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PREFACE.

It is probable, that the original design and principal motive of every teacher, in publishing a School-Book, is the improvement of his own pupils. Such, at least, was the immediate object of the present compilation; which, for brevity of expression, neatness of arrangement, and comprehensiveness of plan, is, perhaps, superior to any other book of the kind. "My chief end has been to explain the general principles of Grammar as clearly and intelligibly as possible. In the definitions, therefore, easiness and perspicuity have been sometimes preferred to logical exactness."

Orthography is mentioned rather for the sake of order than with a view to instruction; for the pupil may be supposed to have mastered its practical details before he commences the study of Grammar.

On Etymology I have left much to be remarked by the teacher, in the time of teaching. My reason for doing this is, that children, when by themselves, labour more to have the words of their book imprinted on their memories, than to have the meaning fixed in their minds; but, on the contrary, when the teacher addresses them *viva voce*, they naturally strive rather to comprehend his meaning, than to remember his exact expressions. In pursuance of this idea, the first part of this little volume has been thrown into a form more resembling Heads of Lectures on Grammar than a complete elucidation of the subject. That the teacher, however, may not be always under the necessity of having recourse to his memory to supply the deficiencies, the most remarkable Observations have been subjoined at the bottom of the page, to which the pupils themselves may occasionally be referred.

The desire of being concise has frequently induced me to use very elliptical expressions; but I trust they are all sufficiently perspicuous. I may also add, that many additional and critical remarks which might have, with propriety, been inserted in the Grammar, have been inserted rather in the Key; for I have studiously withheld everything from the Grammar that could be spared, to keep it low-priced for the general good.

The Questions on Etymology, at pages 174 and 175 will speak for themselves: they unite the advantages of both the usual methods, viz. that of plain narration, and that of question and answer, without the inconvenience of either.

Syntax is commonly divided into two parts, Concord and Government; and the rules respecting the former, grammarians in general have placed before those which relate to the latter.

I have not, however, attended to this division, because I deem it of little importance; but have placed those rules first which are either more easily understood, or which occur more frequently. In arranging a number of rules, it is difficult to please every reader. I have frequently been unable to satisfy myself; and therefore cannot expect that the arrangement which I have at last adopted will give universal satisfaction. Whatever order be preferred, the one rule must necessarily precede the other; and since they are all to be learned, it signifies little whether the rules of concord precede those of government, or whether they be mixed, provided no anticipations be made which may embarrass the learner.

In connexion with the Rules of Syntax, I have introduced "Exercises to be corrected" as well as "Exercises to be parsed and construed;" and in the case of the former I have generally compressed into a single page as many faulty expressions as some of my predecessors have done into two pages of a larger size. Hence, though the book seems to contain but few exercises on bad grammar, it really contains so many that a separate volume of exercises is quite unnecessary.

Whatever defects were found in the former editions in the time of teaching have been carefully supplied.

On Etymology, Syntax, Punctuation, and Prosody, there is scarcely a Rule or Observation in the largest grammar in print that is not to be found in this; besides, the Rules and Definitions, in general, are so very short and pointed, that, compared with those in most other grammars, they may be said to be *hit off* rather than *made*. Every page is independent, and though quite full, not crowded, but wears an air of neatness and ease invitingly sweet,—a circumstance not unimportant. But, notwithstanding these properties, and others that might be mentioned, I am far from being so vain as to suppose that this compilation is altogether free from inaccuracies or defects; much less do I presume that it will obtain the approbation of every one who may choose to peruse it; for, to use the words of Dr. Johnson, "He that has much to do will do something wrong, and of that wrong must suffer the consequences; and if it were possible that he should always act rightly, yet when such numbers are to judge of his conduct, the bad will censure and obstruct him by malevolence, and the good sometimes by mistake."

☞ *Those pupils that are capable of* writing, *should be requested to write the* plural of nouns, *&c., either at home or at school. The Exercises on Syntax should be written in their* corrected *state with a stroke drawn* under *the word corrected.*

☞ K. means *Key;* the figures refer to the *No.* of the Key, not the page.

THE PRINCIPLES OF ENGLISH GRAMMAR.

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

It is divided into four parts; namely, *Orthography*, *Etymology*, *Syntax*, and *Prosody*.

ORTHOGRAPHY.

ORTHOGRAPHY *treats of Letters, Syllables, and the spelling of Words.*

THERE are *twenty-six* letters in English.

Letters are either Vowels or Consonants.

A *Vowel* is a letter, the *name* of which makes a *full open* sound.

A Consonant is a letter that has a sound *less distinct than* that of a vowel.

The Vowels are *a*, *e*, *i*, *o*, *u*, and sometimes *w* and *y*.

The Consonants are *b*, *c*, *d*, *f*, *g*, *h*, *j*, *k*, *l*, *m*, *n*, *p*, *q*, *r*, *s*, *t*, *v*, *w*, *x*, *y*, *z*.

W and *y* are consonants when they begin a word or syllable; in every other situation they are vowels.

A *Diphthong* is the union of two vowels; as, *ou* in *out*.

A *proper* Diphthong is one in which *both* the Vowels are sounded; as, *oy* in *boy*.

An *improper* Diphthong is one in which only *one* of the two vowels is sounded; as, *o* in *boat.*

A *Triphthong* is the union of three vowels; as, *eau* in *beauty.*

A *Syllable* is as much of a word as can be sounded at once; as, *gram* in *grammar.*

A *Monosyllable* is a word of *one* syllable; as, *house.*

A *Dissyllable* is a word of *two* syllables; as, *household.*

A *Trisyllable* is a word of *three* syllables; as, *householder.*

A *Polysyllable* is a word of *many* syllables.

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

EXERCISES ON ORTHOGRAPHY.

Tell the Vowels in

Ball, cellar, dine, folly, home, James, kitchen, lambkin, mulberry, popgun.

Tell whether w *and* y *are Vowels or Consonants in*

Awry, beware, blowy, downy, fowl, grayling, hay, jewry, lawfully, wayward, witty, yearly.

Tell which are proper and which improper Diphthongs in

Boil, cook, death, faith, gown, hawk, loud, mean, pour, queen, roar, toy.

Tell how many Syllables are in the following words:—

Aaron, barbarian, circular, diamond, extraordinary, firefly, goatherd, heavenward, Laodicea, latitudinarian, noteworthy, Utopia.

OBSERVATIONS.

In every syllable there must be at least one vowel.

Any vowel except *w* can make a syllable by itself.

ETYMOLOGY.

ETYMOLOGY *treats of the different sorts of Words, their various modifications, and their derivation.*

THERE are *nine* parts of Speech;—Article, Noun, Adjective, Pronoun, Verb, Adverb, Preposition, Conjunction, and Interjection.

Of the ARTICLES.

An *Article* is a word put before a noun, to show the extent of its meaning; as, *a* man.

There are two articles, *a* or *an* and *the*. *A* is used before a consonant; as, *a* day.—*An* is used before a vowel, or silent *h*; as, *an* age, *an* hour.

A is called the indefinite, and *the* the definite article.

EXERCISES ON THE ARTICLES.

Prefix the indefinite article to the following words:—

Army, ass, boot, coat, door, elm, eye, river, garden, hair, heir, honour, house, island, nation, orange, serpent, umpire, union, upstart, valley, week, yard.

Correct the following errors:—

A error, an hen, an hill, a hour, a inkstand, an handful, an ewe, an useful book, an history, an yewtree, an hedge, a honest man.

OBSERVATIONS.

A is used before the long sound of *u*, and before *w* and *y*; as, A *unit*, a *ewe*, a *week*, a *year*.

A noun without an article to limit it, is taken in its widest sense; as, *Man* is mortal; namely, *all mankind*.

A is used before nouns in the *singular* number only.——It is used before the plural in nouns preceded by such phrases as *A few*; *a great many*; as, *a few* books; *a great many* apples.

The is used before nouns in *both* numbers: and sometimes before adverbs in the comparative and superlative degree; as, *The more* I study grammar *the better* I like it.

Of NOUNS.

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

There are two kinds of Nouns, *Proper* and *Common*.

Proper Nouns denote the names of individuals only; as, *James*, *Edinburgh*, *Ben Lomond*.

Common Nouns denote a whole kind or class; as, *boy*, *city*, *mountain*.

EXERCISES ON NOUNS.

Tell which of the following words are Nouns, and whether the nouns are Proper or Common:—

The boys are at school. John has been sent by his father to London. Stirling is a town on the river Forth. The Alps are the highest mountains in Europe. My cousin has a ship called the Rover; it carries passengers and goods between Liverpool and New York. The sun never sets on the empire of Queen Victoria. Waverley is the name of a novel written by Sir Walter Scott. My brother Tom has a terrier called Snap. My sister has a fine pansy which she calls Victoria. The ship of Nelson at the battle of Trafalgar was the Victory. The shortest day is in the month of December.

Nouns are varied by Number, Gender, and Case.

OBSERVATIONS.

Collective nouns are nouns that signify *many*; as, *Multitude*, *crowd*.

Abstract nouns are the names of *qualities* abstracted from their substances; as, *Wisdom*, *wickedness*.

Verbal or *participial* nouns are nouns derived from verbs, as, *Reading*.

Proper nouns have the plural only when they refer to a *race* or *family*; as, The *Campbells*; or to several persons of the *same name*; as, The eight *Henrys*; the two Mr *Bells*; the two Miss *Browns*; (or without the *numeral*) the Miss *Roys*; but, in addressing letters in which *both* or *all* are equally concerned, and also when the names are *different*, we pluralize the *title* (Mr or Miss), and write *Misses* Brown; *Misses* Roy; *Messrs* (for Messieurs, Fr.) Oliver and Boyd.

Of NUMBER.

Nouns have *two numbers;* the *Singular* and the *Plural.* The singular denotes *one*, the plural *more* than one.

The plural is generally formed by adding *s* to the singular; as, Book, books.

To this general rule there are many exceptions:—

1. Nouns in *ss*, *sh*, *ch* soft, *x*, and in *i* and *o* preceded by a consonant, form the plural by adding *es;* as, Miss, misses; brush, brushes; church, churches; fox, foxes; alkali, alkalies; hero, heroes.

Ch hard, and *o* preceded by a vowel, take *s* only; as, Stomach, stomachs; folio, folios.

2. Nouns in *y* preceded by a consonant change *y* into *ies* in the plural; as, Lady, ladies; but *y* preceded by a vowel follows the general rule; as, Day, days.

3. Nouns in *f* or *fe*, change *f* or *fe* into *ves* in the plural; as, Loaf, loaves; life, lives.

The following words follow the general rule, viz.—Brief, chief, fief, grief, handkerchief; hoof, proof, reproof, roof; dwarf, scarf, wharf; gulf; turf; cliff, sheriff, skiff, whiff; cuff, muff, puff, ruff, snuff, stuff; fife, strife; safe.

4. Some nouns, including all that end in *man*, take the Saxon *en* in the plural; as,

Ox	oxen	Footman	footmen
Child	children	Seaman,	seamen
Man	men	Statesman	statesmen
Alderman	aldermen	Woman	women
Englishman	Englishmen	Workman	workmen

5. Nouns which have two meanings have sometimes two forms of the plural. Thus:—

Brother has *brothers* in the plural to denote sons of the same parent, and *brethren* to denote members of the same society; *Die*, a stamp for coining, has *dies; die*, a little cube used in games, *dice; Genius* has *geniuses* when signifying persons of genius, *genii* when denoting aerial beings; *Index* has *indexes* when it means a table of contents, and *indices* when it denotes the exponent of an algebraic quantity; *Pea* has *peas* for single seeds, and *pease* for seeds in the mass; *Penny* has *pennies* when penny-pieces are intended, but *pence* when mere value is denoted.

6. A few nouns are entirely anomalous in the formation of the plural. Thus:—

Foot	feet	Louse	lice	Cow	kine
Tooth	teeth	Goose	geese	Mouse	mice
Sow	swine				

7. A few nouns are used alike in both numbers; as, *Deer, sheep, swine;* the singular being distinguished from the plural by the article *a;* as, *A deer, a sheep, a swine.*

EXERCISES ON NUMBER.

Write,—or tell,—or spell, the Plural of

Fox,* book, leaf, candle, hat, loaf, wish, fish, sex, kiss, coach, inch, sky, army, duty, knife, ĕcho, loss, cargo, wife, story, church, table, glass, study, calf, branch, street, potato, peach, sheaf, booby, rock, stone, house, hope, flower, city, difficulty, distress.

Day, boy, relay, chimney, journey, valley, needle, enemy, an army, a vale, an ant, a sheep, the hills, a valley, the sea, key, toy.

Monarch, tyro, grotto, nuncio, punctilio, ruff, muff, reproof, portico, handkerchief, gulf, hoof, fife, multitude, people, meeting, John, Lucy.

OBSERVATIONS.

Nouns which have been adopted without change from foreign languages generally retain their original plurals. Thus:—

		From the Greek.	
Antĭthesis	antĭtheses	Hypŏthesis	hypŏtheses
Autŏmaton	autŏmata	Mĕtamorphosis	mĕtamorphoses
Bāsis	bāses	Miăsma	miăsmata
Crīsis	crīses	Phāsis	phāses
Crĭtērion	crĭtēria	Phenŏmenon	phenŏmena
Ellipsis	ellipses	Thēsis	thēses

* What is the plural of *fox*? *Foxes.* Why? Because nouns in *ss, sh, ch* soft, *x, i,* or *o,* form the plural, by adding *es.*——What is the plural of *book*? *Books.* Why? Because the plural is generally formed by adding *s* to the singular.——What is the plural of *leaf*? *Leaves.* Why? Because nouns in *f* or *fe* change *f* or *fe* into *ves* in the plural.——What is the plural of *army*? *Armies.* Why? Because nouns in *y,* preceded by a *consonant,* change *y* into *ies* in the plural.——What is the plural of *day*? *Days.* Spell it; *d, a, y, s.* Why not *d, a, i, e, s*? Because *y* with a *vowel* before it is not changed into *ies:* it takes *s* only.——What is the difference between *adding* and *changing*?—K. No. 37, 40, 41.

From the Latin.

Addendum	addenda	Ignis-fătuus	ignes-fătuī
Animălculum	animălcula	Lămĭna	lămĭnæ
Apex	apices	Larva	larvæ
Appendix	appendices	Māgus	māgī
Arcānum	arcāna	Medium	media
Axis	axes	Memorandum	memoranda
Calx	calces	Momĕntum	momĕnta
Dătum	dăta	Nĕbula	nĕbulæ
Desiderātum	desiderāta	Oasis	oases
Dictum	dicta	Rādius	rādiī
Efflūvium	efflūvia	Stĭmulus	stĭmulī
Errātum	errāta	Strātum	strāta
Fōcus	fōcī	Terminus	termini
Fungus	fungi	Vertex	vĕrtĭces
Gĕnus	gĕnera	Vortex	vortĭces

From the Hebrew.

Cherub	cherubim	Sĕraph	sĕraphim

From the French.

Beau	beaux	Monsieur	messieurs

From the Italian.

Bandit	banditti	Conversazione	conversazioni
Banditto		Dilletante	dilletanti
Cognoscente	cognoscenti	Virtuōso	virtuōsi

Proper names have necessarily no plural. But there are also common nouns which want the plural; among which the chief are—

Names of metals; as, *Iron*, *gold:* Names of grains; as, *Rye*, *wheat:* Names of liquids; as, *Beer*, *wine:* Names of arts and sciences; as, *Music*, *astronomy:* and names of abstract and moral qualities; as, *Warmth*, *meekness*.

It is only when the names of metals, grains, liquids, &c., express varieties of the substances denoted by them that they take a plural.

There are some common nouns, on the other hand, which have no singular; such as nouns descriptive of objects which have a plurality of parts, or which nature or art has made double. The following are examples:—

Annals	Compasses	Nuptials	Tidings
Archives	Drawers	Oats	Tongs
Ashes	Entrails	Pincers	Trousers
Bellows	Folk	Riches	Vespers
Billiards	Lungs	Scissors	Victuals
Bowels	Measles	Snuffers	Vitals
Breeches	Morals	Thanks	Wages

Alms, *news*, *odds*, *pains*, are generally used in the singular number.

The names of sciences ending in *ics*, as, *Ethics*, *mathematics*, *politics*, &c., admit of being used in either number, according as they are conceived to express unity or plurality.

Horse and *foot*, meaning *cavalry* and *infantry*, are used in the *singular* form with a plural verb.

Of GENDER.

There are *three genders;* the *Masculĭne*, *Femininĕ*, and *Neuter*.

The Masculĭne denotes the *male* sex; as, *A man, a boy.*

The Femininĕ denotes the *female* sex; as, *A woman, a girl.*

The Neuter denotes whatever is *without sex;* as, *Milk.*

There are three ways of distinguishing the sex.

1. By different words; as,

Male.	*Female.*	*Male.*	*Female.*
Bachelor	maid, spinster	Hart	roe
Beau	belle	Horse	mare
Boar	sow	Husband	wife
Boy	girl	King	queen
Bridegroom	bride	Lord	lady
Brother	sister	Man	woman
Buck	doe	Master	mistress
Bull	cow	Milter	spawner
Bullock	heifer,—*hĕf-er*	Monk	nun
Ox or steer		Nephew	niece
Cock	hen	Ram	ewe
Colt	filly	Singer	songstress *or* singer
Dog	bitch		
Drake	duck	Sir	madam
Earl	countess	Sloven	slut
Father	mother	Son	daughter
Gaffer	gammer	Stag	hind
Gander	goose	Uncle	aunt
Gentleman	lady	Wizard	witch

OBSERVATIONS.

NEUTER means *neither*, and therefore intimates that the nouns so called are neither masculine nor feminine.

Some nouns are either *masculine* or *feminine:* such as, *Parent, child, cousin, infant, servant, neighbour,* &c.

Some nouns, naturally neuter, become, when personified, either *masculine* or *feminine;* as, when we say of the sun, *He* is setting; and of the moon, *She* is eclipsed.

2. By a difference of termination; as,

Male.	*Female.*	*Male.*	*Female.*
Author	authoress	Mayor	mayoress
Băron	băroness	Pātron	pātroness
Count	countess	Peer	peeress
Dauphin	dauphiness	Poet	poetess
Deacon	deaconess	Priest	priestess
Giant	giantess	Prince	princess
Heir	heiress	Prior	prioress
Hōst	hōstess	Prophet	prophetess
Jew	Jewess	Shepherd	shepherdess
Lion	lioness	Vīscount	vīscountess
Abbot	abbess	Marquis	marchioness
Actor	actress	Master	mistress
Adulterer	adulteress	Protector	protectress
Benefactor	benefactress	Seamster	seamstress
Duke	duchess	Songster	songstress
Emperor	empress	Sorcerer	sorceress
Hunter	huntress	Tīger	tīgress
Lad	lass	Traitor	traitress
Administrātor	administrātrix	Heritor	heretrix
Exĕcutor	exĕcutrix	Testator	testatrix
Czar	*czarina*	Landgrave	landgravine
Hēro	hĕr-o-īne	Margrave	margravine
Infant	infanta	Sultan	sultāna
Widower	widow		

3. By prefixing another word; as,

Cock-sparrow	hen-sparrow	Male-child	female-child
He-goat	she-goat	Man-servant	maid-servant

EXERCISES ON GENDER.

Tell the Gender of

Child, egg, father, garden, girl, horse, housemaid, inkbottle, kinsfolk, lamb, mankind, navy, Peter, Russia, ship, sovereign, star.

Name and spell the words opposite in Gender to

Abbot, bride, duke, earl, empress, goose, hero, lady, landgrave, madam, milkmaid, moorcock, peahen, ram, roe, steer, widow.

Of CASE.

Nouns have *three cases;* the *Nominative, Possessive,* and *Objective.*

The Nominative and Objective are always *alike.*

The possessive is formed by adding an *apostrophē* and *s* to the Nominative; as, *Jōb's.*

When the plural ends in *s,* the possessive is formed by adding only an *apostrophe:* thus,

	Singular.	*Plural.*	*Singular.*	*Plural.*
Nom.	Man	Men	Lady	Ladies
Poss.	Man's	Men's	Lady's	Ladies'
Obj.	Man	Men	Lady	Ladies

EXERCISES ON CASE.

Tell the Cases (and also the number and gender) of the following Nouns:—

* Father, brothers, mother's, boys, book, loaf, wife, sisters' bride's, the horse's hoof, John's boots, eagles' wings, a girls' school.

Tell the possessive of

Charles, child, children, duchess, father, fathers, footman, leaf, leaves, life, mistress, negro, negroes, owner, owners, postchaise, prince, princess, princesses.

OBSERVATIONS.

Case denotes the relation which a noun bears to any other word with which it is connected.

The *Nominative* merely denotes the *name* of a thing.

The *Possessive* denotes *possession;* as, *Ann's* book.——Possession is often expressed by *of* as well as by *'s.*——K. 57 to 63, also 194 and 195.

The *Objective* denotes the *object* upon which an active verb or a preposition terminates.

* One method of using the above exercises is as follows:

Father, a noun, *singular* (number), *masculine* (gender), the *nominative* (case), plural, fathers. Brothers, a noun, *plural, masculine,* the *nominative.* Mother's, a noun, *singular, feminine,* the *possessive.* Spell it. K. 44.

By parsing in this manner, the pupil gives a correct answer to the questions. What part of speech is *father?* What *number?* What *gender?* What *case?* without obliging the teacher *to lose time* to no purpose in *asking* them. The pupil, however, should be made to understand that he is giving *answers* to questions which are always *supposed* to be asked.

As the Nominative and Objective are alike, no inaccuracy can result from the pupil's being allowed to call it always the nominative, till he come to the verb. Case may be altogether *omitted* till that time, the cases of pronouns excepted.—*See Notes, page* 37.

Of ADJECTIVES.

An *Adjective* is a word which expresses the *quality* of a noun; as, A *good* boy.

Adjectives have *three* degrees of comparison; the *Positive*, *Comparative*, and *Superlative*.

The comparative is formed by adding *r* or *er* to the positive; as, *Wise*, *wiser*; *sweet*, *sweeter*; and the superlative, by adding *st* or *est*; as, *Wise*, *wisest*; *sweet*, *sweetest*.*—K. 67.

When the positive ends in a single consonant, preceded by a single vowel, the consonant is doubled before *er* and *est*; as, *Sad*, *sadder*, *saddest*.

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

OBSERVATIONS.

* The Positive expresses the *simple* quality; the Comparative a *higher* or *lower* degree of the quality; and the Superlative the *highest* or *lowest* degree.—K. 68, 72.

Adjectives of *one* syllable are generally compared by adding *er* and *est*; and those of *more* than one by prefixing *more* and *most*; as, *More* numerous, *most* numerous; or by *less* and *least*; as, *Less* merry, *least* merry.

Some adjectives are compared by adding *most* to the comparative; as, *Upper*, *uppermost*; *lower*, *lowermost*; *nether*, *nethermost*.

Nouns are often used as *adjectives*; as, a *gold* ring, a *silver* cup.—*Adjectives* often become nouns; as, Much *good*.

Some adjectives do not properly admit of comparison; such as, *True*, *perfect*, *universal chief*, *extreme*.

Much is applied to things *weighed* or *measured*; *Many* to those that are *numbered*.—*Elder* and *eldest* to persons; *older* and *oldest* to things.

The following Adjectives are compared irregularly:—

Positive.	*Comparative.*	*Superlative.*
Bad, evil, *or* ill	worse	worst
Far	farther	farthest
Fore	former	foremost *or* first
Good	better	best
In	inner	inmost *or* innermost
Late	late *or* latter	latest *or* last
Little	less	least
Many *or* much	more	most
Near	nearer	nearest *or* next
Nigh	nigher	nighest *or* next
Old	older *or* elder	oldest *or* eldest
Out	outer *or* utter	uttermost *or* utmost
Up	upper	upmost *or* uppermost

EXERCISES ON ADJECTIVES.

Point out the Nouns and Adjectives in the following phrases:—

A good scholar, a bright sky, deeds unjust and cruel, a sharp knife, an old hat and a new coat, wintry weather, dreary winter.

Prefix appropriate Adjectives to the following Nouns:—

Boy, castle, desk, fig, ghost, grapes, highway, island, lily, memory, navy, passenger, rose, thunder, voice.

Compare the following Adjectives, and give the spelling:—

Able, beautiful, crafty, gay, glad, hardy, little, manly, many, precious, red, severe, testy, worthy, zealous.

Point out the Adjectives which cannot be compared:—

Eternal, external, extreme, holy, human, ill, large, matchless, perpendicular, right, square, supreme, unchangeable, wooden, yearly.

Of PRONOUNS.

A *Pronoun* is a word used instĕad of a noun; as, *John* is a good boy; *he* obeys the master.

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

Of PERSONAL PRONOUNS.

The *Personal* Pronouns are *I, thou, he, she, it.*

They have number, gender, and case, and are thus declined:—

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

Exercises on Personal Pronouns.

I, thou, we, me, us, thine, he him, she, hers, they, thee, them, its, theirs, you, her, ours, yours, mine, his, I, me, them, us, it, we.

OBSERVATIONS.

Hers, its, ours, yours, theirs, should never be written, *her's, it's, our's, your's, their's;* but *hers, its, ours,* &c.

The compound personal pronouns, *Myself, thyself, himself,* &c. are commonly joined either to the simple pronoun or to any ordinary noun to make it more remarkable.——See K. 80, 96.

These pronouns are generally in the *same case* with the noun or pronoun to which they are joined; as, "*She herself* said so;" "*They themselves* acknowledged it to *me myself.*" "The *master himself* got it."

Self, when used alone, is a noun; as, "Our fondness for *self* is hurtful to others."——K. 96.

In some respectable grammars the possessive case of the different personal pronouns stands thus: 1st, *my* or *mine, our* or *ours*—2d, *thy* or *thine, your* or *yours*—3d, *her* or *hers, their* or *theirs.* I see no impropriety in this method; the one I have preferred, however, is perhaps less liable to objection.

Of Relative Pronouns.

A *Relative* Pronoun is a word that relates to a noun or pronoun before it, called the antecēdent; as, The master *who* taught us, &c.

The simple relatives are *who*, *which*, and *that*.

Who and *which* are thus declined :—

Singular and Plural.		*Singular and Plural.*
Nom.	Who	which
Poss.	Whose	whose
Obj.	Whom	which

Who is applied to persons; as, The boy *who*.

Which is applied to inferior *animals*, and things without life; as, The dog *which* barks; the book *which* was lost.

That is often used instĕad of *who* or *which*, and is applied to persons, animals, or things; as, The boy *that* reads; the book *that* was lost.

What is a compound relative, including both the relative and the antecēdent; as, This is *what* I wanted; that is, *the thing which* I wanted.

OBSERVATIONS.

In asking questions, *Who*, *which*, and *what*, are called *interrogatives;* as, *Who* said that? *What* did he do?——K. *p.* 84. *Note.*

The *Relative* is always of the *same gender*, *number*, and *person*, as its antecedent, but not always in the same *case.*——K. *p.* 43. *b.*†

The Relative sometimes refers to a *whole clause* as its antecedent; as, The Bill was rejected by the Lords, which excited no small degree of jealousy and discontent; that is, which *thing*, or *circumstance, excited*, &c.

Who is applied to inferior animals, when they are represented as speaking and acting like *rational beings.*——K. *p.* 43.* *b.*

What and *which* are sometimes used as *adjectives;* as, "I know not by what fatality the adversaries of the motion are impelled;" *which* things are an allegory. *Which* here is equal to *these.*——Page 69, *b.*

Whoever, *whosoever*, and *whoso*, are compound relatives equal to *He who;* or, *The person that.*——K. 83, 89.

Of Adjective Pronouns.

There are four sorts of Adjective Pronouns.

1. The Possessive Pronouns, *My, thy, his, her, our, your, their, its, own.*

2. The Distributive, *Each, every, either, neither.*

3. The Demonstrative, *This, that,* with their plurals, *these, those.*

4. The Indefinite, *None, any, all, such, whole, some, both, one, other, another;* the last three are declined like nouns.

OBSERVATIONS.

Mine and *thine* are sometimes used before a vowel or a silent *h;* as, "Blot out *mine* iniquities." "If *thine* eye offend thee." "*Mine* hour is not yet come."

His and *her* are possessive pronouns, when placed immediately before nouns; but when they stand by themselves, *his* is accounted the possessive case of the *personal* pronoun *he,* and *her* the objective of *she.*

Yon, with *former* and *latter,* may be called demonstrative pronouns, as well as *this* and *that.* See Syntax, R. 28, *b.*

That is sometimes a *Relative,* sometimes a *Demonstrative* pronoun, and sometimes a *Conjunction.*——K. 90.

That is a *Relative* when it can be turned into *who* or *which,* without destroying the sense; as, "The days *that* (or which) are past are gone for ever."

That is a *Demonstrative* pronoun when it is placed immediately before a noun, expressed or understood; as, "*That* book is new." "*That* is not the one I want."

That is a *Conjunction* when it cannot be turned into *who* or *which;* but marks a consequence, an indication, or final end; as, "He was so proud, *that* he was universally despised." "He answered, *that* he never was so happy as he is now." "Live well, *that* you may die well."

All the *indefinite* pronouns (except *none*), and even the *demonstrative, distributive,* and *possessive,* are *adjectives* belonging to nouns either expressed or understood; and in parsing I think they ought to be called adjectives. *None* is used in *both* numbers; but it cannot be joined to a noun.

The phrase *none other* should be *no* other.——*Another* has no plural.

EXERCISES ON PRONOUNS.

Point out the Pronouns, and tell for what Nouns they are used:—

You are hungry, and I am thirsty. Mary lost her cap, but the maid found it and brought it to her. The soldiers told their officers that they had done as they had ordered them.

What kind of a Pronoun is

Mine, that, what, whosoever, her, every, both, these, another, whose, either, any, all, themselves, myself? *

Tell the person, number, gender, and case of

She, its, ours, them, us, hers, they, thine, thou, me, ye, you, thee, yours, theirs, it, him, her.

Point out the Relatives and their antecedents:—

The rain which fell last night. A man whose name is Smith. The book that you sent me was lost by the boy who carried it. The person with the white hat, whom you met yesterday, was the master of the ship that went down in the bay.

Put the Relative who, *or* which, *instead of* that:—

The dog that you bought is dead. The maid that he hired is from Wales. The horse that I bought at the fair was much admired by all that saw it there.

Is that *a Relative or a Demonstrative in the following sentences:—*

I abhor the tongue that flatters. Give me that rose. Tell that boy not to touch the flower that grows on the wall.

* The personal pronouns, *Himself, herself, themselves,* &c., are used in the *nominative* case as well as in the objective; as, *Himself* shall come. Mr. Blair, in his Grammar, says, they have only one case, viz., the *nominative;* but this is a mistake, for they have the *objective* too.——K. 80.

Of VERBS.

A *Verb* is a word which expresses *being*, *doing*, or *suffering;* as, I *am*, I *love*, I *am loved.*

Verbs are of three kinds, *Active*, *Passive*, and *Neuter.*

A verb *Active* expresses action passing from an *actor* to an *object;* as, James *strikes* the table.

