
r p con art all n c n 3 s v r n subj imp 3 s rule 3d
What if the head,[1] the eye,[1] or ear,[1] repin'd[2]
v r n inf pr a 8 n c n 3 pl nom to serve a 8 n c n 3 s 17
To serve[2] mere engines[1] to the ruling mind? 30
adv con a 8 thing prep ind a p n c n 3 s 17 v r a tr inf
Just as absurd for any part to claim[2]
v i r n inf pr a p part prep dem a 8 n c n 3 s 17
To be[2] another,[1] in this gen'ral frame:
adv con a 8 thing v r a tr inf pr art n c n 3 s con n c n 3 s
Just as absurd to mourn[2] the tasks[3] or pains,[3] [*which*[3]]

A passive verb expresses a passion or suffering, or the receiving of an action, and necessarily implies an object acted upon, and an agent by which it is acted upon; as, to be loved; Penelope is loved by me.*

And here it may not be improper to explain the mean- of the word *neuter*. This word is of Latin origin, and signifies *neither;* as, George is masculine, Eliza is feminine, but this book is *neuter*, or *neither* male nor female. A tree *bears* fruit; *bears* is an *active* verb. Fruit *is borne* by a tree; *is borne* is a passive verb, representing the fruit in a *non acting* state, and a passive *recipient* of the action. A tree *stands* in the ground; *stands* is *neuter*, or

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* According to this division of the verb, those verbs *only* are *active* which actually *require* an *objective case after them*, and are *capable of being converted into the passive voice*. For instance, *see* is an active verb, because it is impossible *to see*, without seeing some *object;* if I see, *I must* see something; and this act of seeing requires two things; first, an *agent*, *actor*, or *seeor*, called the nominative case; and second, an *objective case*, or *object seen;* as, *I see objects*.

If either the *nominative* or *objective case* be wanting, no act of seeing can take place. 1. A tree *bears* fruit. 2. The earth *supports* a church. 3. I *hold* a pen *perfectly still*. 4. A vice *will hold* them immovable. 5. A tub *contains* motionless water.

All these verbs are called active, *not because they denote any kind of motion*, for it must be apparent to the most limited capacity, that they *have no motion whatever*, but because they require an *objective case* after them; the act of bearing *requires* an *object borne;* of supporting, an object supported; and I cannot hold without holding an object; and whether the object held be represented as in a state of motion or not, has no agency in making it an active verb. Again, all *active* verbs may become *passive*.

Active.	*Passive.*
A tree bears fruit.	Fruit is borne by a tree.
Earth supports an edifice.	An edifice is supported by the earth.
I see the paper.	The paper is seen by me.
A pen makes letters.	Letters are made with a pen.

art a8 a8 n c n 3 s prep n c n 3 s 17 v r a tr ind pr 3 s
The great directing mind[1] of all ordains.[2] [*which*[3]]
ind a p v i r n ind plu adv only r 7 prep ind a p a8 n c n 3 s 17
All[1] are[2] but parts[1] of one stupendous whole, 35
r p 10 n c n 3 s n c n 3 s r 7 is con n p m 3 s art n c n 3 s r 7
Whose body[1] nature[1] is,[2] and God (*is*) the soul:[1]
r p nom to all the verbs marked thus * con prep i a p body a 8 soul
That changed through all, and yet in all the same,
a 8 soul prep art n c n 3 s 17 prep art a8 n c n 3 s 17
Great in the earth as in th' ethereal frame;
v r a ind pr 3 s art n c m 3 s 17 v r a ind pr 3 s art n c n 3 s 17
Warms[2*] in the sun, refreshes[2*] in the breeze,
v r n ind pr 3 s n c n 3 plu 17 con v r n ind pr 3 s art n c n 3 s 17
Glows[2*] in the stars, and blossoms[2*] in the trees: 40
v r n ind pr 3 s prep ind a p n c n 3 s 17 v r n ind pr 3 s n c n 3 s 17
Lives[2*] thro' all life, extends[2*] thro' all extent,
v r n ind pr 3 s a8 v r n ind pr 3 s a 8 soul
Spreads[2*] undivided, operates[2*] unspent;
v r n ind pr 3 s prep a p n c n 3 s 17 v r a tr ind pr 3 s p a p a8 n c n 3 s
Breathes[2*] in our soul, informs[2*] our mortal part,[3]
con a 8 con a 8 soul prep art n c n 3 s 17 con n c n 3 s 17
As full, as perfect, in a hair as heart;
con a 8 con a 8 prep a 8 n c m 3 s 17 r pro v r n ind pr 3 s
As full, as perfect, in vile man that mourns, 45
con art a 8 n c f 3 s 17 r p v r a con v r n ind pr 3 s
As [*in*] the rapt seraph that[1] adores[2] and burns:[2]
prep 17 a8 † † † † n c n 3 s
To him (*there is*) no high,[1] no low,[1] no great,[1] no small;[1]
p p ‡ ‡ ‡ con ‡ v r a tr ind pr 3 s n c n 3 s
He[1] fills,[2] he bounds,[2] connects,[2] and equals[2] all.[3]
transposed *cease †then ‡nor ¶name, i. e. call not §God ‖imperfection.
Cease,* then,† nor‡ ORDER§ imperfection‖ name:¶
p a p a8 n c n 3 s v r n ind pr 3 s prep the thing 17 which3
Our proper bliss[1] depends[2] on what[3] we[1] blame.[3] 50
v i r a tr imp 2 s p a p n c n 3 s d a p a8 d a p a8
Know[2] thy-own point:[3] this kind, this due degree
prep n c n 3 s 17 n c n 3 s 17 n p m 3 s v r a tr ind pr 3 s p p 17
Of blindness, weakness, Heav'n[1] bestows[2] on thee.
v r a imp 2 s prep d a p con ind a p n c n 3 s 17
Submit[2]—In this or any other sphere,
a 8 person v i r n inf pr con a 8 person p p 2 s v i r n pot pr 2 s
Secure to be[2] as blest as thou canst bear:[2]
a 8 person art n c n 3 s 17 i a p a8 n p m 3 s 17
Safe in the hand of one disposing pow'r, 55
con prep art a 8 hour con art a8 n c n 3 s 17
Or (*whether*) in the natal, or the mortal hour.
i a p n c n 3 s is adv only n c n 3 s r 7 a8 prep p p 17
All nature[1] is[2] but art,[1] unknown to thee;
i a p n c n 3 s n c n 3 s r 7 r p p p v i r a tr pot pr 2 s
All chance,[1] (*is*) direction,[1] which[3] thou[1] canst not see;[2]

neither active nor *passive;* for we can (*neuter* or) *neither* say that the tree stands the ground, nor the ground is stood by the tree.

A verb neuter declares that some being or thing *exists*, either in a state of rest or motion; as, I stand, I walk, planets *are* always in their orbits, that is, moving planets exist in their orbits.

Remarks on Active Verbs.

A verb *active* always *governs* an *objective case*, either expressed or understood; and this object may be either, 1st. *A noun or a pronoun;* 2d. *A verb in the infinitive mood;* or, 3d. *A phrase or sentence.* *

Remarks on Verbs Active and Neuter.

Many verbs, in all languages, are used in an active and neuter sense. When the *action* passes to an object,

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* 1st. An active verb governs a noun or pronoun, which is its most common object; as,

Nom.	*Verb act.*	*Obj.*	*Nom.*	*Verb act.*	*Obj.*
John	sold	his horse.	I	saw	him.
Charles	weighs	tea.	You	will pay	him.
Thomas	makes	shoes.	She	knows	them.
Robert	stole	a gun.	He	addressed	her.
A horse	draws	a car.	I	want	it.

2d. "The infinitive mood," says Mr. Murray, "has much the nature of a noun, being used as a nominative or an objective of an active verb;" therefore, care must be taken not to call the words which precede them neuter, which is frequently done by some teachers and students.

Nom.	*Verb act.*	*Obj.*
Boys	love	to play, (or *play.*)
I	want	to write.
You	expect	to return.
These fires	have	to finish, &c. (See p. 41.)

3d. An active verb may be formed in consequence of having a whole sentence, or, in fact, an entire oration, for its object.

iap ncn3s7 ncn3sr7 adv part harmony
All discord,[1] (*is*) harmony,[1] not understood;
iap a8 ncn3s a8 ncn3sr7
All partial evil,[1] (*is*) universal good:[1] 60
con ncn3s17 ncn3s17 a8 ncn3s10 17
And, (*in*) spite of Pride, in erring Reason's spite,
iap ncn3s is a8 truth com rp is, is a8 thing
One truth[1]. is[2] clear,—**WHATEVER IS, IS RIGHT.**

*i. e. the thing*1 *which*1 *is*,2 *is*2 *right*.3 **POPE.**

o — o — o — o —

ENGLISH READER. CHAP. V. § 1.

prep art ncn3s17 art ncn3s17 adv art ncn3s is a8
AT thĕ clōse ŏf thĕ dāy, whĕn thē hăm̆lĕt[1] īs stīll,
con ncm3plu art ncn3plu prep ncn3s17 vra trind pr3plu
And mortals[1] the sweets[3] of forgetfulness prove;[2]
adv ncn3s con art ncn3s virpas ind pr3s ncn3s17
When nought[1] but the torrent[1] is heard[2] on the hill,
con ncn3s con art ncf3s10 nom to is heard 17
And nought[1] but the nightingale's song[1] in the grove:
pp virn ind imp3s adv prep art ncn3s17 art ncn3s17 adv
It[1] was[2] thus, by the cave of the mountain afar, 5
adv pap ncn3s virn ind imp3s a8 harp art ncm3s vra tr ind
While his harp[1] rung[2] symphonious, a hermit began:[2]
adv prep com pp con prep ncn3s17 ncn3s17
No more with himself, or with nature at war,
pp virn ind imp3s art ncm3s20 con pp virn ind imp3s ncm3
He[1] thought[2] as a sage,[1] though he felt as a man.
interj adv adv part prep ncn3s17
"Ah! why, all abandon'd to darkness and wo;
adv a8 ncf2s nom ind dem ap a8 ncn3s
Why, lone Philomela, (*is*[2]) that languishing fall?[1] 10
con ncn3s vrn ind 1 fut3s con art ncm3s vra tr ind 1 fut3s
For spring[1] shall return,[2] and a lover[3] bestow,[2]
con ncn3s adv pap ncn3s vra tr ind 1 fut3s
And sorrow[1] no-longer thy bosom[3] inthral.[2]
con con ncn3s vra tr subj pr3s pp vra tr imp2s a8 ncn3s
But, if pity[1] inspire[2] thee,[3] renew[2] the sad lay,[3]
vrn imp pr2s a8 ncf2s ind ncm3s vra tr ind pr3s vrn inf pr
Mourn,[2] sweetest complainer, man[1] calls[2] thee[3] to mourn;[2]
intj vra tr imp pr2s rp10 ncn3plu adv pp10 is reg adv
O soothe[2] him[3] whose pleasures[1] like thine pass[2] away; 15
adv pp vrn ind pr3plu pp adv vrn &c.
Full-quickly they[1] pass[2]—but they[1] never return.[2]
adv part adv prep art ncn3s17 art ncn3s17
Now gliding remote, on the verge of the sky,

they are active; but when the action is confined to the nominative case, they are neuter.

Nom.	*Verb.*	*Obj.*
I	know	"that the report is incorrect."
Washington	learnt	"how to command the American army."
He	thought	"that the love of country would influence his conduct, and direct his actions."
Mr. Randolph said		"that he was astonished to find such principles avowed in this enlightened country, and in the nineteenth century."

(Here follows twelve closely printed columns; all of which is the object of the active verb *said*.) These sentences may all be rendered in the passive voice, which proves beyond a doubt, that the verbs are transitive; thus, that the report is incorrect, *is known* by me, &c.

4th. Some active verbs in their single state, which always govern a phrase or sentence, may be rendered capable of governing a single word, by the addition of a preposition; as, "we *thought* that the foe would be rioting over his head, and we far away on the billows." "We *thought of* the morrow."

In the first sentence, *thought* governs a sentence; in the second, *thought of* governs one word, *morrow*.

5th. It sometimes happens that an active verb governing an object, as, *I bow my knees*, may be construed together with its object as governing an objective sentence following it, as, "I (*bow my knees*, i. e. *pray*) that he would grant you according to the riches of his glory, to be strengthened with might by his spirit in the inner man, that Christ may dwell in your hearts by faith, that ye being rooted and grounded in love, may be able to comprehend, with all saints, what is the length, and breadth and depth, and height, and to know the love of Christ, which passeth knowledge, that ye might be filled with the fulness of God." Ephesians, ch. iii. verses 14, 16, 17, 18. Here the active verb, *bow*, first governs *knees*, and then the phrase *bow my knee*, being equivalent to the verb *pray*, governs the prayer which follows; as, *I raise my hands and heart to heaven*, that God would avert the coming storm, and save us from impending vengeance and the wrath to come.

art n c f 3 s a 8 moon pap n c n 3 s v r a tr ind pr 3 s
The moon[1] half-extinguish'd her crescent[3] displays,[2]
con adv pp v r a ind imp 1 s adv a 8 moon adv
But lately I[1] mark'd,[2] when majestic on-high
pp v ir n ind imp 3 s art n c n 3 plu v ir ind imp 3 plu p a p n c n 3 s 17
She[1] shone,[2] and the planets[1] were lost[2] in her blaze. 20
v r n imp 2 s p a p a 8 n ind con prep n c n 3 s 17 v r a tr imp 2 s
Roll-on,[2] thou fair orb, and with gladness pursue[2]
art n c n 3 s rp v r a tr ind pr 3 s p p prep n c n 3 s 17 adv
The path[3] that[1] conducts[2] thee[3] to splendour again:
con n c m 3 s 10 a 8 n c n 3 s ap n c n 3 s v r a tr ind 1 fut 3 s
But man's faded glory[3] what change[1] shall renew![2]
inter n c m 2 s ind v r n inf pr art n c n 3 s 17 adv a 8 glory
Ah, fool! to exult in a glory so vain!
pp is n c n 3 s r 7 art n c n 3 s is a 8 landscape adv
It[1] is[2] night,[1] and the landscape is[2] lovely no-more: 25
pp v r n ind pr 1 s pp n c n 2 plu ind p p v r n ind pr 1 s adv prep pp
I[1] mourn;[2] but, ye woodlands, I mourn not for you;
con n c n 3 s v r n ind pr 3 s pap n c n 3 plu v r a tr inf pr
For morn[1] is approaching,[2] your charms[3] to restore,[2]
part prep a 8 n c n 3 s 17 con part prep n &c.
Perfum'd with fresh fragrance, and glitt'ring with dew.
con con prep art n c n 3 s 17 n c n 3 s 17 pp v r n ind pr 1 s
Nor yet for the ravage of winter I[1] mourn;[2]
a 8 n c n 3 s art a 8 n c n 3 s v r a tr ind 1 fut 3 s
Kind nature[1] the embryo blossom[3] will save:[2] 30
con adv n c n 3 s v r a tr ind 1 fut 3 s a 8 n c n 8 s
But when shall spring[1] visit[2] the mouldering urn![3]
intj adv n c n 3 s v r n ind 1 fut 3 s n c n 3 s 17 art n c n 3 s 17
O when shall day[1] dawn[2] on the night of the grave!
p p v ir n ind imp 3 s adv prep art n c n 3 s 17 a 8 n c n 3 s 17 part
It[1] was[2] thus by the glare of false science betray'd,
r pro is v ir a tr inf pr con is reg v r a tr inf pr
That[1] leads,[2] to bewilder;[2] (*us*) and dazzles,[2] to blind;[2] (*us*)
p a p n c n nom absol part v r n inf pr prep n c n 3 s 17 adv see fr. shade
My thoughts wont to roam, from shade onward to shade,
n c n 3 s prep p p con n c n 3 s prep
Destruction[1] (*was*) before me, and sorrow[1] (*was*) behind;
v r a tr imp a 8 n p m 2 s ind part n c n 3 s adv p p v r a tr ind imp 1 s
O pity, great Father of light, then I cried,[2]
p a p n c c g 3 s rp adv v r n pot imp 3 s prep p p 17
Thy creature[3] who[1] fain would[2] not wander[2] from thee!
intj a 8 creature prep n c n 3 s 17 p p v r a tr ind pr 1 s p a p n c n 3 s
Lo, humbled in dust, I[1] relinquish[2] my pride:[3]
prep n c n 3 s 17 prep see doubt p p adv v r a tr pot pr 2 s
From doubt and from darkness thou[1] only canst free.[2] 40

BEATTIE.

For remaining exercises in parsing, see page 113.

Of the Verb TO BE.