A verb *Passive* expresses the suffering of an action, or the *enduring* of what *another* does; as, The table is *struck.*

A verb *Neuter* expresses *being*, or a state of *being*, or action confined to the *actor;* as, I *am*, he *sleeps*, you *run.*

Verbs are inflected, to express *Number*, *Person*, *Mood*, and *Tense* or *Time.*

Verbs have *two* Numbers, the *Singular* and the *Plural;* as, *He is*, *they are.*

Verbs have *three* Persons; as, *I love*, *thou lovest*, *he loves.*

OBSERVATIONS.

Active verbs are called *transitive* verbs, because the action passes from the actor to the object.——K. p. 58. NOTE.

Neuter verbs are called *intransitive*, because their action is confined to the actor, and does not pass over to an object. *Children should not be troubled too soon with the distinction between Active and Neuter verbs.*

Neuter, when applied to verbs, intimates that they are neither active nor passive.

Of the MOODS *of* VERBS.

Verbs have *five* moods; the Indicative, the Potential, the Subjunctive, the Imperative, and the Infinitive.

The *Indicative* mood simply declares a thing; as, He *loves;* he is *loved;* or it asks a question; as, *Lovest* thou me?

The *Potential* mood implies possibility, liberty, power, will, or obligation; as, The wind *may* blow; we *may* walk or ride; I *can* swim; he *would* not stay; you *should* obey your parents.

The *Subjunctive* mood represents a thing under a condition or supposition, and is preceded by a conjunction, expressed or understood, and followed by another verb; as, If you *wish* prosperity, *deserve* it.

The *Imperative* mood commands, exhorts, or entreats; as, *Do* this; *deal* honestly; *deliver* my soul.

The *Infinitive* mood expresses the meaning of the verb in a general manner, without distinction of number or person, and commonly has the word *to* before it; as, *To love.*

Of TENSES, *or* TIME.

Verbs have *six* tenses, the Present, the Past, the Perfect, the Pluperfect, the Future, and the Future Perfect.

Explanations of the moods and tenses of verbs are inserted here for the sake of order; but it would be highly improper to detain the learner so long as to commit them to memory; he ought, therefore, after getting the definition of a verb, to proceed to the inflection of it without delay; and when he comes to the exercises on the verbs, he can look back to the definition of a verb active, &c., as occasion may require.

The *Present* tense expresses what is going on just now; as, I *love* you; I *strike* the table.

The *Past* tense represents the action or event either as past or finished; as, He *broke* the bottle, and the brandy was spilt.

The *Perfect* tense implies that the action or event has just now been finished; as, John *has cut* his finger; my horse *has run* off.

The *Pluperfect* tense represents a thing as *past* before another event happened; as, All the judges *had taken* their places *before* Sir Roger came.

The *Future* represents the action as yet to come; as, He *will* return next week, and you *shall* see him.

The *Future Perfect* intimates that the action will be fully accomplished at or before the time of another future action or event; as, I *shall have* learned my lesson *before* ten o'clock.

The *Participle* is a verbal adjective, which partakes of the nature of both a Verb and an Adjective, and expresses the meaning of the Verb after the manner of an Adjective; as, *Loving* all men while he lived, he died, *loved* by all men.

OBSERVATIONS.

The *Participle* in *ing* represents a thing *going on*, but *not finished;* as, The boy is *learning* his lesson. It is not confined exclusively to the *Active* voice, but is often legitimately used by the best authors in a *Passive* sense; as, Silks *are selling* fast; Houses *are letting* well. Some, however, prefer using the past participle with the auxiliary *being;* as, Silks *are being sold* fast; Houses *are being let* well. The first mode is perhaps the more simple and elegant,—the second is sometimes rendered necessary in order to prevent ambiguity or circumlocution.

The *Participle* in *ed* denotes that a thing is *done* and *completed;* as I have *mended* my pen.

The *Perfect* Participle *having loved*, is *common* both to *Active* and *Passive* verbs, and states the *completion* of what took place *before* something else; as, *Having shot* the hare, he went to lift it.

Remarks on some of the Tenses.

On the Present.

1. The *Present tense* is used to express a *habit* or *custom;* as, He *snuffs;* She *goes* to church. It is sometimes applied to persons long since dead, when the narration of their actions excites our passions; as, "Nero *is* abhorred for his cruelty." "Milton *is* admired for his sublimity."

2. In historical narration, it is beautifully used for the *Past tense;* as, "Cæsar *leaves* Gaul, *crosses* the Rubicon, and *enters* Italy with five thousand men."—It is sometimes used with fine effect for the *Perfect;* as, "In the book of Genesis, Moses *tells* us who were the descendants of Abraham,"—for *has told* us.

3. When preceded by such words as *when, before, as soon as, after*, it expresses the relative time of a *future* action; as, When he *comes*, he will be welcome—As soon as the post *arrives*, the letters will be delivered.

4. In the *continuate, progressive*, or *compound form*, it expresses an action *begun* and *going on just now*, but not complete; as, I *am studying* my lesson. He *is writing* a letter.

On the Past.

The *Past tense* is used when the action or state is *limited* by the *circumstance* of *time* or *place;* as, "We *saw* him *yesterday.*" "We were in bed *when he arrived.*" Here the words *yesterday* and *when* limit the action and state to a particular time.—After *death* all agents are spoken of in the *Past tense*, because time is limited or defined by the *life* of the person; as, "Mary Queen of Scots *was* remarkable for her beauty."

This tense is peculiarly appropriated to the *narrative style;* because all narration implies some *circumstance;* as, "Socrates *refused* to adore false gods." Here the period of Socrates's life, being a limited part of past time, circumscribes the narration.—It is improper then to say of one already dead, "He *has been* much admired: he *has done* much good:" but, "He *was* much admired; he *did* much good."

Although the Past tense is used when the action is *circumstantially* expressed by a word or sentiment that limits the time of the action to some definite portion of past time, yet such words as *often, sometimes, many a time, frequently*, and similar vague intimations of time, except in *narrations*, require the *perfect*, because they admit a certain latitude, and do not limit

the action to any *definite* portion of past time; thus, "How *often have* we *seen* the proud despised."

On the Perfect.

The *Perfect tense* chiefly denotes the accomplishment of mere facts without any *necessary* relation to *time* or *place*, or any other circumstance of their existence; as, Philosophers *have endeavoured* to investigate the origin of evil. In general, however, it denotes,

1. An action newly finished; as, I *have heard* great news. The post *has arrived*, but he *has brought* no letters for you.

2. An action done in a *definite* space of time (such as a *day*, a *week*, a *year*), a part of which has yet to *elaspse;* as, I *have spent* this day well.

3. An action perfected some time ago, but whose consequences extend to the present time; as, We *have neglected* our duty, and are therefore unhappy.

Duration or *existence* requires the *perfect;* as, He *has been* dead four days. We say, Cicero *has written* orations, because the orations are still in *existence;* but we cannot say, Cicero *has written* poems, because the poems do not exist; they are lost; therefore, we must say, "Cicero *wrote* poems."

The following are a few instances in which the *Perfect* is improperly used for the *Past.* "I have somewhere met with the epitaph of a charitable man, which *has* very much *pleased* me." Spect. No. 177. The latter part of this sentence is rather *narrative* than *assertive;* and therefore it should be—which very much *pleased* me, that is, *when I read* it.—"When that the poor *hath* cried, Cæsar *hath* wept." Shaksp. The style is here *narrative;* Cæsar was dead. It should therefore be, "When the poor *cried*, Cæsar *wept.*"—"Though in old age, the circle of our pleasure is more contracted than it *has formerly been;* yet, &c." Blair, Serm. 12. It should be, "than it formerly *was;*" because in old age, the former stages of life, contrasted with the present, convey an idea, not of *completion*, but of limitation, and thus become a subject of *narration*, rather than of *assertion.* "I have known him, Eugenius, *when* he *has been* going to a play, or an opera, divert the money which was designed for that purpose, upon an object of charity whom he *has met with* in the street." Spect. No. 177. It should be "When he *was* going," and "whom he *met* with in the street;" because the actions are *circumstantially* related by the phrases, *when going to a play* and *in the street.*

On the Future Perfect.

Upon more careful reflection, it appears to me, that the Second Future should have *will* or *shall* in *all* the persons, as in the *first*. Mr. Murray has excluded *will* from the *first* person, and *shall* from the *second* and *third*, because they appear to him to be incorrectly applied; and in the examples which he has adduced, they are incorrectly applied; but this is not a sufficient reason for excluding them altogether from every sentence. The fault is in the writer; he has applied them wrong, a thing that is often done with *will* and *shall* in the *first* future, as well as in the second.

If I am at liberty to use *will* in the first future, to intimate my *resolution* to perform a future action, as, "I *will* go to church, for I am *resolved* to go," why should I not employ *will* in the second future, to intimate my resolution or determination to have an action *finished* before a specified future time? Thus, "I *will* have written my letters before supper:" that is, I am *determined* to have my letters finished before supper. Were the truth of this affirmation, respecting the time of finishing the letters, called in question, the propriety of using *will* in the *first* person would be unquestionable. Thus, You will not have finished your letters before supper, I am sure. Yes, I *will*. Will what? "Will have finished my letters."

Shall, in like manner, may with propriety be applied to the *second* and *third* persons. In the *third* person, for instance, if I say, "He *will* have paid me his bill before June," I merely foretell what he will have done; but that is not what I intended to say. I meant to convey the idea, that since I have found him so dilatory, I will *compel* him to pay it before June; and as this was my meaning, I *should* have employed *shall*, as in the first future, and said, "He *shall* have paid me his bill before June."

It is true that we seldom use this future; we rather express the idea as nearly as we can, by the *first* future, and say, "He shall pay his bill before June;" but when we do use the *second* future, it is evident, I trust, from the examples just given, that *shall* and *will* should be applied in it, exactly as they are in the *first*.—*See* 1 Cor. xv. 24.—*Luke* xvii. 10.

On the Auxiliary Verbs.

The auxiliary verbs, as they are called, such as, *Do*, *shall*. *will*, *may*, *can*, and *must*, are in reality *separate* verbs, and were originally used as such, having after them, either the Past Participle, or the *Infinitive* Mood, with the *to* suppressed, for

the sake of sound, as it is after *bid*, *dare*, &c. (see Syntax, Rule VI.) Thus, I *have loved*. We *may to* love. We *will to* speak. I *do to* write. I *may to* have loved. We *might to* have got a prize. I *would to* have given him the book. All *must to* die. I *shall to* stop. I *can to* go.

These verbs are always joined in this manner either to the *Infinitive* or participle; and although this would be a simpler way of parsing the verb than the common, yet, in compliment perhaps to the Greek and Latin, grammarians in general consider the auxiliary and the following verb in the infinitive or participle as *one* verb, and parse and construe it accordingly.

Several of the auxiliaries in the Potential mood refer to *present*, *past*, and *future* time. This needs not excite surprise; for even the present Indicative can be made to express *future* time, as well as the future itself. Thus, "He *leaves* town *to-morrow*."

Present time is expressed in the following sentence, "I wish he *could* or *would* come just now."

Past time is expressed with the similar auxiliaries; as, "It *was* my desire that he *should*, or *would* come yesterday." "Though he *was* ill he *might* recover."

Future.—I am anxious that he *should*, or *would* come to-morrow. If he come I *may* speak to him. If he would delay his journey a few days, I *might*, *could*, *would*, or *should* accompany him.

Although such examples as these are commonly adduced as proofs that these auxiliaries refer to *present*, *past*, and *future* time, yet I think it is pretty evident that *might*, *could*, *would*, and *should*, with *may* and *can*, merely express *liberty*, *ability*, *will*, and *duty*, without any reference to *time* at all, and that the precise time is generally determined by the drift or scope of the sentence, or rather by the *adverb* or participle that is subjoined or understood, and not by these auxiliaries.

Must and *ought*, for instance, merely imply *necessity* and *obligation*, without any necessary relation to *time*; for when I say, "I must do it," *must* merely denotes the *necessity* I am under, and *do* the present time, which might easily be made *future*, by saying, "I must do it *next week*:" Here future time is expressed by *next week*, and not by *must*. If I say, "I must have done it:" Here *must* merely expresses *necessity* as before, and I *have done* the *past time*. "These ought ye to do." Here *ought* merely denotes obligation, and *do* the *present* time.

"These ought ye to have done:" Here *ought* merely expresses *duty* or *obligation*, as before; but the time of its existence is denoted as past, by to *have done*, and not by *ought*, as Mr. Murray and many others say.

As *must* will not admit of the *objective* after it, nor is even preceded or succeeded by the *sign* of the *infinitive*, it has been considered as an absolute auxiliary, like *may* or *can*, belonging to the Potential Mood.

Ought, on the contrary, is an independent verb, though defective, and always governs another verb in the infinitive.

Of WILL *and* SHALL.

Will, in the *first* person singular and *plural*, intimates *resolution* and *promising;* as, I *will* not let you that house unless you give me a higher rent. We *will* go. I *will* give you a handsome watch.

Will, in the *second* and *third* persons, commonly *foretells;* as, He *will* reward the righteous. You, or they, *will* be very happy there.

Shall, in the *first* person, only *foretells;* as, I, or we, *shall* go to-morrow. In the *second* and *third* persons, *Shall*, *promises*, *commands*, or *threatens;* as, They, or you, *shall* be rewarded. Thou *shalt* not *be* dishonest. He that steals *shall* be disgraced.

But this must be understood of affirmative sentences only; for when the sentence is interrogative, just the reverse commonly takes place; as, *Shall* I send you a little of the pie? i. e. *will you permit* me to send it? *Will* James return to-morrow? i. e. do you expect him?

When the *second* and *third* persons are represented as the subjects of their own expressions, or their own thoughts, SHALL foretells, as in the *first* person; as, "He says *he shall* be a loser by this bargain." "Do you suppose you *shall go?*" and WILL promises, as in the first person; as, "He says he *will bring* Pope's Homer to-morrow." You say you *will* certainly come.

Of *Shall* it may be remarked, that it never expresses the *will* or *resolution* of its *Nominative:* Thus, *I shall* fall; *Thou shalt* love thy neighbour; *He shall* be rewarded, express no resolution on the part of *I*, *thou*, *he*.

Did *Will*, on the contrary, always intimate the resolution of its *Nom.* the difficulty of applying *will* and *shall* would be at an end; but this cannot be said; for though *will* in the *first* person always expresses the resolution of its *Nom.*, yet in the *second* and *third* person it does not *always foretell*, but often intimates the resolution of its *Nom.* as strongly as it does in the *first* person; thus, Ye *will* not do your duty, that you may prosper. He *will* not shoot his dog though he sees he is mad. *Deut.* xxv. 7. see also verse 9. Accordingly *would*, the past time of *will*, is used in the same manner; as, He *would* not listen to his father's advice.

Should and *would* are subject to the same rules as *shall* and *will;* they are generally attended with a supposition; as, Were I to run, I *should* soon be fatigued, &c.

Should is often used instead of *ought* to express duty or obligation; as, We *should* remember the poor. We *ought* to obey the laws.

The verbs *Be, do, have, shall, will, may, can,* are called *Auxiliary* or helping verbs, because they are usually combined with other verbs in order to indicate number, person, mood, or tense.

The auxiliary verbs are thus inflected:—

TO BE.

Indicative Mood.

Present Tense.

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

Past Tense.

Singular.	*Plural.*
1. I was	1. We were
2. Thou wast *or* you were	2. Ye *or* you were
3. He, she, *or* it was	3. They were

Perfect Tense.

Singular.	*Plural.*
1. I have been	1. We have been
2. Thou hast been	2. You have been
3. He has been	3. They have been

Pluperfect Tense.

Singular.	*Plural.*
1. I had been	1. We had been
2. Thou hadst been	2. You had been
3. He had been	3. They had been

Future Tense.

Singular.	*Plural.*
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

Future Perfect Tense.

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

Potential Mood.

Present Tense.

Singular.	*Plural.*
1. I may* *or* can be	1. We may *or* can be
2. Thou mayst *or* canst be	2. Ye *or* you may *or* can be
3. He, she, *or* it may *or* can be	3. They may *or* can be

Past.

Singular.	*Plural.*
1. I might, &c. be	1. We might be
2. Thou mightst be	2. Ye *or* you might be
3. He, she, *or* it might be	3. They might be

Perfect.

Singular.	*Plural.*
1. I may* *or* can have been	1. We may *or* can have been
2. Thou mayst *or* canst have been	2. Ye *or* you may *or* can have been
3. He, she, *or* it may *or* can have been	3. They may *or* can have been

Pluperfect.

Singular.	*Plural.*
1. I might have been	1. We might have been
2. Thou mightst have been	2. Ye *or* you might have been
3. He, she, *or* it might have been	3. They might have been

* See Note, p. 35.

Subjunctive Mood.

Present Tense.

Singular.	*Plural.*
1. If I be*	1. If we be
2. If thou *or* you be	2. If ye *or* you be
3. If he, she, *or* it be	3. If they be

Past Tense.

Singular.	*Plural.*
1. If I were	1. If we were
2. If thou wert *or* you were	2. If ye *or* you were
3. If he, she, *or* it were	3. If they were

Imperative Mood.

Singular.	*Plural.*
Be, *or* be thou	Be, *or* be ye *or* you

Infinitive Mood.

To be.

PARTICIPLES.

Present, Being *Past*, Been

TO DO.

Indicative Mood.

Present Tense.

Singular.	*Plural.*
1. I do	1. We do
2. Thou doest *or* dost, *or* you do	2. Ye *or* you do
3. He, she, *or* it does, doeth, *or* doth	3. They do

Past Tense.

Singular.	*Plural.*
1. I did	1. We did
2. Thou didst *or* you did	2. Ye *or* you did
3. He, she, *or* it did	3. They did

Imperative Mood.

Singular.	*Plural.*
Do, *or* do thou	Do, *or* do ye *or* you

* *Though, unless, except, whether*, &c., may be here used as well as *if*.

Infinitive Mood.

To do.

PARTICIPLES.

Present, Doing *Past*, Done

TO HAVE.

Indicative Mood.

Present Tense.

Singular.	*Plural.*
1. I have	1. We have
2. Thou hast *or* you have	2. Ye *or* you have
3. He, she, *or* it has *or* hath	3. They have

Past Tense.

Singular.	*Plural.*
1. I had	1. We had
2. Thou hadst *or* you had	2. Ye *or* you had
3. He, she, *or* it had	3. They had

Infinitive Mood.

To have.

PARTICIPLES.

Present, Having *Past*, had

SHALL.

Present Tense.

Singular.	*Plural.*
1. I shall	1. We shall
2. Thou shalt *or* you shall	2. Ye *or* you shall
3. He, she, *or* it shall	3. They shall

Past Tense.

Singular.	*Plural.*
1. I should	1. We should
2. Thou shouldst *or* you should	2. Ye *or* you should
3. He, she, *or* it should	3. They should

WILL.

Present Tense.

Singular.	*Plural.*
1. I will	1. We will
2. Thou wilt *or* you will	2. Ye *or* you will
3. He, she, *or* it will	3. They will

Past Tense.

Singular.	*Plural.*
1. I would	1. We would
2. Thou wouldst *or* you would	2. Ye *or* you would
3. He, she, *or* it would	3. They would

MAY.

Present Tense.

Singular.	*Plural.*
1. I may	1. We may
2. Thou mayst *or* you may	2. Ye *or* you may
3. He, she, *or* it may	3. They may

Past Tense.

Singular.	*Plural.*
1. I might	1. We might
2. Thou mightst *or* you might	2. Ye *or* you might
3. He, she, *or* it might	3. They might

CAN.

Present Tense.

Singular.	*Plural.*
1. I can	1. We can
2. Thou canst *or* you can	2. Ye *or* you can
3. He, she, *or* it can	3. They can

Past Tense.

Singular.	*Plural.*
1. I could	1. We could
2. Thou couldst *or* you could	2. Ye *or* you could
3. He, she, *or* it could	3. They could

OBSERVATIONS.

Be, do, have, and *will,* are not always *auxiliary* but often *principal* verbs.

Must, which is held by many to be an auxiliary verb, is not inflected.

Be is often used in the Scriptures for the *Present Indicative;* as, We *be* true men.

Conjugation of the Active Verb to Love.

Indicative Mood.

Present Tense.

	Singular.	*Plural.*
1.	*person* I love	1. We love
2.	Thou lovest	2. You* love
3.	He loves *or* loveth	3. They love

Past Tense.

	Singular.	*Plural.*
1.	I loved	1. We loved
2.	Thou lovedst	2. You loved
3.	He loved	3. They loved

Perfect Tense.

Its signs are *have*, *hast*, *has*, or *hath*.

	Singular.	*Plural.*
1.	I have loved	1. We have loved
2.	Thou hast loved	2. You have loved
3.	He has *or* hath loved	3. They have loved

Pluperfect Tense.

Signs, *had*, *hadst*.

	Singular.	*Plural.*
1.	I had loved	1. We had loved
2.	Thou hadst loved	2. You had loved
3.	He had loved	3. They had loved

Future Tense.

Signs, *shall* or *will*.

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

* *You* has always a *plural* verb, even when applied to a *single individual*.

Future Perfect.

[See page 26.]

Singular.	*Plural.*
1. I shall *or* will have loved	1. We shall *or* will have loved
2. Thou shalt *or* wilt have loved	2. You shall *or* will have loved
3. He shall *or* will have loved	3. They shall *or* will have loved

Potential Mood.

Present.

Signs, *may*, *can*, or *must*.

Singular.	*Plural.*
1 I may *or* can* love	1. We may *or* can love
2. Thou mayst *or* canst love	2. You may *or* can love
3. He may *or* can love	3. They may *or* can love

Past.

Signs, *might*, *could*, *would*, or *should*.

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

Perfect.

Signs, *may*, *can*, or *must have*.

Singular.	*Plural.*
1. I may *or* can* have loved	1. We may *or* can have loved
2. Thou mayst *or* canst have loved	2. You may *or* can have loved
3. He may *or* can have loved	3. They may *or* can have loved

* *Must*, although it belongs as properly to the *present* and *perfect* potential as *may* or *can*, has been omitted for want of room; but in going over these tenses with the auxiliaries, *one* by *one*, it is easy to take it in thus: I *must love* thou *must love*, &c. See 2d note, p. 40.

Pluperfect.

Signs, *might*, *could*, *would*, or *should have*.

Singular.	*Plural.*
1. I might, could, would, *or* should have loved	1. We might, could, would, *or* should have loved
2. Thou mightst, &c., have loved	2. You might have loved
3. He might have loved	3. They might have loved

Subjunctive Mood.

Present Tense.

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

Imperative Mood.

Singular.	*Plural.*
2. Love, *or* love thou, *or* do thou love†	2. Love, *or* love ye *or* you, *or* do ye love

Infinitive Mood.

Present, To love *Perfect*, To have loved

PARTICIPLES.

Present, Loving *Past*, Loved *Perfect*, Having loved‡

* The remaining tenses in the Subjunctive mood are, in every respect, similar to the corresponding tenses of the Indicative and Potential, with the addition to the verb of a conjunction expressed or implied, denoting a condition or supposition.

† The Imperative Mood is not entitled to *three* persons. In strict propriety it has only the *second* person in both numbers. For when I say, *Let me love*, I mean, Permit *thou me* to love. Hence, *let me love* is construed thus: *let thou me* (*to*) *love*, or *do thou let me* (*to*) *love*. *To*, the sign of the infinitive, is not used after *let*. See Syntax, R. VI. No one will say that *permit* (*me* to love) is the first person singular, imperative mood: then, why should *let* (*me* to love), which is exactly similar, be called the *first* person? The *Latin verb* wants the *first* person, and if it has the *third*, it has also a different termination for it, which is not the case in the English verb. K. 118.——‡ See Key, No. 208-211.

Exercises on the Verb Active.

*We love him; James loves me; it amuses him; we shall conduct them; they will divide the spoil; soldiers should defend their country; friends invite friends; she can read her lesson; she may play a tune; you might please her; thou mayst ask him; he may have betrayed us; we might have diverted the children; John can deliver the message.

I love; to love; love; reprove thou; has loved; we tied the knot; if we love; if thou love; they could have commanded armies; to love; to baptize; to have loved; loved; loving; to survey; having surveyed; write a letter; read your lesson; thou hast obeyed my voice; honour thy father.

The Teacher, if he chooses, may now acquaint the learner with the difference between the Nominative and the Objective.

The Nominative *acts;* the Objective is *acted upon;* as, *He* eats *apples.* The Nominative commonly comes *before* the verb, the Objective *after* it.

Concerning pronouns, it may be observed, that the first *speaks;* the second is spoken *to;* and the third (or any noun) is spoken *of.*

* We may parse the first sentence, for example. *We love him; We,* the first personal pronoun, plural, masculine, or fem. the Nominative; *love,* a verb active, the first person, plural, present, Indicative; *him,* the third personal pronoun, singular, masculine, the Objective.

QUESTIONS which should be put to the pupils.

How do you know that *love* is plural? *Ans.* Because *we* its nom. is plural. How do you know that *love* is the first person? *Ans.* Because *we* is the first personal pronoun, and the verb is always of the same number and person with the noun or pronoun before it. K. 102, 104.

Many of the phrases in this page may be converted into exercises of a different kind: thus, the meaning of the sentence, *We love him,* may be expressed by the passive voice; as, *He is loved by us.*

It may also be turned into a question, or made a negative; as, *Do we love him?* &c. *We do not love him.*

These are a few of the ways of using the exercises on a single page, but there is no limit to the variety of methods that every ingenious and diligent Teacher may invent and adopt to engage the attention and improve the understanding of his pupils.

Conjugation of the Passive Verb to be loved.

Indicative Mood.

Present Tense.

Singular.	*Plural.*
1. Am loved	1. Are loved
2. Art loved	2. Are loved
3. Is loved	3. Are loved

Past Tense.

Singular.	*Plural.*
1. Was loved	1. Were loved
2. Wast loved	2. Were loved
3. Was loved	3. Were loved

Perfect Tense.

Singular.	*Plural.*
1. Have been loved	1. Have been loved
2. Hast been loved	2. Have been loved
3. Has been loved	3. Have been loved

Pluperfect Tense.

Singular.	*Plural.*
1. Had been loved	1. Had been loved
2. Hadst been loved	2. Had been loved
3. Had been loved	3. Had been loved

Future Tense.

Singular.	*Plural.*
1. Shall *or* will be loved	1. Shall *or* will be loved
2. Shalt *or* wilt be loved	2. Shall *or* will be loved
3. Shall *or* will be loved	3. Shall *or* will be loved

☞ A *Passive* Verb is formed by putting the *Past Participle* of any *Active* verb after the verb *to be* through all its Moods and Tenses. K. 126, 127.

Future Perfect Tense.

Singular.	*Plural.*
1. Shall *or* will have been loved	1. Shall *or* will have been loved
2. Shalt *or* wilt have been loved	2. Shall *or* will have been loved
3. Shall *or* will have been loved	3. Shall *or* will have been loved

Potential Mood.

Present Tense.

Singular.	*Plural.*
1. May *or* can be loved	1. May *or* can be loved
2. Mayst *or* canst be loved	2. May *or* can be loved
3. May *or* can be loved	3. May *or* can be loved

Past.

Singular.	*Plural.*
1. Might, &c. be loved	1. Might be loved
2. Mightst be loved	2. Might be loved
3. Might be loved	3. Might be loved

Perfect.

Singular.	*Plural.*
1. May, &c. have been loved	1. May have been loved
2. Mayst have been loved	2. May have been loved
3. May have been loved	3. May have been loved

Pluperfect.

Singular.	*Plural.*
1. Might, &c. have been loved	1. Might have been loved
2. Mightst have been loved	2. Might have been loved
3. Might have been loved	3. Might have been loved

Subjunctive Mood.

Present Tense.

Singular.	*Plural.*
1. If* I be loved	1. If we be loved
2. If thou be loved	2. If you be loved
3. If he be loved	3. If they be loved

Past.

Singular.	*Plural.*
1. If I were loved	1. If we were loved
2. If thou wert loved	2. If you were loved
3. If he were loved	3. If they were loved

Imperative Mood.

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

Infinitive Mood.

Present, To be loved *Perfect*, To have been loved

PARTICIPLES.

Pres. Being loved *Past.* Been loved *Perf.* Having been loved

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* The Pupil may at times be requested to throw out *if* and put *unless, though, whether*, or *lest*, in its place.

☞ After the pupil is *expert* in going over the tenses of the verb as they *are*, he may be taught to omit all the auxiliaries but *one*, and go over the verb thus: *Present* Potential, I *may* love; thou *mayst* love; he *may* love, &c.; and then with the next auxiliary, thus: I *can* love; thou *canst* love; he *can* love, &c.; and then with *must*, thus: I *must* love; thou *must* love; he *must* love, &c.; and then with the auxiliaries of the *Past* Potential, thus: I *might* love; thou *mightst* love, &c. — *See also Key*, No. 112, *p.* 55, and Nos. 113, 114, *p.* 56.

Exercises on the Verb Passive.

They are loved; we were loved; thou art loved; it is loved; she was loved; he has been loved; you have been loved; I have been loved; thou hadst been loved; we shall be loved; thou wilt be loved; they will be loved; I shall have been loved; you will have been loved.

He can be loved; thou mayst be loved; she must be loved; they might be loved; ye would be loved; they should be loved; I could be loved; thou canst have been loved; it may have been loved; you might have been loved; if I be loved;* thou wert loved; we be loved; they be loved.—Be thou loved; be ye loved; you be loved.—To be loved; loved; having been loved; to have been loved; being loved.

Promiscuous Exercises on Verbs and Cases of Nouns and Pronouns.

Tie John's shoes; this is Jane's bonnet; ask mamma; he has learned his lesson; she invited him; your father may commend you; he was baptized; the minister baptized him; we should have delivered our message; papa will reprove us; divide the apples; the captain had commanded his soldiers to pursue the enemy; Eliza diverted her brother; a hunter killed a hare; were* I loved; were we good, we should be happy.†

* A conjunction is frequently to be understood here.
† See Exercises of a different sort, page 54.

An *Active* or a *Neuter Verb* may be conjugated through all its moods and tenses, by adding its *Present Participle* to the verb *To be*. This is called the *Progressive* form;* because it expresses the continuation of action or state: *Thus*,

Present.	*Past.*
I am loving	I was loving
Thou art loving	Thou wast loving
He is loving, &c.	He was loving, &c.

The Present and Past Indicative may also be conjugated by the assistance of Do. *This is called the* Emphatic *form*: *Thus*,

Present.	*Past.*
I do love	I did love
Thou dost love	Thou didst love
He does love, &c.	He did love, &c.

Rule I.

Verbs ending in ss, sh, ch, x, *or* o, *form the third person singular of the Present Indicative, by adding ES: Thus*,

He dress-es, march-es, brush-es, fix-es, go-es.

Rule II.