The verb TO BE, either expressed or understood, enters into the formation of all propositions, sentences, or verbs,

1. *Nom.*	*Verb act.*	*Obj.*	*Nom.*	*Verb neut.*	*Obj.*
Robert	fell	a tree.	Robert	fell	down.
Charles	raised	his hand.	Charles	raised	up.
Sarah	walked	the room.	She	walked	to town.
Charles	rolled	a marble.	A marble	rolls	on the ground.

2. A *neuter verb* may also become *active* by being compounded of a preposition.

Verb neut.	*Compound act. verb, with its object.*
I smile.	I smile on him.
He laughs.	He laughs at her.
The ship came.	She came to the port.

These compound active verbs are known to be active from the circumstance, that they can be rendered in the passive voice; thus, he was smiled on by fortune; she was laughed at for her folly: from whence it is plain, that the verbs are active, and that they become so by being associated with the preposition; as, we cannot say, I smile him, or, he was smiled by fortune.

3. *Of active verbs which govern one object only.*—The following verbs, usually ranked among neuter verbs, may be considered as active, which, beyond all possibility of doubt, they uniformly are; to wit, *to live, to die, to dream, to run*—as, *to live a life, to die the death, to dream a dream, to run a race.* That the preceding verbs are uniformly active is manifest from the fact, that it is impossible to live without living a life, or die without dying a death, and no one can dream without dreaming a dream, &c. They are *active* whether the *object* be *expressed* or not. They differ from any other active verb in this respect: the objective case following these verbs, is the result of the verb; thus, the act of living forms a life, when completed; and without the act of dying, there can be no death, &c., which is not the case with other active verbs. I *see* the book; *see* does not form the book; also, you can see all objects which are visible, but you can *die* nothing but a *death*, nor *live* any thing but a *life*.

whether active, passive, or neuter, in all their moods and tenses.* (*See* p. 14 and 16, *ante.*)

To be associated with Neuter Verbs.

* He had slept,	is equal to	He had *been* sleeping.
I run,	" "	I *am* running.
I muse,	" "	I *am* musing.
I stand,	" "	I *am* standing.

To be associated with Active Verbs.

I *wrote* a letter,	is parsed like,	I *was writing* a letter.
He *shot* a deer,	" "	He *was shooting* a deer.
Charles *assists* John,	"	Charles *is assisting* John.

In the preceding examples, this association forms a second or progressive form of conjugation; but *to be associated with passive verbs* is absolutely and indispensably necessary to its very existence. No passive verb can be found without it, and, consequently, admits of only one form of conjugation; as, a letter *is* written by me; John *is* assisted by Charles.

The *combination* of two *neuter verbs* cannot possibly form an active verb, because they never can have any more government when associated together, than they possess in a separate state; any more than I can by my deed of conveyance create an estate in fee simple indefeasible, to a second person, of a piece of land in which I have *no interest whatever.* Hence the verb *to be,* added to *any participle* derived from a *neuter verb,* I am falling, or, am fallen, forms a neuter verb only, whatever form it may assume.

The verb *to be,* added to the *present participle* of an active verb, forms an *active verb only,* in another form of conjugation, as before stated; and when the verb *to be* is joined to the *perfect or passive participle,* it forms a *passive verb.*

NOTE.—The reason why the verb *to be* can be associated so readily with every verb in the language, is this, that all verbs imply existence, whether they are active, passive, or neuter. (*See* p. 16, *ante.*)

Of Verbs transitive and intransitive.

A verb is said to be transitive, when the action passes to an object; as, I *wrote* a *letter;* I *love* to *write;* I *heard* him *say that John had gone to New York.*

A verb is intransitive when the action is confined to its nominative case; as, I *stand*, *sit*, *walk*, or *run*.

All *active verbs* are *transitive*, and, consequently, all *transitive verbs* are *active;* their being transitive is the only circumstance which can *form* an active verb, in a grammatical sense; and, as a matter of course, all neuter verbs are intransitive; their being intransitive is the very thing which forms a neuter verb.*

Of Mood

Mood or mode is a certain form of the verb, showing the manner in which the being, action, or passion, is represented. There are five moods of verbs, viz., the Indicative, Imperative, Potential, Subjunctive, and Infinitive.†

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* The author hopes that the great importance of a clear knowledge of the verb in its *governing powers*, will excuse him for the length of his remarks, as well as the repetitions which may occur in them. The only difference between verbs is, that some govern an object, while others do not, which is of great practical utility in Syntax, and forms a plain distinction between them, without creating any ambiguity in the mind of the student. On the other hand, to call part of the *neuter verbs active intransitive*, is a difficult distinction to make, and when made is of no utility whatever, which is plain from the fact, that authors disagree among themselves, as it respects hundreds of words.

† Mood is a logical term, and means the *shape* or *form* which any article can be made to assume; and in a logical sense, they are indefinite and unlimited in number, when applied to almost any article; thus, silver in the *ore* is one mood or form; in a melted state, another; in a refined state, another. So, a dollar, a spoon, a watch, a plate, a medal, or any other *form* which the *same* silver can possibly assume, are all moods, or forms of existence.

The Indicative mood simply indicates or declares a thing; as, he loves, he is loved; or it asks a question; as, Does he love? Is he loved? *

The Imperative mood is used for commanding, exhorting, entreating, or permitting; as, Depart thou; Mind ye.†

Potential and Subjunctive Moods.

The potential mood implies, possibility, liberty, power, will, or obligation; as, it may rain, he may go or stay, I can walk, they should learn.

Subjunctive mood,‡ represents a thing under a condition, motive, wish, supposition, &c.; and is preceded by a conjunction, expressed or understood, and attended by another

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As a verb has only five different forms, therefore, there can be but five moods.

First, the Indicative, or declaring form; as,	I walk.
Second, the Imperative, or commanding form; as,	Walk in.
Third, the Potential, or possible form; as,	I may walk.
Fourth, the Subjunctive, or doubtful mood; as,	If I walk.
Fifth, the Infinitive, or unlimited mood; as,	To walk.

* The Indicative mood is used, 1, for making a simple declaration or statement, as, I *walk*; Wellington *conquered* Napoleon; 2, for interrogating, as, who is he? Do I walk? Did Wellington conquer Napoleon? and, of course, 3, it may be used negatively as well as other moods and tenses, as, I do *not* walk; Wellington did *not* conquer Napoleon.

† All verbs, when in the Imperative mood, must always be in the present tense, second person, singular or plural, A verb to be in this mood, must be spoken in form of a command, with an accent; thus, *Love ye me*, or, *Do ye love me*, when pronounced in a commanding or spirited manner, by laying the stress of the voice on the verbs, are in the Imperative mood; but if they be pronounced in an interrogative manner, then it will be in the Indicative mood; Love ye *me*? or, Do ye love *me*? This will show the importance of a correct pronunciation.

‡ The *subjunctive and indicative moods* differ from each other in the formation of the present tense singular, in all

verb; as, I will respect him, though he chide me; he will not be pardoned, unless he repent.

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verbs, and in the present and imperfect of the verb *to be*, in both numbers, thus:

Indicative.	*Subjunctive.*	*Indicative.*	*Subjunctive.*	*Indicative.*	*Subjunctive.*
I see,	if I see;	I rule,	if I rule;	I write,	if I write;
Thou seest,	if thou see;	Thou rulest,	if thou rule;	Thou writest,	if thou write;
He sees,	if he see;	He rules,	if he rule;	He writes,	if he write.

To be, in the present tense.

Indicative. Present.		*Subjunctive. Present.*		*Indicative. Imperfect.*		*Subjunctive. Imperfect.*	
Singular.	*Plural.*	*Singular.*	*Plural.*	*Singular.*	*Plural.*	*Singular.*	*Plural.*
I am,	we are;	If I be,	if we be;	I was,	we were;	If I were,	they were;
Thou art,	you are;	If thou be,	if you be;	Thou wast,	you were;	If thou wert,	ye were;
He is,	they are;	If he be,	if we be;	he was,	they were;	If he were,	they were.

This difference existing in the formation of the present tense of the singular number, is the only circumstance which distinguishes the two moods from each other. The *present indicative*, always denotes *present certainty;* and the *present subjunctive*, always denotes *future contingencies:* I *see* this paper, denotes that I am *seeing;* but in the sentence, If I see him to-morrow I will speak to him, implies, If I *should see him to-morrow* I will speak. *Should* denotes uncertainty, and *to-morrow*, futurity; in fact, we are never uncertain about any thing but futurity; about things present we have an absolute certainty. The reason of the difference of the formation of the present tense singular, of the two moods, is, that before the subjunctive, *should*, is always understood; thus, if I (*should*) see, if thou (*shouldst*) see, if he (*should*) see, if I (*should*) see, &c. Without the combination of contingency and futurity, a verb would be in the indicative mood, let whatever conjunction might attend it; thus, "*if* I *write* this sentence," here the verb *write* is in the indicative mood; because it is certain to me, that I am now writing it, consequently, the conjunction will not make it uncertain. But if I say, "*if* I *write* until ten o'clock," I shall have defined the moods and tenses; here the verb *write* denotes both *futurity* and *contingency*, for it is *uncertain* or *contingent* whether I shall continue to write until ten

Of the Infinitive Mood.

The infinitive mood represents an action or event in a general or unlimited manner, without any regard to number or person; as, *to speak*, *to write*.*

Of Participial Moods.

The participle is a certain mood or form of the verb, and derives its name from its participating of both the pro-

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o'clock; and if I should, it must be performed at a future period, as it is now only two o'clock. The conjunctions which precede (*but never form*) the subjunctives, are *if*, *though*, *except*, *unless*, and *whether*.

* *Person and Number.*

The infinitive mood has *no nominative case*, and consequently *no person* or *number*.

The reason why any verb has person and number attached to it, is, because it has a nominative case; and verbs have certain terminations agreeing with the nominative case. A verb never speaks, is not spoken to nor of, like a noun; neither does it denote the number of objects or actions, as has been suggested by some modern "man of yesterday;" but person and number applied to verbs means, certain terminations agreeing with *nouns* and *pronouns*, to which number and person actually belong; as,

I write, Thou writest, He writes, We write, You write;
Boy plays. Boys play.

The fact is simply this, that the English language abounds in the use of the letter *s*, which gives a hissing sound, and it would not sound well to have both the nominative and verb end with this letter, or both end without it, as, *Boy play*, *Boys plays*, would be both ungrammatical; consequently, when the *s* terminates the noun, as, *Boys play*, the *sentence* is *plural;* but if it is attached to the verb, as *Boy plays*, it is then *singular*.

The infinitive, may be considered as a verbal noun used in the nominative or objective case, (*but never in the possessive.*)

perties of a verb and adjective; as, I am desirous of *knowing* him; *admired* and *applauded*, he became vain. There are three participles, to wit, the *present* or *active*, the *perfect* or *passive*, and the *compound perfect;* as, (present) *loving*, (perfect) *loved*, (compound perfect) *having loved.*

Of the Tenses.

Tense, being the distinction of time, might seem to admit of only the present, past, and future, but to mark it more accurately, it is made to consist of six variations, viz.: the present, the imperfect, the perfect, the pluperfect, and the first and second future tenses.*

1. The present tense represents an action or event, as passing at the time in which it is mentioned; as, *I rule, I am ruled.*

2. The perfect tense denotes an action as completed at the present time; as, I *have* finished my letter.

3. The imperfect tense represents the action or event either as past or finished, or as remaining unfinished at a

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* Tenses are certain modifications of the verb which point out the distinction of time.

Tense is naturally divided into the *present*, *past*, and *future*, and an action is represented as complete and finished, or as incomplete, unfinished, and in a progressive state, which gives rise to the six tenses, two present, two past, and two future tenses; thus:

Present,	1. Present time *continuing*, as, *I write, do write*, or *am writing.* 2. Present time *completed*, as, *I have written, have been writing.*
Past,	3. Past time *continuing*, as, *I wrote a letter.* 4. Past time *completed*, as, *I had written.*
Future,	5. Future time *continuing*, as, *I shall write.* 6. Future time *completed*, as, *I shall have written.*

certain time past; as, I *loved* her, for her modesty and virtue.

4. The pluperfect tense represents an action not only past, but also as prior to some other point of time specified in the sentence; as, I *had* finished my letter before he arrived.

5. The first future tense represents the action as yet to come, either with or without respect to the precise time; as, the sun *will* rise to-morrow.

6. The second future tense represents that an action will be fully accomplished, at or before the time of another action or event; as, *I shall have dined* at one o'clock.*

The *present tense* represents present time, and has three distinct forms: the first or simple form, as, *I write, I speak;* the second or emphatic form, as, *I do write, I do speak;* the third or progressive form, as, *I am writing, I am speaking.*

The first form simply expresses the existence of a fact, as, *trees grow, water runs;* the second, expresses the same fact, with emphasis, as, *waters do run, trees do grow;* and the third form denotes the existence of the fact, and also represents it in a progressive state; as, trees *are* growing, water *is* running.

The *perfect*, or *present perfect*, denotes a complete, finished *present* action, as, *I have written a book*, denotes that the action of writing has been completed at the present time; and consequently, this tense never is and never can be associated with past time. It is not correct to say, I *have written* a letter yesterday. When we intend to denote past time, we must use the past tense, as, I *wrote* a letter yesterday.

The *imperfect*, or *past tense*, has also three forms, which may be defined in the same manner as those corresponding forms in the present tense. The first form denotes a simple past action; the second denotes a past action, with emphasis; and the third, a past action in progress, or continuance; as, 1. I *spoke;* 2. I *did speak;* 3. I *was speaking.*

The *pluperfect*, or *past perfect*, bears the same relation to the imperfect that the perfect does to the present. It has

Of Auxiliary Verbs and Conjugation.

Auxiliary or helping verbs, are those by the help of which the English verb is principally conjugated. They are, *do*, *be*, *have*, *shall*, *will*, *may*, *can*, and *must*, with their variations. These verbs, when used in the conjugation of other verbs, only serve to form the different moods and tenses; the auxiliary and principal verbs are counted but as one verb. The auxiliary, in such cases, makes no *sense*, unless the principal be joined.

I had ——— to him yesterday.	I shall —— him to-morrow.
I had *spoken* to him yesterday.	I shall *see* him to-morrow.

Conjugation of Regular Verbs.

The following is a blank conjugation of all the *regular verbs* in the language, whether *active* or *neuter*. As the different forms of conjugation are of great utility to the classical writer and eloquent orator, I have exhibited the

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has but two forms; as, I *had been loved*, or, *had been loving*. The emphatic form is wanting to this tense; to say, I had did write, would be nonsense. This tense denotes a complete, perfected, finished action, and always represents it as finished at some point of time wholly past; as, last week, yesterday, last month, year, fall, &c.

The *first future*. *Future* represents an action as yet to come; and has two forms; as, I shall see him, or, I shall be seeing him; and,

The 2d *future*, or *future perfect*, bears the same relation to it, that the perfect bears to the present, or the pluperfect to the imperfect.

The Indicative mood has six tenses.

The Imperative mood has one tense; namely, the present.

The Potential mood has four tenses; two present, two past.

The Subjunctive mood has six tenses.

The Infinitive mood has two tenses; both present.

The Participial mood has two tenses; one present, one past.

verb in all its forms, that the student may have his choice of them, and see the facility and ease with which the English verb is conjugated. I assert, without the fear of contradiction, that in the English language, the verb, by the help of auxiliaries, has more forms, force, beauty, and elegance, than in any other language, ancient or modern. The following conjugation table should be perfectly committed, and you will find a few hours' practice all that is necessary to get a complete knowledge of the inflections of verbs. Fill up the blanks with any regular verb, and it will be conjugated. Take, for instance, *walk*, *protract*, *hate*, or *move*, and insert it in the blanks, and it will be completely conjugated.

INDICATIVE MOOD.

PRESENT TENSE—(*has three forms.*)

First, or simple form.

Singular.	*Plural.*
1. PERS. I ——.	1. We ——.
2. PERS. Thou ——est.	2. You ——.
3. PERS. He, she, or it ——s.	3. They ——

Second, or emphatic form.

1. I do ——.	1. We do ——.
2. Thou dost ——.	2. You do ——.
3. He does ——.	3. They do ——.

Third, or progressive form.

1. I am ——ing.	1. We are ——ing.
2. Thou art ——ing.	2. Ye are ——ing.
3. He, she, or it is ——ing.	3. They are ——ing.

PERFECT, OR PRESENT PERFECT—(*has two forms only.*)

First, or simple form.

1. I have ——ed.	1. We have ——ed.
2. Thou hast ——ed.	2. You have ——ed.
3. He has ——ed.	3. They have ——ed.

Second, or progressive form.

1. I have been ——ing.	1. We have been ——ing.
2. Thou hast been ——ing.	2. You have been ——ing.
3. He, she, or it has been ——ing.	3. They have been ——ing.

IMPERFECT, OR PAST TENSE—(*with three forms.*)

First, or simple form.

1. I ——ed.	1. We ——ed.
2. Thou ——edst.	2. You ——ed.
3. He ——ed.	3. They ——ed.

Second, or emphatic form.

Singular.	*Plural.*
1. I did ——.	1. We did ——.
2. Thou didst ——.	2. You did ——.
3. He did ——.	3. They did ——.

Third, or progressive form.

1. I was ——ing.	1. We were ——ing.
2. Thou wast ——ing.	2. You were ——ing.
3. He or she was ——ing.	3. They were ——ing.

PLUPERFECT—(*with two forms.*)

First, or simple form.

1. I had ——ed.	1. We had ——ed.
2. Thou hadst ——ed.	2. Ye had ——ed.
3. He had ——ed.	3. They had ——ed.

Second, or progressive form.

1. I had been ——ing.	1. We had been ——ing.
2. Thou hadst been ——ing.	2. You had been ——ing.
3. He or she had been ——ing.	3. They had been ——ing.

FIRST FUTURE TENSE—(*two forms.*)

First, or simple form.

1. I shall or will ——.	1. We shall or will ——.
2. Thou shalt or wilt ——.	2. You shall or will ——.
3. He shall or will ——.	3. They shall or will ——.

Second, or progressive form.

1. I shall be ——ing.	1. We will be ——ing.
2. Thou wilt be ——ing.	2. Ye will be ——ing.
3. He shall be ——ing.	3. They shall be ——ing.

SECOND FUTURE TENSE—(*two forms.*)

First, or simple form.

1. I shall have ——ed.	1. We shall have ——ed.
2. Thou shalt have ——ed.	2. You shall have ——ed.
3. He or she will have ——ed.	3. They shall have ——ed.

Second, or progressive form.

1. I shall or will have been ——ing.	1. We shall have been, *&c.*
2. Thou shalt have been ——ing.	2. You shall have been, *&c.*
3. He shall have been ——ing.	3. They shall have been, *&c.*

IMPERATIVE MOOD.

1*st form.* — thou or ye. 2*d do.* Do ye or you —. 3*d do.* Be thou or you —ing.

POTENTIAL MOOD.

PRESENT TENSE—(*two forms.*)

First, or simple form.

1. PERS. I may, can, or must ——.	1. We may, can, or must ——.
2. PERS. Thou mayst, canst or must ——.	2. Ye may, can, or must ——.
3. PERS. He may, can, or must ——.	3. They may, can, or must ——.

Second, or progressive form.

Singular.	*Plural.*
1. I may or can be ——ing.	1. We may or can be ——ing.
2. I mayst or must be ——ing.	2. You must or can be ——ing.
3. He may or can be ——ing.	3. They may or must be ——ing.

PERFECT PRESENT—(*or complete present time.*)

First, or simple form.

1. I may or can have ——ed.	1. We may or can have ——ed.
2. Thou mayst or canst have —ed.	2. You may or can have ——ed.
3. He may or can have ——ed.	3. They may or can have ——ed.

Second, or progressive form.

1. I may have been ——ing.	1. We may have been ——ing.
2. Thou mayst have been ——ing.	2. You may have been ——ing.
2. He may have been ——ing.	3. They may have been ——ing.

IMPERFECT, OR PAST TENSE.

Simple form.

1. I might, could, would, or should ——.	1. We might, &c., ——.
2. Thou mightst, wouldst, couldst, or shouldst ——.	2. You might, &c., ——.
3 He might, could, would, or should ——.	3 They might, &c., ——.

Progressive form.

1. I might, could, &c., be ——ing.	1. We might, &c., be ——ing.
2. Thou mightst, &c., be ——ing.	2. You might, &c., be ——ing.
3. He might, &c., be ——ing.	3. They might, &c., be ——ing

PLUPERFECT—(*or past perfect.*)

First, or simple form.

1. I might, could, would, or should have ——ed.	1. We might, &c., have ——ed.
2. Thou mightst, couldst, wouldst, or shouldst have ——ed.	2. Ye mightst, &c., have ——ed.
3. He might, could, would, or should have ——ed.	3. They might, &c., have ——ed.

SUBJUNCTIVE MOOD.

NOTE—The Conjunctions *if*, *though*, *except*, *unless*, and *whether*, precede this mood.

PRESENT TENSE—(*three forms.*)

First, or simple form.

1. If I ——.	1. If we ——.
2. If thou ——.	2. If you ——.
3. If he ——.	3. If they ——.

Second, or emphatic form.

Singular.	*Plural.*
1. If I do ——.	1. If we do ——.
2. If thou do ——.	2. If you do ——.
3. If he do ——.	3. If they do ——.

Third, or progressive form.

1. If I be ——ing.	1. If we be ——ing.
2. If thou be ——ing.	2. If you be ——ing.
3. If he be ——ing.	3. If they be ——ing.

The remaining tenses of this mood are conjugated like the corresponding tenses of the indicative mood; adding, *if*, *though*, *except*, *unless*, or *whether*.

INFINITIVE MOOD—has no person or number.

First form.

Present—To ——. *Perfect*—To have ——ed.

Progressive form.

Present—To be ——ing. *Imperfect*—To have been ——ing

PARTICIPLES—have one form only.

Present. ——ing. *Perfect.* ——ed. *Com. Perfect.* ——ing, ——ed.

Conjugations of Irregular Verbs.

An irregular verb is conjugated by adding the present to *shall* or *will* in the first future, and adding the *participle perfect* to the auxiliaries, *have*, *had*, and *shall* or *will have*, to form the perfect, pluperfect, and second future tenses. From the preceding remarks, it will be plain, that all verbs denote *being*, and most of them *action*. The verb *to be*, (*am*, *was*, *been*,) is a pure neuter verb; consequently, it can have only one form, that is, it cannot be joined with itself, without a manifest impropriety. And as the passive verb admits of only one form, and is conjugated by prefixing the perfect or passive participle of any active verb to the verb *to be*, I shall conjugate this neuter irregular verb entire, and leave a blank for the formation of a passive verb at pleasure. Fill the following blanks with the passive participle from any active verb, and a passive verb will be instantly formed from the verb from which such participle is derived:—as,

Present. I am *loved*, thou art *loved*, he is *loved*, we are *loved*, &c.

Imperfect. I was *seen*, thou wast *seen*, he was *seen*, we were *seen*.

Conjugation of the Verb TO BE.

INDICATIVE MOOD.

PRESENT TENSE.

Singular.	*Plural.*
1. PERS. I am ——.	1. We are ——.
2. PERS. Thou art ——.	2. You are ——.
3. PERS. He, she, or it is ——.	3. They are ——.

PERFECT—(*or perfected present.*)

1. I have been ——.	1. We have been ——.
2. Thou hast been ——.	2. You have been ——.
3. He has been ——.	3. They have been ——.

IMPERFECT TENSE.

1. I was ——.	1. We were ——.
2. Thou wast ——.	2. You were ——.
3. He was ——.	3. They were ——.

FIRST FUTURE TENSE.

1. I shall or will be ——.	1. We shall or will be ——.
2. Thou shalt or wilt be ——.	2. You shall or will be ——.
3. He shall or will be ——.	3. They shall or will be ——.

SECOND FUTURE TENSE.

1. I shall or will have been ——.	1. We shall have been ——.
2. Thou shalt or wilt have been ——.	2. Ye will have been ——.
3. He shall or will have been ——.	3. They shall have been ——.

IMPERATIVE MOOD.

PRESENT TENSE.

Be thou ——. Be ye ——.

POTENTIAL MOOD.

PRESENT TENSE.

1. I may, can, or must be ——.	1. We may, can, &c.
2. Thou mayst, canst, or must be ——.	2. You may, can, &c.
3. He may, can, or must be ——.	3. They may, can, &c.

PERFECT TENSE.

1. I may or can have been ——.	1. We may or can, &c.
2. Thou mayst, or canst have been ——.	2. You may or can, &c.
3. She may or can have been ——.	3. They may or can, &c.

IMPERFECT TENSE.

Singular.	*Plural.*
1. I might, could, would, or should be ——.	1. We might, &c., be ——.
2. Thou mightst, couldst, wouldst, or shouldst be ——.	2. You might, &c., be ——.
3. He might, could, would, or should be ——.	3. They might, &c., be ——.

PLUPERFECT TENSE.

1. I might, could, would, or should have been ——.	1. We might, &c., be ——.
2. Thou mightst, couldst, wouldst, or shouldst have been ——.	2. Ye might, &c., be ——.
3. I might, could, would, or should have been ——.	3. They might, &c., be ——.

SUBJUNCTIVE MOOD.

PRESENT TENSE.

1. If I be ——.	1. If we be ——.
2. If thou be ——.	2. If you be ——.
3. If he be ——.	3. If they be ——.

IMPERFECT TENSE.

1. If I were ——,	1. If we were ——.
2. If thou wert ——.	2. If you were ——.
3. If he were ——.	3. If they were ——.

For the remaining tenses of this mood, see those corresponding ones in the Indicative mood.

INFINITIVE MOOD.

PRESENT. To be ——. PERFECT. To have been ——.

PARTICIPLES.

PRESENT.	PERFECT.	COMPOUND PERFECT.
Being ——.	Been ——.	Having been ——.

Conjugate in the passive voice the verbs, *to love, to hate, to fear, to see, to conquer, to smile on, to hear.*

NOTE.—All other verbs, whether active or neuter, regular or irregular, have the same number of forms as are laid down in the conjugation of regular verbs on p. 73. Only the irregular verbs form their imperfect tense and perfect participle, as follows:

Present.	*Imperfect.*	*Per. or Pass. Part.*
Abide,	abode,	abode.
Am,	was,	been.
Arise,	arose,	arisen.
Awake,	awoke, R.	awaked.

Present.	*Imperfect.*	*Per. or Pass. Part.*
Bear, *to bring forth,*	bare,	born.
Bear, *to carry.*	bore,	borne.
Beat,	beat,	beaten, beat.
Begin,	began,	begun.
Bend,	bent,	bent.
Bereave,	bereft, R.	bereft, R.
Beseech,	besought,	besought.
Bid,	bid, bade,	bidden, bid.
Bind,	bound,	bound.
Bite,	bit,	bitten, bit.
Bleed,	bled,	bled.
Blow,	blew,	blown.
Break,	broke,	broken.
Breed,	bred,	bred.
Bring,	brought,	brought.
Build,	built,	built.
Burst,	burst,	burst.
Buy,	bought,	bought.
Cast,	cast,	cast.
Catch,	caught, R.	caught, R.
Chide,	chid,	chidden, chid.
Choose,	chose.	chosen.
Cleave, *to stick or adhere.*	REGULAR.	
Cleave, *to split,*	clove, *or cleft,*	cleft, cloven.
Cling,	clung,	clung.
Clothe,	clothed,	clad, R.
Come,	came,	come.
Cost,	cost,	cost.
Crow,	crew, R.	crowed.
Creep,	crept,	crept.
Cut,	cut,	cut.
Dare, *to venture,*	durst,	dared.
Dare, R. *to challenge.*		
Deal,	dealt, R.	dealt, R.
Dig,	dug, R.	dug, R.
Do,	did,	done.
Draw,	drew,	drawn.
Drive,	drove,	driven.
Drink,	drank,	drunk.
Dwell,	dwelt, R.	dwelt, R.
Eat,	eat, *or* ate,	eaten.
Fall,	fell,	fallen.

Present.	*Imperfect.*	*Per. or Pass. Part.*
Feed,	fed,	fed.
Feel,	felt,	felt.
Fight,	fought,	fought.
Find,	found,	found.
Flee,	fled,	fled.
Fling,	flung,	flung.
Fly,	flew,	flown
Forget,	forgot,	forgotten, forgot.
Forsake,	forsook,	forsaken.
Freeze,	froze,	frozen.
Get,	got,	got.
Gild,	gilt, R.	gilt, R.
Gird,	girt, R.	girt, R.
Give,	gave,	given.
Go,	went,	gone.
Grave,	graved,	graven, R.
Grind,	ground,	ground.
Grow,	grew,	grown.
Have,	had,	had.
Hang,	hung, R.	hung, R.
Hear,	heard,	heard.
Hew,	hewed,	hewn, R.
Hide,	hid,	hidden, hid.
Hit,	hit,	hit.
Hold,	held,	held.
Hurt,	hurt,	hurt.
Keep,	kept,	kept.
Knit,	knit, R.	knit, R.
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.
Load,	loaded,	laden, R.
Lose,	lost,	lost.
Make,	made,	made.
Meet,	met,	met.
Mow,	mowed,	mown, R.
Pay,	paid,	paid.
Put,	put,	put.

Present.	*Imperfect.*	*Per. or Pass. Part.*
Read,	read.	read.
Rend,	rent,	rent.
Rid,	rid,	rid.
Ride,	rode,	rode, ridden.
Ring,	rung, rang,	rung.
Rise,	rose,	risen.
Rive,	rived,	riven.
Run,	ran,	run.
Saw,	sawed,	sawn, R.
Say,	said,	said.
See,	saw,	seen.
Seek,	sought,	sought.
Sell,	sold,	sold.
Send,	sent,	sent.
Set,	set,	set.
Shake,	shook,	shaken.
Shape,	shaped,	shaped, shapen.
Shave,	shaved,	shaven, R.
Shear,	sheared,	shorn.
Shed,	shed,	shed.
Shine,	shone, R.	shone, R.
Show,	showed,	shown.
Shoe,	shod,	shod.
Shoot,	shot,	shot.
Shrink,	shrunk,	shrunk.
Shred,	shred,	shred.
Shut,	shut,	shut.
Sing,	sung, sang,	sung.
Sink,	sunk, sank,	sunk.
Sit,	sat,	sat.
Slay,	slew,	slain.
Sleep,	slept,	slept.
Slide,	slid,	slidden.
Sling,	slung,	slung.
Slink,	slunk,	slunk.
Slit,	slit, R.	slit, *or* slitted.
Smite,	smote,	smitten.
Sow,	sowed,	sown, R.
Speak,	spoke,	spoken.
Speed,	sped,	sped.
Spend,	spent,	spent.
Spill,	spilt, R.	spilt, R.
Spin,	spun,	spun.

Present.	*Imperfect.*	*Per. or Pass. Part.*
Spit,	spit, spat,	spit, spitten.
Split,	split,	split.
Spread,	spread,	spread.
Spring,	sprung, sprang,	sprung.
Stand,	stood,	stood.
Steal,	stole,	stolen.
Stick,	stuck,	stuck.
Sting,	stung,	stung.
Stink,	stunk,	stunk.
Stride,	strode, *or* strid,	stridden.
Strike,	struck,	struck *or* stricken.
String,	strung,	strung.
Strive,	strove,	striven.
Strow, *or* strew,	strowed, *or* strewed,	strown, strowed, strewed.
Swear,	swore,	sworn.
Sweat,	swet, R.	swet, R.
Swell,	swelled,	swollen, R.
Swim,	swum, swam,	swum.
Swing,	swung,	swung.
Take,	took,	taken.
Teach,	taught,	taught.
Tear,	tore,	torn.
Tell,	told,	told.
Think,	thought,	thought.
Thrive,	throve, R.	thriven.
Throw,	threw,	thrown.
Thrust,	thrust,	thrust.
Tread,	trod,	trodden.
Wax,	waxed,	waxen, R.
Wear,	wore,	worn.
Weave,	wove,	woven.
Weep,	wept,	wept.
Win,	won,	won.
Wind,	wound,	wound.
Work,	wrought,	wrought, *or* worked.
Wring,	wrung,	wrung.
Write,	wrote,	written.

DEFECTIVE VERBS are those which are used only in some of their moods and tenses.

The principal of them are these.

Present.	*Imperfect.*	*Per. or Pass. Part.*
Can,	could,	———
May,	might,	———
Shall,	should,	———
Will,	would,	———
Must,	must,	———
Ought,	ought,	———
———	quoth,	———

SECT. VI.—OF ADVERBS.

An adverb is a part of speech used to qualify verbs, adjectives, and other adverbs: as, he reads *well*; a *truly* good man; he writes *very correctly*.*

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* Adverbs, like adjectives, admit of three degrees of comparison, and are compared in the same manner. Monosyllables in *er* and *est*, and dissyllables in *more* and *most*: as, soon, soon*er*, soon*est*; wisely, *more* wisely, *most* wisely.