Verbs in y, *change* y *into* i *before the terminations* est, es, eth, *and* ed; *but not before* ing;—Y, *with a vowel before it, is not changed into* i: *Thus*,

Pres. Try, triest, tries *or* trieth. *Past*, tried. *Part.* trying.
Pres. Pray, prayest, prays *or* prayeth. *Past*, prayed. *Part.* praying.

Rule III.

Verbs accented on the last syllable, and verbs of one syllable, ending in a single consonant preceded by a single vowel, double the final consonant before the terminations est, eth, ed, ing; *but never before* s: *Thus*,

Allot, allottest, allots, allotteth, allotted, allotting.
Blot, blottest, blots, blotteth, blotted, blotting.

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* *A Passive verb* has NO *Progressive* Form; such as, *I am being loved —I was being loved—I have been being loved—I had been being loved—I shall be being loved—I shall have been being loved.*—Potential—*I can be being loved*, &c. through the *whole* verb.

Irregular Verbs.

A *regular* verb is one that forms its *past tense* and *past participle* by adding *d* or *ed* to the present; as, *Love, loved, loved.*

An *irregular* verb is one that does not form both its *past tense* and *past participle* by adding *d* or *ed* to the present; as,

Present.	*Past.*	*Past Participle.*
Abide	abode	abode
Am	was	been
Arise	arose	arisen
Awake	awoke R*	awaked
Beār, *to bring forth*	bore,† bare	bôrn
Beār, *to carry*	bore, bare	bōrne
Beat	beat	beaten *or* beat
Begin	began	begun
Behold	beheld	beheld *or* beholden
Bend	bent R	bent R
Bereave	bereft R	bereft R (K. 136.)
Beseech	besought	besought
Bid, *for-*	bad, bădе	bidden
Bind, *un-*	bound	bound
Bite	bit	bitten, bit
Bleed	bled	bled
Blow	blew	blown
Breāk	broke	broken
Breed	bred	bred
Bring	brought	brought
Build, *re-*	built‡	built

* Those verbs which are conjugated regularly, as well as irregularly, are marked with an R.

† *Bore* is now more used than *bare.*

‡ *Build, dwell,* and several other verbs, have the regular form, *builded, dwelled,* &c.——See K. No. 135.

Present.	*Past.*	*Past Participle.*
Burst	burst	burst
Buy	bought	bought
Cast	cast	cast
Catch	caught R	caught R
Chide	chid	chidden, *or* chid
Choose	chose	chosen
Cleave, *to adhere*	clave R	cleaved
Cleave, *to split*	clove, *or* cleft	cloven, *or* cleft
Cling	clung	clung
Clothe	clothed	clad R
Come, *be-*	came	come
Cost	cost	cost
Creep	crept	crept
Crow	crew R	crowed
Cut	cut	cut
Dare, *to venture*	durst	dared
Dare, *to challenge is* R	dared	dared
Dēal	dĕalt R	dĕalt R
Dig	dug, *or* digged	dug, *or* digged
Do, *un-**	did	done
Draw, *with-*	drew	drawn
Drink	drank	drunk
Drive	drove	driven
Dwell	dwelt R	dwelt R—*p.* 43 *b*
Eat	āte†	ēaten†
Fall, *be-*	fell	fallen
Feed	fed	fed
Feel	felt	felt
Fight	fought	fought

* The compound verbs are conjugated like the simple, by prefixing the syllables appended to them; thus, *Undo, undid, undone.*

† I have excluded *eat* as the Past and Past Participle of this verb, for though sometimes used by Milton and a few others, the use of it does not rest on good authority, and this verb is sufficiently irregular already.

Present.	*Past.*	*Past Participle.*
Find	found	found
Flee, *from a foe*	fled	fled
Fling	flŭng	flung
Fly, *as a bird*	flew	flown
Fŏrbēar	forbore	forbōrne
Forget	forgot	forgotten, forgot
Forsake	forsook	forsaken
Freeze	froze	frozen
Get, *be- for-*	got*	got, gotten†
Gild	gilt R	gilt R
Gird, *be- en-*	girt R	girt R
Give, *for- mis-*	gave	given
Go	went	gone
Grave, *en-* R	graved	graven
Grind	ground	ground
Grow	grew	grown
Hang	hung	hung‡
Hăve	had	had
Hear	hĕard	hĕard
Help	helped	holpen R
Hew, *rough-*	hewed	hewn R
Hide	hid	hidden, *or* hid
Hit	hit	hit
Hold, *be- with-*	held	held
Hurt	hurt	hurt
Keep	kept	kept
Kneel	knelt R	knelt
Knit	knit R	knit, *or* knitted
Know	knew	known

* *Gat* and *begat* are often used in the Scriptures for *got* and *begot*.

† *Gotten* is nearly *obsolete*. Its compound *forgotten* is still in good use.

‡ *Hang*, to take away life by hanging, is regular; as, The robber was *hanged*, but the gown was *hung* up.

Present.	*Past.*	*Past Participle.*
Lade	laded	laden
Lay, *in-*	laid	laid
Lead, *mis-*	led	led
Leave	left	left
Lend	lent	lent
Let	let	let
Lie, *to lie down*	lay	lain, *or* lĭĕn
Light	lit R	lit R
Load	loaded	loaden R
Lose	lost	lost
Make	made	made
Mean	mĕant	mĕant
Meet	met	met
Mow	mowed	mown R
Pay, *re-*	paid	paid
Pen, *to shut up*	pent	pent
Put	put	put
Quit	quit, *or* quitted	quit R
Rēad	rĕad	rĕad
Rend	rent	rent
Rid	rid	rid
Ride	rode	ridden
Ring	rang, *or* rung*	rung
Rise, *a-*	rose	risen
Rive	rived	riven
Run	ran	run
Saw	sawed	sawn R
Say	said	said
See	saw	seen
Seek	sought	sought

* Where the Past might be either *ang* or *ung*, &c., I have given *ang* the preference, which it certainly ought to have.

Present.	*Past.*	*Past Participle.*
Seethe	seethed, *or* sod	sodden
Sell	sold	sold
Send	sent	sent
Set, *be-*	set	set
Shake	shook	shaken
Shape, *mis-*	shaped	shapen R
Shave	shaved	shaven R
Shear	shore R	shōrn
Shed	shed	shed
Shine	shŏne R	shŏne R
Shoe	shod	shod
Shoot	shot	shot
Show*	showed	shown
Shred	shred	shred
Shrink	shrank, *or* shrunk	shrunk
Shut	shut	shut
Sing	sang, *or* sung	sung
Sink	sank, *or* sunk	sunk
Sit	sat†	sitten, *or* sat‡
Slay	slew	slain
Sleep	slept	slept
Slide	slid	slidden
Sling	slang, *or* slung	slung
Slink	slank, *or* slunk	slunk
Slit	slit, *or* slitted	slit, *or* slitted
Smite	smote	smitten
Sow	sowed	sown R
Speak, *be-*	spoke, spake	spoken

* Or *Shew, shewed, shewn*—pronounced *show*, &c. See Note, next page.

† Many authors, both here and in America, use *sate* as the Past time of *sit;* but this is improper; for it is apt to be confounded with *sate*, to glut.

‡ *Sitten* is preferable, though obsolescent.

Present.	*Past.*	*Past Participle.*
Speed	sped	sped
Spend, *mis-*	spent	spent
Spill	spilt R	spilt R
Spin	span, *or* spun	spun
Spit, *be-*	spat, *or* spit	spitten, *or* spit*
Split	split R	split R
Sprēad, *be-*	sprēad	sprēad
Spring	sprang, *or* sprung	sprung
Stand, *with-* &c.	stood	stood
Steal	stole	stolen
Stick	stuck	stuck
Sting	stung	stung
Stink	stank, *or* stunk	stunk
Stride, *be-*	strode, *or* strid	stridden
Strike	struck	struck, *or* stricken
String	strung	strung
Strive	strove	striven
Strew,† *be-*	strewed	strewed, *or*
Strow	strowed	strown, strowed
Sweār	swore, *or* sware	swōrn
Swēat	swēat	swēat
Sweep	swept	swept
Swell	swelled	swollen R
Swim	swam, *or* swum	swum
Swing	swang, *or* swung	swung
Take, *be-* &c.	took	taken
Teach, *mis- re-*	taught	taught
Teār	tore *or* tare	tōrn
Tell	told	told

* *Spitten* is preferable, though obsolescent.

† *Strew* and *shew* are now giving way to *strow* and *show*, as they are pronounced.

Present.	*Past.*	*Past Participle.*
Think, *be-*	thought	thought
Thrive	throve R	thriven
Throw	threw	thrown
Thrust	thrust	thrust
Trĕad	trod	trodden
Wăx	waxed	waxen R
Weār	wore	wōrn
Weave	wove	woven
Weep	wept	wept
Win	won	won
Wĭnd	wŏûnd R	wŏûnd
Work	wrought R	wrought, worked
Wring	wrung R	wrung
Write	wrote	written

Defective verbs are those which want some of their moods and tenses.

Present.	*Past.*	*Past Participle.*	*Present.*	*Past.*	*Past Participle.*
Can,	could,	———	Shall,	should,	———
May,	might,	———	Will,	would,	———
Must,	must,	———	Wis,	wist,	———
Ought,	ought,	———	Wit *or* Wot,	wot,	———
———	quoth,	———			

EXERCISES ON THE IRREGULAR VERBS.

Name the Past Tense and Past Participle of

Take, drive, creep, begin, abide, buy, bring, arise, catch, bereave, am, burst, draw, drink, fly, flee, fall, get, give, go, feel, forsake, grow, have, hear, hide, keep, know, lose, pay, ride, ring, shake, run, seek, sell, see, sit, slay, slide.

Of ADVERBS.

An *Adverb* is a word joined to a *verb*, an *adjective*, or another *adverb*, to express some quality or circumstance respecting it; as, Ann speaks *well;* John is *remarkably* diligent.

Adverbs may be divided into classes, viz.:

1. Adverbs of *Time;* as, Ago, already, always, daily, early, hourly, immediately, never, now, presently, sometimes, soon, then, to-day, to-morrow, yesterday, when, while.

2. Adverbs of *Place;* as, Above, apart, asunder, backward, below, downward, elsewhere, far, forth, forward, hence, here, hither, near, off, thence, there, thither, up, upward, whence, where, whither, within, without, yonder.

3. Adverbs of *Number;* as, Once, twice, thrice, first, secondly, again, often.

4. Adverbs of *Quantity;* as, Almost, enough, exceedingly, fully, more, much, most, nearly, too, very.

5. Adverbs of *Quality;* as, Badly, cleverly, correctly, how, ill, poorly, quickly, slowly, softly, sweetly, well, wisely.

6. Adverbs of *Affirmation*, *Negation*, and *Doubt;* as, Ay, certainly, doubtless, haply, nay, not, nowise, peradventure, perhaps, surely, truly, undoubtedly, yea, yes.

OBSERVATIONS.

Adverbs qualify verbs, adjectives, and other adverbs, as adjectives qualify nouns.

In many instances, adverbs admit of degrees of comparison like adjectives. Some are compared by adding *er* and *est;* as, *often, oftener, oftenest;* some by prefixing *more* and *most;* as, *wisely, more wisely, most wisely;* some are compared irregularly; as, *ill, worse, worst; much, more, most; well, better, best.*

Most of the adverbs which end in *ly* are formed from adjectives by adding *ly;* as, *foolish, foolishly;* and they are usually compared by prefixing *more* and *most.*

Some adverbs are formed from nouns or adjectives by prefixing *a*, as *a-shore, a-far.*

When *more* and *most* qualify nouns they are *adjectives;* but in every other situation they are *adverbs.*

EXERCISES ON ADVERBS.

He went off immediately. I then wept bitterly. He is here now. She went away yesterday.* They came to-day. They will perhaps depart to-morrow. He will soon go away. She sung sweetly. Cats soon know how to† catch mice. Maria rose up hastily. They that have enough‡ may soundly sleep. Cain wickedly slew his brother. I saw him long ago. He is a very good man. Sooner or later all must die. You read too little. They talk too much. Always act wisely. How many lines can you repeat? You ran hastily. He speaks fluently. Then were they happy. He fell fast asleep. She should not hold her head awry. The ship was driven ashore. No, indeed. They are all alike. Those that were thirsty drank freely. The oftener you read attentively, the better you will remember.

OBSERVATIONS.

* *To-day*, *yesterday*, and *to-morrow*, are also nouns, for they are *parts* of time; as, *Yesterday* is past, *to-day* is passing, and we may never see *to-morrow*.—When these words answer to the question *when*, they are governed by a preposition *understood;* as, When will John come home? (on) *to-morrow*, for he went away (on) *yesterday*.

Much is used, 1. as an *adverb;* as, It is *much* better to live well than not.

2. as an *adjective;* as, In *much* wealth is *much* care.

3. as a *noun;* as, When *much* is promised, *much* is expected.

In strict propriety, however, *much* can never be a *noun*, but an *adjective;* for were the question to be asked, Much *what* is given? it would be necessary to add a *noun*, and say, Where *much grace* is given, *much gratitude* is required.

† *To*, before the infinitive of verbs, is an adverb, according to Johnson, and according to Murray, a preposition. The *two together* may be called the infinitive.

‡ *Enough* (a sufficiency) is here a *noun*. Its plural,—*enow*, is applied like *many*, to things that are numbered. *Enough*, an adj. like *much*, should perhaps be applied only to things that are *weighed* or *measured*.

Of PREPOSITIONS.

A *Preposition* is a word put before nouns and pronouns, to show the relation between them; as, He sailed *from* Leith *to* London *in* two days.

A LIST OF PREPOSITIONS.

To be got accurately by heart.

About, above, across, after, against, along, amid, amidst, among, amongst, around, at, athwart. Before, behind, below, beneath, beside, besides, between, betwixt, beyond, by. Down, during. Except. For, p. 53, b. from. In, into. Near, nigh. Of, off, on, over. Round. Save, since. Through, throughout, till, to, towards.* Under, underneath, unto, up, upon, With, within, without.

OBSERVATIONS.

Every preposition requires an objective case after it.——When a preposition does not govern an objective case, it becomes an adverb; as, He rides *about*. But in such phrases as, *cast up, hold out, fall on,* the words *up, out,* and *on,* must be considered as a part of the verb, rather than as prepositions or adverbs.

Some words are used as prepositions in one place, and as adverbs in another, thus, *before* is a preposition when it refers to *place;* as, He stood *before* the door; and an adverb when it refers to *time;* as, *Before* that the boy called thee, I saw thee. The word *before,* however, and others in similar situations, may still be considered as prepositions, if we supply an appropriate noun; as, *Before* the *time* that the boy, &c.

* *Towards* is a *preposition,* but *toward* is an *adjective,* and means "Ready to do or learn; compliant with duty; not froward." *Toward* is sometimes improperly used for *towards.*

The *inseparable* prepositions are omitted, because an explanation of them can impart no information without a previous knowledge of the radical word. Suppose the pupil told that *con* means *together,* will this explain *convene* to him? No: he must first be told that *vene* signifies to come, and then *con, together.* Would it not be better to tell him at once that *convene* means to *come* or *call together?*

Of CONJUNCTIONS.

A *Conjunction* is a word which joins words and sentences together; as, You *and* I must go to Leith; *but* Peter may stay at home.

Conjunctions are of two kinds—*Copulative*, which join words and connect their meanings; and *Disjunctive*, which join words, but disjoin their meanings.

The Copulative Conjunctions are—Also, and, as, because, both, for,* if, since, that, then, therefore, too, wherefore.

The Disjunctive Conjunctions are—Although, but, either, except, however, lest, neither, nor, notwithstanding, or, than, though, unless, whether, yet.

EXERCISES ON CONJUNCTIONS.

Love your master: for it is your duty. Some children have neither father nor mother alive: notwithstanding this, they are as happy and healthy as many that have both: because the Divine Being has put it into the hearts of others to take care of them. If you study diligently, then you may expect to acquire much knowledge: but unless you study, you cannot know much.

OBSERVATIONS.

* When *for* can be turned into *because*, it is a *conjunction*.

Several words which are marked as adverbs in Johnson's Dictionary are in many Grammars marked as conjunctions; such as, *Albeit, else, moreover, likewise, otherwise, nevertheless, then, therefore, wherefore.*

But in some cases is an *adverb;* as, "We are *but* (*only*) of yesterday and know nothing."

Sometimes the same words are used as conjunctions in one place, and as prepositions or adverbs in another place; as, *Since* (conj.) we must part, let us do it peaceably; I have not seen him *since* (prep.) that time. Our friendship commenced long *since* (adv.)†

† As many distinctions, however proper in themselves, may prove more hurtful than useful, they should not be made till the learner be perfectly acquainted with the more obvious facts.

Of INTERJECTIONS.

An *Interjection* is a word which expresses some emotion of the speaker; as, *Oh*, what a sight is here! *Well done!*

A LIST OF INTERJECTIONS.

Adieu! ah! alas! alack! away! aha! begone! hark! ho! ha! he! hail! halloo! hum! hush! huzzā! hist! hey-day! lo! O! oh! strange! O brave! *p*shaw! see! well-a-day! &c.

CORRECT THE FOLLOWING ERRORS.

I saw a boy which is blind.*
I saw a flock of gooses.
This is the horse who was lost.
This is the hat whom I wear.
John is here, she is a good boy.
The hen lays his eggs.
Jane is here, he reads well.
I saw two mouses.
The dog follows her master.
This two horses eat hay.
John met three mans.
We saw two childs.
He has but one teeth.
The well is ten foot deep.
Look at the oxes.
This horse will let me ride on her.
I can stay this two hours.
I have two pen-knifes.
My lady has got his fan.
Two pair of ladies's gloves.
Henry the Eighth had six wifes.
I saw the man which sings.
We saw an ass who brayed at us.
They will stay this two days.

We was not there.†
I loves him.
He love me.
Thou have been busy.
He dare not speak.
She need not do it.
Was you there?
You was not there.
We was sorry for it.
Thou might not go.
He dost not learn.
If I does that.
Thou may do it.
You was never there.
The book were lost.
Thou will better stop.
The horses was sold.
The boys was reading.
I teaches him grammar.
He are not attentive to it.
Thou shall not go out.
If I bees not at home.
Thou can do nothing for me.
There is only two of us, John and you.

* These exercises will at once amuse and improve the pupil. See Syntax, Rules 14 and 15.
† Syntax, Rule 1.

ON PARSING.

HAVING the exercises on Parsing* and Syntax in *one* volume with the Grammar, is a *convenience* so exceedingly great, that it must be obvious. The following set of exercises on Parsing are arranged on a plan *new* and important.

All the most material points, and those that are apt to puzzle the pupil, have been selected, and made the subject of a whole page of exercises, and where very important, of two. By this means, the same point must come so often under his eye, and be so often repeated, that it cannot fail to make a deep impression on his mind; and even should he forget it, it will be easy to refresh his memory by turning to it again.

To give full scope to the pupil's discriminating powers, the exercises contain all the parts of speech, promiscuously arranged, to be used thus:

1. After the pupil has got the definition of a noun, exercise him in going over any part of the exercises in parsing, and pointing out the NOUNS *only*. This will oblige him to exercise his powers of discrimination in distinguishing the nouns from the *other* words.†

2. After getting the definition of an adjectives exercise him in selecting all the *adjectives* from the other words, and telling *why* they are adjectives.

3. After getting all the *pronouns* very accurately by heart, let him point out them, in addition to the nouns and adjectives.

4. Then the *verb*, without telling what *sort*, or what *number*, or *person*, or *tense*, for several weeks, or longer, till he can distinguish it with great readiness.

5. Then the definition of an *adverb*, after which exercise him *orally* with many short sentences containing adverbs, and then on those in the book.

6. Get all the prepositions by heart, for it is impossible to give such a definition of a preposition as will lead a child to distinguish it with certainty, from every other sort of word.

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* *Parse* should be pronounced *parce* and not *parz*:—See Key, p. 71.

† Those accustomed to use Mr. Murray's lessons in parsing, will perhaps think the following too difficult; let such, however, reflect, that Mr. Murray's are too easy; for when no other words are introduced besides an *article* and a *noun*, no exercise is given to the pupil's judgement at all; for in every sentence he finds only an *article* and a *noun*; and in the next *set* only an *article*, an *adjective*, and a *noun*, and so on. There is no room for discrimination here, and yet discrimination is the very thing he should be taught.

7. Get all the conjunctions by heart. They have been alphabetically arranged, like the prepositions, to facilitate the committing of them to memory.

8. After this, the pupil, if very young, may go over all the exercises by parsing every word in the most simple manner; viz. by saying such a word—a *noun*, *singular*, without telling its *gender* and *case*———such a word, a *verb*, without telling its *nature*, *number*, *person*, *tense*, and *mood*.

9. In the next and last course, he should go over the exercises, and tell *every* thing about *nouns* and *verbs*, &c., as shown in the example below.

☞ In the Exercises on Parsing, every sentence is *numbered* in the *Grammar;* but in the *Key, many* sentences are not noticed at all, because they are easy.——Under *No. a*, for instance, the 2d sentence is noticed in the Key, p. 75, but not the 3d, 4th, 5th, 6th, and 7th, because there is nothing difficult in any of them.

The small *letters* refer to the Nos. For example, *p*, in the first sentence of No. *a*, directs the learner to turn to No. *p*, page 76, and remark that it says, "The verb *to be* or *to have* is often *understood;*" intimating to him by this reference that *to be* is understood after *man* in the *first* sentence of No. *a*, and *teaches us* in the *second*.

A Specimen of Parsing.

O how stupendous was the power,
That raised me with a word;
And every day and every hour,
I lean upon the Lord.

O, an interjection—*how*, an adverb—*stupendous*, an adjective, in the positive degree, compared by more and most, as, stupendous, more stupendous, most stupendous—*was*, a verb, neuter, third pers. singular, past, indicative (*agreeing with its nominative *power*, here put after it)—*the*, an article, the definite—*power*, a noun, singular, neuter, the nominative—*That*, a relative pronoun, singular, neuter, the nominative, here used for *which;* its antecedent is *power—raised*, a verb, active, third person, singular, past, indicative (agreeing with its nominative *that*)—*me*, the first personal pronoun, singular, masculine, or feminine, the objective (governed by *raised*)—*with*, a preposition—*a*, an article the indefinte—*word*, a noun, singular, neuter, the objective (governed by *with*)—*And*, a conjunction—*every*, a distributive pronoun—*day*, a noun, singular, neuter, the objective (because the preposition *through* or *during* is understood)—*and*, and *every*, as before,—*hour*, a noun, singular, neuter, the objective (because *day* was in it, and conjunctions couple the same cases of nouns, &c.)—*I*, the first personal pronoun, singular, masculine, or feminine, the nominative—*lean*, a verb, neuter, first person, singular, present, indicative—*upon*, a preposition—*the*, an article, the definite—*Lord*, a noun, singular, masc. the obj. (governed by *upon*).——For *Construction*, see p. 120.

* Omit the words within the ( ) till the pupil get the rules of Syntax.

EXERCISES IN PARSING.

A few easy sentences intended as an Exercise chiefly on the *Active Verb;* but to be previously used as an Exercise on Nouns and Adjectives.

No. *a.*

A good conscience and a contented mind will make a man[p] happy[1]. Philosophy teaches us to endure afflictions, but Christianity[p]* to enjoy them, by turning them into blessings[2]†. Virtue ennobles the mind, but vice debases it[3]. Application in the early pēriod of life renders labour and study easy in succeeding years[4]. True courage fears nothing but sin[5]. Devotion strengthens virtue; calms the temper; and fills the heart with gratitude and praise[6] An irreligious man dislikes prayer, neglects the Bible, profanes the Sabbath, and prefers his own wicked desires and devices to the will and service of God[7].

If we give the reins to our appetites and passions, and lay no restraint upon them, they will hurry us into guilt and misery[8]. Good sense stamps a value upon all our other qualities; it teaches us to make a proper use of our acquirements, and to turn our opportunities to advantage: it shows itself in all our words and actions, and in every occurrence of life[9]. Shame and disappointment follow sloth and idleness[10]. The darkness, which follows sunset, hides the earth, but reveals the heavens[11].

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* Supply *teaches us*, as a reference to No. *p* intimates.

† See the ☞ on the preceding page.——See also Key, p. 75 &c.

EXERCISES,

Chiefly on the Active Verb,—*continued* from last page.

No. *a*.

Example exerts greater influence than precept[12]. Gentleness ought to mark our temper, colour our manners, regulate our speech, and diffuse itself over our whole behaviour[13]. Knowledge makes our being[p] pleasant to us, fills the mind with entertaining views, and provides us with sources of perpetual gratification[14]. Meekness controls our angry passions; candour[p] our severe judgments[15]. Perseverance in labour will surmount every difficulty[16]. He that[i] takes pleasure in the prosperity of others, enjoys part of their good fortune[17]. Restlessness of mind disqualifies us both for the enjoyment of peace, and for the performance of duty[18]. Sadness contracts the mind; mirth dilates it[19].

We should subject our fancies to the government of reason[20]. Self-conceit, presumption, and obstinacy, blast the prospects of many a youth[21]. Mere affluence may give[r2] us importance in the eyes of the vulgar; but it will not recommend us to the wise and good[22]. A man of cheerful temper brings sunshine with him wherever he comes; a querulous man creates discontent, and makes others as cross as himself[23]. Many lose their labour, because they do not prosecute to the end the good work which they have begun[24]. Envy and wrath shorten life; and anxiety bringeth age before its time[25]. Men do not gather grapes of thorns, nor figs of thistles[26].

EXERCISES,

Chiefly on the Neuter Verb, including the verb *To be.*

No. *b.*

It is better to live on a little[n2] than to outlive[a] a great deal[1]. A good education is a better inheritance than a great estate[p2]. It would be well for some men, if they were penniless[3]. Friendship can scarcely exist where virtue is not the foundation[4]. He that[i] swells in prosperity, will shrink in adversity[5]. He who despairs of good is sure to fall into evil[6]. From idleness arises[e] neither pleasure nor advantage: we must flee therefore from idleness[p], the certain parent of guilt and ruin[7].

You must not always rely on promises[8]. The peace of society dependeth on the due administration of law and justice[9]. He that walketh with wise men shall be wise[10]. He that[i] sitteth with the profane is foolish[11]. The coach arrives daily[12]. The mail travels fast[13]. Rain falls in great abundance here[14]. He sleeps soundly[15]. She dances gracefully[16]. I went to York[17]. He lives soberly[18]. He huried to his house in the country[19]. They smiled[20]. She laughed[21]. He that[i] liveth in pleasure is dead while he liveth[22]. To a lover of truth nothing appears to be[m] so low and mean as lying and dissimulation[23]. Vice is its own punishment, and virtue is its own reward[24]. Industry is the road to wealth, and virtue[p] to happiness[25]. A message flies with the speed of lightning along the telegraphic wires[26].

EXERCISES,

Chiefly on the Passive Verb.—See Page 38, *bottom.*

No. *c.*

An accomplished man is admired; an amiable man is loved[1]. You may be deprived of rank and riches against your will; but[p] not of virtue without your consent[2]. Bad habits should be amended, and good ones acquired[3]. Many are brought to ruin by extravagance and dissipation[4]. The best designs are often ruined by unnecessary delay[5]. Only such recreations should be pursued as are innocent and healthful[6]. Almost all difficulties may be overcome by diligence[7]. Old friends are preserved and new ones are procured by a grateful disposition[8]. Words are like arrows, and should not be shot at random[9].

A desire to be thought learned* is characteristic of the smatterer rather than of the true scholar[10]. Great merit is sometimes concealed under the most unpromising appearances[11]. Some talents are buried in the earth, and others are properly employed[12]. Much mischief has often been prevented by timely consideration[13]. True pleasure cannot be tasted by the wicked; it is only to be found in the paths of virtue[14]. That† friend is highly to be valued at all times, whose friendship is shown in the time of our adversity[15].

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* *Learned* here, is an *adjective;* and should be pronounced *learn-ed* in *two* syllables; but when a *verb,* in *one.*

† Concerning *that,* see Notes p. 19 and *Key,* No. 90, p. 45.

EXERCISES,

Chiefly on the Passive Verb,—*continued.*

No. *c.*

Beneficence is accompanied with such an inward satisfaction, that the duty is sufficiently rewarded by the performance[16]. The mind should be stored with knowledge, and[p] cultivated with care[17]. A pardon was obtained for him from the king[18]. Sanguine prospects have often been blasted[19]. Too sanguine hopes of any earthly thing should never be entertained[20]. The table of Dionysius the tyrant was loaded with delicacies of every kind, yet he could not eat[q 21]. We are taught in the Scriptures that the afflictions of this life will be overpaid by that eternal weight of glory which awaits the righteous[n 2 22].

Greater courage is displayed in ruling one's own spirit than in taking a city[23]. Riches and honour have not always been reserved for the good[24]. King Alfred is said to have divided the day and night into three parts: eight hours were allotted for meals and sleep,—eight were allotted for business and recreation, and eight[p] for study and devotion[25]. All our actions should be regulated by religion and reason[26]. The ship would have been swamped, and the whole crew lost, if the leak had not been discovered in time[27]. These two things cannot be disjoined; a holy life and a happy death[28]. As the thermometer cannot indicate temperature, when the mercury is frozen; so conscience cannot show us our duty, when hardened by sin[29].

EXERCISES
On different sorts of Verb in the Imperative.

No. *d.*

Forget the faults of others, and remember your own[1]. Study universal rectitude, and cherish religious hope[2]. Suit your desires to things, and not things to your desires[3]. Never lie, nor steal, nor covet, but always follow the law of truth, of integrity, and of contentment[4]. Practise humility, and avoid everything in dress, carriage, or conversation, which has any appearance of pride[5]. Allow nothing to interrupt your public or private devotions, except the performance of some humane action[6].

Learn to contemn all praise betimes,
For* flattery is the nurse of crimes[7].

Recollect that you are a member of the human family; and deem nothing which[h] regards humanity unworthy of your notice[8]. Presume[b] not in prosperity, and despair[b] not in adversity[9]. Be kind and courteous to all, and never either give or take offence without just reason[10]. Beware[b] of the beginnings of evil habits; they creep[b] upon us insidiously, and often become our masters before we are aware[11].

Oh man, degenerate man, offend no more!
Go† learn of brutes, thy Maker to adore[12]!

Let no one persuade you that the work of preparation for heaven is inconsistent with an honourable discharge of the duties of active life[13]. Let your words‡ agree with your thoughts, and let both be ruled by the law of the Lord[14].

* See Note *First*, p. 53.
† *Go* and *learn* are both in the *imperative*.——‡ See *Note*, next page.

EXERCISES
On different sorts of Verb in the Imperative,—*continued.**

No. *d.*

Let the favour of God be preferred to the friendship of men, and the testimony of a good conscience to the applause of the world.[15] Let your first waking thoughts be given to God; and let no evening close without a devout oblation of prayer and thanksgiving[16].

Let no opposition or obloquy from men make you* swerve from your duty to God; the frowns of the world are nothing to the smiles of heaven[17]. Let reason go before enterprise, and counsel before every action[18]. Hear Ann read her lesson[19]. Bid her get it better[20]. You need† not hear her again[21]. I see her weep[22]. I feel it pain me[23]. I dare not go[24]. You behold him run[25]. We observed him walk off hastily[26].

> And that tongue of his, that bade the Romans
> Mark* him, and write his speeches in their books,
> Alas! it cried—give[r 2] me some drink, Titinius[27].

> Deal with another as you'd have
> Another* deal with you;
> What[i] you're unwilling to receive,
> Be sure you never do[28].

Be not overcome of evil, but overcome evil with good.[29]. Be angry and sin not; let not the sun go down upon your wrath[30].

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* The next verb after *bid, dare, need, make, see, hear, feel, let, behold, observe, have,* and *known,* is in the *Infinitive,* having *to* understood: as, "The tempest-loving raven scarce dares (to) *wing* the dubious dusk.' —I have *known* him (to) *divert* the money, &c. *To* is often used after the compound tenses of these verbs; as, Who will dare *to* advance, if I say—stop? Them did he make *to* pay tribute.

† Sent. 21, 22, 23, 24, 25, and 26, have *no* Imperative in them.

EXERCISES.

The Nominative, though generally placed *before* the verb, is often placed *after* it; especially when the sentence begins with *Here, there,* &c., when *if* or *though* is understood, and when a *question* is asked.

No. *e.*

Of all burdens the heaviest is a guilty conscience[1]. Among the best and most healthful sports, may be reckoned bowls, curling, golf, and cricket; among the most dangerous, foot-ball and boating[2]. Then were they in great fear[3]. Here stands the oak[4]. On the heels of folly treadeth shame, and at the back of anger standeth remorse[5]. Then shall thy light break forth as the morning[6]. Then shalt thou see clearly[7]. Where is thy brother[8]? Is he at home[9]?

There are in most of our great towns hundreds who can neither read nor write[10]. Were he at leisure, I would wait upon him[11]. Had he been more prudent, he would have been more fortunate[12]. Were they wise, they would read the Scriptures daily[13]. I would give more[a] to the poor were I able[14]. Could we survey the chambers of sickness and distress, we should find them[p] peopled, in very many instances, with the victims of intemperance, sensuality, and self indulgence[15]. Were he to assert it, I would not believe it, because he told a lie before[16]. Gaming is a vice[p] pregnant with the greatest evils; to it are often sacrificed wealth, reputation, and everything virtuous and valuable[17]. Is not industry the road to wealth, and[p] virtue[p] to wellbeing[18]?

EXERCISES.

The Nominative is often at a great distance from the verb.

No. *f.*

James Watt, who, by his invention of the steam-engine, conferred such inestimable benefits on his country and the world, was a man as remarkable for his modesty as for his genius[1]. That fortitude[i] which has encountered no dangers, that energy which has surmounted no difficulties, that integrity which has never been exposed to temptation,—can at best be considered but as gold not yet[o] brought to the test, of which, therefore, the true value cannot be assigned[2].

It is quite possible that that little boy, so mean in his attire, and so peasant-like in his look and manners, whom his richer and gayer schoolmates despise for his humble birth and homely aspect; seldom inviting him to share in their sports, and often treating him with disdain, and even with rudeness, as if he were the dust beneath their feet, may, by his superior talents and diligence, outstrip all of them in the race of learning, and ultimately rise to a position in society, which they, with all their advantages of birth, and wealth, and patronage, shall be unable to reach[3]. He whose constant employment is detraction and censure; who looks only to find faults, and speaks only to publish them; will be dreaded, hated, and avoided[4].

He[i], who through vast immensity can pierce,
See worlds on worlds[d2]* compose one universe,
Observe how system into system runs,
What[j]* other planets circle other suns,
What varied being peoples every star,
May tell why Heaven has made us as we are[6].

EXERCISES.

The infinitive, or part of a sentence, being equal to a noun, is often the nominative to a verb.

No. *g*.

To be ashamed of a course of life which[h] conscience approves from a fear of the censure of the world,* is the mark of a feeble and imperfect character[1]. To bear ill usage with meekness, and misfortune with equanimity, bespeaks true nobility of soul[2]. To rejoice in the welfare of our fellow-creatures, is, in a degree, to partake of their good fortune; but to repine at their prosperity, is only to punish ourselves, and prove how unworthy we are of the success which we envy[3].

To eat bread in the sweat of his face, till he return unto the ground out of which he was taken, is part of the doom entailed on man by the fall[4]. To satisfy all his wishes, is the way to make your child[p] truly miserable[5]. To practise virtue is the sure way to love it[6]. To be at once merry and malicious, is the sign of a corrupt heart and a weak understanding[7]. To love them who love us is commendable; but to love our enemies, and do good to them that hate us, is the height of wisdom[8]. To instruct the ignorant, relieve the needy, and comfort the afflicted†, are duties which it is at once a privilege and a pleasure to perform[9]. To dread no eye, and suspect no tongue, is[18]† the prerogative of innocence[10].

* When nothing but an infinitive precedes the verb, then it is the *infinitive* that is the nominative to it: as, *To play* is pleasant. But when the infinitive has any *adjuncts*, as in the sentence, *To drink poison* is death, it is the whole clause that forms the nominative; for it is not *to drink* that is death; but *to drink poison*.

† *Two* or more infinitives usually require a verb in the plural. See also R. 18. *b*.†

EXERCISES.

Usually the relative *which* or *that* is the nominative to the verb, when it stands immediately before the verb.——When not close to the verb, it is usually in the objective, and governed either by the verb that comes *after* it, or by a preposition.*

No. *h*.

The lesson which you get with difficulty is longer remembered than that which you learn with ease[1]. The veil which covers from our sight the sorrows of future years, is a veil[c] which the hand of mercy has woven[2]. Most of the misfortunes that befall us in life may be traced to vices or follies which we have committed[3]. Beware[d] of those sins in youth which cause self-reproach in riper years[4]. True charity is not a meteor which occasionally glances, but a luminary which,* in its orderly and regular course, dispenses a benignant influence[5].

We usually find that to be the sweetest fruit, which the birds have pecked[6]. Nothing can make that [p]great, which the decree of nature has ordained to be little[7]. The force that raises the lid of the tea-kettle, when the water is boiling, is the same which propels the mightiest steamship[8]. True religion will show its influence in every part of our conduct; it is like the sap† of a living tree, which pervades the most distant bŏûghs[9].

There is a tide in the affairs of men,
Which, taken at the flood, leads on to fortune[10].

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* An *adverb* or a *clause* between *two commas*, frequently comes between the relative and the verb.——The rule at the top is but a *general* rule; for in Poetry, in particular, the *Relative*, though not close to the verb, is sometimes in the nominative.—*See* first line of Poetry, page 65.

† *Sap*, the *obj.* governed by *to* understood after *like*, and antecedent to *which*.

EXERCISES.

When the antecedent and relative are *both* in the *nominative*, the relative is generally the nominative to the verb *next* it, and the antecedent is generally the nominative to the *second* verb.

No. *i.*

He who performs every part of his business in its due place and season, suffers no part of time to escape without profit[1]. He that does good for its own sake, seeks neither praise nor reward, though he is sure of both at the last[2]. He that commends a wicked action, is equally guilty with him that commits it[3]. He that overcomes his passions, conquers his greatest enemies[4]. The consolation which is derived from a reliance upon Providence, enables us to support the most severe misfortunes[5].

In our climate, fruit-trees which blossom late are surer to repay the gardener's care than those which blossom early[6]. The same sun which shone on your cradle, shall shine on your grave[7]. A wrong which is inflicted on us unintentionally, leaves no room for resentment[8]. The objects which we most value, are not always those which are most valuable[9]. The impressions which we receive in youth are always deeper and more lasting than those of after-life[10]. Persons who are ingenuous and kind hearted in youth, but become selfish, morose, and miserly in old age, may be not unfitly likened to those mountains which have a carpet of verdure and flowers at their base, while their summit is covered with ice and snow[11].

EXERCISES.

What is equal to—*that which*—or *the thing which*—and represents *two* cases;—sometimes two *nominatives;*—sometimes two *objectives;*—sometimes a nominative and an objective;—and sometimes an objective and a nominative.—Sometimes it is an *adjective.*

No. *j.*

Regard the quality, rather than the quantity of what you read[1]. If we delay till to-morrow what ought to be done to-day,[p. 51, b.] we overcharge the to-morrow with a burden which belongs not to it[2]. Choose what is most fit: custom will make it the most agreeable[3]. Foolish men are more apt to consider what they have lost, than what they possess, and to turn their eyes on those who are richer than themselves, rather than on those who are under greater difficulties[4].

What cannot be cured, must be endured[5]. Attend to what you are about, and take pains to do it well[6]. *What a dolt not to know what part of speech what is[7]! Mark Antony, when under adverse circumstances, made this interesting remark, "I have lost all, except what I gave away[8]." Mark what it is his mind aims at in the question, and not merely what* words* he utters[9].

> By what* means shall I obtain wisdom?
> See what* a grace was seated on his brow[10]!

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* *What* here, and generally in questions, is an adjective, like many in "many a flower." Sometimes it is an *Interjection*, as, *What!*

What is sometimes used as an *adverb* for *partly:* thus, *What* with thinking, *what* with writing, and *what* with reading, I am weary.

EXERCISES.

The compound relatives,—*whoever* and *whosoever*—are equal to —*he who.*—*See also page* 18, *last note.*

Whatever and *whatsoever* are equal to—*the thing which*,—and, like *what* on the preceding page, represent two cases.

No. *k.*

Whatever gives pain to your neighbour, ought to cause pain to yourself[1]. Whoever tells you your faults from a desire for your amendment, is your true friend and benefactor[2]. Whatsoever is good, that you should do[3]. Wherever you are, and in *whatever circumstances you are placed, remember that the eye of God is upon you[4]. Whosoever committeth sin, transgresseth also the law; for sin is the transgression of the law[5]. Whatever is worth doing, is worth doing well[6].

* By whatever arts you may at first attract the attention, you can hold the esteem, and secure the hearts of others, only by amiable dispositions, and the accomplishments of the mind[7].

> Whatever brawls disturb the street,
> There should be peace at home[8].

Good advice, by whomsoever given, should be thankfully followed; and enticements to evil should be strenuously resisted, whatever the attractions of the enticer[9]. *Whatever insult you receive, try to bear it meekly: revenge it in no circumstances whatever[10].

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* *Whatever* is an *adjective* here, for it qualifies arts, &c.; and where no noun is after it, it agrees with *thing* understood. Thus, *Whatever* may be the motive, &c., that is, Whatever *thing* may be.

EXERCISES.

Do, *did*, *have*, *had*, are auxiliary verbs when joined to another verb; when not joined to another verb, they are principal verbs, and, like the verb *to love*, have auxiliaries.

No. *l*.

He who does not perform what he has promised, is a traitor to his friend[1]. Earthly happiness does not flow from riches; but from content of mind, health of body, and a life of piety and virtue[2]. Fine clothes do not make a gentleman[3]. Though you have not yet succeeded in taking the prize, do not be discouraged from trying again[4]. If you have not done all you could, why do you wonder at your failure[5]? John did not tell me that he had gained the gold medal[6]. Did you see my book[7]? Do you go to-morrow[8]? I do not think it[p] proper to play too long[9]. What is this that thou hast done[10]? Had they studied the map, they might have saved themselves a long journey[11]. Do not lightly throw away what you have gained with difficulty[12]. Wisdom does not make a man[p] proud[13].

Principal.—He who does the most good,* has the most pleasure[14]. Instĕad of adding to the afflictions of others, do whatever[k] you can to alleviate them[15]. To him that hath shall be given[16]. If thou canst do anything, have[d] compassion on us, and help[d] us[17]. He did his work well[18]. Silver and gold have I none; but such as I have give I thee[19]. Did you do what[j] I requested you to do[20]?

* *Have*, *hast*, *has*, *hath*, *had*, and *hadst*, are auxiliaries only when they have the Past Participle of another verb after them.

EXERCISES.

The verb *to be* has very often an *adjective* after it; and some adjectives seem so closely combined with it, as to lead young people to suppose that they have got a passive verb.

No. *m*.

Piety and rectitude are productive of true peace and comfort[1]. If the powers of the mind were duly cultivated,* mankind would at all times be able to derive pleasure from their own breasts, as rational as it is exalted[2]. Learning is preferable to riches; but virtue is preferable to both[3]. Men who are severe in judging themselves are usually charitable to the faults of others[4]. We were all afraid of the lions[5]: for we heard them[2 d*] roar[6]. A man may be well instructed without being also instructive[7].

Although ten were eligible, only one was chosen[8]. To study without intermission is impossible: relaxation is necessary; but it should be moderate[9]. The Athenians were conceited on account of their own wit, science, and politeness[10]. We are indebted to our ancestors for our civil and religious liberty[11]. Gold would be less valued, if it were more abundant[12]. An idle person is a kind of monster in the creation, because all nature is busy about him[13]. Be careful to speak with reverence of all that is sācred[14]. He was unfortunate, because he was inconsiderate[15]. He who is self-confident is less likely to excel than he who is conscious of his deficiencies[16]. I am ashamed of you[17]. She is quite forlorn[18].

* *Were cultivated*, a verb passive.

EXERCISES.

1. Active and neuter verbs are often conjugated with their *Present* Participle, joined to the verb *to be*.*

2. A noun is always understood, when not expressed, after Adjectives, and Adjective Pronouns: such as, *few*, *many*, *this*, *that*, *all*, *each*, *every*, *either*.—See p. 147, under *They*, *those*.

No. *n*.

1. While I am reading, you should be listening to what I read[1]. He was delivering his speech when I left the house[2]. They have been hearing a lecture on botany[3]. He might have been preparing his lesson[4]. I have been writing a letter, and I am just going to send it away[5]. She was walking by herself when I met her[6]. We are perishing with hunger; I am willing therefore to surrender[7]. We should always be learning[8]. A good man is always studying to be better[9]. We were playing at cricket yesterday[10].

2. Those only are truly great who are really good[11]. Few set a proper value on their time[12]. Those who[i] despise the admonitions of their friends, deserve the mischiefs which[k] their own obstinacy brings upon them[13]. Of the many who contended for the prize, most were quite undeserving of it, and only a few made a tolerable appearance, though each expected to be the successful competitor[14]. Love no interests but those of truth and virtue[15]. Such as are diligent will be rewarded[16]. I saw a thousand[17]. Of all prodigality, that of time is the worst[18]. Some are naturally timid; and some bold and active; for all are not alike[19].

* Many words both in *ing* and *ed* are mere adjectives.

EXERCISES.

The *Past Participle* has uniformly either a relative or personal pronoun, with some part of the verb *to be*, understood before it.*

No. *o*.

Make the study of the sacred Scriptures[p] your daily practice and concern; and embrace the doctrines contained in them, as the real oracles of Heaven, and the dictates of that Spirit that cannot lie[1]. Knowledge softened with modesty and good breeding, will make a man beloved and admired[2]. Gratitude and thanks are the least returns which children can make to their parents for the numberless obligations conferred on them[3]. Precepts have little influence when not enforced by example[4]. He is of all human beings the happiest, who has a conscience untainted† by guilt, and a mind so well regulated† as to be able to accommodate itself to whatever the wisdom of Heaven shall think fit to ordain[5]. Mere external beauty is of little estimation; and deformity, when associated with amiable dispositions and useful qualities, does[i] not preclude our respect and approbation[6]. True honour, as defined by Cicero, is the concurrent approbation of good men[7]. Modesty seldom resides in a breast not enriched with nobler virtues[8].

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* It is often difficult to supply the *right* part of the verb *to be*. An *adverb* is often understood. The *scope* of the passage must determine what part of *to be*, and what *adverb*, when an adv. is necessary, should be supplied: for no general rule for this can be given.

☞ The Past *Tense* has always a nom. either expressed or easily understood: but the Past *Part.* has *no* Nom.—See *Key*, p. 81. No. 163.

† *Untainted* and *regulated* are adjectives here.

EXERCISES.

On the Past Participle,—*continued* from last page.

No. *o*.

An elevated genius, employed in little things, appears like the sun in his evening declination; he remits his splendour, but retains his magnitude; and pleases more, though he dazzles less[9]. Economy, prudently and temperately conducted, is the safeguard of many virtues; and is, in a particular manner, favourable to the exercise of benevolence[10].

The lovely young Lavinia once had friends,
And fortune smiled deceitful[s2] on her birth;
For, in her helpless years, deprived of all,
Of every stay, save* innocence and Heaven,
She, with her widow'd mother, feeble, old,
And poor, lived in a cottage, far retired
Among the windings of a woody vale;
By solitude and deep surrounding shades,
But more by bashful modesty concealed[11].

We find man[p] placed† in a world where he has by no means the disposal of the events that happen[12]. Protected by its wooden walls, Britain is safer from invasion than many a country which has its whole frontier barricaded by impregnable fortresses[13]. Children often labour more to have the words in their books† imprinted on their memories, than to have the meaning† fixed in their minds[14].

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* *Save* may be considered a *preposition* here.—See *Key*, No. 140.

† In many cases, the infinitive *to be*, is understood before the Past Participle. Though the verb that follows *have*, *dare*, &c., is in the Infinitive, *to* is inadmissible, and where *to* is inadmissible, the *be* that follows *it* is inadmissible also.—Man *to be* placed—Means *to be* left, &c. See Syn. R. 6.

EXERCISES.

Supply all the words that are *understood.* The infinitive *to be* or *to have*, is often understood.—Not supplying what is understood after *than* and *as*, is frequently the cause of error.

No. *p.*

Disdain[d] every form of falsehood, nor allow even the image of deceit a place in your mind[1]. Some who seem born only to serve others rise by their integrity and fidelity to places of command; and some who commence life with all the advantages of birth and fortune, forfeit their position by their vices, and find themselves reduced in after-life to servitude or beggary[2]. They lost their mother when very young[3].

> For contemplation he, and valour form'd;
> For softness she, and sweet attractive grace[4].

Is not her husband elder than she[5]? Thy brother is a more diligent student than thou[6]. We were earlier at church than they[7]. I have more to do than he[8]. He is as diligent as his brother[9]. I love you as well as him[10]. How opposite in their worldly circumstances were these two—Dives and Lazarus—the one rich, the other poor; the one clothed in purple and fine linen, the other in rags; the one faring sumptuously every day, the other desiring to be fed with the crumbs which fell from the rich man's table; yet, though Dives in his lifetime received his good things, and Lazarus evil things, the latter had really the better portion, and the former the worse; for in the world beyond the grave the beggar was to be comforted, and the rich man tormented[11].

EXERCISES.

1. The objective after an active verb, especially when a relative, is often understood.

2. Sometimes the antecedent is omitted, and must in parsing be supplied.

No. *q*.

1. He that moderates his desires, enjoys the best happiness this world can afford[1]. Few reflections are more distressing than those we make on our own ingratitude[2]. The modest flower we overlook is often more fragrant than the flaunting one we admire[3]. It is not easy to love those we do not esteem[4]. Our good or bad fortune depends on the choice we make of our friends[5]. Over-anxiety to avoid the evils we dread only makes us a broader mark for their sharp arrows; and not a few of our misfortunes are brought on, or at least accelerated, by the very means we use to avert them[6]. He eats regularly, drinks moderately, and reads often[7]. She sees and hears distinctly, but she cannot write[8]. Lay up a part of what you daily acquire, that you may have to give to him that is poor[9].

2. There are in this loud stunning tide
Of human care and crime,
With whom the melodies abide
Of the everlasting chime[10].

There have been that have delivered themselves from their misfortunes by their good conduct or virtue[11].

Who live to nature rarely can be poor;
Who live to fancy rarely can be rich[12].

Who steals my purse steals trash[13].

I expect you to make progress in your education in proportion to the advantages you have, and not according to those you have

EXERCISES.

1. The objective generally comes *after* the verb that governs it: but always when it is a *relative*, and often in other instances, it comes *before* it.

2. When two objectives follow a verb, the *thing* is governed by the *verb*, and the *person* by a *preposition* understood.

No. *r*.

1. Me ye have bereaved of my children[1]. Them that serve me faithfully I will reward[2]. Mine* offence I trust you will forgive[3]. Him whom ye recommend I shall prefer[4]. Those that kindly reproved you, ye basely insulted[5]. Those who have laboured to make us wise and good, are the persons whom we ought particularly to love and respect[6]. Whom having not seen ye love[7]. Those curiosities we have imported from China; these from Japan[8]. The two letters I now give you are letters of introduction:—this you may send by post; that you must deliver in person[9].

2. Give him bread[10]. Give her her due[11]. Who gave you that book[12]? My father has sent me a valuable present[13]. Friend,† lend me thy horse[14]. Give her assistance[15]. Buy me a pair of globes[16]. Teach thy sister the alphabet[17]. Sell me meat for money[18]. I will send you corn[19]. Tell me thy name[20]. He taught me grammar[21]. If any of thy friends offend thee, tell him his fault, and try to convince him of it[22]. Bring me a candle[23]. Get him a pen[24]. Write him a letter[25]. Tell me nothing but the truth[26].

* *Mine*, a possessive pronoun, used here for *my*, as *thine* is for *thy*.

† *Friend* is the nominative, for he is *named*. Supply the ellipsis thus, *O thou who art my friend*, lend me, &c.

EXERCISES.

1. The poets often use an *adjective* as a *noun;* and sometimes join an *adjective* to their new-made noun.

2. They sometimes improperly use an *adjective* for an *adverb.*

3. Though the adjective generally comes *before* the noun, it is sometimes placed *after* it.

No. *s.*

1. And where He *vital* breathes there must be joy[1].
—— Who shall attempt with wandering feet
The dark, unbottom'd, infinite abyss,
And through the *palpable* OBSCURE find out
His uncouth way, or spread his aery flight,
Upborne with indefatigable wings,
Over the *vast* ABRUPT, ere he arrive*
The happy isle[2]?——*Paradise Lost,* b. ii. 404.

2. Thus Adam his illustrious guest besought:
And thus the god-like angel answer'd *mild*[3].
The lovely young Lavinia once had friends,
And fortune smiled *deceitful* on her birth[4].
When even at last the solemn hour shall come
To wing my mystic flight to future worlds,
I *cheerful* will obey; there, with new powers,
Will rising wonders sing[5].
The rapid radiance *instantaneous* strikes
The illumined mountain[6].——*Gradual* sinks the [breeze
Into a perfect calm[7].
Each animal, conscious of some danger, fled
Precipitate the loath'd abode of man[8].

3. But I lose myself in Him, in light *ineffable*[9].
———— Pure serenity apace
Induces thought and contemplation *still*[10].

* The poets often very improperly omit the *preposition.* It should be, "Ere he arrive *at* the happy isle." And again, "Here he had need all circumspection," for, need *of* all circumspection.

☞ After this, the Preface, the Exercises on Punctuation, *p.* 159, and the Figures of Speech, *p.* 172, with many other parts of the Grammar, may be used as additional exercises on Parsing.

A short Explanation of some of the Terms used in the Grammar.

Abbreviation, shortening.
Affirmative, yes, asserting.
Ambiguity, double meaning.
Annexed, joined to.
Antecedent, the word going before.
Auxiliary, helping.
Cardinal,* principal, or fundamental.
Comparative, a higher or lower degree of a quality.
Comparison, a comparing of qualities.
Conjugate, to give all the principal parts of a verb.
Contingency, what may or may not happen; casualty, accident.
Copulative, joining.
Defective, wanting some of its parts.
Demonstrative, pointing out.
Disjunctive, disjoining.
Distributive, dividing into portions.
Ellipsis, a leaving out of something.
Euphony, an agreeable sound.
Future, *Futurity*, } time to come.
Governs, rules or acts upon.
Imperative, commanding.
Indefinite, undefined, not limited.
Indicative, declaring, indicating.
Infinitive, without limits.
Interrogative, asking.
Intervene, to come between.
Intransitive (action), confined to the actor; passing within.
Irregular, not according to rule.
Miscellaneous, mixed, of various kinds.
Mood, form or manner of a verb.
Negative, no, denying.
Nominative, naming.
Objective, applied to the case which follows an active verb or a preposition.
Obsolete, gone out of use.
Obsolescent, growing out of use.
Omit, to leave out, not to do.
Ordinal,† numbered in their order.
Paradigm, example.
Participle, partaking of other parts.
Past, the time past.
Perfect, completed, finished, past.
Personal, belonging to persons.
Pluperfect, more than perfect, quite finished some time ago.
Plurality, more than one.
Possessive, possessing, belonging to.
Positive, the quality without excess.
Potential, having power, or will.
Preceding, going before.
Prefixing, placing before.
Present, the time that now is.
Promiscuous, mixed.
Query, question.
Regular, according to rule.
Relative, relating to another.
Subjunctive, joined to another under a condition.
Superlative, the highest or lowest degree of a quality.
Tense, time of being, acting, or suffering.
Transitive, passing to an object.
Unity, one—several acting as one.
Universal, extending to all.

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* The *Cardinal numbers* are, One, two, three, four, five, six, seven, &c.; from the first three are formed the adverbs *once*, *twice*, *thrice*.

† The *Ordinal numbers* are, First, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, eleventh, twelfth, thirteenth, fourteenth, fifteenth, sixteenth, seventeenth, eighteenth, nineteenth, twentieth, twenty-first, twenty-second, &c.

From these come *adverbs* of order: as, Firstly, secondly, thirdly, fourthly, fifthly, sixthly, seventhly, eighthly, ninthly, tenthly, eleventhly, twelfthly, thirteenthly, fourteenthly, fifteenthly, sixteenthly, seventeenthly, eighteenthly, nineteenthly, twentiethly, twenty-firstly, twenty-secondly, &c.

SYNTAX.

SYNTAX *treats of the proper arrangement and construction of words in sentences.**

A *sentence* is an assemblage of words making complete sense; as, *God made the world.*

Sentences are either simple or compound.

A *simple* sentence contains but one subject and one finite† verb; as, *Life is short.*

A *compound* sentence contains two or more simple sentences connected by one or more conjunctions; as, *Time is short,* BUT *eternity is long.*

A *phrase* is two or more words used to express a certain relation between ideas, without affirming any thing; as, *In truth; to be plain with you.*

The principal parts of a simple sentence‡ are, the *subject* (or nominative), the *predicate* (or verb), and the *object.*

The *subject* is the thing spoken of; the *predicate* is the thing affirmed or denied; and the *object* is the thing acted upon by the subject.

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* Syntax principally consists of two parts, *Concord* and *Government.*
Concord is the agreement which one word has with another, in number, gender, case, or person.
Government is that power which one part of speech has over another in determining its mood, tense, or case.

† *Finite* verbs are those to which number and person appertain. The *Infinitive* mood has no respect to number or person.

‡ The subject of "Analysis of Sentences" is treated fully in the APPENDIX, p. 181.

RULE I. *A verb must agree with its nominative in number and person;* as, Thou readest; he reads; we read.

EXERCISES TO BE PARSED AND CONSTRUED.

The birds sing sweetly.* Thou art the man. Of the metals platinum is the heaviest, gold the most prized, iron the most useful. The train of my ideas was interrupted. Almost thou persuadest me to be a Christian. In spring the ice melts and the fields become green. The number of pupils that attend our school has greatly increased since last vacation.

EXERCISES TO BE CORRECTED.

I loves reading. I is going to London. A clear† and approving conscience make an easy mind. There remains three things more to be considered. His conduct in public and private life entitle him to the esteem of his friends. By good conduct thou might engage fortune on thy side. Frequent commission of crimes harden the heart. The Pyramids of Egypt has stood more than three thousand years. A judicious arrangement of studies facilitate improvement. A variety of pleasing objects charm the eye. Nothing but vain and foolish pursuits delight some persons.

‡ Him and her were of the same age.

* Example of Construction:—The *birds sing*, a verb agrees with its nominative. *Thou art*, a verb agrees with its nominative.—See first note, next page; also full example of Construction, p. 120.

† Rule. *An adjective agrees with a noun in gender, number, and case;* as, A *good* man.——As the *adjective*, in English, is not varied on account of *gender*, *number*, and *case*, this rule is of little importance.

‡ Rule. *The subject of a verb should be in the nominative:* Thus, Him and her were married; should be, *He* and *she* were married.

☞ All those *Notes* at the bottom that have *Exercises* in the text are to be committed to memory and applied like the rules at the top.

RULE II. *An active verb governs the objective case;* as, We love *him;* he loves *us.*

EXERCISES TO BE PARSED AND CONSTRUED.

* He enjoined me to tell the whole truth, and I obeyed him. If thou bringest her to school, I will teach her and reward thee. Whom do you think I found in the garden? Me thou hast deceived by breaking the promise which thou madest.

EXERCISES TO BE CORRECTED.

He loves we. He and they we know, but who art thou? Let thou and I the battle try.

Esteeming† theirselves wise, they become fools. Upon seeing I he turned pale.

Who did you bring with you? They are the persons who‡ we ought to respect.

§ Repenting him of his design he hastened him back. It will be very difficult to agree his conduct with the principles he professes.

I shall premise with two or three general observations. He ingratiates with some by traducing others.

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* The pupil may construe thus:—*He enjoined,* a verb agrees with its nominative—*enjoined me,* an active verb governs the objective case—*I obeyed,* a verb agrees with its nominative—*obeyed him,* an active verb governs the objective case—and so on in going through the Rules of Syntax, the pupil applying such of them as he may have learned which bear upon the Exercises, or only the individual Rule under which the lesson stands.

† The participle being a part of the verb, governs the same case with the verb.

‡ Note. *When the objective is a relative, it comes before the verb that governs it.* (Mr Murray's 6th rule is unnecessary.—See No. *h*, p. 67.)

Sometimes the objective after an active verb is a clause; as, I know —*what that is.*— (See last Note, p. 101.)

§ Rule I. *Neuter verbs do not admit of an objective after them:* Thus, Repenting *him* of his design, *should be,* Repenting of his design.

‖ Rule II. *Active verbs do not admit of a preposition after them:* Thus, I must premise *with* three circumstances, *should be,* I must premise three circumstances.

☞ For *Neuter* verbs in the *Passive* form, see *Note,* p. 128.

RULE III. *Prepositions govern the objective case;* as, To *whom* much is given, of *him* much shall be required.

EXERCISES TO BE PARSED AND CONSTRUED.

To whom did you send the money? On me, not on her, let the blame fall. John and I went to sea on the same day; but he outstripped me in seamancraft, and got the command of a ship before me. Water rises in vapour from the sea, forms clouds in the air, and then falls in showers on the earth.

Earth's highest station ends in "Here he lies."

EXERCISES TO BE CORRECTED.

Will you go with I? Withhold not good from they to who it is due. Who do you live with? Great friendship subsists between he and I. They willingly, and of theirselves, endeavoured to make up the difference. He laid the blame upon somebody, I know not who, in the company.

* Who do you speak to? Who dost thou serve under? Flattery can hurt none, but those who it is agreeable to. It is not I who thou are engaged with. Who didst thou receive that intelligence from?

† He is quite unacquainted with, and consequently cannot speak upon, that subject.