An adverb was originally contrived to express the objective case of a noun, and the preposition which governs it, in one word; as,

He writes *correctly*, i. e. *with correctness.*
She came *here*, i. e. *to this place.*
You speak *truly*, i. e. *with truth.*

So that there appears to be but little or no difference between an adverb and the *relation* expressed by the preposition, with its object.

Adverbs have been divided by grammarians into certain classes, the principal of which are,

1. *Those of quality*, which are formed from an adjective, by adding the termination *ly*: as, tru*ly*, wise*ly*, correct*ly*, nob*ly*. This class contains almost all the adverbs in the language. Hence the remark, that they generally end in *ly*.

2. *Of number*: as, once, twice, thrice, &c.

3. *Of order*: as, firstly, secondly, thirdly, fourthly, fifthly, &c.

SECT. VII.—OF THE PREPOSITION.

The preposition is an indeclinable part of speech, which shows the relation between words, and always governs some noun or pronoun. They are known by the following list:

of	into	above	at	off
to	within	below	near	on or upon
for	without	between	up	among
by	over	beneath	down	after
with	under	from	before	about
in	through	beyond	behind	against.*

SECT. VIII.—OF CONJUNCTIONS.

A conjunction is a part of speech chiefly used to connect sentences, so as out of two or more to make but one.

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4. *Of time:* as, now, then, when, soon, often, seldom, hereafter, &c.

5. *Of direction*, formed by the termination *ward:* as, homeward, &c.

6. *Of negation:* as, nay, no, not, nowise.

7. *Of affirmation:* as, yes, very, truly, undoubtedly, certainly, &c.

8. *Of uncertainty:* as, perhaps, peradventure, &c.

9. *Of interrogation:* as, where, when, how, &c.

10. *Of comparison:* as, more, most, less, least, &c.

* Every preposition *must govern* an objective case; and the moment it ceases to do that, it becomes, *not an active intransitive preposition*, but an *adverb*, on the same principle that a verb without the government of an object becomes absolutely neuter. Thus:

Prepositions.	*Adverbs.*
He rides *about* the city.	He rides *about.*
She looks *on* him with contempt.	She looks *on* with contempt.
They rush *on* the precipice.	They rush *on.*

But in the phrases, to smile on, to laugh at, to fall on, to cast up, the words *on*, *at*, and *up*, must be reckoned as part of the verb rather than as adverbs or prepositions. (For the relation between words, *see* p. 18, and 64.)

It sometimes connects only words: as, Thou and he are happy, *because* you are good. Two *and* three are five.

They are of two kinds, copulative and disjunctive. *Copulatives*, and, if, that, both, then, since, for, because, therefore, wherefore—*Disjunctives*, but, or, nor, as, than, less, though, unless, either, neither, yet, notwithstanding.*

SECT. IX —OF THE INTERJECTION.†

Interjections are words thrown in between the parts of speech, to express the emotion of the speaker: as, Alas!

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* *Conjunctions* are words used chiefly to *conjoin* or *connect* two simple sentences, as expressed in the text: thus, "I go to town to-day, —— I shall return to-morrow," are two simple sentences, unconnected by any conjunction. Now, if these sentences be connected by *and*, they will form a compound sentence: thus, "I go to town to-day, *and* shall return to-morrow." After the speaker has uttered one sentence, he must add another, or no subject could be continued beyond the utterance of one simple sentence.

The same word is sometimes used as a conjunction, a preposition, an adverb, or noun.

1. I submit, *then*, *for* it is vain to resist, (*for* is a conj.)
2. I contend *for* victory only, (*for* is a preposition.)
3. *For* is a conjunction, (*for* is a noun.)

1. *Since* we must part, let us do it soon, (*since* is a conj.)
2. I have not seen him *since* two o'clock, (*since* is a preposition.)
3. He left college long *since*, (*since* is an adverb.)
4. *Since* is an adverb, (*since* a noun, nom. case to *is*.)

NOTE.—On the principle, that a *noun is a name*, all the words in the language may become nouns, when they are used barely as a name. Thus, *A* is an article, *If* is a conjunction, *I* is a pronoun, *Is* is a verb, *C* is a letter, and *B* is another. *Who* is a relative pronoun in these examples. *A*, *If*, *I*, *Is*, *C*, *B*, and *Who*, are nouns.

† The interjection seems scarcely worthy of being ranked among the parts of speech in an artificial language, being a branch of that natural language which we possess in common with the brute creation, by which we express the sudden emotions and passions which actuate our frame;

I fear for life. O my son! my son! What! is Moscow in flames.

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but as it is used in written and oral compositions, it may, in some measure, be deemed a part of speech. It is, in fact, a *virtual and actual sentence, in which the noun and verb which form it, are concealed under an imperfect or indigested word*, used in the hurry of composition: as, *Adieu!* i. e. I commend you to God! *Strange!* i. e. this occurrence is strange! *Welcome!* i. e. you are welcome here. Any word in the language may become an interjection, or be used as such, when expressed with emotion, and in an unconnected manner: as, *Shocking! Powerful! Thoughtless creature! Religion!* what treasures untold reside in *that* word.

List of Interjections.

Adieu! hark! ho! ha! he! hail! ah! alack! away! aha! begone! hallo! humph! hush! huzza! hist! hey-day! lo! O! Oh! strange! see! what! O brave! farewell! well done!

It is proper to remark, that *O* is used only in a direct address, and should be prefixed to the noun or pronoun which it precedes: as, O shame! where is thy blush.

> "O thou! my voice inspire,
> Who touched Isaiah's hallowed lips with fire."

The interjection O, always precedes the nominative independent. Ah! is used detached from the noun which it precedes: as, Ah! what happiness awaits the virtuous.

SYNTAX.

THE third part of Grammar is SYNTAX, which treats of the agreement and construction of words in a sentence.

A sentence is the verbal representation of the existence, or action, of some person, place, or thing.

Sentences are of two kinds, SIMPLE and COMPOUND.

A simple sentence has in it but one subject, and one finite verb: as, Life is short.

There are three kinds of simple sentences: 1. Explicative; 2. Interrogative; and 3. Imperative.

An *explicative* sentence is used for explaining.

An *interrogative* sentence for inquiring.

An *imperative* sentence for commanding.

A compound sentence, contains two or more simple sentences, joined together by one or more connective words; as, Life is short, and art is long.

A phrase is two or more words rightly put together, making sometimes a part of a sentence, and sometimes a whole sentence.

The principal parts of a simple sentence are, the nominative, the attribute, and the object.

The nominative is the thing chiefly spoken of; the attribute is the thing or action affirmed, or denied of it; and the object is the thing affected by such action.

The nominative denotes the subject, and usually goes before the verb or attribute; and the word or phrase, denoting the object, follows the verb: as "a wise man governs his passions." Here, a wise man is the subject; governs the attribute, or the thing affirmed; and passions the object.

Syntax principally consists of three parts, Concord, Government, and Position.

Concord is the agreement which one word has with another, in gender, number, case, or person.

Government is that power which one word has over another, in directing its mood, tense, or case.

Position, relates to the disposition of words in a sentence.

Synthesis and analysis are terms of frequent use in many sciences; synthesis signifies *putting together*, and analysis *taking apart*. One begins where the other terminates, and they reciprocally explain each other; they may sometimes be employed with equal advantage in explaining the same thing. Thus the mechanism of a complicated machine may be shown by either method. Take, for instance, a watch, or an oration, and separate the different wheels, springs, and other articles, of which the watch is composed, or the words which compose the oration, and examine each individual piece during the operation, and you perform an act of *analysis*. But as soon as you put the watch or oration together, you immediately perform an operation called synthesis, or syntax. The *combination* of timber, boards, and plank, into a house, is *syntax*. The forming of any compound from simple articles, is syntax; of course, the regular formation of an oration or poem, from simple words, is emphatically *syntax*.

Now, in order to do this with ease, accuracy, and facility, you must first learn the rules of composition, or you will have nothing to guide you in the operation, but will be in the same situation as a man who should undertake to make some very compound medicine without knowing the ingredients of which it is composed; in short, although a very ignorant fellow might analyze a patent lever watch, or might separate the words composing Cicero's oration against Catiline; yet every one knows that he who *formed* either the watch or the oration, could not have done it without a knowledge of synthesis; consequently, all the rules of syntax must relate either to the government, agreement, or position of words, in a sentence.

Syntax, as before remarked, consisting of *Concord*, *Government*, and *Position*, the three following general rules will embrace all the principles.

GENERAL PRINCIPLES OF SYNTAX.

RULE I.—*Of Agreement.*

Every article, adjective, adjective pronoun, and participle, belongs to some noun. All pronouns agree with their nouns, in gender and number. All verbs agree with their nominatives, in number and person. An adverb qualifies some *verb*, adjective, or other adverb. Two nouns, connected by a conjunction, will be in the same case; and two verbs, connected in like manner, will be in the same mood and tense.

RULE II.—*Of Government.*

Every active verb and preposition governs an objective case. The infinitive mood is governed by some verb, noun, pronoun, participle, or adjective. The poss've case is governed by a noun. All nouns, of the second person, are in the nominative independent; and a noun placed before a participle, is in the case absolute.

RULE III.—*Of Position and Transposition.*

The *nominative case* must be placed *first* in a sentence; the *verb*, *next* to it; and the *objective case*, *last*; as, God[1] made[2] man[3]. *Prepositions precede* the *objects* which they govern. Adjectives and adverbs must generally be placed next to the words which they qualify; and the relative must be placed next to its antecedent.

The more extensive development, explanation, and elucidation of these "*General Rules*," form all the "*Special Rules*" of Syntax in Grammar, as they are detailed in the different treatises on that science, as will appear from an examination of the following pages.

PART I.—AGREEMENT OF VERBS.

RULE I.

A VERB *must agree* with its *nominative case* in *number* and *person;* as, I am, thou art, he is; I love, thou lovest, he loves; the boy plays, the boys play.

NOTE 1.—When the nominative case ends in *s*, the sentence is always in the plural number, as, the *boys play;* and when the verb ends with this letter, it is singular: thus, if you remove the *s* from boys to play, and say, the *boy plays*, the sentence will be in the singular.

NOTE 2.—The nominative case may be either a single word, as, a *horse* runs, the *ox* eats, *men* war against nature, the *tiger* knows his kind: or,

NOTE 3.—The nominative case may be a phrase or sentence, as, *to destroy life* is cruel; *to worship any thing but God* is idolatry.

EXERCISES.—1. Disappointments sinks the heart of man. This is not a correct expression, because the nominative case *disappointments* is in the plural number; and therefore the verb *sinks* should be *sink*, in the plural number, to agree with it. The sentence should read, Disappointments sink the heart of man.—*In like manner correct the following sentences:*

2. Fifty pounds of wheat contains forty pounds of flour.
3. A variety of pleasing objects charm the eye.
4. Nothing but vain and foolish pursuits delight some persons.
5. What avails her unexhausted store, and her blooming mountains.
6. To those rules of syntax are subjoined an extensive collection of sentences to exercise the judgment.
7. There is no men so dangerous in a government as the ambitious and unprincipled.
8. Great pains has been taken to reconcile the parties.
9. There was a hundred thousand men engaged.

RULE II.

Two or more nouns, pronouns, or substantive phrases, connected by *and*, must have a plural verb, noun, and pronoun; as,

Washington, Lafayette, Franklin, *and* Hamilton, *were* venerable sages of the revolution; but Warren and Montgomery suffered martyrdom in the cause of *their* country. He and myself *are* engaged in study. To be industrious and honest *are* the means of becoming respectable. To be wise in our own eyes; to be wise in the eyes of others; and to be wise in the eyes of our Creator; *are* three things so very different, as rarely to coincide.

EXERCISES.—1. John, James, and Joseph, intends to leave town. This is not grammatical; the verb, intends, is here in the singular number, and is yet forced to agree with John, James, and Joseph, three singular nominatives, connected by *and*, which make at least a plural, and require a plural verb. John, James, and Joseph, intend to leave town, would be an expression in conformity to the second rule.—*In like manner correct:*

2. Patience and diligence, like faith, removes mountains.

3. Wisdom, virtue, and happiness, dwells with the golden mediocrity.

4. His politeness and good disposition was changed.

5. Luxurious living and high pleasure begets a languor and satiety that destroys all enjoyment.

6. Time and tide waits for no man.

7. Fine talents, a fair character, and a fortune, has been lost by that profligate young man.

8. The planetary system, boundless space, and the immense ocean, affects the mind with sensations of astonishment.

9. Their friendship and hatred is alike indifferent to me.

10. The censure and applause of the surrounding multitude passes by like the idle winds.

11. Idleness and ignorance is the parent of many vices.

12. In unity consists the welfare and security of every society.

RULE III.

Two or more singular nominative cases, connected by the conjunctions *or* or *nor*, must have verbs, nouns, and pronouns, agreeing with them in the singular; as, Andrew *or* Martin *was* nominated for the office; There *is* in many minds neither knowledge *nor* understanding.

NOTE.—1. When nominatives of different persons are disjunctively connected, the verb agrees with that placed nearest to the verb; as, Thou or he *is* the principal; Either thou or I *am* to blame; I or thou *art* to blame.

2. When a disjunctive connects a singular and plural nominative, the verb must agree with the plural; as, Neither poverty nor *riches were* injurious to him. The nominative should be placed nearest the verb.

EXERCISES.—1. John, James, *or* Joseph, intend to accompany *me*. This is not correct, because here are three nominative cases, all connected by the conjunction, *or*, which implies that only *one* or the *other* intends to accompany; therefore, the verb intend should be in the singular number, *intends*. This sentence, constructed according to the third rule, will read thus: John, James, or Joseph, intends to accompany me.—*In like manner correct:*

2. Neither precept nor discipline are as forcible as example.

3. Man is not such a machine as a clock or watch, which move merely as they are moved.

4. Man's happiness, or misery, are, in a great measure, put into his own hands.

5. Despise no infirmity of mind or body, nor any condition of life: for they are, perhaps, to be your own lot.

6. Speaking impatiently to servants, or any thing that betrays inattention or ill-humour, are certainly criminal.

7. A tart reply, a proneness to rebuke, or a captious and contradictory spirit, are capable of imbittering domestic life, and of setting friends at variance.

8. There are many faults in spelling, which neither analogy nor pronunciation justify.

RULE IV.

1. A collective noun conveying an idea of *unity*, must have a singular verb; as, The meeting was well conducted.

2. But when a collective noun conveys the idea of plurality, its verb must be plural; as, My people *do* not consider, they have not known me; and the same remarks will apply to the pronoun.

EXERCISES *on the first clause.*—1. The British Parliament are composed of King, Lords, and Commons, is not a correct sentence; because the noun *parliament* is a collective noun, conveying an idea of unity; consequently, the verb *are*, should be written in the singular number; thus, The British Parliament *is* composed of King, Lords, and Commons.—*In like manner correct:*

2. Buonaparte's army were routed on the plains of Waterloo.

3. A battalion of soldiers were ordered to the assault.

4. The flock, and not the fleece, are or ought to be the object of the shepherds care.

5. When the nation complain, the rulers should listen to their voice.

6. The shoal of herrings were of immense extent.

EXERCISES *on the second clause.*—1. The fleet is all arrived and moored in safety. This is ungrammatical, because the nominative case, fleet, being taken in connexion with the word, *all*, conveys a plural idea, and therefore the verb *is* ought to be changed into the plural form to agree with it; thus, The *fleet are* all arrived, &c.—*In like manner correct:*

2. In France the peasantry goes barefoot.

3. While the middle class makes use of wooden shoes.

4. Never was any people so oppressed as those of modern Poland.

5. Mankind in all ages has been a prey to designing knaves and political villains.

6. The audience receives the speaker with every mark of attention.

RULE V.

All pronouns must agree with the nouns which they represent, in gender, person,* and number; and must be parsed precisely as the noun would be in its place; as, This is the *friend whom* I love, That is the *vice which* I hate, The *moon* appears and shines, but the light is not *her own*, The *master who* taught us, The trees *which* are planted.

NOTE 1.—The antecedent of a pronoun may be either a noun or clause of a sentence; and a relative pronoun may also be referred to another pronoun.

EXERCISES.—1. I do not think any person should incur censure for being tender of their reputation. This is a violation of the fifth rule of syntax, which requires a pronoun to agree with its noun in gender and number; because the noun *person* is in the masculine gender and singular number, and consequently the pronoun *their* should be put in the masculine gender, singular, also; thus, For being tender of *his* reputation.—*In like manner correct:*

2. They which seek wisdom will certainly find her.

3. The exercise of reason appear as little in those sportsmen as in the beasts whom they hunt, and by whom they are sometimes hunted.