* Rule I. *The preposition should be placed immediately before the relative which it governs;* as, *To whom* do you speak?

The preposition is often separated from the relative; but though this is perhaps allowable in familiar conversation, yet, in solemn composition, the placing of the preposition immediately before the relative is more perspicuous and elegant.

† Rule II. *It is inelegant to connect two prepositions, or one and an active verb, with the same noun;* for example, They were refused entrance *into,* and forcibly driven *from,* the house; *should be,* They were refused entrance *into the house,* and forcibly driven *from it.*——I wrote *to,* and *warned* him; *should be,* I wrote to *him* and *warned* him.

☞ *Prepositions sometimes govern a sentence or clause;* as, For want of attending to his duty he lost his place.

RULE IV. *Two or more singular nominatives, coupled with* AND, *require a verb and pronoun in the plural;* as, James *and* John *are* good boys; for *they* are busy.*

Two or more singular nominatives separated by OR *or* NOR, *require a verb and pronoun in the singular;* as, James *or* John *is* dux.†

EXERCISES TO BE PARSED AND CONSTRUED.

Demosthenes and Cicero were the greatest orators of antiquity. Faith, hope, and charity, are the three chief graces of the gospel. Town or country is equally agreeable to me. Neither the captain nor the pilot has yet come on board. The king as well as the beggar is mortal. It is either my uncle or my aunt that has sent me this gift. Intemperance slays more men in a week, than the sword or the musket does in a month. Is the lark or the thrush the better singer?

EXERCISES TO BE CORRECTED.

He and I meets often. Life and death is in the power of the tongue. The time and place for the conference was agreed on. Out of the same mouth proceedeth blessing and cursing.

Neither precept nor discipline are so forcible as example. Either the boy or the girl were present. It must be confessed that a lampoon or a satire do not carry in them robbery or murder. Man is not such a machine as a clock or a watch, which move merely as they are moved.

* *And* is the *only* conjunction that binds the agency of two or more into *one;* for, *as well as,* never does that; but merely states a sort of comparison; thus, "Cæsar, as well as Cicero, *was* eloquent." *With* is sometimes used for *and.*—See *Miscellaneous Obs.* p. 143 and 144.

† *Or* and *nor* are the only conjunctions applicable to this rule.

RULE V. *Conjunctions couple the same moods and tenses of verbs;* as, *Do* good and *seek* peace.

Conjunctions couple the same cases of nouns and pronouns; as, *He* and *I* are happy.

EXERCISES TO BE PARSED AND CONSTRUED.

The prisoner was tried, but acquitted. He will neither go himself nor allow me to go. Scripture commands us to fear God and honour the king. Strike, but hear me. The master called up you, Harry, and me: he punished you and him, but not me. The man who reads God's word and obeys it, is a godly man.

EXERCISES TO BE CORRECTED.

He reads and wrote well. He or me must go. My brother and him are tolerable grammarians. If he understands the subject, and attend to it, he can scarcely fail of success. Did he not tell thee his fault, and entreated* thee to forgive him? And dost thou, a pious man, live in extravagance, and bringest* me who am one of thy creditors to ruin? Professing regard, and to act differently, mark a base mind. If a man professes a regard for the duties of religion, and neglect those of morality, that man's religion is vain.

† Rank may confer influence, but will not necessarily produce virtue. He is not rich, but‡ is respectable. Our season of improvement is short; and, whether used or not,† will soon pass away.

The same *form* of the verb must be continued.

† Conjunctions frequently couple different moods and tenses of verbs; but in these instances the nominative is generally repeated; as, He *may return*, but he *will* not *continue*.

‡ The nominative is generally repeated, even to the same mood and tense, when a contrast is stated with *but*, *not*, or *though*, &c., as in this sentence.

RULE VI. *One verb governs another in the infinitive mood;* as, *Forget* not *to do* good.*

To, *the sign of the infinitive, is not used after the verbs* bid, dare, need, make, see, hear, feel, let, perceive, behold, observe, have, *and* know.†

EXERCISES TO BE PARSED AND CONSTRUED.

The tenant was ordered to leave the farm. It is more blessed to give than to receive. I have no wish to travel. Make the multitude sit down. I dare not tell a lie. Bid him sheathe the sword and spare his country. I beheld Satan as lightning fall from heaven. I saw him fire the gun. He was seen to fire the gun.

EXERCISES TO BE CORRECTED.

They obliged him do it. We ought forgive injuries. It is better live on a little, than outlive a great deal.

They need not to call upon her. I dare not to proceed so hastily. I have seen some young persons to conduct themselves very discreetly. We heard the thunder to roll. The thunder was heard roll over our heads. I bid my steward to do his duty, and he doeth it. The sound made him to tremble. He was made tremble by the sound.

* The infinitive mood is frequently governed by *nouns* and *adjectives;* as, They have a *desire* to learn; *worthy* to be loved. *For,* before the Infinitive, is unnecessary.

Let governs the objective case; as, Let *him* beware.

† *To* is generally used after the Passive of these verbs, except *let;* as, *He was made* to *believe it; he was let go;* and sometimes after the active, in the past tense, especially of *have,* a principal verb; as, I *had* to *walk* all the way.—*See* p. 63, *b.*

The *infinitive* is often independent of the rest of the sentence; as *To proceed; to confess the truth,* I was in fault.

RULE VII. *When two nouns come together signifying different things, the first is put in the possessive case;* as, John's book; on eagles' wings.

When two nouns come together signifying the same thing, they agree in case; as, Cicero the orator; the city Edinburgh.

EXERCISES TO BE PARSED AND CONSTRUED.

I have a copy of Shakspeare's plays. Invalids are sometimes ordered to drink asses' milk. Lennie's Grammar was printed in Oliver and Boyd's printing-office.

EXERCISES TO BE CORRECTED.

Pompeys pillar. A mothers tenderness and a fathers care, are natures gifts for mans advantage. For Jesus Christ his sake.

* Peter's, John's, and Andrew's occupation was that of fishermen. He asked his father, as well as his mother's advice.

Moses† rod. For conscience's sake.

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* Rule. *When several nouns come together in the possessive case, the apostrophe with* s *is annexed to the last, and understood to the rest;* as, Jane and Lucy's books.

When any words intervene, the sign of the possessive should be annexed to each; as, This gained the *king's*, as well as the *people's* approbation.

† To prevent too much of the hissing sound, the *s* after the apostrophe is generally omitted when the *first* noun has an *s* in each of its two last syllables, and the second noun begins with *s;* as, *Righteousness' sake,* For *conscience' sake, Francis' sake:* but we say, *The witness's sake.*

It has lately become common, when the nominative singular ends in *s* or *ss,* to form the possessive by omitting the *s* after the apostrophe; as, *James'* book, *Miss'* shoes, instead of *James's book, Miss's shoes.* This is improper. Put these phrases into *questions,* and then they will appear ridiculous. Is this book *James'?* Are these shoes *Miss'?* Nor are they less ridiculous without the interrogatory form; as, This book is *James',* &c.—K. 195-6-7.

We sometimes use *of* instead of the *apostrophe* and *s;* thus we say, The wisdom *of* Socrates, rather than *Socrates's* wisdom. In some instances we use the *of* and the possessive termination too; as, It is a discovery of Sir Isaac *Newton's,* that is, one *of* Sir Isaac Newton's discoveries. A picture *of* my friend, means a *portrait* of him: But a picture of my *friend's,* means a portrait of some other person, and that it belongs to my friend.

As precise rules for the formation of the possessive case, in all situa-

RULE VIII. *When a noun of multitude conveys* unity *of idea, the verb and pronoun should be singular;* as, The class *was* large.*

When a noun of multitude conveys plurality of idea, the verb and pronoun should be plural; as, The people of Great Britain *enjoy* privileges of which *they* ought to be proud.

EXERCISES TO BE PARSED AND CONSTRUED.

The meeting was well attended. The congregation met, but were soon dismissed. When the nation complains, the rulers should listen to its voice. His family is neglected, and his friends are disgusted. What an immense fleet —it fills the whole bay: no harbour in the world could contain it.

EXERCISES TO BE CORRECTED.

The court of Spain have often done very foolish things. The flock, and not the fleece, are, or ought to be, the object of the shepherd's care. The regiment consist of a thousand men. The Parliament are dissolved. The fleet were seen sailing up the channel. This generation are far more intelligent than the last. The shoal of herrings were immense. The remnant of the people were persecuted. The army are marching to Cadiz. Some said the navy were sufficiently strong, others said they were not.

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tions can scarcely be given, I shall merely subjoin a few *correct* examples for the pupil's imitation; thus, I left the parcel at *Smith's* the bookseller; The Lord Mayor of *London's* authority; For David thy *father's* sake; He took refuge at the *governor's* the *king's* representative; Whose glory did he emulate? He emulated *Cæsar's*, the greatest general of antiquity.—*See last note under* Rule XII., also Rule XXX.

* *Which*, and not *who*, is applied to collective nouns.—*See* p. 153, *mid.*

RULE IX. *The verb* TO BE *should have the same case* after *it that it has* before *it;* as, I am *he;* I understood *it* to be *him.**

EXERCISES TO BE PARSED AND CONSTRUED.

It is I. Whom did your tutor take me to be? Were I he, I would act a very different part. His fellow-soldiers declared him to be a coward. Thou shalt be governor over my house, and thy word shall be law to my servants. Their motto was, "No surrender." When they saw him walking upon the sea, they supposed him a spirit. Simon was surnamed Peter.

EXERCISES TO BE CORRECTED.

It was me who wrote the letter. It was him who got the first prize. I am sure it was not us that did it. It was them who gave us all this trouble. I would not act the same part again, if I were him. Though he was suspected of forging a letter, yet it could not be him, for he never could write his own name.

Let him be whom he may, I am not afraid of him. Who do you think him to be? Whom think ye that she is? Was it me that said so? I am certain it was not him. It was either him or his brother that got the first prize.

* When the verb *to be* is *understood*, it has the same case *after* it that it has *before* it; as, He seems the leader of a party. I supposed him a man of learning: that is, *to be* the leader, &c., *to be* a man, &c.

Part of a sentence is sometimes the nominative both *before* and *after* the verb *to be;* as, His maxim was, "Be master of thy anger."

The verb *to be* is often followed by an *adjective.*—*See* No. *m.*

Passive verbs which signify naming, and some *neuter verbs*, have a nominative after them; as, He shall be called *John.* He became the *slave* of irregular passions. Stephen died a *martyr* for the Christian religion.

Some *passive* verbs admit an *objective* after them; as, John was first denied *apples*, then he was promised *them*, then he was offered *them.*

RULE X. *Sentences that imply contingency and futurity require the Subjunctive Mood;* as, *If* he *be* alone, give him the letter.

When contingency and futurity are not BOTH *implied, the Indicative ought to be used;* as, *If* he *speaks* as he *thinks*, he may safely be trusted.

EXERCISES TO BE PARSED AND CONSTRUED.

If he acquire riches, he may find that he is no happier than before. Though he fall from his horse, I trust he will not be hurt. Let him that standeth take heed lest he fall. If he follows the course he has promised to take, he is sure to succeed.

EXERCISES TO BE CORRECTED.

If children are neglected till vice has become habitual to them, they are hardly ever reformed afterwards. Though he be in an elevated station, yet he is never proud. If thou be a Christian, act like one. If he does promise, he will certainly perform. Oh! that his heart was tender.

* Despise not any condition, lest it happens to be thy own. Take care that thou breakest not any of the established rules.

† If he does but intimate his desire, it will produce obedience. If he be but in health, I am content. If he but asks to be forgiven, his father will pardon him.

* Rule I. Lest *and* that *annexed to a command require the Subjunctive Mood;* as, Shun bad company, *lest* you *be ensnared* and ruined. Avoid suretiship, *that* you may not lose your money and your friend.

† Rule II. If, *with* but *following it, when futurity is denoted, requires the Subjunctive Mood;* as, *If* a boy *but try* to learn, he will succeed. But when future time is not expressed, the Indicative ought to be used.

In the subjunctive, the auxiliaries *shall, should,* &c., are generally understood; as, Though he *fall*, i. e. though he *should* fall. Until reflection *compose* his mind, i. e. until reflection *shall* compose. *See* K. 256.

RULE XI. *Some conjunctions have their correspondent conjunctions;* thus,

Neither requires *Nor* after it; as,		*Neither* he *nor* his brother was in.
Though.....	*Yet;* as,	*Though* he is poor, *yet* he is respectable.
Whether.....	*Or*	*Whether* he will do it *or* not, I cannot tell.
Either.....	*Or**	*Either* she *or* her sister must go.
As.....	*As*	Mine is *as* good *as* yours.
As.....	*So*	*As* thy diligence, *so* shall thy success be.
So†.....	*As*	He is not *so* wise *as* his brother.
So.....	*That*	I am *so* weak *that* I cannot walk.

EXERCISES TO BE PARSED AND CONSTRUED.

Though he slay me, yet will I trust in him. Teach us so to number our days, as to apply our hearts unto wisdom. Is he as good a reader as you? You can go to London either by land or by sea. As the tides obey the moon, so should our passions bend to our judgment. Whether we live or die, we are the Lord's. Neither hath this man sinned, nor his parents. He ran so fast, that I could not overtake him.

EXERCISES TO BE CORRECTED.

It is neither cold or hot. The one is equally deserving as the other. I must be so candid to own, that I have been mistaken. He was so angry as he could not speak. He is not as faithful and trustworthy as I could wish him to be. Neither despise the poor, or envy the rich. As far as I am able to judge, the book is well written. Though she was poor, she was not discontented.

* The poets frequently use *Or—or*, for *Either—or;* and *Nor—nor* for *Neither—nor.*——In prose *not—nor* is often used for *neither—nor.*——The *yet* after *though* is frequently and properly suppressed.

Or does not require *either* before it when the one word is a mere *explanation* of the other; as, 20s., or £1 sterling, is enough.

† See K. No. 204.

RULE XII. *When the present participle is used as a noun, it requires an* Article *before it, and* Of *after it;* as, The sum of the moral law consists in *the obeying of* God, and *the loving of our* neighbour as ourselves.*

EXERCISES TO BE PARSED AND CONSTRUED.

By the exercising of our faculties we improve them. The preparing of the necessary materials requires time. Your voice is drowned by the rushing of the waters. The sea rose with the rising of the wind.

EXERCISES TO BE CORRECTED.

By observing of these rules, you may avoid mistakes. This was a betraying the trust reposed in him. The not attending to this rule is the cause of a very common error.

† Our approving their bad conduct may encourage them to become worse. Your sending of an answer will oblige.‡ What is the reason of this person's dismissing of his servant so hastily?

* These phrases would be right, were the *article* and *of* both omitted; as, The sum of the moral law consists in *obeying* God and *loving* our neighbour, &c. This manner of expression is, in many instances, preferable to the other. In some cases, however, these two modes express very different ideas, and therefore attention to the *sense* is necessary; as, He confessed the whole in *the hearing of* three witnesses, and the court spent an hour *in hearing* their deposition.—Key, No. 208, &c.

† *The present participle with a possessive before it sometimes admits of* Of *after it, and sometimes not;* as, Their observing *of* the rules prevented errors. By his studying the Scriptures he became wise.

When a preposition follows the participle, of *is inadmissible;* as, His depending *on* promises proved his ruin. His neglecting *to* study when young rendered him ignorant all his life.

‡ Rule. *A noun before the present participle is put in the possessive case;* as, Much will depend on the *pupil's composing* frequently.

Sometimes, however, the sense forbids it to be put in the possessive case; thus, What do you think of my *horse running* to-day? means, Do you think I should let him run? but, What do you think of my *horse's running?* means, He *has* run, do you think he ran well?

RULE XIII. *The past participle is used after the verbs* have *and* be; as, I have *written* a letter; he was *chosen.**

☞ The *Present* participle of an *Active* verb, and *not* the *Perfect*, is generally used after the verb *to be*, to express the *continued suffering* of an action; as, The house *is building*,—not *is being built*.

EXERCISES TO BE PARSED AND CONSTRUED.

The British flag is respected in every land. If they had not left the ship, they might have been saved. I saw you before I was seen by you. The wind has ceased, but the sea is still tossing. Though the ball was extracted a week ago, yet he is still suffering severely from the wound.

EXERCISES TO BE CORRECTED.

He has wrote his copy. He had mistook his true interest. All the gloves that were stole last night were wove ones. His resolution was too strong to be shook by slight opposition. The horse was stole. The Rhine was froze over. She was showed into the drawing-room. The grass was trode down. The work was very well execute. His vices have weakened his mind, and broke his health.

* He soon begun to be weary of having nothing to do. He was greatly heated, and he drunk with avidity.

The bending hermit here a prayer begun.

A second deluge learning thus o'errun;
And the monks finish'd what the Goths begun.

* The *past participle* must not be used instead of the *past tense*: It is improper to say, *he begun*, for *he began*; *he run*, for *he ran*.

RULE XIV. *Pronouns agree in gender, number, and person, with the nouns for which they stand;* as, John has lost *his* book. Every tree is known by *its* fruit.

EXERCISES TO BE PARSED AND CONSTRUED.

James accompanied his mother in her journey to London. The man who loves his country will risk his life for its defence.

Night, sable goddess! from her ebon throne
In rayless majesty now stretches forth
Her leaden sceptre o'er a slumbering world.

EXERCISES TO BE CORRECTED.

They which are diligent in learning will improve. She which is most diligent should be rewarded. A horse is a useful animal, and well is she worthy of her food. Manure the garden with ashes, for it is an excellent manure for it. Can any one, on their entrance into life, be fully secure that they shall not be deceived?

* I have not seen him this ten days. Those sort of people fear nothing. The chasm made by the earthquake was twenty foot broad. There is six foot water in the hold. I have no interests but that of truth and virtue. What a dense crowd! we shall not be able to force our way through them.

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* Rule. *Nouns and numeral adjectives must agree in number according to the sense;* thus, *This* boys, should be *these* boys, because boys is plural; and six *foot*, should be six *feet*, because *six* is plural.

Whole should never be joined to distributive nouns in the plural; thus, Almost the *whole* inhabitants were present; should be, Almost *all* the inhabitants; but it may be joined to *collective* nouns in the plural; thus, *Whole* cities were swallowed up by the earthquake.

RULE XV. *The relative agrees with its antecedent in gender, number, and person;* as, Thou *who* readest; the book *which* was lost.

EXERCISES TO BE PARSED AND CONSTRUED.

The money which the miser hoards in his coffers might feed and clothe hundreds of his brethren who are in need. Tell, thou who art a father, how poignant is the anguish which the misconduct of a child produces in the parental bosom.

EXERCISES TO BE CORRECTED.

Those which seek Wisdom will certainly find her. Blessed is the man which walketh in wisdom's ways. The child which* was lost is found.

† The tiger is a beast who destroys without pity. Who of those men came to his assistance?

‡ It is the best which can be got. Solomon was the wisest man whom ever the world saw. It is the same picture which you saw before. All which I have is thine. The lady and lapdog which we saw at the window.

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* It does not appear to me that it is harsh or improper, as Mr. Murray says, to apply *who* to *children*, because they have little reason and reflection; but if it is, at what *age* should we lay aside *which* and apply *who* to them? *That* seems preferable to either. In our translation of the Bible, *who* and *that* are both applied to children, but never *which*. See 2 Sam. xii. 14, 15. Matt. ii. 16. Rev. xii. 5.

† *Which* is applied to inferior animals, and also to persons in asking questions.

‡ Rule. THAT *is used instead of* WHO *or* WHICH.

1. *After adjectives in the* superlative degree,—*after the words* Same *and* All, *and often after* Some *and* Any.

2. *When the antecedent consists of two nouns, the one requiring* Who *and the other* Which; as,—The man and the horse *that* we saw yesterday.

3. *After the interrogative* Who; as,—Who *that* has any sense of religion would have argued thus?

There seems to be no satisfactory reason for preferring *that* to *who* after *same* and *all*, except usage. There is indeed as good authority for using *who* after *all*, as for using *that*. Addison, for instance, uses *all who* several times in one paper.

RULE XVI. *When the relative is preceded by two antecedents of* different persons, *it and the verb generally agree in person with the last;* as, Thou art the *boy that was* dux yesterday.*

EXERCISES TO BE PARSED AND CONSTRUED.

I am the man who commands you. Your unknown benefactor was I, who am still ready to help you. Thou art the friend who has so often assisted me. I am the Lord thy God, who have brought thee out of the land of Egypt, out of the house of bondage.†

EXERCISES TO BE CORRECTED.

Thou art a pupil who possesses bright parts, but who hast cultivated them but little. I am a man who speak but seldom. Thou James, art he that taughtest me that industry is a good estate.

‡ The king dismissed his minister without any warning or inquiry, who had never before been known to treat his advisers with other than the utmost consideration and kindness.

* Sometimes the relative agrees with the former antecedent; as, I am verily a man who *am* a Jew. Acts xxii. 3.

The propriety of this rule has been called in question, because the relative should agree with the subject of the verb, whether the subject be next the relative or not. This is true, but it is also true that the subject is generally next the relative, and the rule is calculated to prevent the impropriety of changing from one person of the verb to another, as in the 3d example of errors to be corrected.

† When we address the Divine Being, it is, in my opinion, more pointed and solemn to make the relative agree with the *second person*. In the Scriptures this is generally done. See Neh. ix. 7, &c. In the third person singular of verbs, the solemn *eth* seems to become the dignity of the Almighty better than the familiar *es;* thus, I am the Lord thy God who *teacheth* thee to profit; who *leadeth* thee by the way that thou shouldst go: is more dignified than, I am the Lord thy God who *teaches* thee to profit; who *leads* thee.

‡ Rule. *The relative ought to be placed next its antecedent to prevent ambiguity:* thus, The boy beat his companion, whom everybody believed incapable of doing mischief; *should be*, The *boy, whom* everybody believed incapable of doing mischief, beat his companion.

RULE XVII. *When singular nominatives of different* persons *are separated by* OR *or* NOR, *the verb agrees with the person next it; as,* Either thou or I *am* in fault; I, or thou, or he, *is* the author of it.*

EXERCISES TO BE PARSED AND CONSTRUED.

Neither my sister nor I have been taught to dance. James and you were always attentive to your studies. Either my brother or I am to go. Either thy cousin or thou hast betrayed my secret. I, or you, or the boy who sits beside us, is sure to be blamed for overturning the inkbottle.

EXERCISES TO BE CORRECTED.

Either I or thou am greatly mistaken. He or I is sure of this week's prize. John or I has done it. He or thou is the person who must go to London on that business. Either he or I has done it. Neither my tutor nor I has been able to solve the problem. John and I am to sleep together. Neither you nor he are so fond of books as you ought to be. Either you or George were present when Robert and I was invited to the concert. Why didst thou and thy brother both remain silent when either thou or he shouldst have spoken in my defence?

* The verb, though expressed only to the *last* person, is understood in its proper person to each of the rest, and the sentence, when the ellipsis is supplied, stands thus, "Either thou *art* in fault, or I *am* in fault;" and the next sentence, Either I *am* the author of it, or thou *art* the author of it, or he *is* the author of it.

Supplying the ellipsis thus would render the sentences correct; but so strong is our natural love of brevity, that such a tedious and formal attention to correctness would justly be reckoned stiff and pedantic. It is better to avoid both these forms of expression when it can be conveniently done.

RULE XVIII. *A singular and a plural nominative, separated by* OR *or* NOR, *require a verb in the plural;* as, Neither the captain nor the sailors *were* saved.*

The plural nominative should be placed *next* the verb.

EXERCISES TO BE PARSED AND CONSTRUED.

Neither poverty nor riches are injurious to a man whose heart is right with God. Whether one or more were concerned in the business, does not yet appear. Neither this man nor his parents have sinned. The hardships of the campaign, or the shame of defeat, have brought him to a premature grave.

EXERCISES TO BE CORRECTED.

He or they was offended at it. The cares of this life, or the deceitfulness of riches, has choked the seeds of virtue in many a promising mind. Neither the king nor his ministers deserves to be praised.

† His meat were locusts and wild honey. His chief occupation and enjoyment were controversy.

‡ Thou and he shared it between them. You and he are diligent in reading their books, therefore they are good boys.

* The same observation may be made respecting the manner of supplying the ellipsis under this rule, that was made respecting the last. A pardonable love of brevity is the cause of the ellipsis in both, and in a thousand other instances.

† Rule I. *When the verb* TO BE *stands between a singular and a plural nominative, it agrees with the one next it, or with the one which is more naturally the subject of it;* as, "The wages of sin is death."

‡ Rule II. *When a pronoun refers to two words of* different persons, *coupled with* and, *it becomes plural, and agrees with the* First *person when* I *or* We *is mentioned; and with the* Second, *when* 1 *or* We *is not mentioned; as* "John and I will lend you *our* books." "James and you have learned *your* lessons"

RULE XIX. *It is improper to use both a noun and its pronoun as a nominative to the same verb;* as, John he is come home;—*omit *he.*

EXERCISES TO BE CORRECTED.

The king he is just. The night it was dark, and the wind it was high. My banks they are furnished with bees. The mate having persuaded the crew to mutiny, he was put in irons. That the soul be without knowledge, it is not good.

The golden rule,† if it† had been observed, the bankrupt who lost his means without any fault of his own, he would not have been so harshly treated by his creditors. ‡ Health, though it is a blessing of such worth, that money, and rank, and fame, are mere baubles in comparison, yet its true value is never known till it is impaired or lost. Whoever forms his opinion of religion from the bad conduct of many of its professors, he will form a very erroneous opinion of it indeed.

§ The modest man thou shouldst patronize him.

The friends thou hast, and their adoption tried,
Grapple them to thy soul with hooks of steel.

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* In some cases where the noun is highly emphatical, the repetition of it in the pronoun is not only allowable but even elegant; as in 1 Kings xviii. 39; see also Deut. xxi. 6.

† *Rule* and *it* are the *two nominatives;* but, contrary to the remark made at page 152, "That every nom. should belong to *some verb,* expressed or implied," the word *rule* stands by itself without having any verb with which it might agree. The same remark applies to health in the next sentence.

† It ought to be, *If the golden rule had been observed,* &c.

‡ It ought to be, *Though health is a blessing of such worth,* &c.

§ Rule, *It is improper to use both a noun and its pronoun as an objective after the same verb;* thus, I saw her the Queen at Windsor; omit *her.*

RULE XX. *Where the infinitive mood or a part of a sentence is the nominative to a verb, the verb should be in the third person singular;* as, *To err—is* human, *to forgive is* divine.* His being idle *was* the cause of his ruin.

EXERCISES TO BE PARSED AND CONSTRUED.

To be temperate in eating and drinking is the best preservative of health. To take ill usage meekly marks a noble spirit. That you should be content to stand at the foot of the class surprises me.

EXERCISES TO BE CORRECTED.

To be wickedly intent on doing mischief are death, but to be devoutly intent on doing good are life. To live soberly, righteously, and piously, are required of all men. That warm climates should accelerate the growth of the human body, and shorten its duration, are very reasonable to believe. That it is our duty to submit to reproach, insult, and all manner of suffering, rather than do the slightest thing we know to be wrong, admit not of any doubt. His hearing no evil of a friend, nor speaking any of an enemy, were an evidence of his charity.

* The *infinitive* is equal to a *noun;* thus, *To play* is pleasant, and boys love *to play;* are equal to, *Play* is pleasant, and boys love *play, p.* 66, *b.*

The *infinitive* is sometimes used instead of the present participle: as, *To advise; to attempt;* or *advising, attempting;* this substitution can be made only in the *beginning of a sentence.*

Note. Part of a sentence is often used as the *objective* after a verb: as, "You will soon find that the world does not perform what it promises." *What will you find? Ans.* That the world does not perform what it promises. Therefore the clause, *that the world does not perform, &c.,* must be the objective after *find.* Did I not tell (to) thee, that thou wouldst bring me to ruin? Here the clause, *that thou wouldst bring me to ruin,* is the objective after *tell.*

RULE XXI. *Double comparatives and superlatives are improper;* thus, Mine is a *more better* book, but John's is the *most best;* should be, Mine is a *better* book, but John's is the *best.*

EXERCISES TO BE CORRECTED.

That was the most unkindest cut of all. A more happier day I never spent. All men are, in a greater or lesser degree, foolish. I am more inferior—you are more superior. He is the chiefest* among ten thousand.

His assertion was most untrue. His work is perfect; his brother's more perfect; and his father's the most perfect of all.

Promiscuous Exercises.

I have not heard whether he has accepted the invitation. This is certainly an useful invention. The time will come when no oppressor will be able to screen themselves from punishment. The cavalry and infantry was mingled together in the utmost confusion. If thou be sure that the ice shall not break, you may slide upon it. A taste for music is more universal in Italy and Germany than in this country. A great crowd was assembled in the street, but they dispersed on the appearance of the military. The forty-second regiment suffered much at Waterloo, and vast numbers assembled in Edinburgh to witness their return.

* *Chief, universal, perfect, true, &c., imply* the superlative degree without *est* or *most.* In language sublime or passionate, however, the word *perfect* requires the superlative form to give it effect. A bridegroom enraptured with his bride would naturally call her *the most perfect* of her sex.———*Superior* and *inferior* always *imply* comparison, and require *to* after them.

RULE XXII. *Two negatives in the same sentence are improper ;** thus, I *cannot* by *no* means allow it; *should be*, I *can* by *no* means allow it, *or* I *cannot* by *any* means allow it.

EXERCISES TO BE CORRECTED.

I cannot drink no more. He cannot do nothing. I never did no harm to you. He will never be no taller. They could not travel no farther. Covet neither riches nor honours, nor no such perishing things. Nothing never affected her so much. Do not interrupt me thyself, nor let no one disturb me. I am resolved not to comply with the proposal, neither at present, nor at any other time.

Promiscuous Exercises.

The barracks for the troops are now being built. If the applicants for relief are only ten in number, I shall be able to supply their wants. She was gayer than the gayest of the ladies which adorn the Queen's court. James and I am cousins. Thy father's merits sets thee forth to view. Extravagance, as well as parsimony, are to be avoided. Prayer does not consist in mere bowing of the knee and uttering of solemn words. His shoes were quite wore out. The whole pupils of the school were present at the examination. Neither the engine-driver nor the stokers was to blame for the accident.

* Sometimes the two negatives are intended to be an affirmative; as, *Nor* did they *not* perceive him; That is, they *did* perceive him. In this case they are proper.

When one of the negatives (such as *dis*, *in*, *un*, *im*, &c.), is joined to another word, the two negatives form a pleasing and delicate variety of expression: as, His language, though simple, is *not inelegant;* that is, It is *elegant.*

RULE XXIII. *Adverbs are, for the most part, placed before adjectives, after verbs active or neuter, and between the auxiliary and the verb;* as, He is *very* attentive: She behaves *well*, and is *much* esteemed.*

EXERCISES TO BE PARSED AND CONSTRUED.

Mary is remarkably tall. Ann reads correctly, and writes elegantly. The prince seldom sleeps as soundly as the peasant. Our blessed Lord, after being cruelly scourged, was ignominiously crucified.

EXERCISES TO BE CORRECTED.

He unaffectedly and forcibly spoke, and was heard attentively by the whole assembly. In the proper disposition of adverbs, the ear carefully requires to be consulted as well as the sense.

† The women contributed all their rings and jewels voluntarily to assist the government. Having‡ not known, or having not considered, the measures proposed, he failed of success. It was on his own account solely that I went; and to see him chiefly. I state merely the facts. I have no horses; I only have a mule. He not only was wise, but good.

‖ Ask me never so much money for it.

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* This is but a *general* rule. For it is impossible to give an exact and determinate one for the placing of adverbs on all occasions. The easy flow and perspicuity of the phrase ought to be chiefly regarded.

† The adverb is sometimes placed with propriety before the verb, or at some distance after it: as, The women *voluntarily contributed* all their rings and jewels, &c. They *carried* their proposition *farther*.

Adverbs of *inference, affirmation*, and *contingency* are generally placed at the beginning of a sentence; as, *Therefore* I conclude. *Doubtless* he will come: *Perhaps* he will not.

‡ *Not*, when it qualifies the present participle, comes *before* it.

‖ *Never* is often improperly used for *ever*; thus, "If I walk *never* so fast," should be "*ever* so fast."

RULE XXIV. *Adjectives should not be used as adverbs, nor adverbs as adjectives;* as, Remarkable well, for *remarkably* well; Thy *often* indisposition, for thy *frequent* indisposition; *or*,

Adverbs qualify adjectives and verbs.—Adjectives qualify nouns.

EXERCISES TO BE CORRECTED.

They are miserable poor. They behaved the noblest. He fought bolder than his brother. He lived in a manner agreeably to the dictates of reason and religion. He was extreme prodigal, and his property is now near exhausted. They lived conformable to the rules of prudence. He speaks very fluent, reads excellent, but does not think very coherent. They came agreeable to their promise, and conducted themselves suitable to the occasion. They hoped for a soon and prosperous issue to the war.

* From hence it follows. From whence come ye? We went from thence to Oxford. Where† are you going? Bid him come here immediately. We walked there in an hour. He drew up a petition where‡ he too frequently represented his own merit. He went to London last year, since when I have not seen him. The situation where I found him.

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* Rule I. *From* should not be used before *hence, thence,* and *whence,* because it is *implied.*—In many cases, however, the omission of *from* would render the language stiff and disagreeable.

† Rule II. After verbs of motion, *hither, thither,* and *whither,* should be used, and not *here, there,* and *where.*

‡ Rule III. *When* should not be used as a noun, nor *where,* for *in which,* &c.———For *while,* see Key, 235.

Some adjectives are occasionally used to modify the action of verbs, and to express the quality of things connected with the action where *adverbs* would not do: as, Plow *deep.* Put him *right.*—Pronounce that vowel *short.*—Cut *close.* Such phrases are deemed good English.

RULE XXV. *The comparative degree, and the pronoun* other, *require* than *after them, and* such *requires* as; as, Greater *than* I;—No other *than* he;—Such *as* do well.*

EXERCISES TO BE PARSED AND CONSTRUED.

Gold is softer than silver, but harder than tin. No other than a fool would make such a rash promise. Such a studious boy as Charles is sure to take a higher place than Henry, though the latter is the cleverer of the two.†

EXERCISES TO BE CORRECTED.

He has little more of the scholar besides the name. Be ready to succour such persons who need thy assistance. They had no sooner risen but they applied themselves to their studies. This is none other but the gate of paradise. To trust in him is no more but to acknowledge his power.

† James is the wisest of the two. He is the likeliest of any other to succeed. Jane is the wittier of the three, not the wiser. Of two evils choose the least. Which of these two roads is the shortest? Which is the greater poet, Homer, Virgil, or Milton?

Of two such lessons why forget
The noblest and the manliest one?

* *Such*, meaning either a consequence, or so great, requires *that;* as, His behaviour was *such, that* I ordered him to leave the room. *Such* is the influence of money, *that* few can resist it.

† Rule. *When two objects are compared, the comparative is generally used; but when more than two, the superlative:* as, This is the younger of the two; Mary is the wisest of them all.

When the two objects form a *group*, or are not so much opposed to each other as to require *than* before the last, some respectable writers use the superlative, and say, "James is the *wisest* of the two." "He is the *weakest* of the two." The superlative is often more agreeable to the ear; nor is the sense injured. In many cases a strict adherence to the comparative form renders the language too stiff and formal.

RULE XXVI. *A pronoun after* than, *or* as, *either agrees with a verb, or is governed by a verb or preposition understood;* as, He is wiser *than* I (am); she loved him more *than* (she loved) me.*

EXERCISES TO BE PARSED AND CONSTRUED.

You praise my cousin more than me, but he is not more deserving than I. They have better abilities than we; and the prize would have been gained by them, not us, if they had been as diligent as we.

EXERCISES TO BE CORRECTED.

John can write better than me. He is as good as her. Thou art a much greater loser than me by his death. She suffers hourly more than me. They know how to write as well as him; but he is a better grammarian than them. They are greater gainers than us. She is not so learned as him. If the king give us leave, we may perform the office as well as them that do.

† Who betrayed her companion? Not me. Whom did you meet? He. Who bought that book? Him. Whom did you see there? He and his sister. Whose pen is this? Mine's.

* When *who* immediately follows *than*, it is used improperly in the objective case; as, "Alfred, *than whom* a greater king never reigned;" —*than whom* is not grammatical. It ought to be, *than who;* because *who* is the nom. to *was* understood—*Than whom* is as bad a phrase as, "He is taller *than him.*" It is true that some of our best writers have used *than whom;* but it is also true, that they have used other phrases which we have rejected as ungrammatical; then why not reject this too?

† Rule.—*The word containing the answer to a question must be in the same case with the word which asks it:* as, *Who* said that? *I* (said it). *Whose* books are these? *John's* (books).

RULE XXVII. *The distributive pronouns*, each, every, either, neither, *agree with nouns and verbs in the singular number only;* as, *Each* of his brothers *is* in a favourable situation; *Every* man is accountable for *himself; Either* of them *is* good enough.*

EXERCISES TO BE PARSED AND CONSTRUED.

Every face has its own peculiar expression. Either of the two is at your disposal. Neither of the combatants was prepared for so hard an encounter.

Each look'd to sun, and stream, and plain,
As what he ne'er might see again.

EXERCISES TO BE CORRECTED.

Let each esteem others better than themselves. Every one of the letters bear date after his banishment. Each of them, in their turn, receive the benefits to which they are entitled. Neither of them seem to have any idea that their opinions may be ill-founded. Are either of these men your friend?

† The giant had on every hand six fingers, and on every foot six toes.

‡ The king of Israel and the king of Judah sat either of them on his throne.

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* *Each* relates to two or more objects, and signifies *both* of the two, or every one of any number taken singly.

† *Every* relates to *more* than *two* objects, and signifies each of them taken individually.—It may be followed by a plural noun when the objects are taken collectively. Thus, it is quite correct to say, *Every six months.*

Either signifies the *one* or the *other*, but *not both*. *Neither* imports *not either.*

‡ *Either* is sometimes improperly used instead of *each;* as, The city London stands partly on *either* side of the river Thames; instead of, on *each* side of the river.

RULE XXVIII. *When two persons or things are contrasted,* that *refers to the first mentioned, and* this *to the last;* as, *Virtue* and *vice* are as opposite to each other as light and darkness; *that* ennobles the mind, *this* debases it.

EXERCISES TO BE CORRECTED.

Wealth and poverty are both temptations; this tends to excite pride, that discontentment. Religion raises men above themselves, irreligion sinks them beneath the brutes; that binds them down to a poor pitiable speck of perishable earth, this exalts them to the skies. Honesty and dishonesty are opposite qualities; this enhances a man's character, that degrades it. Black and white are opposite colours, and produce opposite effects; the latter absorbs heat, and is therefore cold: the former reflects it, and is therefore warm:—hence we use shirts and sheets of white, because they keep the heat better.

* Moses and Solomon were men of the highest renown; the latter was remarkable for his meekness, the former was renowned for his wisdom. I have always preferred cheerfulness to mirth; the former I consider as an act, the latter as a habit of the mind. Body and soul must part; the former wings its way to its almighty source, the latter drops into the dark and noisome grave.

* *Former* and *latter* are often used instead of *that* and *this*. They are alike in both numbers.

That and *this* are seldom applied to *persons;* but *former* and *latter* are applied to persons and things indiscriminately. In most cases, however, the repetition of the noun is preferable to either of them.

RULE XXIX. *In the use of verbs and words, that in point of time relate to each other, the order of time must be observed; for example,* I remember him these many years, *should be,* I have remembered him, &c.*

EXERCISES TO BE CORRECTED.

I know that worthy family more than twenty years, and they continue to honour me with their friendship all that time. The next new-year's day I shall be at school three years. The court laid hold on all the opportunities which the weakness or necessities of princes afford it, to extend its authority. He studies hard that he might have a well informed mind. His sickness was so great, that I often feared he would have died before our arrival. It has long been known that the ford could be safely taken only in summer.

† I always intended to have rewarded my son according to his merit. We have done no more than it was our duty to have done. From the little conversation I had with him, he appeared to have been a man of letters. It was a pleasure to have received his approbation of my labours. I intended to have written you last week.——‡ I have been at London last year. He has been told three months ago not to tell lies. He has done it before. He has lately lost an only son.

* The best general rule that can be given, is *To observe what the sense necessarily requires.*

† Rule. *After the Past Tense, the* present *infinitive (and not the* perfect) *should be used;* as, I intended to *write* to my father, and not, I intended to *have* written:—for however long it now is since I thought of writing, to *write* was then present to me, and must still be considered as present when I bring back that time, and the thoughts of it.

‡ See page 25, Middle.—Key, p. 121.

RULE XXX. *It is improper to place a clause of a sentence between a possessive case and the word which usually follows it; thus,* He slept at the Duke's, as it is called, Arms; *should be,* He slept at the Duke's Arms, as it is called.

EXERCISES TO BE CORRECTED.

They very justly condemned the prodigal's, as he was called, senseless and extravagant conduct. They implicitly obeyed the protector's, as they called him, imperious mandates. Beyond this, the arts cannot be traced of civil society. These are David's, the king, priest, and prophet of the Jewish people's psalms. This is Paul's, the Christian hero, and great apostle of the Gentiles' advice. The last month, as you know, of the year is December.

* Howsoever beautiful they appear, they have no real merit. In whatsoever light we view him, his conduct will bear inspection. On whatsoever side they are contemplated, they appear to advantage. Howsoever much he might despise the maxims of the king's administration, he kept a total silence on that subject. No man should voluntarily go in the way of temptation, howsoever high his previous attainments in virtue.

† Whoso is habitually idle will at last feel sorrow and regret.

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* Rule. Whichsoever *and* whatsoever *are often divided by the interposition of the corresponding word; thus,* On whichsoever side the king cast his eyes: *Should be,* On *which side soever* the king, &c.

I think this rule unnecessary, if not improper.—It would be better to say, *However* beautiful, &c. See my reasons, Key, p. 123, Nos. 247–8–9.

† *Whoso* is an *old* word used instead of *he that;* as, *Whoso is indolent will never be happy;* it should be, *He that,* &c.

RULE XXXI. *Before names of places.*

To—is used after a verb of motion; as, We *went* to Spain.
At—is used after the verb *to be;* as, I *was* at Leith.
In—is used before names of countries and large cities; as, I live *in* England, *in* London.
At—is used before villages, towns, and foreign cities; as, He resided *at* Gretna Green; *at* Leeds; *at* Rome.

EXERCISES TO BE CORRECTED.

They have just arrived in Leith, and are going to Dublin. They will reside two months at England. I have been to London, after having resided at France; and I now live in Bath. I was in the place appointed long before any of the rest. We touched in Liverpool on our way for New York. He resides in Mavisbank in Scotland. She has lodgings at George Square.*

† Ah! unhappy thee, who are deaf to the calls of duty and of honour. O happy‡ us, surrounded with so many blessings. Woe's he, for he is a confirmed drunkard.

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* One inhabitant of a city, speaking of another's residence, says, He stays in Bank Street; or if the word *number* be used, *at* No. — Princes Street.—K. 195–6.

† Rule. The interjections *Oh!* and *Ah!* &c. generally require the *objective* case of the *first* personal pronoun, and the *nominative* of the *second;* as, Ah *me!* O *thou* fool! O *ye* hypocrites! Woe's *thou*, would be improper; it should be, Woe's *thee;* that is, Woe is to *thee.*

‡ *Interjections* sometimes *require* the objective case after them, but they never *govern* it. In the first edition of this Grammar, I followed Mr Murray and others in leaving *we*, in the exercises, to be turned into *us;* but that it would be *we*, and not *us*, is obvious; because it is the *Nom.* to *are* understood; Thus, *Oh* happy *are we*, or Oh *we are* happy (being) surrounded with so many blessings.

As interjections, owing to quick feelings, express only the *emotion* of the mind, without stopping to mention the *circumstances* that produced them; many of the phrases in which they occur are very elliptical, and therefore a verb or preposition must be understood. *Me*, for instance, in *Ah me*, is governed by *befallen* or *upon* understood; Thus, *Ah*, what mischief has *befallen* me, or come *upon* me.

Oh is used to express the emotion of *pain, sorrow*, or *surprise.*
O is used to express *wishing, exclamation*, or a direct *address* to a person.

RULE XXXII. *Certain words and phrases must be followed with appropriate prepositions; such as,*

Accuse *of*
Abhorrence *of*
Acquit *of*
Adapt *to*
Agreeable *to*
Averse *to*—see p. 115, *b*.
Bestow *upon*
Boast or brag *of**
Call *on* or *for*—p. 114, *b*.
Change *for*
Confide *in*†
Conformable *to*
Compliance *with*
Consonant *to*
Conversant *with*, *in*—p. 115, *b*.
Dependent *upon*—p. 114, *b*.
Derogation *from*
Die *of* or *by*
Differ *from*
Difficulty *in*
Diminution *of*
Disappointed *in* or *of*—p. 151.
Disapprove *of*‡
Discouragement *to*
Dissent *from*
Eager *in*
Engage *in*
Exception *from*
Expert *at* or *in*
Fall *under*
Free *from*
Glad *of* or *at*—p. 115, *b*.
Independent *of* or *on*
Insist *upon*
Made *of*
Marry *to*
Martyr *for*
Need *of*
Observance *of*
Prejudice *against*
Profit *by*
Provide *with*
Reconcile *to*
Reduce *under* or *to*—p. 115. *b*.
Regard *to*,
Replete *with*
Resemblance *to*
Resolve *on*
Swerve *from*
Taste *for* or *of*—p. 152.
Think *of* or *on*—p. 114, *b*.
True *to*
Wait *on*
Worthy *of*§

* *Boast* is often used without *of*; as, For if I have *boasted* anything.

† The same preposition that follows the *verb* or *adverb* generally follows the *noun* which is derived from it: as, Confide *in*, confidence *in*; disposed *to* tyrannize, a disposition *to* tyranny; independently *of*.

‡ *Disapprove* and *approve* are frequently used without *of*.

§ *Of* is sometimes omitted, and sometimes inserted after *worthy*.

Many of these words take other prepositions after them to express other meanings; thus, for example, Fall *in*, to concur, to comply. Fall *off*, to forsake. Fall *out*, to happen. Fall *upon*, to attack. Fall *to*, to begin eagerly to eat; to apply himself *to*. Fall *from*, to revolt from.

Exercises on Rule xxxii.

He was totally* dependent of the papal crown. He accused the minister for betraying the Dutch. You have bestowed your favours to the most deserving persons. His abhorrence to gaming was extreme. I differ with you. The English were very different then, to what they are now. In compliance to his father's advice. I dissent with the judgment of the court. It is no discouragement for the authors. The wisest princes need not think it any diminution to their greatness, or derogation to their sufficiency, to rely upon counsel. Is it consonant with our nature? Conformable with this plan. Agreeable with the sacred text. Call for your uncle.†

The river abounds with trout. He had no regard for his father's commands. Thy prejudice to my cause. It is more than they thought for.‡ There is no need for it. Reconciling himself with the king. No resemblance with each other. Upon such occasions as fell into their cognizance. I am engaged with writing. We profit from experience. He swerved out of the path. He is resolved in going to the Persian court. Expert of his work.

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* *Dependent, dependence,* &c. are spelled indifferently with *a* or *e* in the last syllable.

† Call *for*—is to *demand,* to *require.* Call *on,* is to pay a short *visit;* to *request;* as, While you call *on* him—I shall call *for* a bottle of wine.

‡ The authorities for *think of* and *think on* are nearly equal. The latter, however, abounds more in the Scriptures than the former; as, Think *on* me when it shall be well with thee: Think *upon* me for good: Whatsoever things are true, &c. think *on* these things. But *think of* is perhaps more common in modern publications.

Exercises on Rule xxxii.

Expert on deceiving. The Romans reduced the world* to their own power. He provided them of every thing. We insist in it. He seems to have a taste in such studies.

He died for thirst. He found none on whom he could safely confide. He was accused for it. It was very well adapted for the purpose. He acquitted me from any imputation. You are conversant† with that science. They boast in their great riches. Call of James to walk with you. When we have had a true taste for the pleasures of virtue, we can have no relish for those of vice. I rejoic in your success. He is glad of accidents.‡ She is glad at his company. A strict observance after times and fashions. This book is replete in errors. These are exceptions to the general rule. He died a martyr to Christianity. This change is to the better. His productions were scrupulously exact, and conformable with all the rules of correct writing. He died of the sword. She finds a difficulty of fixing her mind. This prince was naturally averse§ from war. A freeholder is bred with an aversion from subjection.

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* Reduce *under* is to subdue. In other cases *to* follows it; as, To reduce *to* practice, *to* fractions, &c.

† We say conversant *with* men in things. Addison has conversant *among* the writings of the most polite authors, and conversant *about* worldly affairs. Conversant *with* is preferable.

‡ *Glad of* is perhaps more proper, when the cause of joy is something gained or possessed; and *glad at*, when something befalls another; as, Jonah was exceedingly glad *of* the gourd; *He that is glad at the misfortunes of others rarely escapes misfortune himself.*

§ *Averse* and *aversion* require *to* after them rather than *from*; but both are used, and sometimes even by the same author.

RULE XXXIII. All the parts of a sentence should correspond to each other, and a regular and dependent construction throughout be carefully preserved.* For example, the sentence, "He was more beloved, but not so much admired, as Cinthio," is inaccurate; because *more* requires *than* after it, which is nowhere found in the sentence. It *should be*, He was more beloved *than* Cinthio, but not so much admired.

A proper choice of words, and a perspicuous arrangement, should be carefully attended to.

EXERCISES TO BE CORRECTED.

The reward is his due, and it has[29] already, or will hereafter, be given to him. He was guided by interests always different[32], sometimes contrary to those of the community. The intentions of some of these philosophers, nay of many, might[29] and probably were good. No person was ever so perplexed[11], or sustained[25] mortifications as he has done to-day. He was more bold and active[25], but not so wise and studious as his companion. Ye will not study your lessons diligently, that ye might[29] be esteemed, commended, and rewarded. Sincerity is as valuable[11], and even more valuable[26], than knowledge. The greatest masters of critical learning differ[32] among one another.

But from this dreary pēriod the recovery of the empire was become desperate; no wisdom could obviate its decādence. He was at one time thought to be a supposititious child.

* This rule is scarcely of any value as a rule; for every sentence on this page, except the last two, may be corrected by the preceding rules, as the reference by small figures will show; but it has been retained, because, where two words require a different construction, it will tend to correct the common error of forgetting the construction of the former word, and adhering to that of the latter.

RULE XXXIV. *Of the* ARTICLES. *A* or *an* is used before nouns in the singular number only. *The** is used before nouns in both numbers.

The article is omitted before a noun that stands for a *whole species;* and before the names of minerals, metals, arts, &c.

The last of two nouns after a comparative should have no article when they both refer to *one* person; as, He is a better reader than writer.

To use the *Articles* properly, is of the greatest importance: but it is impossible to give a rule applicable to every case.

EXERCISES TO BE CORRECTED.

Reason was given to a man to contrōl his passions. The gold is corrupting. A man is the noblest work of the creation. Wisest and best men are sometimes betrayed into errors. We must act our part with a constancy, though reward of our constancy be distant. The odour or the smell of a body is part of the body itself. Purity has its seat in the heart: but extends its influence over so much of outward conduct, as to form the great and material part of a character. At worst, I could but incur a gentle reprimand. The profligate man is seldom or never found to be the good husband, the good father, or the beneficent neighbour.

† He has been much censured for paying a little attention to his business. So bold a breach of order called for little severity in punishing the offender.

* *The* is used before an *individual* representing the whole of its species, when compared with another individual representing another species; thus, *The* dog is a more grateful animal than *the* cat; *i. e. All* dogs are more grateful than cats.

† A nice distinction of the sense is sometimes made by the use or omission of the article *a*. If I say, he behaved with a little reverence; I praise him a little. If I say, he behaved with little reverence; I blame him.

RULE XXXV. An *ellipsis*, or *omission* of some words, is frequently admitted. Thus, instead of saying, He was a learned man, he was a wise man, and he was a good man; we say, He was a *learned*, *wise*, and *good* man.

EXERCISES TO BE CORRECTED.

A house and a garden. The laws of God, and the laws of man. Avarice and cunning may acquire an estate; but avarice and cunning cannot gain friends. His crimes had brought him into extreme distress, and extreme perplexity. He has an affectionate brother and an affectionate sister. By presumption, and by vanity, we provoke enmity, and we incur contempt. Our duties require to be impressed on us by admonition, and to be recommended by example. He is temperate, he is disinterested, he is benevolent. Perseverance in laudable pursuits will reward all our toils, and will produce effects beyond our calculation. He went, not by the road, but through the fields, in the hope of thereby shortening his journey. Destitute of principle, he regarded neither his family, nor his friends, nor his reputation. He insulted every man and every woman in the company. The temper of him who is always in the bustle of the world, will be often ruffled and will be often disturbed.

* He regards his word, but thou dost not regard it. They must be punished, and they shall be punished. We succeeded, but they did not succeed.

* The auxiliaries of the compound tenses are often used alone: as, We have done it, but thou *hast* not; *i. e.* thou *hast* not *done* it.

RULE XXXVI. *An ellipsis is not allowable when it would obscure the sentence, weaken its force, or be attended with an impropriety;* for example, "We speak *that* we do know, and testify *that* we have seen," should be, We speak *that which* we do know, and testify *that which* we have seen.

EXERCISES.

* A noble spirit disdaineth the malice of fortune; his greatness of soul is not to be cast down. A house and† orchard. A horse and ass. A learned and amiable young man. I gladly shunned who gladly fled from me. A taste for useful knowledge will provide for us a great and noble entertainment when others leave us. They enjoy also a free constitution and laws. The captain had several men died in his ship of the scurvy. I must, however, be so candid to own I have been mistaken. The sacrifices of virtue will not only be rewarded hereafter, but recompensed even in this life. Oh, piety! Virtue! how insensible have I been to thy charms! That is a property most men have, or at least may attain. There is nothing men are more deficient in, than knowing their own characters. Why do some men injure their own reputation by doing that which is not lawful to do? Neither has he, nor any other persons, suspected so much dissimulation.

* A noble spirit disdaineth, &c. should be, *A man of a* noble spirit disdaineth, &c. This will render the sentence consistent with the rules of grammar and with common sense; to talk of the *soul* of a *spirit* is ridiculous.

† The article being once expressed, the repetition of it becomes unnecessary, except when a different form of it is requisite; as, A house and *an* orchard; and when some peculiar emphasis requires a repetition; as, Not only *the* year, but *the* day and *the* hour, were appointed.

CONSTRUCTION.

The four following lines are construed by way of example. They were parsed at page 56. They are construed here, because the pupil should now be able to apply the Rules of Syntax.

Oh how stupendous was the power
That raised me with a word;
And* every day and every hour,
I lean upon the Lord.

How stupendous, adverbs are for the most part placed before adjectives, &c. *A power* is understood thus; *stupendous a power*,† an adjective agrees with a noun. *A power*, the article *a* is used before nouns in the singular number only—*the power, the* is used before nouns in *both* numbers—the *power was*, a verb agrees with its nominative—the *power that*, the relative agrees with its antecedent, &c. *That raised*, a verb agrees with its nom. *Raised me*, an active verb governs the objective case—*With a word*, prepositions govern the objective—*A word*—*A* is used before nouns in the singular, &c. (*During* is understood) *during every day*, prepositions govern the objective case—*Every day*, an adjective agrees with a noun—*Day* and *hour*, conjunctions couple the same cases of nouns and pronouns; for *hour* is governed by *during* understood again—*Every hour*, an adjective agrees, &c. *I lean*, a verb agrees with its nominative—*Upon the Lord*, prepositions govern the objective case.

The possessive pronouns, *My, Thy, His, Her, Our, Your, Their*, and *Its*, must be construed exactly like nouns in the *possessive case*, for a pronoun is an exact resemblance of a noun in *every* thing but *one;* namely, it will not admit of an *adjective* before it like a noun. *His* is equal to *John's*, and *her* to *Ann's*, and *their* to the *men's*, in the following sentences.

John lost *his* gloves, *i. e.* John lost *John's* gloves. Ann found *her* book, *i. e.* Ann found *Ann's* book. The men took off *their* hats, *i. e.* the men took off the *men's* hats. The garden is productive, and *its* fruit is good, *i. e.* the *garden's* fruit. In all these cases, and in such phrases as, *my* house, *thy* field—*our* lands—*your* estates—*their* property—*whose* horse—the rule is, "When two nouns come together, signifying different things, the first is put in the possessive case."

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* It is impossible to construe bad grammar. *And* here is so very vaguely used, that the rule, "Conjunctions couple the same moods and tenses of verbs, and the same cases of nouns and pronouns," will not apply in this passage.

† Or, how stupendous *the power was;* but it is certainly better to supply *a power*, thus; O how stupendous *a power* was the power that raised me with a word.

PROMISCUOUS EXERCISES ON THE RULES OF SYNTAX.

John writes pretty. Come here, James. Where are you going, Thomas? I shall never do so no more. The structure of plants are highly curious. Was you present at last meeting? He need not be in so much haste. He dare not act otherwise than he does. Him whom they seek is in the house. George or I is the person. They or he is much to be blamed. The troop consist of fifty men. She has been ill this two months. A pillar sixty foot high. His conduct evinced the most extreme vanity. These trees are remarkable tall. He acted bolder than was expected. This is he who I gave the book to. Eliza always appears amiably. She goes there to-morrow. From whence came they? Who do you lodge with now? He was born at London, but he died in Bath. If he be sincere I am satisfied. Her father and her were at church. The master requested him and I to read more distinctly. It is no more but his due. Flatterers flatter as long and no longer than they have expectations of gain. John told the same story as you told. This is the largest tree which I have ever seen.

PROMISCUOUS EXERCISES.

Let he and I read the next chapter. She is free of pain. Those sort of dealings are unjust. David the son of Jesse was the youngest of his brothers. You was very kind to him, he said. Well, says I, what does you think of him now? James is one of those boys that was kept in at school, for bad behaviour. Thou, James, did deny the deed. Neither good nor evil come of themselves. We need not to be afraid. He expected to have gained more by the bargain. You should drink plenty of goat milk. It was him who spoke first. Do you like ass milk? Is it me that you mean? Who did you buy your grammar from? If one takes a wrong method at first setting out, it will lead them astray. Neither man nor woman were present. I am more taller than you. She is the same lady who sang so sweetly. He was a member of the most strictest society of Christians I ever saw. Is not thy wickedness great? and thine iniquities infinite? There was more sophists than one. If a person have lived twenty or thirty years, he should have some experience. If this were his meaning, the prediction has failed. Fidelity and truth is the foundation of all justice. His associates in wickedness will not fail to mark the alteration of his conduct. My father and my mother they set me a good example.

PROMISCUOUS EXERCISES.

The crowd were so great that the Lord Mayor and Aldermen with difficulty made their way through them. Why find fault with a man if he have done thee no harm? I wrote to, and cautioned the captain against it. Every member of the body, every bone, joint, and muscle, lie exposed to many disorders. He acted independent in the transaction. It is not me who he is in love with. He which commands himself, commands the whole world. Nothing is more lovelier than virtue.

The peoples happiness is the statesmans honour. Changed to a worser shape thou canst not be. I have drunk no spirituous liquors this six years. He is taller than me, but I am stronger than him. Solid peace and contentment consists neither in beauty or riches, but in the favour of Heaven. After who did you run in so much haste? I met your father, than who a worthier man is not to be found. Abuse of mercies ripen us for judgement. Peter and John is not at school to-day. Three of them was taken into custody. To study diligently, and behave genteelly, is commendable. The enemies who we have most to fear are those of our own hearts. Rĕgulus was reckoned the most consummate warrior that Rome could then produce. Suppose life never so long, fresh accessions of knowledge may still be made.

PROMISCUOUS EXERCISES.

Surely thou who reads so much in the Bible, can tell me what became of Elijah. Neither the master nor the scholars is reading. Trust not him, whom, you know, is dishonest. I love no interests but that of truth and virtue. Every one of the rebels were banished from his native country. No one can be blamed for taking due care of their health. If I had known the distress of my friend, it would be a pleasure to me to relieve him.

I have read Popes Homer, and Drydens Virgil. He that is diligent you should commend. There was an earthquake which made the earth to tremble. A simile and a metaphor is figures of speech which nearly resembles each other. I cannot commend him for justifying hisself when he knows that his conduct was so very improper. He was very much made on at school. Wisdom and virtue is undoubtedly a better inheritance than gold and silver. If he is alone, tell him the news; but if there is anybody with him, do not tell him. They ride faster than us. Though the news be strange, it is not unworthy of credit. If he does but approve my endeavours, it will be an ample reward. Was it him who came last? Yes, it was him.

> For ever in this humble cell,
> Let thee and I, my fair one, dwell.

Before the discovery was made of America[30].

PROMISCUOUS EXERCISES.

Every man should act suitable to his character and station in life. His speech was delivered very distinct. I only spoke three words on that subject. The ant and the bee sets a good example before dronish boys. Neither borrow, neither lend, lest thou lose thy loan and friend. I expected to have found him better. Hannibal was one of the greatest generals whom the world ever saw. The middle station of life seems to be the most advantageously situated for gaining of wisdom.

These are the rules of grammar, by the observing which you may avoid mistakes. The king conferred on him the title of a duke. My exercises are not well wrote, I do not hold my pen well. Grammar teaches us to speak proper. She accused her companion for having betrayed her. I will not dissent with her. Nothing shall make me swerve out of the path of duty and honour. Who shall I give it to? Who are you looking for? It is a diminution from, or a derogation of his dignity. It fell into their notice or cognizance. He writes as well as me, but I read better than him. That is a book which I am much pleased with. I have been to see the coronation, and a fine sight it was. That picture of the emperor's is a very exact resemblance of him. Every thing that we here enjoy, change, decay, and come to an end. It is not him they blame so much.