4. Rebecca took goodly raiment which were with her in the house and put them upon Jacob.

5. Take handsfull of ashes from the furnace, and let Moses sprinkle it towards Heaven, in the sight of Pharaoh, and it shall become small dust.

6. The wheel killed another man, which is the sixth which have lost their lives by this means.

7. The fair sex, whose task is not to mingle in the labours of public life, has its own part assigned it to act.

8. The Hercules man of man foundered at sea; she overset, and lost most of her men.

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* The only exception to a pronoun agreeing with a noun in *person* seems to be in the first person.

RULE VI.

The relative agrees with its antecedent in number and person, and the verb agrees with it accordingly; as, *Thou who* judgest, art guilty.

NOTE.—The relative, to prevent ambiguity, should be placed as near its antecedent as possible; thus, Cain slew his brother who was a murderer. This is an incorrect expression, and yet in the order in which the above stands, it is impossible to parse it in any other way than to say, that *who* relates to *brother;* because in all languages it is a rule, that *the relative pronoun shall be referred to its nearest antecedent, and of course when the relative is preceded by two antecedents of different persons, it must be made to agree with the one placed next to it;* as, I am the *man who is* disposed to decide justly, is more grammatical than to say, I am the man *who am* disposed, &c.

EXERCISES.—1. Cain slew his brother who was a murderer. This is a grammatical violation of the sixth rule, which says, the relative should be placed next to its antecedent; this sentence corrected would read, Cain, *who was* a murderer, slew his brother.—*In like manner correct:*

2. Thou art a friend that hast often relieved me, and hast not deserted in this perilous hour and day of wo.

3. I am the man who decide the contest.

4. I am the person who adopt the sentiment and maintain the propriety of the measure.

5. The king dismissed his minister without any inquiry; who had never before been guilty of so gross an action.

6. We are dependent on each other's assistance; whom is there that can subsist by himself?

7. If he will not hear his best friend, whom shall be sent to admonish him?

8. They, who much is given to, will have much to answer for.

9. It is not to be expected that they, whom in early life, have been dark and deceitful, should afterwards become fair and ingenuous.

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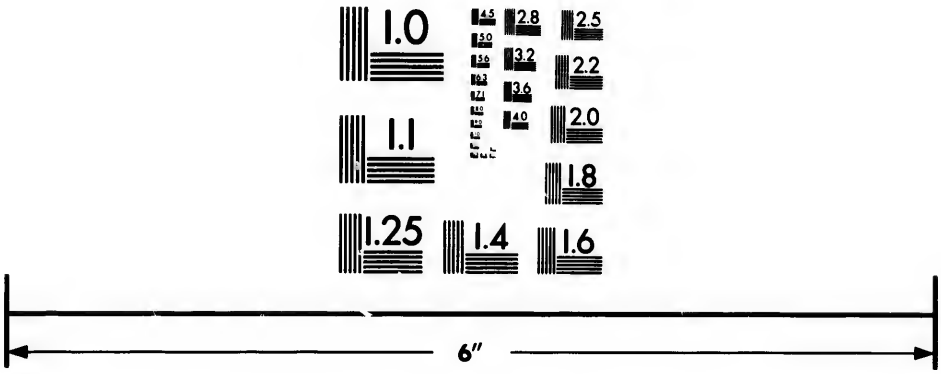

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RULE VII.

Nouns signifying the same person, place, or thing, agree in case; as, *Paul* the *apostle*, the *river St. Lawrence*, *Lake Ontario*.

NOTE.—Or any verb may have the same case before and after it when both words mean the same thing; as, Paul (was) an apostle, the river (is called) St. Lawrence, and the Lake (is called) Ontario. No verb can have the same case before and after it, unless they refer to the same thing; and the neuter or passive verb may be inserted between all nouns that are in opposition, as is shown above in the rule. We may say, *Paul* the *apostle*, *Paul* was an *apostle*, or *Paul* was called an *apostle;* it is plain that as long as *Paul* and *apostle* mean the same man, that they must be in the same case, whether connected by the verb or not.

EXERCISES.—1. He was the student of an eminent professor, he who taught at Union. This sentence is incorrect, because the words *professor* and *he* are in opposition, meaning the same person, and consequently should be in the same case. The noun, professor, is in the objective case, governed by the preposition, of, and consequently the word, he, (being governed by the same preposition,) should be in the same case; the sentence corrected reads, He was the student of an eminent professor, *him* who taught at Union.—*In like manner correct;*

2. It was me who wrote the book.
3. Be not afraid, it is me.
4. It could not be her.
5. Were I him I would do the same.
6. It may have been him.
7. It was him who told me.
8. Whom do men say that I am.
9. Let him be whom he may.
10. Is it possible to be them.
11. I am certain it was not him.
12. Thou art he who breathest on the earth with the breath of spring, and who covereth it with verdure and beauty.

RULE VIII.

Every adjective, adjective pronoun, and article, belongs to a noun, and must agree in gender and number; as,

One man, twenty men, a good book, this pen, these pens, that book, those books, ten miles, twenty feet, the tenth man, ten men, fifty-eighth year, eight years.

NOTE.—It is correct to say, the first six verses, because, they are an aggregate number. The noun, means, is in both numbers, as, this means, these means.

EXERCISES.—1. These kind of indulgences soften and injure the mind. This is an incorrect sentence, because the adjective pronoun, these, is the plural of this, and yet here in open violation of the rule it is made to agree with a singular noun, *kind*, which is no better than to say, these book, these pen; the sentence properly expressed would read thus: This kind of indulgences soften and injure the mind.—*In like manner correct:*

2. You have been playing this two hours.
3. Those sort of favours did real injury.
4. Charles was extravagant, and by these means became poor.
5. Joseph was industrious, frugal, and discreet, and by this means obtained property and reputation.
6. Dean Swift staid eleven year at the university.
7. The cavern was thirty foot deep, and eighty inch wide.
8. A ten feet chain and twelve inches rule.
9. I have not seen him this six months.
10. This is the third lessons which I have recited.
11. This makes three lesson recited to my teacher.
12. What is that there student studying.
13. What book is this here.

NOTE.—This here, and that there, are now vulgarisms. They were formerly rendered, that student who is there, the book which is here, the house which is yonder.

RULE IX.

A noun or pronoun, placed before a participle independent of the rest of the sentence, is in the case absolute; as,

The sun *being risen*, darkness fled; Shame *being lost*, all virtue is lost; The general *dying*, during the assault, the army was repulsed; The *house* falling, the family left it.

NOTE.—When a person or thing is addressed, the noun or pronoun is in the nominative case independent; or, all nouns of the second person are in the nominative independent. The interjection, *O*, expressed or understood, is the sign of the nominative independent, and always must precede it; as, O *shame*, where is thy blush; *John*, give me my hat.

EXERCISES.—It is hardly grammatical to say,

1. Come *we* that love the Lord,
And let *our* joys be known;

Because, a command or address is always made to the *second person*, and not to the *first*. The classical scholar must be aware that *ego*, in the Latin language, wants the vocative. The error consists in this, that *we* is always of the *first person*, and yet here it is forced by a direct address into the *second person*, and for the same word to be in the *first* and *second person*, at the same time, is impossible.

This sentence ought to have been written,

Come *ye* that love the Lord,
And let *your* joys be known.

2. Him destroyed or won to what may work his utter loss, all this will soon follow.

3. Whose gray top
Shall tremble, him descending.

4. Him being slain, the army was routed.

5. Her quick relapsing to her former state, he fell a victim to insanity.

RULE X.

Nouns or pronouns, in the possessive case, are governed by the nouns possessed; as, *man's* happiness; *virtue's* reward; the *sheriff's* office, &c.

NOTE 1.—The governing noun is frequently understood; as, I went to Johnson's (*house;*) this is a discovery of Sir Isaac Newton's (*discoveries.*)

NOTE 2.—The preposition *of*, with the objective case, is generally equivalent to the possessive, and is often preferred to it on account of the sound; thus, in the name of the army, is better than, in the army's name. They are not, however, always equivalent; as, a cup of gold, and gold's cup, convey different ideas; but in these cases, care must be taken to avoid *ambiguity*, on the one hand, and *hardness* of sound, on the other.

EXERCISES.—1. A mans manners often influence his fortune. This is not a correct sentence, because the word mans is a noun, in the *singular* number, and here it denotes the possessor, or owner of manners; therefore it ought to be in the possessive case, with the apostrophe, thus: A man's manners often influence his fortune.—*In like manner correct the following sentences:*

2. Virtues reward is attainable only by the good.
3. My ancestors virtue is not mine.
4. That is the eldest son of the king of England's.
5. A mothers tenderness and a fathers care.
6. The lord's house have convened this morning.
7. The representative's house have adjourned sine die.
8. He is the only child of his parents (children.)
9. Eve was the parent of her daughters.
10. I bought the knives at Johnson's, the cutler's.
11. Lord Eversham the general's tent.
12. The world's government is not left to chance.
13. She married my son's wife's brother.
14. The silk was purchased at Brown's, the mercer's and haberdasher's.
15. It was necessary to have both the physician's and surgeon's advice.

RULE XI.

Active verbs, and their participles, govern the objective case; as, I love *him;* I see *you;* esteeming *himself* wise, he became a fool.

NOTE 1.—Some *verbs* govern one object only, when the noun following it has a signification *similar* to the verb; as, let us *run* the *race* set before us; he *died* an easy *death;* the *brook* runs *water;* the tree *wept gum* and *balm;* to *live* a *life;* to *dream* a *dream.* (See page 64.)

NOTE 2.—A phrase or sentence may be used as the objective case of an active verb; as, *boys love to play; I want to hear from him soon; I hope that he will return to-morrow; I know how to write.* (See page 62.)

NOTE 3.—It is the situation of nouns which points out their case, the nominative preceding and the objective following the verb; as, John struck Thomas; but when the objective is a relative pronoun, it always precedes the verb; as, *whom* did you see?

EXERCISES.—1. *He who committed the offence you should correct.* This is a violation of the 11th rule, (which requires an *active verb* to govern an *objective case,*) because the active verb *correct*, governs the nominative case *he.* The error will appear more plain, by transposing the sentence, thus: you should correct he who, &c. The correct form of expression would be, *Him* who committed the offence you should correct.—*In like manner correct the following sentences:*

2. He and they we know.
3. Ye only have I known.
4. Who should I esteem more than the wise and good?
5. By the character of those who you choose for your friends, your own is likely to be estimated.
6. Who should I see the other day but my old friend.
7. They who opulence has made proud, and who luxury has corrupted, cannot relish the simple pleasures of nature.
8. He invited my brother and I to dinner.
9. We should fear and obey the Author of our being, even he who has power to reward or punish us for ever.

RULE XII.

The infinitive mood is governed by verbs, nouns, pronouns, participles, adjectives, and adverbs; as, I wish to speak to him; I desire George to write to me soon; I wish him not to wrestle with his happiness; being determined to excel, he studied day and night; he was so anxious to arrive in season, that he made all the haste in his power; I know how to write on any subject, as well as he does.

NOTE 1.—The infinitive mood may also be construed with *than* after an adjective in the superlative degree, and *as*, used as a corresponding conjunction; as, be so good *as* to recite this lesson.

NOTE 2.—The infinitive mood is frequently used independent of the rest of the sentence; as, to confess the truth; I was in an error, *i. e.* that I may confess this, is called the case absolute.

NOTE 3.—Verbs which follow *bid*, *dare*, *need*, *make*, *see*, *hear*, *feel*, *let*, *perceive*, *behold*, *observe*, *have know* and *help*, are put in the infinitive mood, without the sign, *to*.

EXERCISES.—1. Strive learn. This sentence is not grammatically written, because *to*, the sign of the infinitive, is omitted before the latter verb, and yet it does not follow any of the verbs mentioned in the 3d Note of Rule 12. It should be, *Strive to learn*, in the infinitive, being governed by the word *strive*.—*In like manner correct the following sentences:*

2. They compelled him walk a mile.
3. I want speak to him immediately on the subject.
4. No person would suspect him deviate from the truth.
5. I know to speak the truth, and intend do so.
6. He knows better to argue thus.
7. The mountain was so tall to reach the clouds.
8. You need not to work so hard.
9. I dare not to go to New York this season.

RULE XIII.

The order of time must be preserved, in the use of verbs, and words, which relate to each other.

NOTE 1.—The present tense is always used to denote facts which are uniformly true; as, Sin *is* a violation of law; God *exists*. Existing and acting beings *form* the universe. Omniscience *is* a perfect knowledge of the existence and actions of all things.

NOTE 2.—The perfect tense cannot be used to represent a past action, or be associated with past time; as, I formerly told you the story; not *have* formerly told, &c.

NOTE 3.—*May*, *can*, *shall*, and *will*, cannot be used in the same sentence. I *can* go if I *would*, should be, I *may* go if I *will;* I *could* go if I *may*, should be, I *could* go, if I *might*.

NOTE 4.—The infinitive present, is used to express an action contemporary with its governing verb, in point of time; as, he appeared *to be* a gentleman. But the perfect of the infinitive, is used to denote an action as prior to the time specified by the governing verb; as, the United States are said *to have obtained* their liberty, by the sufferings and martyrdom of the sages of the revolution.

EXERCISES.—1. The doctor said in his lectures that fever always produced thirst. This sentence is not correct, because, that fevers do produce thirst, is a fact that is always true, consequently the verb, *produced*, should be put in the present tense, thus: that fevers always produce thirst.—*In like manner correct:*

2. I have spoken to my friend last week.

3. From the little conversation I once had with him he appeared to be a man of letters.

4. After we visited Europe we returned to America.

5. The next new year's day I shall be at school three years.

6. I should be obliged to him, if he will gratify me in that particular.

7. I have compassion on the multitude, because they continue with me now three days.

RULE XIV.

The present participle, used as a noun, governs the preceding noun or pronoun, in the possessive case: as, Much depends on the *student's* composing; but more on *his* reading frequently.

NOTE 1.—When the present participle is preceded by an article, it is *converted into a noun, loses all government*, and must be followed by a preposition; but the sense will be the same if both the article and preposition are omitted.

NOTE 2.—If the participle is not used as a noun, the noun or pronoun before it may be in any case which the sense requires: as, I saw an eagle flying to the westward.

NOTE 3.—The participle is sometimes used absolute, that is, the nominative case absolute, which precedes the participle, is understood: as, generally *speaking*, he is correct; that is, *we speaking*.

NOTE 4.—The perfect participle, and not the imperfect tense, should be used after *have* and *be*: as, I have written, (not have *wrote*;) I am fallen, (not am *fell*;) the sheep are shorn, (not are *sheared*.)

NOTE 5.—The participle should not be used instead of the imperfect or past tense. It is improper to say, *he run* for *he ran*; *he begun* for *he began*; *he done* for *he did*; and *he seen* for *he saw*.

EXERCISES.—1. He being a great man did not make him happy. This is not grammatically expressed, because the word *he* is here used in the nominative case; and yet has no verb to agree with it, and cannot be parsed or analyzed as the case absolute. The word *being*, which follows it, is a *noun*, and not a participle, and ought to govern the pronoun *he* in the passive. The sentence corrected, would read, *His being*, &c. *In like manner correct:*

2. Much depends on the rule being observed.

3. That student's studying so hard is in danger of insanity.

4. Learning of writing is quite easy.

5. The committing those rules is more difficult.

RULE XV.

Adverbs qualify verbs, adjectives, and other adverbs, and require an appropriate situation in the sentence. In order to convey the meaning with precision, they should generally be placed next to the words which they qualify: as, He *speaks well;* a *truly good* man; she writes *very* correctly.

NOTE 1.—Adjectives should not be used as adverbs, nor adverbs for adjectives; that is, an adverb should not be used to qualify a noun, and an adjective should not be used to express the manner of a verb, an adjective, or adverb.

NOTE 2.—The verb *to be*, or any other verb which is equivalent to it, requires the following word to be an adjective, and not an adverb: as, she *is amiable;* she *appears* (is) *sick;* the fields *look* (are) *green.*

EXERCISES.—1. We should not be overcome totally by present events. The adverb *totally* in this sentence should be placed between the auxiliary *be* and the participle *overcome*, because it is the most appropriate situation: thus, We should not be *totally* overcome. *In like manner correct:*

2. He unaffectedly spoke, and was heard attentively by the audience.

3. Not only he found her employed, but pleased also.

4. In the proper disposition of adverbs, the ear carefully requires to be consulted as well as the sense.

5. The women contributed all their rings and jewels voluntarily, to assist the government.

6. By greatness, I do not only mean the bulk of any single object, but the largeness of a whole view.

7. He is miserable poor.

8. He is remarkable tall.

9. He conducted the defence conformable to law.

10. He speaks very fluent, reads accurate, but is defective in judgment.

RULE XVI.