PROMISCUOUS EXERCISES.

No people has more faults than they that pretend to have none. The laws of Draco is said to have been wrote with blood. It is so clear, or so obvious, as I need not explain it. She taught him and I to read. The more greater a bad man's accomplishments are, the more dangerous he is to society, and the more less fit for a companion. All have their faults, and each should endeavour to correct their own. Let your promises be few, and such that you can perform.

His being at enmity with Cæsar and Antony were the cause of perpetual discord. Their being forced to their books when out of school and tired with study, have been the reason why many have hated books all their lives. There was a coffee-house at that end of the town, in which several gentlemen used to meet of an evening. Do not despise the state of the poor, lest it becomes your own condition. It was his duty to have interposed his authority in an affair of so much importance. He spent his whole life in the doing good. Art thou the traveller who discoveredst these interesting remains? The winter has not been so severe as we expected it to have been. When sickness, infirmity, or reverse of fortune overtake us, the character and kindness of our friends is put to the test. Whoever said so, he has told a falsehood.

PROMISCUOUS EXERCISES.

A lampoon, or a satire, does not carry in them robbery or murder. Neither you nor she were mistaken in her conjectures. My sister and I, as well as my brother, are employed in their respective occupations. He repents him of that indiscreet action. It was me, and not him, that wrote it. A clock cannot go without a weight or spring. I shall take care that no one shall suffer no injury. Both Luther and Melancthon were sincere and zealous Reformers; but Luther was the most intrepid. This jackanāpes has hit me in a right place enough. Two times two is four. Ten times ten is one hundred. It is her riches, not her beauty, that attracts so many suitors. To do to others as we would that they should do to us, it is our duty. This grammar was purchased at Ogle's the bookseller's. The council was not unanimous.

Who spilt the ink upon the table? Him. Who lost this book? Me. Whose pen is this? Johns. There is in fact no impersonal verbs in any language. He differs very much in opinion with his brother. Had I never seen ye, I had never known ye. The ship Mary and Ann were restored to their owners. If we consult the improvement of mind, or the health of body, it is well known exercise is the great instrument for promoting both. A man may see a metaphor or an allegory in a picture, as well as read them in a poem.

PROMISCUOUS EXERCISES.

I had no sooner placed her at my right hand, by the fire, but she opened to me the reason of her visit. A prudent wife, she shall be blessed. The house you speak of, it cost me five hundred pounds. Steady application, as well as genius, are necessary to eminence in the fine arts. Not only the counsel's and attorney's, but the judge's opinion also favoured his cause. It was the men's, women's, and children's lot, to suffer great calamities. Leaves serve the same purpose in the vegetable world, which lungs do amongst animals. This palace had been the grand Sultan's Mahomet. This clock is seldom or ever right. Though he behave never so well.

* I am purposed. He is arrived. They are deserted from their regiment. Whose works are these? They are Cicero, the most eloquent of men's. The mighty rivals are now at length agreed. The time of William making the experiment at length arrived. Let them be whom they may, we will boldly confront them. The group of islands were soon in sight. This picture of the king's does not much resemble him. These pictures of the king were sent to him from Italy. He who committed the offence, thou shouldst correct, not I, who am innocent.

* Rule. *It is improper to use a neuter verb in the passive form.* Thus, I am purposed—He is arrived: should be, I *have* purposed—He *has* arrived.———From this rule there are a number of exceptions; for it is allowable to say, He *is* come. She *is* gone, &c.

PROMISCUOUS EXERCISES.

But Thomas, one of the twelve, called Didymus, was not with the disciples at that time. These are observations, that a long and chequered pilgrimage have enabled me to make on man. After I visited Europe, I returned to America. To us is now addressed in the gospels our blessed Saviour's words. In his conduct was treachery, and in his words faithless professions. The orators did not forget to enlarge themselves on so popular a subject. He acted conformable with his instructions, and cannot be censured justly.

No person could speak stronger on this subject, nor behave nobler, than our young advocate, for the cause of toleration. They were studious to ingratiate with those who they believed to be the chief men of the tribe. The house framed a remonstrance, where they spoke with great freedom of the king's prerogative. Neither flatter or contemn the rich or the great. Many would exchange gladly their grandeur and riches, for that more quiet and humbler station, which thou art now dissatisfied with. He esteemed it a high honour to have been allowed to converse with the princes. Many persons will not believe but what they are free from prejudices. It is very masterly done. This word I have only found in Spenser. The king being apprized of the conspiracy, he fled from Jerusalem.

PROMISCUOUS EXERCISES.

A too great variety of studies dissipate and confuse the mind. James was resolved to not indulge himself in such a cruel amusement. They admired the rustic's, as they called him, candour and uprightness. The pleasure or pain of one passion differ from those of another. The court of Spain, who* gave the order, were not aware of the consequences. There was much spoke and wrote on either side of the question, but I know not which of the contending parties were in the right.

Religion raises men above themselves; irreligion sinks them beneath the brutes; that binds them down to a speck of perishable earth; this gives them wings to soar to the skies. Every element seemed to conspire towards the destruction of the ship. There were rugged precipices on either side of the river. This task was the easier performed, from the cheerfulness with which he embarked on it. It is easier to build two chimneys than maintain one. As his misfortunes were the fruit of his own obstinacy, a few persons pitied him. To these terms he had no objections to comply. Riches is the bane of many, and a blessing only to a few. I wrote to my brother before I received his letter.

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* *Which* is applied to *collective* nouns composed of *men*.—*See* p. 153, mid.

PROMISCUOUS EXERCISES.

When Garrick appeared, Peter was for some time in doubt whether it could be him or not. Are you living contented in spiritual darkness? The company was very numerous. Every office of authority should be intrusted to persons on whom the public can confide. The shepherd was observed ascend the hill. You did not acquaint me with what you intended to have done. There remains but two obstacles to be surmounted. Nor let no comforter delight my ear. She was six years elder than him. They were obliged to contribute more than us. The Barons had little more to rely on, besides the power of their families. The sewers (shōres) must be kept so clear, as the water may run away. Such among us who follow that profession. Nobody is so sanguine to hope for it. She behaved unkinder than I expected. Agreeable to your request I send this letter. Thomas is not as docile as his sister. There was no other book but this. He died by a fever. Every man's heart and temper is productive of much joy or bitterness. What avails professions of sanctity without a holy life? The army were drawn up in haste. The public is respectfully informed, that, &c. His uneasiness, not to say his apprehensions, were shared by his followers. Who art thou who would oppose the king? Henry, though at first he showed an unwillingness, yet afterwards he granted his request.

PROMISCUOUS EXERCISES.

Him and her live very happily together. She invited Jane and I to see her new dress. She uttered such cries that pierced the heart of every one who heard them. Maria is not as clever as her sister Ann. Though he promises ever so solemnly, I will not believe him. The full moon was no sooner up in its brightness, but she turned the dark waters of the lake into a mirror of silver. It rendered the progress very slow of the new invention. This book is Thomas', that is James'. Socrates's wisdom has been the subject of many a conversation. Fare thee well, James. Who, who has the judgement of a man, would have drawn such an inference? George was the most diligent scholar whom I ever knew. I have observed some children to use deceit. He durst not to displease his master. I trust I shall profit from your advice and by your example. Several of our English words, some centuries ago, had different meanings to those they have now. Take not away the life[36] you cannot give. With this booty he made off to a distant part of the country, where he had reason to believe that neither he nor his master were known. You should be happy; for yours is health, wealth, and wisdom too. I have been at London. Which is likely to tell the true time—the railway clock or your watch? Thompson, the watchmaker and the jeweller, from London were of the party.

PROMISCUOUS EXERCISES.

Which of the two masters shall we most esteem? He who commends his scholars when they are diligent, and strives to inspire them with a generous emulation, or another who will lash them severely for every mistake or blunder, however slight, into which they have fallen? The doctor, in his last lecture, said that fever always produced thirst. Every person who was consulted were of this opinion. Mankind is more united by the bonds of friendship at present than it was formerly. The most perfect pleasures in this world are always mingled with some bitterness. The excellence of many discourses consist in their brevity. If you are reproved for your faults, be not angry with him that reproves you; but thank him for it. Your peace will be more unbroken.

She always behaved with great severity to her maids; and if any of them were negligent of their duty, or made a slip in their conduct, nothing would serve her but burying the poor girls alive. He had no master to instruct him; he had read nothing but the writings of Moses and the prophets, and had received no lessons from the Socrates's,* the Plato's, and the Confucius's of the age. There is no disease as dangerous as the want of common sense.

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* The *Possessive case* must not be used for the *plural* number. In this quotation from Baron Haller's Letters to his Daughter, the proper names should have been pluralized like common nouns; thus, From the *Socrateses*, the *Platoes*, and the *Confuciuses* of the age.

PROMISCUOUS EXERCISES.

If it were not for the Bible and the pulpit, most of us would be still as ignorant of the true God and eternal life, if not more ignorant, than the idolaters of ancient Greece and Rome.

Every man that counts his minutes, and lets no part of time pass, without making a right use of it, him shalt thou imitate.

The Duke had not behaved with that loyalty as was expected.

Milton seems to have been well acquainted with his own genius, and known what it was that nature had bestowed upon him more bountifully than upon others.

John did not meet us at the hour he himself had appointed. We were shocked at his want of punctuality, and would afterwards have asked the cause.

He sought delights of a much more inferior and unprofitable nature. I saw nobody there which I knew, though, agreeable to your instructions, I have been constantly observant of all around me.

Here rages force, here tremble flight and fear,
Here storm'd contention, and here fury frown'd.

The Crētan javelin reach'd him from afar,
And pierced his shoulder as he mounts his car.

He only* promised me a loan of the book for two days. I was once thinking to have written a poem.

* This sentence expresses one meaning as it stands. It may be made to express other four by placing *only* after *me*, or *loan*, or *book*, or *days*.

PROMISCUOUS EXERCISES.

A slow but attentive child will often be found to get lessons by heart as soon as, nay sometimes sooner, than one who, though ten times as clever, is less industrious.

In his writings there are not only beauty of style, but originality of thought.

No man is likely to prove either an instructive or an agreeable companion, if he be reserved and taciturn; if he be fretful and peevish; if he be positive and dogmatical in his opinions; if he be given to self-display; if he affect wit, and is full of puns, or quirks, or quibbles.

Though he has neither books or the means of buying them, still, as far as I can judge, he is equal to most of us in general information.

> Then finish, dear Chloe, this pastoral war,
> And let us. like Horace and Lydia, agree;
> For thou art a girl as much brighter than her,
> As he was a poet sublimer than me.

There are many more shining qualities in the mind of man, but there is none so useful as discrĕtion.

We need not to leave home and to traverse distant lands, to find marvels. Mr. Locke having been introduced by Lord Shaftesbury to the Duke of Buckingham and Lord Halifax, these three noblemen, instĕad of conversing with the philosopher on literary subjects, in a very short time sat down to cards.

PROMISCUOUS EXERCISES.

Bad Arrangement.

They proposed to divide equally the spoil.

To man has been given the power of speech only.

It is your light fantastic fools, who have neither heads nor hearts, in both sexes, who, by dressing their bodies out of all shape, render themselves ridiculous and contemptible.

And how can brethren hope to partake of their parent's blessing that curse each other?

The supēriority of others over us, though in trivial concerns, never fails to mortify our vanity, and give us vexation, as Nicōle admirably observes.

Noah, for his godliness, and his family, were the only persons preserved from the Flood.

What hinge could the most skilful workman contrive that might be used as often and for so long a term of years without being disordered or worn out, as our elbow-joint.

The sun is larger greatly than this whole earth, though seemingly smaller than the dial it illuminates.

A great stone that I happened to find, after a long search, by the seashore, served me for an anchor.

It is true what he says, but it is not applicable to the point.

On going to bed, we feel the blankets warm, on a winter night, and the sheets cold.

PROMISCUOUS EXERCISES.

Bad Arrangement.*

The senate of Rome ordered that no part of it should be rebuilt; it was demolished to the ground, so that travellers are unable to say where Carthage stood at this day.

Thus ended the war with Antīochus, twelve years after the second Punic war, and two after it had been begun.

Upon the death of Claudius, the young Emperor, Nero, pronounced his funeral oration, and he was canonized among the gods, who scarcely deserved the name of a man.

Galērius abated much of his severities against the Christians on his death-bed, and revoked those edicts which he had formerly published, tending to their persecution, a little before his death.

The first care of Aurēlius was to marry his daughter Lucilla once more to Claudius Pompēīānus, a man of moderate fortune, &c.

But at length, having made his guards accomplices in their designs, they set upon Maximin while he slept at noon in his tent, and slew both him and his son, whom he had made his partner in the empire, without any opposition.

Aurēlian defeated the Marcomanni, a fierce and terrible nation of Germany, that had invaded Italy, in three several engagements.

* The exercises on this page are all extracted from the octavo edition of Goldsmith's Roman History, from which many more might be got. It is amazing how many mistakes even our most popular authors have made.

Ambiguity.

You suppose him younger than I.

This may mean, either that you suppose him younger than I *am*, or that you suppose him to be younger than I suppose him to be.

Parmēnio had served with great fidelity Philip, the father of Alexander, as well as himself, for whom he first opened the way into Asia.

Here we are apt to suppose the word *himself* refers to Parmēnio, and means that he had not only served *Philip*, but he had served himself at the same time. This however is not the meaning of the passage. If we arrange it thus, the meaning will appear. "Parmēnio had not only served Philip the father of Alexander with great fidelity, but he had served *Alexander himself*, and was the first that opened the way for him into Asia.

Belisarius was general of all the forces under the emperor Justinian the First, a man of rare valour.

Who was a man of rare valour? The *emperor Justinian*, we should suppose, from the arrangement of the words; but this is not the case, for it was *Belisarius*. The sentence should have stood thus, "Belisarius, a man of rare valour, was general of all the forces under the emperor Justinian the First."

Lisias promised to his father never to abandon his friends.

Whether were they his own friends or his *father's* whom Lisias promised never to abandon? If his *own*, it should be, "Lisias promised and said to his father, I will never abandon *my friends*. If his *father's*, it should be, Lisias promised and said to his father, I will never abandon *your* friends."

TAUTOLOGY.

Tautology, or the repetition of a thought or word, already fully expressed, is improper.

EXAMPLES.

The † *latter end* of that man shall be peace.
Whenever I try to improve, I † *always* find I can do it.
I saw it *in here*—I saw it *here*.
He was † *in here* yesterday when I spoke to him.
Give me *both of them* books—Give me *both those* books.*
They *both* met—They met.
I *never* fail to read, *whenever* I can get a book—*When*.
You must *return* † *back* immediately.
First of all I shall say my lesson—*First* I shall say, &c.
Before I do that, I must † *first* finish this.
He *plunged* † *down* into the water.
Read from *here* to *there*—From *this* place to *that*.
Lift † *up* your book. He mentioned it † *over again*.
This was the luckiest accident *of all* † *others*.
I ran after him a little way; but soon returned † *back* † *again*.
I cannot tell † *for why* he did it.
Learn † *from hence* to study the Scriptures diligently.
Where shall I begin † *from* when I read.
We must do this *last* † *of* † *all*. *Hence* † *therefore*, *I say*.
I found nobody † *else but* him there.
Smoke *ascends* † *up* into the clouds.
We hastily *descended* † *down* from the mountain.
He *raised* † *up* his arm to strike me.
We were † *mutually* friendly to *each other*.
It should † *ever* be your *constant* study to do good.
As soon as I awoke I *rose* † *up* and dressed myself.
I leave town in the † *latter end* of July.

☞ *Avoid the following vulgar phrases.*—Behoof, behest, fell to work, wherewithal, quoth he, do away with, long winded, chalked out, pop out, must needs, got rid of, handed down, self same, pell mell, that's your sort, tip him the wink, pitched upon. —— *Subject matter* is a tautological phrase. —— *Subject* is enough; as, The *subject* of this discourse: and not the *subject matter*—which is harsh and *vulgar*.

† The word immediately *after* the *dagger* is to be *omitted*, because it is superfluous. * *These*, if the person has them in his hand.

IMPROPER EXPRESSIONS.

My every hope,—*should be*,	*All my* hopes.
Frequent opportunity.	Frequent *opportunities*.
Who finds him in money?	Who finds him money?
He put it in his pocket.	He put it *into* his pocket.
No less than fifty persons.	No *fewer* than fifty persons.
The two first steps are new.	The *first two* steps are new.
The three last verses.	The *last three* verses.
Be that as it will.	Be that as it *may*.
About two years back.	About two years *ago*.
He was to come as this day.	He was to come this day.
They retreated back.	They retreated.
It lays on the table.	It *lies* on the table.
I turned them topsy turvy.	I *overset* them.
I catch'd it.	I *caught* it.
How does thee do?	How *dost thou* do?
Overseer over his house.	Overseer *of* his house.
Opposite the church.	Opposite *to* the church.
Provisions were plenty.	Provisions were *plentiful*.
A new pair of gloves.	A *pair of new* gloves.
A young beautiful woman.	A beautiful young woman.
Where do you come from?	*Whence* do you come?
Where are you going?	*Whither* are you going?
For such another fault.	For another such fault.
Of consequence.	Consequently.
Having not considered it.	Not having considered it.
I had rather not.	I *would* rather not.
For good and all.	Totally and completely.
This here house, says I.	This house, *said* I.
Where is it? says I to him.	Where is it? *said* I to him.
I propose to visit them.	I *purpose* to visit them.
He spoke contemptibly of me.	He spoke *contemptuously* of me.
It is apparent.	It is *obvious*.
In its primary sense.	In its *primitive* sense.
I heard them *pro* and *con*.	I heard *both* sides.
I an't hungry.	I *am not* hungry.
I want a scissors.	I want a *pair of* scissors.
A new pair of shoes.	A *pair of new* shoes.
I saw him some ten years ago.	I saw him ten years ago.
I met in with him.	I *met with* him.
The subject matter.	The subject. (*See* p. 139 near *bot.*)
I add one more reason.	I add *one reason more*.
He was in eminent danger.	In *imminent*.

IMPROPER EXPRESSIONS.

Do you mind how many chapters are in Job?—*remember.*
His public character is undeniable—*unexceptionable.*
The wool is cheaper;—but the cloth is as dear as ever—omit *the* in both places.
They gained five shillings the piece by it—*a-piece.*
It is not worth a sixpence—*sixpence.*
A letter conceived in the following words—*expressed.*
He is much difficulted—*at a loss; puzzled.*
He behaved in a very gentlemany manner—*gentleman-like.*
The poor boy was ill-guided—*ill-used.*
There was a great many company—*much company.*
He has been misfortunate—*unfortunate.*
A momentuous circumstance—*momentous.*
You will some day repent it—*one* day repent *of* it.
Severals were of that opinion—*several*, i. e. several persons.
He did it in an overly manner—in a *careless.*
He does everything pointedly—*exactly.*
An honestlike man—*A tall good-looking man.*
At the expiry of his lease—*expiration.*
If I had ever so much in my offer—*choice.*
Have you any word to your brother?—*message.*
The cock is a noisy beast—*fowl.*
Are you acquaint with him?—*acquainted.*
Were you crying on me?—*calling.*
Direct your letters to me at Mr. B.'s, Edinburgh—*address.*
He and I never cast out—never *quarrel.*
He took a fever—*was seized with* a fever.
He was lost in the river—*drowned* (if the body was got).
That militates against your doctrine—*operates.*
If I am not mistaken—*if I mistake not.*
You may lay your account with opposition—*you may expect.*
He proposes to buy an estate—*purposes.*
He pled his own cause—*pleaded.*
Have ye plenished your house?—*furnished.*
I shall notice a few particulars—*mention.*
I think much shame—*I am much ashamed.*
Will I help you to a bit of beef?—*shall.*
They wared their money to advantage—*laid out.*
Will we see you next week?—*shall.*
She thinks long to see him—*She longs* to see him.
It is not much worth—it is not *worth much.*
They are all at issue—*at variance.*

IMPROPER EXPRESSIONS.

Is he going to the school?—*to school.*
He has got the cold—*a cold.*
Say the grace—*say grace.*
I cannot go the day—*to-day.*
A four square table—*a square table.*
He is cripple—*lame.*
Get my big coat—*great coat.*
Hard fish—*dried fish.*
A novel fashion—*new fashion.*
He is too precipitant—*hasty.*
Roasted cheese—*toasted.*
Go over the bridge—*across.*
Sweet butter—*fresh.*
I have a sore head—*headache.*
A stupenduous work—*stupendous.*
A tremenduous work—*tremendous.*
I got timous notice—*timely.*
A summer's day—*summer day.*
An oldish lady—*elderly.*
A few broth—*some.**
I have nothing ado—*to do.*
Ass milk—*ass's.*
Take a drink—*draught.*
A pair of partridges—*a brace.*
Six horse—*horses.*
A milk cow—*milch.*
Send me a swatch—*pattern.*
He lays in bed till nine—*lies.*
I mind none of them things—*those.*
Give me them books—*these.*
Close the door—*shut.*
Let him be—*alone.*
Call for James—*on*—p. 114 † *b.*
Chap louder—*knock.*
I find no pain—*feel.*
I mean to summons—*summon.*
Will I help you?—*shall.*
Shall James come again?—*will.*
He has a timber leg—*a wooden.*
I an't angry—*I am not.*
That there house—*that house.*
I differ with you—*from.*
I have ate enough—*eaten.*
Call for your uncle—*upon.*
He has risen the price—*raised.*
That is not mine's—*mine.*
Go and pull berries—*gather.*
Pull roses—*pluck* or *gather.*
To harry a nest—*rob.*
He begins to make rich—*grow.*
Mask the tea—*infuse.*
I was maltreated—*ill used.*
He mants much—*stammers.*
I see'd him yesterday—*saw.*
A house to set—*to be let*—K. p. 86. *b.*
Did you tell upon him—*inform.*
Come here—*hither.*
A house to sell—*to be sold*—K. p. 86
I knowed that—*knew.*
That dress sets her—*becomes.*
She turned sick—*grew.*
He is turned tall—*grown.*
This here boy—*this boy.*
It is equally the same—*it is the same.*
It is split new—*quite.*
That there man—*that man.*
What pretty it is!—*how.*
His is far neater—*much.*
That's no possible—*not.*
I shall go the morn—*to-morrow.*
I asked at him—*asked him.*
Is your papa in?—*within.*
He was married on—*to.*
Come in to the fire—*nearer.*
Take out your glass—*off.*
I find no fault to him—*in.*
Cheese and bread—*bread and cheese.*
Milk and bread—*bread and milk.*
Don't sit on the door—*near.*
Come, say away—*come, proceed.*
Do bidding—*be obedient.*
He is a widow—*widower.*
He stops there—*stays, dwells, lodges.*
Shall they return soon?—*will.*
Will we go home now?—*shall.*
He misguides his book—*abuses.*
He don't do it well—*does not.*
That stone lays well—*lies.*
I dissent with you—*from.*
I will stay at home—*shall.*
See that he does it—*do it.*
Where did you lay all night—*lie.*

* *Broth* is always *singular*—*Powdered* beef is beef *sprinkled* with salt to preserve it for a few days. *Salt* beef is beef properly seasoned with salt.

MISCELLANEOUS OBSERVATIONS.

Additional Remarks under the 4th Rule of Syntax.

1. When *and* is *understood*, the verb must be plural; as wisdom, happiness, (and) virtue, *dwell* with the golden mēdiocrity.

Some think, that when two singular nouns, coupled with *and*, are nearly the same in meaning, the verb may be singular; as, Tranquillity and peace *dwells* there. Ignorance and negligence *has* produced this effect. This, however, is improper; for *tranquillity* and *peace* are *two* nouns or names, and two make a *plural;* therefore the verb should be plural.

2. Two or more singular nouns coupled with *and*, require a verb in the *singular* number, when they denote only *one* person or thing; as, That able scholar and critic *has* been eminently useful.

3. Many writers use a *plural noun* after the 2d of two numeral adjectives; thus, the first and second *pages* are torn. This I think improper; it should rather be, The first and second *page*, *i. e.* the first *page* and the second *page* are torn:—*are*, perhaps; because independently of *and*, they are *both* in a torn state.——*Generation*, *hour*, and *ward* are singular in Exodus xx. 5. Matt. xx. 5. Acts xii. 10.

And and *Not.*

4. When *not* is joined to *and*, the negative clause forms a parenthesis, and does not affect the construction of the other clause or clauses; therefore, the verb in the following and similar sentences should be singular. Genuine piety, and not great riches, *makes* a death-bed easy; *i. e.* Genuine piety

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makes a death-bed easy, and great riches do not *make* it easy. Her prudence, not her possessions, *renders* her an object of desire.

Every, And.

5. When the nouns coupled with *and* are qualified by the distributive *Every*, the verb should be *singular;* as, Every man and woman *was* astonished at her fortitude. Every boy and girl *was* taught to read.—See Rule XXVII.

With and *And.*

6. When a *singular* noun has a clause joined to it by *with*, it is often difficult to determine whether the *verb* should be *singular* or *plural*, especially as our most reputable authors use sometimes the one and sometimes the other: for example, some would say, My uncle, with his son, *was* in town yesterday. Others would say, My uncle, with his son, *were* in town yesterday.

If we take the *sense* for our guide, and nothing else can guide us in a case of this kind, it is evident that the verb should be *plural;* for both *uncle* and *son* are the *joint* subjects of our affirmation, and declared to be both in the *same* state.

When we perceive from the sense that the noun *before With* is *exclusively* the real subject, then the verb should be *singular;* thus, *Christ*, with his three chosen disciples, *was* transfigured on the mount. Here the verb is singular, because we know that none but Christ was transfigured; the disciples were not *joint* associates with him; they were mere spectators. There seems to be an ellipsis in such sentences as this, which, if supplied in the present,

would run thus: Christ (who was attended) with his three chosen disciples, was transfigured on the mount.

Mr. Murray, however, thinks that the verb should be *singular* in the following and similar sentences. "Prosperity, with humility, *renders its* possessor truly amiable." "The side A, with the sides B and C *composes* the triangle." In my opinion, on the contrary, the verb should be *plural*. For, in the first sentence, it is not asserted that prosperity *alone* renders its possessor truly amiable, but prosperity and humility *united*, and co-operating to produce an effect in their *joint* state, which they were incapable of achieving in their *individual* capacity.

If true, as Mr. Murray says, that "the *side A*," in the second sentence, is the *true* nominative to the verb, then it follows, of course, that the two sides, B and C, have no agency or no share in forming the triangle, and consequently that the side *A alone* composes the triangle. It is obvious, however, that *one* side cannot form a triangle or three-sided figure, and that the sides B and C are as much concerned in forming the triangle as the side A, and therefore the verb should be *plural*.

Upon the whole, we may venture to give the two following general rules.

1. That wherever the noun or pronoun *after With* exists, acts, or suffers *jointly* with the singular nominative *before* it, the verb should be *plural;* as, "She with her sisters *are* well." "His purse with its contents *were* abstracted from his pocket." "The general with his men *were* taken prisoners." In these sentences the verb is *plural*, because the words *after With* are as much the *subject* of dis-

course as the words *before it*—her sisters were *well*, as well as she; the *contents*, as well as the purse, were abstracted; and the *men*, as well as the general, were taken prisoners. If, in the first example, we say—*is* well, then the meaning will be, she is well when in *company* with her sisters; and the idea that her *sisters* are *well* will be entirely *excluded*.

2. When the noun after *with* is a mere involuntary or inanimate *instrument*, the verb should be *singular;* as, The captain with his men *catches* poor Africans and *sells* them for slaves. The squire with his hounds *kills* a fox. Here the verb is *singular*, because the men and hounds are not *joint* agents with the captain and squire; they are as much the mere instruments in their hands as the *gun* and *pen* in the hands of *He* and *She* in the following sentences. He with his gun *shoots* a hare. She with her pen *writes* a letter.

Of the Articles, with several Adjectives.

A or *the* is prefixed only to the first of several adjectives qualifying one noun; as, A meek and holy man: but the article should be repeated, before each adjective, when each adjective relates to a generic word applicable to every one of the adjectives. For example, "The black and white cows were sold yesterday; the red will be sold to-morrow."

Here cows is the *generic* word, applicable to each of the adjectives, *black*, *white*, and *red*, but for want of *the* before *white*, we are led to suppose that the *black* and *white* cows mean only *one* sort, which are speckled with spots of black and white; and if this is our meaning, the sen-

tence is right; but if we mean *two* different sorts, the one all black and the other all white, we should insert the article before *both;* and say, *The* black and *the* white cows, *i. e.* The black cows and the white cows were sold.

Some think this distinction of little importance; and it is really seldom attended to even by good writers; but in some cases it is necessary, although in others there cannot, from the nature of the thing, be any mistake. In the following sentence, for instance, the repetition of *the* before *horned* is not *necessary,* although it would be proper. "The *bald* and *horned* cows were sold last week." Here there can be no mistake, *two* sorts were sold; for a cow cannot be bald and horned too.

The same remark may be made respecting the *Demonstrative* pronouns that has been made respecting the *articles;* as, "*That* great and good man," means only *one* man: but *that* great and *that* good man would mean *two* men; the one a *great* man, the other a *good.*

They—Those.

They stands for a noun already introduced, and should never be used till the noun be mentioned. *Those,* on the contrary, points out a noun not previously introduced, but generally understood. It is improper therefore to say, *They* who tell lies are never esteemed. *They* that are truly good must be happy. We should say, *Those* who tell lies, and *those* that are truly good; because we are *pointing out* a particular class of persons, and not referring to nouns previously introduced. A noun when not

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expressed after *this*, *that*, *these*, and *those*, is always understood.

Another—One—Every.

Another corresponds to *one;* but not to *some* nor to *every*. Thus, "Handed down from *every* writer of verses to *another*," *should be*, From *one* writer of verses to *another*. "At *some* hour or *another*," *should be*, At *some* hour or *other*.

One is often used in familiar phrases (like *on* in French) for *we* or any *one* of us indiscriminately; Thus, *One* is often more influenced by example than by precept. The verb and pronoun with which *one* agrees should be *singular*. Thus, If *one* take a wrong method at first, it will lead *them* astray: should be, It will lead *one* astray, or it will lead *him* astray.

That and *those.*

It is improper to apply *that* and *those* to things *present* or just *mentioned*. Thus, "They cannot be separated from the subject which follows; and for *that* reason," &c., should be, And for *this* reason, &c. "*Those* sentences which we have at present before us:" should be, *These*, or *the* sentences which we have, &c.

As Follows; as Appears.

As is often used as a Personal or Relative pronoun, and in both *numbers*, and in these cases it should be construed as a pronoun; as, "His words were as *follow*," that is, His words were *those which* follow. Here *as* is *plural*, because *words*, its antecedent, is plural. His description was as *follows*. Here *as* is *singular*, because *description*, its antecedent, is singular; that is, His description was *this which* follows.