Two negatives in the same sentence should not be used, unless an affirmative is intended; because, two negatives neutralize each other in the English, and of course amount to an affirmative, thus:

I *cannot* by *no* means allow it to be true; should be, I *can* by *no* means allow, or, I *cannot* by any means, &c.

NOTE 1.—But when one of the negatives forms a part of another word, the two negatives form a beautiful mode of expression; as, I am (*not*) (*dis*)pleased with him; I am satisfied, i. e. I am (*not*) (*dis*)satisfied; (*nor*) was the king (*un*)acquainted with his design.

NOTE 2.—In this respect the English agrees with the Latin, but differs from the Greek and French, in both of which the two negatives, with the same subject, render the negation stronger.

EXERCISES.—1. I have not learned nothing. This sentence is undoubtedly intended to convey a negative, and to denote that the student had not learned any thing: (the very form of the expression used by him, strongly implies the most consummate ignorance;) it ought to have been expressed with only one negative; thus, I have not learned any thing.—*In like manner correct:*

2. I cannot by no means allow him what his argument proves.

3. Nor let no comforter approach me.

4. Nor is danger ever apprehended in such a government, no more than from earthquakes, pestilence, war, or famine.

5. Never no imitator grew up to his author.

6. I cannot discuss the subject no farther.

7. Do not interrupt me yourself, nor let no one disturb my retirement.

8. I am resolved not to comply with the proposal, neither at present, nor at any other time.

9. I have received no information on the subject, neither from him nor from any other person.

RULE XVII.

Prepositions govern the objective case; as, Of *whom* did you buy those goods; I sent a person to him to warn him of his danger.

NOTE 1.—The word preposition signifies to place before, and consequently, it should always be placed before the noun or pronoun which it governs, with the exception of the word *that*. All errors in relation to the preposition are occasioned by placing the preposition after the case which it governs.

NOTE 2.—It is not proper to make an active verb and a preposition govern the same objective; as, I wrote *to* and *warned him* of his danger.

NOTE 3.—But it is proper to make two prepositions govern the same objective, as, He soon approved *of* and entered *into* the *measure*, is more forcible than to say, He soon approved *of* the *measure* and entered *into it*.

NOTE 4.—A preposition is unnecessary before the infinitive.

EXERCISES.—1. Who do you speak to. This sentence is incorrect for two reasons; the first is, that the relative pronoun, *who*, being under the influence and government of the preposition to, ought to be put in the objective case; thus: *Whom* do you speak to. The second error consists in terminating the sentence with the preposition *to*, instead of placing it before the pronoun which it governs, so that the sentence completely corrected would read, *To* whom do you speak; answer, To him.—*In like manner correct:*

2. He laid the suspicion upon some one, I know not who.

3 What concord can subsist between those who commit crimes and those who abhor them.

4. The person who I travelled with has sold the horse which he rode on during the journey.

5. It is not I thou art engaged with.

6. Who did he receive that intelligence from.

7. We are much at a loss who civil power belongs to.

8. To have no one who we heartily wish well to, and whom we are warmly concerned for, is a deplorable state.

RULE XVIII.

Conjunctions connect the same cases of nouns and pronouns, and the same mood and tense of verbs.

NOTE 1.—When conjunctions connect different moods and tenses of verbs, the nominative case must be repeated before the latter verb; as, he may return, but *he* will not continue; in these instances, the conjunction connects the same case, or it connects and continues the sentence, and has no direct connexion of mood and tense.

NOTE 2.—The two moods and tenses connected by a conjunction, must be in the same form, (see the conjugations, page 73.) Thus, I am writing and reading, or I write and read.

NOTE 3.—The relative follows *than* in the objective case, even when a nominative goes before it; as, *Alfred*, than whom a greater king never reigned: this anomaly it is difficult to explain on any other principle than to suppose that *than* was formerly a preposition, which power it now retains in such cases only.

EXERCISES.—1. His health and him bid adieu to each other. This sentence is not grammatical, because the conjunction *and* connects the noun *health*, which is in the "*nominative case*," to the pronoun *him*, which is in "*the objective*." This is a manifest violation of the 18th rule, which requires that conjunctions should connect the "*same cases of nouns and pronouns*:" the pronoun him should be *he*, in the nominative: thus, His health and he bid adieu, &c.—*In like manner correct :*

2. He entreated us, my comrade and I, to live harmoniously.

3. My sister and her are on good terms.

4. My brother and him are tolerable students.

5. You and us enjoy many privileges.

6. To profess regard and acting differently discover a base mind.

7. Anger glances into the breast of a wise man, but will rest only in the bosom of fools.

RULE XIX.

1. The conjunctions *if*, *though*, *except*, *unless*, and *whether*, govern the subjunctive mood, when the verb following them implies both doubt and futurity; as, though it rain, (*i. e.* though it *should* hereafter *rain*,) I must go to New York this afternoon.

2. But, when doubt only is implied, and not futurity, the verb will be in the indicative mood, although the verb is preceded by the above conjunctions.

NOTE 1.—Whether futurity is implied or not, must be ascertained from the nature of the sentence. I will do it if he requires, (*i. e.* if he now requires; it still being doubtful whether he will require it or not, without any reference to future time,) is in the indicative; but, I will be ready to do his work if he *require* it, implies if he *should* hereafter require it, consequently, it is in the subjunctive.

NOTE 2.—Lest and that, annexed to a command, require the subjunctive mood; as, love not sleep lest thou *come* to poverty; take heed that thou speak not to Jacob.

EXERCISES.—1. If he acquires property, it will corrupt his mind. This sentence is not correct, as the verb acquires, must of necessity denote both uncertainty and futurity; because, a man cannot be said to acquire property which he already has; of course, if he acquire any, it must be done hereafter; and, second, the acquisition of property is *very doubtful*, contingent, and uncertain, from its very nature; for this reason, the verb acquires aught to be put in the subjunctive mood; thus, if he acquire (should hereafter acquire) property, it will corrupt his mind.—*In like manner correct:*

2. If thou be the Son of God, save thyself and us.
3. Though He be high, He hath respect to the lowly.
4. If He does promise, He will certainly perform.
5. As the governess were present, the students behaved properly.

RULE XX.

Some conjunctions and adverbs have their corresponding conjunctions; thus, in the English language,

Neither is always followed by *nor;* as, neither he nor I.

Though, by *yet;* though he was rich, yet he became poor.

Whether, by *or;* whether it rain or not.

Either, by *or;* he must either dig or die.

As, by *as;* (expressing equality,) he is as tall as she.

As, by *so;* as the crime, so is the punishment.

So, by *as;* (with a negative expressing equality,) the Hudson river is not so large as the St. Lawrence.

So, expressing a consequence; as, he was so cold that he could not move.

An adjective, in the comparative degree, and the adverb *more*, are followed by *than;* she is taller than he.

NOTE.—*As* and *so*, in the antecedent of a comparison, are actually and uniformly adverbs; he is *as* tall as she is: the first *as* is an adverb, (it means equally tall,) and qualifies tall; the Hudson river is not so (equally) large as the St. Lawrence.

EXERCISES.—1. It is neither cold or hot. This sentence is not correctly expressed; because, the twentieth rule requires, that the word neither should be followed by nor, yet in this case it is followed by or. The sentence, correctly expressed, would read, it is neither cold nor hot.—*In like manner correct:*

2. I would rather study grammar as arithmetic.

3. He was more beloved, but not so much admired as Cynthio.

4. I must speak to him, or write a letter to him immediately.

5. Though he leave the school, but I shall be blameless.

6. My brother is so good a student as his master.

7. Please be so kind to write to me by the first mail.

8. A more splendid church as St. Peter's, at Rome, was never erected; it is one fifth of a mile high.

RULE XXI.

An *ellipsis*, or omission of such words as will not destroy or obscure the sense, is admissible and necessary in composition. Instead of saying, he was a tall man, and he was a wise man, and he was a good man, we use the ellipsis, and say, he was a tall, wise, and good man.

But when it would obscure the sense, or be attended with an impropriety, they must be expressed thus: we are apt to love (those) who love us.

NOTE 1.—The nature of an ellipsis will be more intelligible to the young mind, by observing that a sentence is the verbal representation of the mental existence or action of some person, place, or thing; that is, all sentences are *formed* in the *mind* before they can be expressed in language. All persons, with the exception of lunatics and idiots, think before they speak: thus, an oration, before the orator delivers it, has a mental existence; and after it is pronounced, it has a verbal existence also: now, if he omit to mention certain words, leaving them to be understood by the audience, this forms an ellipsis. Let the words in the following sentences included in parentheses be read, and the sentence will be fully expressed, but let them be *omitted*, and they form an ellipsis. To let (*out*) blood; he dined at one o' (*f the*) clock; he rode (*through the space of*) a mile; wo is (*to*) me; he laid a floor (*over the surface of*) twenty feet square.

EXERCISES.—1. I have written and I have read, is an ungrammatical expression, because the word *have* is repeated twice in one short compound sentence; whereas, it should be omitted in the second clause of the sentence. thus: I have written and read.—*In like manner correct:*

2. I have a book and (I have) a pen.

3. His conduct is contrary to the laws of God and (his conduct is contrary to the laws of) man.

RULE XXII.

All the parts of a sentence should correspond with each other; a regular and dependent construction should be preserved.

Under this general rule, I shall take the liberty of making a few remarks on the subject of Syntax, which will be of great practical utility to the student.

Remark 1. The comparative degree, and the pronoun *other*, require the conjunction *than* after them: as, he runs *swifter than* lightning; it is *louder than* thunder; *whiter than* paper; it is *colder than* snow; this is no *other than* the general.

Remark 2. *Such*, *same*, and *many*, require *as* after them; as, Let *such as* believe these rules, govern their language by them. Let as *many as* have named the name of Christ, depart from iniquity. He exhibited the *same* testimony *as* was adduced on the former trial. The word *as* in all these sentences is a relative pronoun.

Remark 3. When two objects are compared, we use the comparative degree: as, he is the *swifter* of the two, and the better man; but when three things are compared, we should use the superlative: as, he is the *wisest* of the three.

Remark 4. Double comparatives and superlatives should be avoided: as, a *worser* conduct; after the *most strictest* sect of our religion; it should be, *worse conduct; most strict*, or, *strictest sect*, &c.

Remark 5. Numerals and adjectives, which have in themselves a superlative signification, do not properly admit of the superlative form superadded; such are, universal, chief, extreme, strait, perpendicular, one, twenty-five, supreme, Almighty, &c.

Remark 6. Adjectives should not be used as adverbs, nor adverbs for adjectives: as, *remarkable* cold day, for *remarkably* cold; he left the city very *hasty*, (*hastily*;) his *often* (*frequent*) infirmities.

PROSODY.

PROSODY treats of the PRONUNCIATION of syllables and words. All syllables are either *accented* or *unaccented*, or else they are *long* or *short*, by quantity.

A syllable or word is long, when the accent is on the vowel: as nō, līne, lā, mē; and short, when on the consonant: as nŏt, lĭn, Lăt̆in, mĕt.

A long syllable requires double the time of a short one in pronunciation; thus, nō and līne take double the time which is required for pronouncing nŏt and lĭn.

VERSIFICATION.

A certain number of long and short syllables connected form a foot. All feet used in poetry consist either of two, or of three syllables; and are reducible to eight kinds; four of two syllables, and four of three, as follows:

DISSYLLABLE.	TRISYLLABLE.
1. A Trochee – ◡	5. A Dactyl – ◡ ◡
2. An Iambus ◡ –	6. An Amphibrach ◡ – ◡
3. A Spondee – –	7. An Anapæst ◡ ◡ –
4. A Pyrrhic ◡ ◡	8. A Tribrach ◡ ◡ ◡

In all measure ◡ denotes a short syllable, and – a long one.

An Iambic foot consists of two syllables, the first unaccented, and the second accented.

It will be proper to commence scanning with Iambic verse, as this is the most common form of poetry in the language; and the measure that is in most common use. Paradise Lost, Young's Night Thoughts, Essay on Man, Course of Time, Shipwreck, Pleasures of Hope, Thompson's Seasons, and almost all the poetry in the language, are written in the fifth form of Iambic, commonly called Heroic measure.

LESSONS FOR SCANNING, PARSING, AND DECLAMATION.

I. IAMBIC VERSE.

Wăr *sāw's* | lăst *chām* | pĭon' *frōm* | hĕr *hēights* | sŭr *vēy'd*,
Wīde *o'ēr* | thĕ *fiēlds'* | ă *wāste* | ŏf *rū* | ĭn *lāid*;
O! *Hēaven*, | hĕ *crīes*,' | mȳ *blēed* | ĭng *cōun* | trȳ *sāve*,
Is *thēre* | nŏ *hānd* | ŏn *hīgh'* | tŏ *shiēld* | thĕ *brāve?*

And *thōugh* | dĕ *strūc* | tĭon' *swēep* | thĕse *lōve* | lȳ *plāins*,
Rĭse, *fēl* | lŏw *mēn*,' | oŭr *coūn* | trȳ *yēt* | rĕ *māins!*
Bȳ *thāt* | drĕad *nāme'* | wĕ *wāve* | thĕ *swōrd* | ŏn *hīgh*,
And *sweār* | fŏr *hēr* | tŏ *līve*,' | wĭth *hēr* | tŏ *dīe*.

Hĕ *sāid*," | ănd *ōn* | thĕ *rām* | pārt's *heīghts'* | ăr *rāy'd*,
Hĭs *trūst* | ȳ *wār* | riŏrs' *fēw*, | bŭt *ūn* | dĭs *may'd*.
Fĭrm *pāc'd* | ănd *slōw*,' | ă *hōr* | rĭd *frōnt* | thĕy *fōrm*,
Stĭll *ās* | thĕ *brēeze*," | bŭt *drēad* | fŭl' *ās* | thĕ *stōrm*.

Lŏw *mūrm* | rĭng *sōunds'* | ă *lōng* | thĕ *bān* | nĕrs *flȳ*,
Rĕ *vēnge*" | ŏr *dēath*,' | thĕ *wātch* | wŏrd *ānd* | rĕ *plȳ*.
Thĕn *pēal'd* | thĕ *nōtes*,' | ŏm *nīp* | ŏ *tēnt* | tŏ *chārm*,
And *the* | lŏud *tōc* | sĭn' *tōld* | thĕ *lāst* | ă *lārm*.

In *vāin*,' | ă *lās!* | ĭn *vāin!*" | yĕ *gāl* | lănt *fēw!*
Frŏm *rānk* | tŏ *rānk'* | yoŭr *vōl* | lĕy'd *thūn* | dĕrs *flēw*.
Oh! *blōod* | iĕst *prīc* | tŭre' *īn* | thĕ *bōok* | ŏf *tīme!*
Sàr *mā* | tiă *fēll*,' | ŭn *wēpt*, | wĭth *ōut* | ă *crīme!*

Fŏund *nōt* | ă *gēn'* | rŏus *friĕnd*,' | ă *pĭty* | ĭng *fōe*,
Strĕngth *īn* | hĕr *ārms*,' | nŏr *mēr* | cȳ *īn* | hĕr *wō*.
Drŏp'd *frōm* | hĕr *nērve* | lĕss *grāsp'* | thĕ *shāt* | tĕr'd *spēar*.
Clŏs'd *hēr* | brĭght *eȳe*,' | ănd *cūrb'd* | hĕr *hīgh* | că [illegible].

Hŏpe *fōr* | ă *sēa* | sŏn' *bāde* | the *wōrld* | fāre *wēll*,
And *frēe* | dŏm *shriēk'd'* | ās Kŏs | cĭ us | kŏ *fēll*.

II. ANAPÆSTIC, WITH VARIATIONS.

Nŏt ă *drūm'* 7 wăs *hēard,"* 2 nŏr ă *fūn'* 7 răl *nōte,* 2
As hĭs *cōrse"* 7 tŏ the *rām'* 7 pärt wĕ *hūr* 7 rĭĕd;
Nŏt ă *sōl* 7 dĭer dĭs *chärg'd'* 7 hĭs *fāre* 2 wĕll *shōt,*
O'ĕr thĕ *grāve"* 7 whĕre ŏur *hē* 7 rŏ' wĕ *bū* 7 rĭĕd.

Wĕ *būr* 2 ĭĕd hĭm *dārk* 7 lÿ' ăt *dēad* 7 ŏf *nĭght;* 2
Thĕ *sōds'* 2 wĭth ŏur *bāy* 7 ŏnĕts *tūr* 7 nĭng;
Bÿ thĕ *strūg* 7 glĭng *mōon* 2 bĕam's' *mĭs* 2 tÿ *lĭght,* 2
And ŏur *lān* 7 tĕrns' *dĭm* 2 lÿ *būrn* 2 ĭng.

Nō ūse 3 lĕss *cōf* 2 fĭn' ĕn *clōs'd* 7 hĭs *brēast,* 2
Nŏr ĭn *shēet,'* 7 nŏr ĭn *shrōud,"* 7 wĕ *bōund* 2 hĭm;
Bŭt hĕ *lāy'* 7 lĭke ă *wār* 7 rĭŏr" *tāk* 2 ĭng hĭs *rēst,* 7
Wĭth hĭs *mār* 7 tĭal *clōak'* 2 ă *rōund* 2 hĭm.

Fĕw ănd *shōrt"* 7 wĕre thĕ *prāy'rs'* 7 wĕ *sāid;* 2
And wĕ *spōke"* 7 nŏt ă *wōrd'* 7 ŏf *sōr* 2 rŏw;
Bŭt wĕ *stēad* 7 făstly *gāz'd"* 7 ŏn thĕ *fāce'* 7 ŏf thĕ *dēad,* 7
And wĕ *bŭt* 7 tĕrly *thōught'* 7 ŏf the *mōr* 7 rŏw.

Wĕ *thōught,'* 2 ăs wĕ *hōl* 7 lŏw'd hĭs *nār* 7 rŏw *bēd,* 2
And *smōoth'd'* 2 dŏwn hĭs *lōne* 7 lÿ' *pĭl* 2 lŏw,
Thăt thĕ *fōe"* 7 woŭld bĕ *rĭ* 7 otĭng' *ō* 7 vĕr hĭs *hēad,* 7
And *wē"* 2 fär ă *wāy'* 7 ŏn thĕ *bĭl* 7 lŏw.

Lĭght lÿ 1 thĕy'll *tālk'* 2 ŏf thĕ *spĭr* 7 ĭt thăt's *gōne;*
And *ō'er* 2 hĭs cŏld *āsh* 7 ĕs' ŭp *brāid* 7 hĭm;
Bŭt *nōth* 2 ĭng hĕ'll *rēck'* 7 ĭf thĕy *lēt* 7 hĭm slĕep *ŏn,* 7
In ă *grāve'* 7 whĕre ă *Brĭ* 7 tŏn hăs *lāid* 7 hĭm.

Bŭt *hälf"* 2 ŏf ŏur *hēa* 7 vÿ *tāsk'* 2 wăs *dōne,* 2
Whĕn thĕ *clōck'* 7 tŏld thĕ *hŏur* 7 fŏr rĕ *tĭr* 7 ĭng;
And wĕ *hēard'* 7 thĕ *dĭs* 2 tănt *rān* 2 dŏm *gūn,* 2
Thăt thĕ *fōe'* 7 wăs *sūd* 2 dĕn lÿ *fĭr* 7 ĭng.

Slōw lÿ' 1 ănd *sād* 2 lÿ" wĕ *lāid* 7 hĭm *dōwn,* 2
Frŏm thĕ *fiēld'* 7 ŏf hĭs *fāme"* 7 frĕsh ănd *gō* 7 rÿ;
Wĕ *cärv'd* 2 nŏt ă *līne,'* 7 wĕ *rāis'd* 2 nŏt ă *stōne,* 7
Bŭt *lĕft* 2 hĭm ă *lōne'* 7 wĭth hĭs *glō* 7 rÿ.

III. ANAPÆSTIC AND IAMBIC.

THE SAILOR'S DREAM.

In *slŭm* 2 bĕrs ŏf *mīd* 7 nĭght' thĕ *sāil* 7 ŏr bŏy *lāy*, 7
His *hām* 2 mŏck hŭng *lōose'* 7 ăt thĕ *spōrt* 7 ŏf thĕ *wīnd*; 7
But *wātch* 2 wŏrn ănd *wēa* 7 rỹ,' his *cāres* 7 flĕw ă *wāy*, 7
And *vīs* 2 iŏns ŏf *hāp* 7 pĭnĕss' *dānc'd* 7 ŏ'er his *mīnd*. 7

Hĕ *drēam'd* 2 ŏf his *hōme*,' 7 ŏf his *dēar* 7 nătĭve *bōw'rs*, 7
And *plēas* 2 ŭres thăt *wāit* 7 ĕd' ŏn *lĭfe's* 7 mĕrrỹ *mōrn*; 7
While *mēm* 2 'rỹ ĕach *scēne'* 7 găilỹ *cōv* 7 ĕr'd wĭth *flōw'rs*, 7
And rĕ *stōr'd* 7 ĕv'rỹ *rōse*,' 7 bŭt sĕ *crē* 7 tĕd its *thōrn*. 7

Thĕn *fān* 2 cỹ hĕr *māg* 7 ĭcăl' *pīn* 7 iŏns sprĕad *wīde*, 7
And *bāde* 2 thĕ yoŭng *drēam* 7 ĕr' in *ēc* 7 stăcỹ *rĭse*; 7
Nŏw, *fār*, 2 fār bĕ *hīnd* 7 hĭm,' thĕ *grēen* 7 wătĕrs *glīde*, 7
And the *cōt* 7 ŏf his *fōre* 7 fāthĕrs' *blēss* 7 ĕs his *ēyes*. 7

Thĕ *jēss* 2 ămĭn *clām* 7 bĕrs in *flōw'r'* 7 ŏ'er thĕ *thātch*,' 7
And thĕ *swāl* 7 lŏw chĭrps *swēet'* 7 frŏm hĕr *nēst* 7 in thĕ *wāll*, 7
All *trēm* 2 blĭng wĭth *trāns* 7 pŏrt,' hĕ *rāis* 7 ĕs thĕ *lātch*, 7
And the *vōi* 7 cĕs ŏf *lōved* 7 ŏnes' rĕ *plỹ* 7 tò his *cāll*. 7

A fā 2 thĕr bĕnds *ŏ'er* 7 hĭm' wĭth *lōoks* 7 ŏf dĕ *light*, 7
His *chēek* 2 is im *pēarl'd'* 7 wĭth ă *mō* 7 thĕr's wărm *tēar*; 7
And the *lips* 7 ŏf the *bōy'* 7 in ă *lōve* 7 kĭss ŭ *nīte*, 7
With the *lips* 7 ŏf the *māid'* 7 whŏm his *bōs* 7 ŏm hŏlds *dēar*. 7

The *heārt* 2 ŏf the *slēep* 7 ĕr' bĕats *hīgh* 7 in his *brēast*, 7
Jŏy *quick* 2 ĕns his *pūls* 7 ĕs,' his *hārd* 7 shĭps sĕem *ŏ'er*, 7
And ă *mūr* 7 mŭr ŏf *hāp* 7 pĭnĕss' *stēals* 7 throŭgh his *rēst*, 7
O Gŏd! 2 thŏu hăst *blēss'd* 7 mĕ,' I *āsk* 7 fŏr nŏ *mōre*. 7

Ah! *whĕnce* 2 is thăt *flāme'* 7 whĭch nŏw *bŭrsts* 7 ŏn his *sight*? 7
Ah! *whāt* 2 is thăt *sōund'* 7 whĭch nŏw 'lārms 7 his *ēar*? 7
'Tis the *light* 7 ning's rĕd *glāre*,' 7 păintĭng *hĕll* 7 in the *skỹ*, 7
'Tis the *crāsh* 7 ing ŏf *thūn* 7 ders,' the *grōans* 7 ŏf the *sphēre*? 7

Hĕ *sprĭngs* 2 frŏm hĭs *hăm* 7 mŏck'—hĕ *flĭes* 7 tŏ the *dĕck*—7
A *māze* 2 mĕnt cŏn *frōnts* 7 hĭm' wĭth *ĭm* 7 ă gĕs *dĭre* ; 7
Wĭld *wĭnds* 2 ănd măd *wāves'* 7 drĭve the *vēs* 7 sĕl ă *wrĕck*, 7
The *māsts* 2 flȳ ĭn *splĭn* 7 tĕrs,' the *clōuds* 7 ăre ŏn *fĭre !*

Lĭke *mōunt* 2 ăins, the *bĭl* 7 lŏws' trĕ *mĕn* 7 dŏuslȳ *swĕll* ; 7
In *vāin* 2 the lŏst *wrĕtch'* 7 căllsŏn *mĕr* 7 cȳ tŏ *sĭve* ; 7
Un *sēen* 2 hănds ŏf *spĭr* 7 ĭts' ăre *rĭng* 7 ĭng hĭs *knĕll*, 7
And the *dēath* 7 ăngĕl *flăps'* 7 hĭs brŏad *wĭng* 7 ŏ'er the *wāve* 7

O *sāi* 2 lŏr bŏy ! *wō'* 7 tŏ thȳ *drēam* 7 ŏf dĕ *lĭght !* 7
In *dārk* 2 nĕss dĭs *sōlves'* 7 the găy *frōst* 7 wŏrk ŏf *blĭss* ; 7
Whĕre *nōw* 2 ĭs the *pĭc* 7 tŭre' thăt *fān* 7 cȳ toŭch'd *brĭght*, 7
Thȳ *pār* 2 ĕnt's fŏnd *prēs* 7 sŭre' ănd *lōves* 7 hŏnĭed *kĭss ?*

O *sāi* 2 lŏr bŏy ! *sāi* 7 lŏr bŏy !' *nēv* 7 ĕr ă *gāin* 7
Shăll *hōme*, 2 lŏve, ŏr *kĭn* 7 drĕd,' thȳ *wĭsh* 7 ĕs rĕ *pāy* ; 7
Un *blĕss'd*, 2 ănd ŭn *hŏn* 7 ŏur'd,' dŏwn *dēep* 7 ĭn the *māin*,
Fŭll *mănȳ* 2 ă scŏre *fā* 7 thŏm' thȳ *frāme* 7 shăll dĕ *cāy*. 7

Nŏ *tōmb* 2 shăll ĕ'er *plēad'* 7 tŏ rĕ *mēm* 7 brănce fŏr *thēe*, 7
Or rĕ *dēem* 7 fŏrm ŏr *fāme'* 7 frŏm the *mĕr* 7 cĭlĕss *sūrge* ; 7
Bŭt the *white* 7 fŏam ŏf *wāves'* 7 shăll thȳ *wĭnd* 7 ĭng shĕet *bē*,
And *wĭnds* 2 ĭn the *mĭd* 7 nĭght' 7 ŏf *wĭn* 7 tĕr thȳ *dĭrge*.7

On ă *bĕd* 7 ŏf grĕen *sēa* 7 flŏw'r' thȳ *lĭmbs* 7 shăll bĕ *lāid* ; 7
A *rōund* 2 thȳ whĭte *bōnes'* 7 the rĕd *cō* 7 răl shăll *grōw* ; 7
Of thȳ *fāir* 7 yĕl lŏw *lōcks'* 7 thrĕads ŏf *ām* 7 bĕr bĕ *māde*, 7
And *ev'* 2 rȳ părt *sūit'* 7 tŏ thȳ *mān* 7 sĭon bĕ *lōw*. 7

Dăys, *mŏnths*, 2 yĕars, ănd *ā* 7 gĕs,' shăll *cĭr* 7 clĕ ă *wāy*, 7
And *stĭll* 2 the văst *wā* 7 tĕr's' ă *bŏve* 7 thĕe shăll *rōll* ; 7
Earth *lō* 2 sĕs thȳ *pāt* 7 ron fŏr *ēv* 7 ĕr ănd *āye* ; 7
O *sāil* 2 ŏr bŏy ! *sāil* 7 ŏr bŏy !' *pēace* 7 tŏ thȳ *sōul*.7

NOTE.—Figure 1 denotes a Trochee; 2 an Iambic; 3 a Spondee; and 7 an Anapæstic foot.

INDEX

A HINT TO PRIVATE LEARNERS.

There are 20,500 names or nouns parsed like *paper*.
4,600 qualities or adjectives, parsed like *white*.
3,788 neuter verbs " *is*.
4,312 active verbs " *regards*.
6,800 adverbs " *serenely*.

Now the best advice which I can give the student, is to commit the parsing of these five words to memory, and to parse other words like them. I have been at great pains to explain the business of parsing in this edition, in order that the student may be able to parse by *actual comparison*, and form his own conclusions from an *act of judgment*, and not proceed in the shameful and careless manner of reciting a few definitions from memory, which he has by rote, but which convey to him no more meaning than the murmuring of bees or the rattling of a storm.

The judgment is the best agent that can be used to make out the parts of speech; and every method that sets it aside is absurd.

RULES.

1. ☞ A *Verb must agree* with its *nominative case*, in number and person.

2. *Two or more Nouns* or *Pronouns*, in the singular number connected by AND, must have Verbs, Nouns and Pronouns agreeing with them in the *plural* number.

3. The *conjunction disjunctive* has a contrary effect to that of the copulative; for in this instance a Verb, Noun, or Pronoun is always in the *singular* number.

4. A Noun of multitude, may have a Verb, Noun or Pronoun agreeing with it of either number.

5. *Pronouns* must *agree* with their *Nouns* in *gender* and *number*.

7. Nouns signifying the same thing, agree in case.

8. ☞ Every *Adjective*, and every *Adjective Pronoun*, and *Article*, belongs to a Noun expressed or understood.

10. *Nouns* or *Pronouns* in the *possessive case*, are governed by he *Nouns possessed*.

11. ☞ *Active Verbs* govern the *objective case*.

12. The *infinitive mood* is governed by *Verbs*, *Nouns*, *Pronouns*, *Participles*, and *Adjectives*.

17. ☞ *Prepositions* govern the *objective case*.

18. *Conjunctions connect* the *same moods* and tenses of Verbs, and *cases of Nouns and Pronouns*.

20. A noun or Pronoun following THAN, AS, or BUT, is always in the nominative case to some Verb understood, or in the objective, governed by the Verb or Preposition.

NEW RULES. 23. All Nouns of the *second person* are in the *nominative independent*.

24. Nouns of precise time, weight, measure, distance of place &c. are put in the objective case, without any governing word *expressed*.

SUPPLEMENT TO SYNTAX.

EXPLANATORY OF THE PLATE PAGE 32.

CHAPTER I.

SECTION I.—OF THE SENTENCE.

A sentence is formed, by the union of a being, to its own existence, or action; and is constituted by the connexion of not more than three, nor less than two words;—as,

Wellington 1 conquered 2 Napoleon 3.

Moon 1 smiles 2.

NOTE.—It may be proper to remark that the *sentensic words* in a sentence, can never be more than *three*, nor less than *two*, because no more can exert any influence in the formation of the sentence, which is produced by their *joint* agency: a *man* is just as much a *human being* after his limbs are amputated, as he was before; thus,

Wellington 1 conquered 2 Napoleon 3, is just as much a sentence, as, "The Duke of Wellington conquered Napoleon Bonaparte, the greatest general in the French army, on the Plains of Waterloo, after a most desperate conflict of three days."

So in the plate, every section, which has a branch on the right of its trunk, is a sentensic section, which is the case with sections 1, 3, 4, 5, 7, 8, 10, 13, 15, 16, 17.

SECTION 2—OF A SECTION.

A section is an independent collection of words, having an independent word for its *trunk* or *base*, which can be parsed without referring any word to another *word* out of the section.

Rule 1. *Every word in a section must be read, and parsed, with another word in the same section. See plate.*

The trunks in the following section are marked in Italics.

The *Duke* (of *Wellington*) conquered Napoleon Bonaparte,
, , the greatest *general*
in the French *army*,
on the *Plains*
of *Waterloo*,
after a most desperate *conflict*,
of three *days*, (8 sections.)

SECTION 3—OF ORDER.

The order of a section is the place which it occupies in a sentence. There are two orders, primary, and secondary. That section which is *so disposed of* in the formation of the sentence, as to claim the *first rank* is the primary: as, JOHN WENT (to London,) (ROBERT ,) (to Quebec,) *John went.*

The student is requested to pay particular attention to the words "*so disposed of*," as, by a different disposition, the *third* section may become the primary. ROBERT WENT (to Quebec,) (John ,) (to London.)

(I SAY THE TRUTH) (in Christ,) (*I lie not.*) (I LIE NOT.) (I say the truth) in Christ.

NOTE.—Few sections, however, can undergo that revolution which is necessary to change the secondary, to the primary; and the primary, to the secondary, without a very obvious change in the sense itself. And when the change in structure gives a *new sense*, the old sentence is lost in the new.

2. That section, which is so disposed of in a sentence as to depend on another section, is of the secondary order.

Jesus saw a man (*who was blind*) (*from his birth,*) (, , , ,) (who was blind,) (from his birth.)

The second section subjoins to the first, the circumstance of the man's blindness, *and* the third to the second, the time during which his blindness had continued.

SECTION 4.—COURSE.

The course of a section is either direct, or circumflex.

1. The course of a section is direct, when the words are arranged in their natural prose order, as,

(Law is a rule) (of action.)

(The midnight moon smiles serenely.)

The course of a section is circumflex, when the words are so arranged that the sense flows back, or when the words are not in their natural order: as, (*whom ye ignorantly worship,*) (*him declare I*) (unto you.) VERILY I say unto you HE that entereth not by the door into the sheep fold, but that climbeth up some other way, IS A THIEF.

(*As his corse (to the rampart) we hurried*)

SECTION 5.—RELATION.

The relation of a secondary section is that dependence which it has on another, for sense, the relation of a section is either uni, or plus, adjective, or adverbial; 1. uni, when it is joined to one, and, 2. plus, when it has a connection with two other sections. Jesus saw a man (*who was blind*) *from his birth*, "who was blind," plus relation, because it has a connexion with the two sections.

(Jesus saw a man) , , , (from his birth,) "from his birth," a section of a uni relation, it depends on the single section, (who was blind) (, , ,)

3. The relation, of a *secondary*, or *insentensic* section is *adjective*, when it *can be changed* to an adjective, or has the force of one, as,

Jesus saw a man (*who was blind.*)
Jesus saw a *blind* man.

Heaven hides the book (*of fate.*)
Heaven hides the "*fatal*" book.

4. And the relation is *adverbial*, when an *adverb* can supply the place of the entire section, without altering the sense; or when it

has the force of an adverb, whether it can be changed into one or not, as,

The midnight moon smiles serenely
"*O'er nature's soft repose.*"

The midnight moon smiles serenely "*there.*"

(The jessamine clambers) in flower) ("o'er the thatch.")

"*In flower*" has an adjective relation, qualifying jessamine; while—"*o'er the thatch*" has an adverbial relation, qualifying "*clambers.*"

The "*flowery*" jessamine clambers "*there.*"

SECTION 6.—OF STATE.

The state of a section is 1. Sentensic. Sec. 1 on the plate.
2. Insentensic. " 2 "
3. Plenary. " 3 & 4 "
4. Implenary. " 13 & 15 "
5. Broken, " 8 & 17 "
6. Unbroken, " 7 "

1. A sentensic section is one that contains a nominative and verb, as, "*The moon smiles serenely.*"

2. The insentensic, is one in which no sentensic word is found, as, "*O'er nature's soft repose.*"

3. The plenary state arises from that degree of fullness which admits of solution, without supplying words, as, (*O John*) (*give thou* (*to me*) *an apple.*)

4. The implenary state arises from the want of one or more words, as, (, John) (*give* , (, me) *an apple.*)

5. The state of a section is broken when another section intervenes between its parts, as, LAW, (*in its most comprehensive sense,*) IS A RULE (of action.) *And varying schemes* (of life) *no more distract the labouring will.* See plate.

6. The unbroken state of a section is the uninterrupted continuation of all its parts, as, (*Law is a rule.*) (*Schemes distract will.*)

SECTION 7.—OF CLASS.

The class of a section is, 1. Literal.
2. Figurative.

1. The literal class arises when there is *no word* used in a *figurative sense*, as :

The midnight moon serenely shines,
Over a sleeping world.
The ship sails on the seas.

2. The figurative section is one that contains one word or more, not used in a literal sense, as : (*The moon* SMILES) *i.e.* laughs. (In silent pomp) (SHE MARCHES) (on the seas) *i.e.* she walks. The respective verbs "*smiles*" and "*marches*" attribute life and action to their nominatives, "*moon*" and "*she.*"

And now *lashed on* by destiny severe,
With horror fraught, the dreadful scene drew near.

Here the word *lashed* converts destiny into a person, places a whip in his hand, and represents him as whipping or driving the ship on to the sea shore, to be dashed to pieces.

ORDER OF PARSING A SECTION.

Order : { Primary, or
Secondary, and why ?

Course : { Direct, or
Circumflex, and why ?

Relation : { Uni, or plus,
Adjective, or adverbial, and why ?

State : { Sentensic, or
Insentensic, and why ?
Plenary, or
Implenary, and why ?
Broken, or
Unbroken, and why ?

Class: { Literal, or
Figurative, and why ?

Heaven (from all creatures) *hides the book* (of fate.)

1) "*Heaven hides the book,*" is a section ; of the primary order ;

direct course; no relation; sentensic, plenary, broken state; figurative class: *i. e.* a metaphor. *Book* is here used to denote existence, and the destiny of all creatures.

NOTE.—The first sections in a composition are generally plenary.

2. "*Of fate*," a section, secondary order; direct course; *uni*, and adjective relation to *book*, (*i. e. fatal* book,) insentensic, plenary, unbroken state; figurative class. Book of *fate*—not of Grammar.

3. "*From all creatures*," a section; secondary order; direct course; *uni*, and adverbial relation; insentensic, plenary, unbroken state; literal class: qualifies *hides*. How does he hide? (*From all creatures*) not from himself.

4. , , *all* , , a section; secondary order; direct course; no relation; sentensic, implenary, unbroken state; figurative class; metaphor.

5. *But* , , , *the page*. A section; secondary order; direct course; *uni* relation; sentensic, implenary, unbroken state; figurative class; allegory, or a continued metaphor.

6. , , *prescribed their present state*.—A section; secondary order; direct course; *uni*, and adjective relation. (It points out or defines the page—*which is not hid*;) sentensic, implenary, unbroken state; figurative class, allegory

7. , , *the thing* A section; secondary order; direct course; no relation; sentensic, implenary, broken state; of the literal class.

8. *Which men know*.—A section; secondary order; circumflex course; *uni*, and adjective relation; (*qualifying the thing*,) sentensic, plenary, broken state; literal class.

9. *From brutes*.—Section; secondary order; direct course; *uni*, and adverbial relation; insentensic, plenary, unbroken state; literal class, qualifying "hides."

10. *From men*.—Same.

11. , , *the thing*.—Section; secondary order; direct course; no relation; sentensic, implenary, broken state; literal class.

1. Heaven hides the book—2 of fate—3 from all creatures—4 (*Heaven hides*) all (*the pages*)—5 but (*Heaven hides not*) the page—6 (*which is*) prescribed their present state—8 (*Heaven hides*)

the thing—which men know—10 from brutes—11 and from men —12 (*Heaven hides*) the thing—13 which spirits (*know.*)

NOTE.—The words in parenthesis are understood in the original.

CHAPTER II.

OF THE RELATION OF WORDS IN A SECTION.

All words, in a section, have either a *uni*, or *plus* relation, to some other word, or words.

1. The relation of a word is *uni*, when it has a *union* with *one word* only; as, *the* moon,—*midnight* moon,—*moon* smiles,—moon *smiles*;—smiles *serenely*,—*o'er* repose,—*nature's* repose,—*soft* repose,—o'er *repose*.

NOTE.—If you would clearly discover the relation, read only the words in Italics.

2. The relation is plus, when a word is joined with two other words, as is the case with all *transitive verbs*, *pronouns*, and *conjunctions*: *Wellington* CONQUERED *Napoleon*.

The student is requested to parse the following sections—and supply every implied word.

1. Give , (, me) such ,) (as I purchase) (and , , (, ,) as much ,) (, , ,) (and I shall be satisfied) 7 sections.

2. (, extract, , , ,) (from a letter) (, , dated) (, Montreal) (, , 29th ,) (, August,) (, , 1842, ,) 7 sections.

4. *All men* (who believe the gospel) *will be saved*, 2 sections.

5. (He was good) (as well as , , rich) 2 sections.

6. But , , , watchworn) (and , , , weary) (his cares flew away) 3 sections.

7. (, , much) (as man desires) (a little will answer,) 3 sections.

8. (He speaks a) (s he thinks.)

9. Steamboat (are made use) of (by merchants) 3 sections.

10. (Saying no other things) (than , those ,) *which*, (Moses and the prophets declared) *should come*, 4 sections.

11. I have to write a letter. 1 section.

12. Such , (as I have) *I will give* (, you) 3 sections.

RULES FOR FORMING SECTIONS.

Rule 1. Every nominative case, *independent*, *absolute*, or *to a verb*, forms a new section.

Rule 2. Every *preposition* gives a new section.

Rule 3. Every *interjection* (with the exception of O,) forms a section by itself, having no relation.

RULES FOR PARSING A SECTION.

Rule 4. Every word in a section, *relates to*, and *is parsed with* another word, or words, *in the same section.*

Rule 5. No word in a section, can have any *greater extension* than *the other words*, or *sections* in the *same sentence* will give to it.

RULES FOR CORRECTING SENTENCES.

Rule 6. Reduce every *broken* to an *unbroken section*, by uniting its parts.

Rule 7. Render every *implenary* section, *plenary* by *supplying* every *implied* word.

Rule 8. Give every *word* in a section, and every *section* in a sentence, its *true relation.*

Rule 9. *Reject* and *expunge* an *unjustifiable pleinism* from the section in which it occurs.

RULES FOR FINDING THE CASES OF NOUNS AND PRONOUNS.

Rule 10. Every noun, or pronoun, read to the *left hand* of a verb, is in the *nominative* case to that verb.

Rule 11. Every noun, or pronoun, read to the *left hand* of a noun, is in the *possessive* case, and governed by the noun with which it is read.

Rule 12. Every noun, or pronoun, read to the *right hand* of an *active verb*, or *preposition*, is in the *objective case*, and governed by that verb or preposition with which it is read.

Rule 13. Nouns, or pronouns, read to the *left hand* of the *interjection O*, are in the *nominative independent.*

Rule 14. A noun, or pronoun, read to the *left hand* of a *participle*, is in the *nominative absolute.*

EXAMPLES IN CORRECTING.

1. A variety of pleasing objects, charm the eye.

Rendered unbroken.—A variety charm the eye. Rule 6.

Relation.—Variety charms. Rule 8.

2. I will attend the Lecture on Monday and Tuesday evenings of this week.

Rendered plenary. Rule 7.—I will attend the Lecture on Monday (*evenings of this week,*) and (*I will attend the Lecture on*) Tuesday evenings of this week.

Query. Are there *two Monday evenings* in this week?

True relation Rule 8. Monday , and Tuesday evening.

3. Several alterations and additions have been made to the work.

Rendered plenary. Rule 7. Several alterations (*have been made to the work,*) and several additions have been made to the work. *Alterations to the work.* Bad.

True relation. Rule 8. Several alterations have been made *in*, and additions *to* the work.

Or passively. The work has received several alterations and additions.

4. Steamboats are made use of by merchants.

Rendered unbroken. Rule 6.

of steamboats,
use are made.—Bad relation.
by *merchants.*

True relation. Rule 8. (Of steamboats) (use is made) (by merchants.)

5. There is an Institution in this city—in which young gentlemen are boarded and taught in all the polite branches of an education.

Rendered plenary. Rule 7. There is an institution, in this city in which young gentlemen are boarded, *in all the polite branches of an education*, and (*in which young gentlemen are*) taught in all the polite branches of an education.

Corrected. Rule 8. Young gentlemen are taught the polite branches of an education and boarded at an Institution in this city.

6. I will call and pay you again.
7. They rode for two days together.

Relation. Rule 8.—By the relation of *again*, the speaker is made to say, that he will *repeat* the payment; and by the position of *together*, the *days* are represented as being together.

Corrected. I will *call again* and pay you. Rule 8.

They *rode together* for two days. 8th Rule.

7. John *rode together* for two days.—The relation of together in this sentence is bad, as it represents John as being in company, whereas he was alone. It should be—

John rode for two days together.

John rode for two days , , together (3.) Sections.

The word together in this sentence, qualifies *came*, understood thus—for two days which came together. Rule 7 and 8.

8. The Lamb, thy riot dooms to bleed today,
Had he thy reason, would he skip and play?

Rendered plenary. Rule 7—*If the* LAMB, (which thy riot dooms to bleed today,) HAD HE *thy* REASON, (would he skip and play.)

Pleinism rejected. Rule 9. The first *he* in the last line is an unjustifiable pleinism and must be expunged.

Reduced to unbroken sections. Rule 6.

If the lamb[a] had thy reason.
[a] which thy riot dooms to bleed today.
would he skip and
, , play.

The word lamb has no greater extension than the section "*which thy riot dooms to bleed today*," will give to it. Rule 5.

A lamb *not thus doom'd* might skip and play if he had thy reason. The 2nd section is equivalent to the adjective doom'd. Thus—If the doom'd Lamb had thy reason, &c.

9. He that hath ears to hear, let him hear.

Pleinism expunged. Rule 9. Let him hear, that hath ears to hear.

10. John returned back home again.

Pleinism rejected—John returned. Rule 9.

11. Carthage was subjugate under the yoke of the Romans.

Pleinism expunged. Carthage was subjugated by the Romans.

12. Much as man desires, a little will answer.

Reduced to sections, Rule 6. A little will answer , , much—as man desires.

Rendered plenary, Rule 7. A little will answer—for the much, which man desires.

13. It is nine o'clock. 2 sections.

Reduced to sections, and rendered plenary, Rule 6 and 7. IT (*i.e.* the hour hand) IS (at the NINTH hour,) (on the clock,) 3 sections.

14. All men who believe the Gospel will be saved. 2 sections Common method of parsing:—All, an *adjective pronoun*, and *belongs to men*. Men, a *noun plural nominative* to "*will be saved.*"

All men will be saved. If the words *all* and *men* be taken in their *greatest extension*, then this sentence predicts the salvation of the whole human family. Let us now attend to the parsing of *who*. *Who* is a *relative pronoun, standing for, relating to, supplying the place of, and meaning* "ALL MEN." If the word *who* is a pronoun, we are at liberty to introduce the original. Let us do so, and reduce this sentence to its proper sections.

All men will be saved.
All men believe the Gospel.

This would totally pervert the sense, and yet, according to the system of word parsing, no other disposition of the sentence can be made.

Let us construe this sentence according to Rule 5. *All*, an adjective, *restricted* in its *extension* by the qualifying section, "*who believe the Gospel*," and belongs to men, thus:

All who-believe-the-Gospel men will be saved, that is: before the word *all* has any connexion with the word *men*, it passes through this section, which reduces the word *all* to believers only.

Literally thus: All $\frac{\text{b e l i e}}{\text{v i n g}}$ men will be saved. Rule 5.

"*Who believe the Gospel*," is a relative sentensic section in the nature of an *adjective*, used to *qualify*, and *restrict* the extension of men, and to reduce the word *all*, to believers *only*. Rule 5.

15. And the fiend blows mildew from between his shrivelled lips, and blasts the golden ear.

Rendered plenary Rule 7.
And the fiend blows mildew.
from (*the place*)
(*which is*)
between his shrivelled lips.
and (*the fiend*) blasts the golden ear.

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KEY TO PARSING THE SECTIONS CONTAINED ON PAGE 127.

These sections are rendered plenary, Rule 7.

1. Plenary, *give thou* | *to me* | *such fruit* | *as I purchased.*
Implenary, give , | , me | such , | as I purchased.

And give thou | *to me* | *as much fruit* | *as I purchased.*
and , , | , , | as much , | , , ,

and I shall be satisfied.
and I shall be satisfied.

2. Plenary, *we extract the following lines* | *from a letter.*
Implenary, , extract , , , | from a letter.

which was dated | *by the writer* | *on the*
, , dated | , , , | , ,

29th day | *of August* | *in the 1842d year*
29th , | , August | , , 1842 ,

5. Plenary, *He was good* | *as well as he was happy.*
Implenary, he was good | as well as , , happy.

6. Plenary *But the boy was watchworn,* | *and the boy was weary.*
Implenary. But , , , watchworn, | and , , , weary.

7. Plenary, *For the much* | *as man desires,* | *a little will answer.*
Implenary, , , much | as man desires, | a little will answer.

8. Plenary, *He speaks the thoughts* | *which he thinks.*
Implenary, He speaks — *a* | *s* he thinks.

Note.—As a comp. rel. pro. equal to *thoughts which.*

10. Moses and the prophets declared—which should come.

Moses, and prophets, nom. to *declared.*

Declared, an *active transitive verb* of a *plus relation,* and governs the section, "*which should come.*"

Moses and the prophets declared which should come; or, declared "*that those things should*" come.

11. I have to write a letter.

Have, and *to write,* are both *active,* or verbs of a *plus relation. Have* governs the semi section, "*to write a letter,*" and "*to write*" governs *letter.*

12. (The elements shall melt) (with fervent heat,) (the earth also,) (*and the works* (that are therein) *shall be burned up.*)

Relation.—Elements shall melt.
Earth *shall* ALSO *melt.*
Works shall be burned up.