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This account of *as*, though in unison with Dr. Crombie's, is at variance with that of Dr. Campbell and Mr. Murray. They explain the following sentences thus: "The arguments advanced were nearly *as follows;*" "The positions were, *as appears*, incontrovertible." That is, say they, "as *it follows*," "as *it appears.*" What *it?* The *thing*. What thing?—*It*, or thing, cannot relate to *arguments*, for arguments is *plural* and *must* have a plural pronoun and verb. Take the ordinary method of finding out the nominative to a verb, by asking a question with the verb, and the true nominative will be the answer: Thus, What follows? and the answer is, The *arguments follow*. It must be obvious, then, that *it* cannot be substituted for *arguments*, and that *as* is equal to *those which*, and that the verb is not *impersonal* but the *third person* plural, agreeing with its nominative *which*, the last half of *as*. In the second example, *as appears*, is a mere parenthesis, and does not relate to *positions* at all; but still the *as* is a pronoun. Thus, the positions, *it appears*, were incontrovertible.

They say, however, if we use *such* before *as*, the verb is no longer *impersonal*, but agrees with its nominative in the *plural* number; as, "The arguments advanced were nearly *such* as *follow.*" "The positions were *such* as *appear* incontrovertible." This is, if possible, a greater mistake than the former: for what has *such* to do with the following *verb? Such* means of *that kind*, and expresses the quality of the *noun* repeated, but it has nothing to do with the verb at all. Therefore the construction must be the same with *such* that it is with *as*, with

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this difference in meaning, that when *such as* is used, we mean of *that kind* which follows.

When we say "His arguments are *as follow*," we mean *those* arguments which follow are *verbatim* the very *same* that he used. But when we say, "His arguments were *such* as follow," we convey the idea, that the arguments which follow are *not* the very *same* that he used; but that they are only of the same *nature* or *kind*.

Their position, however, that the verb should be plural, can be made out by a circumlocution, thus: "His arguments were nearly *such* arguments as those which follow are:" but this very solution would show the error into which they have fallen in such phrases as, *as follows*, *as appears*, for they will not admit of similar solutions. We cannot say, "His arguments are nearly as the arguments which *follows is*."*

This means, &c.

The word *means* in the singular number, and the phrases, *By this means*, *By that means*, are used by our best and most correct writers when they denote instrumentality; as, *By means of death*, &c. By *that means* he preserves his superiority.—*Addison.*

Good writers use the noun *mean* in the singular number only to denote *mediocrity*, *middle state*, &c. as, This is a *mean* between the two extremes.

This means and *that means* should be used only

* Addison and Steele have used a *plural verb* where the antecedent to *as* is plural. See Tatler, No. 62, 104.—Spec. No. 513. Dr. Campbell, in his Philosophy of Rhetoric, vol. ii. p. 7, has mistaken the construction of these phrases.

when they refer to what is singular; *these means* and *those means*, when they respect plurals; as, He lived temperately, and by *this means* preserved his health. The scholars were attentive, industrious, and obedient to their tutors; and by *these means* acquired knowledge.

Amends.

Amends is used in the same manner as *means;* as, Peace of mind is *an* honourable *amends* for the sacrifices of interest. In return, he received the thanks of his employers, and the present of a large estate: *these* were ample *amends* for all his labours.

Into, in.

Into is used after a verb of motion: and *in*, when motion or rest *in* a place is signified; as, They *cast* him *into* a pit; I walk *in* the park.

So and *such.*

When we refer to the *species* or *nature* of a thing, the word *such* is properly applied; as, *Such* a temper is seldom found; but when *degree* is signified, we use the word *so;* as, *So* bad a temper is seldom found.

Disappointed of, disappointed in.

We are disappointed *of* a thing when we do not get it, and disappointed *in* it when we have it, and find that it does not answer our expectations; as, We are often disappointed *in* things, which, before possession, promised much enjoyment. I have frequently desired their company, but have hitherto been disappointed *of* that pleasure.

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Taste of, and *Taste* for.

A taste *of* a thing implies actual enjoyment of it; but a taste *for* it implies only a capacity for enjoyment; as, When we have had a true taste *of* the pleasures of virtue, we can have no relish *for* those of vice. He had a taste *for* such studies, and pursued them earnestly.

The Nominative and the Verb.

When the nominative case has *no personal* tense of a verb, but is put *before* a *participle*, independent of the rest of the sentence, it is called the *case absolute;* as, *Shame* being lost, all virtue is lost; *him* destroyed; *him* descending; *him* only excepted; —*him*, in all these places, should be *he.*

Every *Verb*, except in the infinitive mood or the participle, ought to have a *nominative* case, either expressed or implied; as, *Arise*, let us go home; that is, *Arise ye.*

Every *Nominative* case should belong to some *verb*, either expressed or implied; as, "To whom thus *Adam*," i. e. *spoke.* In the following sentence, the word *virtue* is left by itself, without any verb with which it might agree. "Virtue, however it may be neglected for a time, men are so constituted as ultimately to acknowledge and respect genuine merit:" it should be, However *much virtue may* be neglected, &c. The sentence may be made more elegant by altering the arrangement of the words: thus, Such is the constitution of men, *that virtue*, however much it may be neglected for a time, *will* ultimately be acknowledged and respected.—*See Rule* XIX.

The nominative is commonly placed *before* the

verb; but it is sometimes put *after* it, or between the auxiliary and the verb.—See Parsing, No. *e.*

Them is sometimes improperly used instead of *these* or *those;* as, Give me *them* books, for *those* books, or *these* books.

What is sometimes improperly used for *that;* as, They will never believe but *what* I have been to blame; it should be, But *that* I have been, &c.

Which is often improperly used for *that;* thus, After *which* time; should be, After *that* time.

Which is applied to *collective* nouns composed of men; as, The court of Spain *which;* the company *which,* &c.

Which, and not *who,* should be used after the name of a person used merely as a *word;* as, The court of Queen Elizabeth, *who* was but another name for prudence and economy; it should be, *which* was but another, or, *whose name* was, &c.

It is and *it was* are often used in plural construction; as, *It is* they that are the real authors. *It was* the heretics that first began to rail, &c.—*They* are the real authors. The *heretics* first began, &c. would perhaps be more elegant.

The neuter pronoun *it,* is frequently joined to a noun or pronoun of the masculine or feminine gender; as, *It* was *I; It* was the *man.*

Adjectives, in many cases, should not be separated from their nouns, even by words which modify their meaning; thus, A large enough number; a distinct enough manner; should be, A number large enough; a manner distinct enough. The *adjective* is frequently placed *after* the noun which it qualifies; as, Goodness *divine;* Alexander the *Great.*

MISCELLANEOUS OBSERVATIONS.

All is sometimes emphatically put after a number of particulars comprehended under it; as, Ambition, interest, honour, *all* these concurred.

Never generally precedes the verb; as, I *never* saw him: but when an auxiliary is used, *never* may be placed either between it and the verb, or before both; as, He was *never* seen; or, he *never* was seen.

The *present participle* is frequently introduced without any obvious reference to any *noun* or *pronoun;* as, Generally *speaking*, he behaves well. *Granting* his story to be true, &c. A pronoun is perhaps understood; as, *We* speaking; *We* granting.

Sometimes a *neuter* verb governs an objective, when the noun is of the same import with the verb; thus, to dream a *dream;* to run a *race.* Sometimes the noun after a neuter verb is governed by a preposition understood; as, He lay six hours in bed, *i. e. during* six hours.

The same verbs are sometimes used as *active*, and sometimes as *neuter*, according to the sense; thus, *Think*, in the phrase, "*Think* on me," is a *neuter* verb; but it is *active* in the phrase "Charity *thinketh* no evil."

It is improper to change the form of the second or third person singular of the auxiliaries in the *compound tenses* of the subjunctive mood; thus, If thou *have* done thy duty. Unless he *have* brought money. If thou *had* studied more diligently. Unless thou *shall* go to-day. If thou *will* grant my request, &c.; should be, If thou *hast* done thy duty. Unless he *has* brought. If thou *hadst* studied. Unless thou *shalt* go, &c.

MISCELLANEOUS OBSERVATIONS.

It is improper to vary the second person singular in the *past* subjunctive (except the verb *to be*). Thus, If thou *came* not in time, &c.; If thou *did* not submit, &c.; *should be*, If thou *camest* not in time; If thou *didst* not submit.

The following phrases are strictly grammatical.

If thou *knewest* the gift. *If* thou *didst* receive it. *If* thou *hadst* known. *If* thou *wilt* save her. *Though* he *hath* escaped the sea. *That* thou *mayst* be loved. We also properly say, *If* thou *mayst*, *mightst*, *couldst*, *wouldst*, or *shouldst* love.

Of Capitals.

1. The first word of every book, or any other piece of writing, must begin with a capital letter.

2. The first word after a period, and the answer to a question, must begin, &c.

3. Proper names, that is, names of persons, places, ships, &c.

4. The pronoun *I*, and the interjection *O*, are written in capitals.

5. The first word of every line in poetry.

6. The appellations of the Deity; as, God, Most High, &c.

7. Adjectives derived from the proper names of places; as, Grecian, Roman, English, &c.

8. The first word of a quotation, introduced after a colon; as, Always remember this ancient maxim: "*Know* thyself."

9. Common nouns when personified; as, Come, gentle *Spring*.

*Directions for Superscriptions, and Forms of Address to Persons of every Rank.**

To the King's Most Excellent Majesty,—*Sire*, or *May it please your Majesty*—Conclude a petition with, *Your Majesty's most Loyal and Dutiful Subject.*

To the Queen's Most Excellent Majesty,—*Madam*, or *May it please your Majesty.*

To his Royal Highness the Prince Consort,—*May it please your Royal Highness.*

To his Royal Highness the Duke of Cambridge,—*May it please your Royal Highness.*

In the same manner address every other member of the Royal Family, *male* or *female.*

To his Grace the Duke of ———,† *My Lord Duke, Your Grace*, or, *May it please your Grace.*

To the Most Honourable the Marquis of ———, *My Lord Marquis, Your Lordship.*

To the Right Honourable the Earl of ———, *My Lord, Your Lordship.*

To the Right Honourable the Lord Viscount ———, *My Lord, May it please your Lordship.*

To the Right Honourable Lord ———, *My Lord, May it please your Lordship.*

The wives of Noblemen have the same titles (but in the feminine gender) with their husbands, thus:

To her Grace the Duchess of ———, *May it please your Grace.*

To the Right Honourable Lady —— ———, *My Lady, May it please your Ladyship.*

The titles of *Lord* and *Right Honourable* are given to all the sons of *Dukes and Marquises*, and to the *eldest* sons of *Earls;* and the title of *Lady* and *Right Honourable* to all their daughters. The *younger* sons of Earls and *all* the sons of Viscounts and Barons are styled *Honourable.*

Right Honourable is due to Earls, Viscounts, and Barons, and to all the members of her Majesty's Most‡ Honourable Privy

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* The *Superscription* or what is put on the *outside* of a letter is printed in Roman characters, and begins with *To*. The terms of *address* used in *beginning* either a letter, a petition, or a verbal address, are printed in *Italic* letters immediately after the Superscription.

† The *blanks* are to be filled up with the *real* Name and Title.

‡ The Privy Councillors taken collectively are styled Her Majesty's Most Honourable Privy Council.

FORMS OF ADDRESS.

Council—To the Lord Mayors of *London*, *York*, and *Dublin*, and to the Lord Provost of *Edinburgh*, during the time they are in *office*—To the Speaker of the House of Commons—To the Lord Advocate of Scotland—To the Lords Commissioners of the Treasury, Admiralty, Trade and Plantations, &c.

The House of Peers is addressed thus, To the Right Honourable the Lords Spiritual and Temporal of the United Kingdom of Great Britain and Ireland in Parliament assembled,—*My Lords, May it please your Lordships.*

The House of Commons is addressed thus: To the Honourable the Knights, Citizens, and Burgesses of the United Kingdom of Great Britain and Ireland in Parliament assembled—*Gentlemen, May it please your Honourable House.*

The sons of Viscounts and Barons are styled Honourable; and their daughters have their letters addressed thus: To the Honourable Miss or Mrs —— ———.

Noblemen, or men of title in the army or navy, use their title by rank, such as *General*, before their title by birth, such as *Lord*, *Honourable*, *Sir*, &c., thus, *General Lord* ———, *Admiral the Honourable* —— ———, *Colonel Sir* —— ———.

The Commissioners of Customs—the Commissioners of Inland Revenue—the Governor and Deputy Governor of the Bank of England, &c., are addressed collectively as *Honourable.*

Her Majesty's Commissioner to the General Assembly of the Church of Scotland is styled *His Grace the Lord High Commissioner.* The General Assembly itself is styled *The Venerable.* The Provincial Synods of the Church are styled *Very Reverend;* and Presbyteries, *Reverend.*

Judges of the Court of Session in Scotland are addressed, The Honourable Lord ———.

The title *Excellency* is given to Ambassadors, Plenipotentiaries, Field-Marshals, Commanders-in-Chief, Governors-General, to the Lord Lieutenant, and to the Lords Justices of Ireland. —Address such thus:

To his Excellency Sir ———, Bart., Her Britannic Majesty's Envoy Extraordinary and Minister Plenipotentiary to the Court of Tuscany,—*Your Excellency, May it please your Excellency.*

The title *Right Worshipful* is given to the Sheriffs, Aldermen, and Recorder of London; and *Worshipful* to the Aldermen and Recorders of other Corporations, and to Justices of the Peace in England,—*Sir, Your Worship.*

Clergymen are styled *Reverend*, and when written to are ad-

FORMS OF ADDRESS.

dressed thus: To the Reverend Mr. ———, or, To the Reverend —— ———.*

Archbishops and Bishops, Deans, and Archdeacons, are addressed thus:

To his Grace the Lord Archbishop of ———, or, To the Most Reverend Father in God, ———, Lord Archbishop of ———, *My Lord, Your Grace.*

To the Right Reverend the Lord Bishop of———, or, To the Right Reverend Father in God, ———, Lord Bishop of———. *My Lord, Your Lordship.*

To the Very Reverend the Dean of ———, or to the Very Reverend Dr. —— ———, Dean of ———.

To the Venerable the Archdeacon of ———, or, To the Venerable —— ———, Archdeacon of ———.

Principals of Colleges in Scotland (being Clergymen) are styled *Very Reverend;* and the same title is given to the Moderator of the General Assembly.

The general address to Clergymen is, *Sir*, and when written to, *Reverend Sir.—Deans and Archdeacons* are usually called *Mr. Dean, Mr. Archdeacon.*

When the Principal of a University is a layman, he is to be addressed according to his title of Knight, Doctor, &c., thus: To Sir D. B., Knight, &c. &c., Principal of the University of E.; To Dr. J. D. F., &c. &c., Principal of the University of St. A.; when written to, *Sir.* The other Professors thus: To Dr. D. R., Professor of Logic in the University of E.—*Doctor.* If a Clergyman, say, To the Rev. Dr. J. R., Professor of, &c.—*Reverend Doctor.*

Those who are not *Drs.* are styled *Esquire*, but not *Mr.* too; thus, To J. P. Esq., Professor of Humanity in the University of Edinburgh,—*Sir.* If he has a literary title it may be added; thus, To J. P., Esq., A. M., Professor of, &c.

Magistrates, Barristers at Law or Advocates, and Members of Parliament, viz. of the House of Commons (these last have *M. P.* after Esq.), and all gentlemen in independent circumstances, are styled *Esquire*, and their wives *Mrs.*

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* It seems to be unsettled whether *Mr.* should be used after *Reverend* or not. In my opinion it should; because it gives a clergyman his own honorary title over and above the common one. May we not use the Rev. *Mr.* as well as the Rev. *Dr.*? Besides, we do not always recollect whether his name is *James* or *John*, &c. Mr., in such a case, would look better on the back of a letter than a long ill-drawn *dash*, thus, *The Rev.* —— ———. In short, *Mr.* is used by our best writers after Reverend, but not uniformly.

The words *To the*, not being necessary on the *back* of a letter, are seldom used. In addressing *Bills* they are necessary.

Of PUNCTUATION.

Punctuation is the art of pointing written composition in such a manner as may naturally lead to its proper meaning, construction, and delivery.

Of the Comma. [,]

Rule I.

A simple sentence in general requires only a full stop at the end; as, True politeness has its seat in the heart.

Rule II.

The simple members of a compound sentence are separated by a comma; as, Crafty men contemn studies, simple men admire them, and wise men use them. He studies diligently, and makes great progress.

Rule III.

The persons in a direct address are separated from the rest of the sentence by commas; as, *My Son*, give me thine heart. *Colonel*, Your most obedient. I thank you, *sir*. I am obliged to you, *my friends*, for your kindness.

Rule IV.

Two words of the same part of speech, whether nouns, adjectives, verbs, participles, or adverbs, do not admit of a comma between them, when coupled with a conjunction; as, James *and* John are good. She is wise *and* virtuous. Religion expands *and* elevates the mind. By being admired *and* flattered, she became vain. Cicero spoke forcibly *and* fluently. When the conjunction is suppressed, a comma is inserted in its place; as, He was a plain, honest man.

Of the Comma.

Rule V.

Three or more nouns, adjectives, verbs, participles, or adverbs, are separated by commas; as, The sun, the moon, and the stars, are the glory of nature.

When words follow in *pairs*, there is a comma between each *pair;* as, Truth is fair and artless, simple and sincere, uniform and constant.

Rule VI.

All phrases or explanatory sentences, whether in the beginning, middle, or end of a simple sentence, are separated from it by commas; as, *To confess the truth*, I was in fault. *His father dying*, he succeeded to the estate. The king, *approving the plan*, put it in execution. Paul, *the apostle of the Gentiles*, was eminent for his zeal and knowledge. Victoria, *queen of Great Britain.* I have seen the emperor, *as he was called. In short*, he was a great man.—*See* p. 162.

Rule VII.

The verb *to be*, followed by an adjective, or an infinitive with adjuncts, is generally preceded by a comma; as, To be diligently employed in the performance of real duty, is honourable. One of the noblest of the Christian virtues, is to love our enemies.*

Rule VIII.

A comma is used between the two parts of a sentence that has its natural order inverted; as, *Him that is upright in his dealings*, honour ye.

* Some insert a comma both *before* and *after* the verb *to be* when it is near the middle of a long sentence, because the *pronunciation* requires it; but that is a bad reason; for pauses and points are often at variance.

Of the Comma.

Rule IX.

Any remarkable expression resembling a quotation or a command, is preceded by a comma; as, There is much truth in the proverb, *Without pains no gains.* I beseech you, *be honest.*

Rule X.

Relative pronouns admit of a comma before them in some cases, and in some not.

When several words come between the relative and its antecedent,* a comma is inserted; but not in other cases; as, There is no *charm* in the female sex *which* can supply the place of virtue. It is *labour* only *which* gives the relish to pleasure. The first *beauty* of style is propriety, *without which* all ornament is puerile and superfluous. It is barbarous to injure *those from whom* we have received a kindness.

Rule XI.

A comma is often inserted where a verb is *understood*, and particularly before *not*, *but*, and *though*, in such cases as the following: John has acquired much knowledge; his brother, (has acquired) little. A man ought to obey reason, *not* appetite. He was a great poet, *but* a bad man. The sun is up, *though* he is not visible.

A comma is sometimes inserted between the two members of a *long* sentence connected by comparatives; as, Better is a little with a contented mind, than great wealth and much trouble with it. As thy diligence, so shall thy success be.

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* That is, when the relative clause is merely *explanatory*, the relative is preceded by a comma.

Of the Comma.

Rule XII.

It has been stated in Rule VI. that explanatory words and phrases, such as *perfectly*, *indeed*, *doubtless*, *formerly*, *in fine*, &c., should be separated from the context by a comma.

Many adverbs, however, and even phrases, when they are considered of little importance, should *not* be separated from the rest of the sentence by commas; as, Be ye *therefore* upright. *Peradventure* I shall be at home. All things *indeed* decay. *Doubtless* thou art our friend. They were *formerly* very studious. He was *at last* convinced of his error. Be not *on that account* displeased with your son. *Nevertheless* I am no judge of such matters. Anger is *in a manner* like madness. *At length* some pity warmed the master's breast.

These twelve rules respecting the position of the *comma*, include everything, it is presumed, to be found in the more numerous rules of larger volumes. But it is impossible to make them perfect. For, "In many instances, the employment, or omission of a comma, depends upon the length or the shortness of a clause; the presence or absence of adjuncts; the importance or non-importance of the sentiment. Indeed, with respect to punctuation, the practice of the best writers is extremely arbitrary; many omitting some of the usual commas when no error in sense or in construction is likely to arise from the omission. Good sense and attentive observation are more likely to regulate this subject than any mechanical directions."

The best general rule is, to point in such a manner as to make the sense evident.

☞ No exercises have been subjoined to the Rules on punctuation; because none can be given equal to those the pupil can prescribe for himself. After he has learned the rules let him transcribe a piece from any good author, omitting the points and capitals; and then having pointed his manuscript, and restored the capitals, let him compare his own punctuation with the author's.

Of the Semicolon. [;]

The semicolon is used to separate two members of a sentence less dependent on each other than those separated by the comma.

Sometimes the two members have a mutual dependence on one another, both in sense and syntax; sometimes the preceding member makes complete sense of itself, and only the following one is dependent; and sometimes both seem to be independent.

EXAMPLES.

Hasty and inconsiderate connections are generally attended with great disadvantages; and much of every man's good or ill fortune depends upon the choice he makes of his friends.

> Trust not to fortune, nor to titled name,
> To lead thee to the avenues of fame;
> But let some nobler aim thy mind engage,
> And sow in youth what thou wouldst reap in age.

Philosophy asserts, that Nature is unlimited in her operations; that she has inexhaustible stores in reserve; that knowledge will always be progressive; and that all future generations will continue to make discoveries, of which we have not the least idea.

The semicolon is sometimes employed to separate simple members in which even no commas occur: thus, The pride of wealth is contemptible; the pride of learning is pitiable; the pride of dignity is ridiculous; and the pride of bigotry is insupportable.

In every one of these members the construction and sense are complete; and a period might have been used instead of the semicolon; which is preferred merely because the sentences are short and form a climax.

Of the Colon. [:]

The colon is used when the preceding part of the sentence is complete in sense and construction; and the following part is some remark naturally arising from it, and depending on it in sense, though not in construction; as, Study to acquire the habit of thinking: no study is more important.

A colon is generally used before an example or a quotation; as, The Scriptures give us an amiable representation of the Deity in these words: *God is love.* He was often heard to say: *I have done with the world, and I am willing to leave it.*

A colon is generally used where the sense is complete in the first clause, and the next begins with a conjunction *understood;* as, Do not flatter yourselves with the hope of perfect happiness: there is no such thing in the world. Had the conjunction *for* been expressed, a semicolon would have been used; thus, Do not flatter yourselves with the hope of perfect happiness; *for* there is no such thing in the world.

The *colon* is generally used when the conjunction is *understood;* and the *semicolon* when the conjunction is *expressed.*

Note.—This observation has not always been attended to in pointing the Psalms and some parts of the Liturgy. In them, a colon is often used merely to divide the verse, it would seem, into two parts, to suit a particular species of church music called *chanting;* as, "My tongue is the pen: of a ready writer." *In reading,* a cæsural pause, in such a place as this, is enough. In the Psalms, and often in the Proverbs, the colon must be *read* like a semicolon, or even like a comma, according to the sense.

Of the Period. [.]

When a sentence is complete in construction and sense, it is marked with a period; as, The loss of wealth may be regained; of health, recovered; but that of time can never be recalled.

A period is sometimes admitted between sentences connected by such words as *but*, *and*, *for*, *therefore*, *hence*, &c. Example: Good-will contributes to health of body. But envy tends to its destruction.

All abbreviations end with a *period;* as, A.D.

Of other Characters used in Composition.

Interrogation (?) is used when a question is asked.

Admiration or *Exclamation* (!) is used to express any sudden emotion of the mind.

Parentheses ( ) are used to enclose some necessary remark in the body of another sentence; *commas* are now used instead of Parentheses.

Apostrophe (') is used in place of a letter left out; as, *earn'd* for earned.

Caret (^) is used to show that some word is either omitted or interlined.

Hyphen (-) is used at the *end* of a *line*, to show that the rest of the word is at the beginning of the next line. It also connects compound words; as, *Tea-pot.*

Section (§) is used to divide a discourse or chapter into portions.

Paragraph (¶) is used to denote the beginning of a new subject.

Crotchets or *Brackets* [ ] are used to enclose a word or sentence which is to be explained in a note, or the explanation itself, or to correct a mistake, or supply some deficiency.

Quotation (" ") is used to show that a passage is quoted in the author's words.

Index (☞) is used to point out anything remarkable.

Brace { is used to connect words which have one common term, or three lines in poetry having the *same* rhyme, called a triplet.

Ellipsis (——) is used when some letters are omitted; as, K—g for King.

Acute accent (´) is used to denote a *short* syllable; the *grave* (`) a *long*.

Breve (˘) marks a *short* vowel or syllable, and the dash (-) a *long*.

Diaëresis (¨) is used to divide a diphthong into two syllables; as, aërial.

Asterisk (*) *Obelisk* (†) *Double dagger* (‡) and *Parallels* (‖) with *small letters* and *figures*, refer to some note on the *margin*, or at the bottom of the page.

(***) Two or three asterisks denote the omission of some letters in some bold or indelicate expression.

Dash (——) is used to denote abruptness—a significant pause—an unexpected turn in the sentiment—or that the *first* clause is *common* to all the rest, as in *this definition* of a dash.

ABBREVIATIONS.

Latin.		*English.*
Ante Christum*	A.C.	Before Christ
Artium Baccalaureus	A.B.	Bachelor of Arts (often B.A.)
Anno Domini	A.D.	In the year of our Lord
Artium Magister	A.M.	Master of Arts
Anno Mundi	A.M.	In the year of the world
Ante Meridiem	A.M.	In the forenoon
Anno Urbis Conditæ	A.U.C.	In the year after the building of the [city—Rome
Baccalaureus Divinitatis	B.D.	Bachelor of Divinity
Custos Privati Sigilli	C.P.S.	Keeper of the Privy Seal
Custos Sigilli	C.S.	Keeper of the Seal
Doctor Divinitatis	D.D.	Doctor of Divinity
Et Cætera	&c.	And the rest; and so forth
Exempli gratia	e. g.	For example
Id est	i. e.	That is
Jesus Hominum Salvator	J.H.S.	Jesus the Saviour of Men
Legum Doctor	LL.D.	Doctor of Laws
Messieurs (*French*)	Messrs.	Gentlemen
Medicinæ Doctor	M.D.	Doctor of Medicine
Memoriæ Sacrum	M.S.	Sacred to the Memory (or S.M.)
Nota Bene	N.B.	Note well; Take notice
Post Meridiem	P.M.	In the afternoon
Post Scriptum	P.S.	Postscript; something written after
Regiæ Societatis Socius	F.R.S.	Fellow of the Royal Society
Societatis Antiquariorium Socius	F.S.A.	Fellow of the Society of Antiquaries
Ultimo	Ult.	Last (month)
Victoria Regina	V.R.	Victoria the Queen

A. Answer. Alexander	J.P.	Justice of the Peace
Acct. Account	L.C.J.	Lord Chief Justice
Bart. Baronet	Knt.	Knight
Bp. Bishop	K.G.	Knight of the Garter.
Capt. Captain	G.C.B.	Knight Grand Cross of the Bath
Col. Colonel	K.C.B.	Knight Commander of the Bath
Cr. Creditor	C.B.	Companion of the Bath
Dr. Debtor, Doctor	K.P.	Knight of St. Patrick
Do. or Ditto. The same.	K.T.	Knight of the Thistle
Viz.† Namely	MS.	Manuscript.——MSS. Manuscripts
Q. Question, Queen	M.P.	Member of Parliament
R.N. Royal Navy	S.S.C.	Solicitor before the Supreme Courts
Esq. Esquire	W.S.	Writer to Her Majesty's Signet
N.S. New Style	H.E.I.C.S.	The Honourable East India Company's Service
O.S. Old Style		

* The *Latin* of these abbreviations is inserted, not to be got by heart, but to show the etymology of the English; or explain, for instance, how P.M. comes to mean afternoon, &c.——† Contraction of *videlicet*.

PROSODY.

Prosody treats of the true sound or pronunciation of words and sentences; comprising Accent, Quantity, Emphasis, Pause, and Tone, and the measure of Verses.

Accent is the laying of a greater force on one syllable of a word than on another; as, Sur*mount'*.

The *Quantity* of a syllable is that time which is occupied in pronouncing it. Quantity is either short or long; as, *Cŏn-sūme.*

Emphasis is a remarkable stress laid upon certain words in a sentence, to distinguish them from the rest, by making the meaning more apparent; as, Apply yourself more to *acquire* knowledge than to *show* it.*

A *Pause* is either a total cessation or a short suspension of the voice, during a perceptible space of time; as, Reading—makes a full-man; conference—a ready-man; and writing—an exact-man.

Tone is a particular modulation or inflection of the voice, suited to the sense; as, How bright these glorious spirits shine!† Have pity upon me, have pity upon me, O my friends.

Versification.

Prose is language not restrained to harmonic sounds, or to a set number of syllables.

Verse or *Poetry* is language restrained to a certain number of long and short syllables in every line.

Verse is of *two kinds;* namely, *Rhyme* and *Blank* verse. When the last syllable of every two lines has the same sound,

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* *Emphasis* should be made rather by *suspending* the voice a little *after* the emphatic word, than by striking it very forcibly, which is disagreeable to a good ear. A very short pause before it would render it still more emphatical; as, Reading—makes a—*full*—man.

† *Accent* and *quantity* respect the pronunciation of words; *emphasis* and *pause* the meaning of the sentence; while *tone* refers to the feelings of the speaker.

it is called *rhyme;* but when this is not the case, it is called *blank verse.*

*Feet** are the parts into which a verse is divided, to see whether it has its just number of syllables or not.

Scanning is the measuring or dividing of a verse† into the several feet of which it is composed.

All feet consist either of *two* or *three* syllables, and are reducible to eight kinds; four of two syllables, and four of three, as follow:

Dissyllables.	*Trisyllables.*
A trōchēe; as, lōvelў.‡	A dactyle; as, prōbăblў.
An īambus; bĕcāme.	An amphibrach; dōmēstĭc.
A spondee; vāin mān.	An anapaëst; mĭsĭmprōve.
A pyrrhic; ŏn ă (bank).	A trībrach; (com)fŏrtăblў.

The feet in most common use are, Iambic, Trochāic, and Anapæstic.

Iambic Measure.

Iambic measure is adapted to serious subjects, and comprises verses of several kinds; such as,

1. *Of four syllables, or two feet; as,*

Wĭth rāv-ĭsh'd ēars
Thĕ Mōn-ărch hēars.

It sometimes has an additional short syllable, making what is called a double ending; as,

Upōn-ă mōūn-*taĭn,*
Bĕsīde-ă fōūn-*taĭn.*

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* So called from the resemblance which the movement of the tongue in reading verse, bears to the motion of the feet in walking.

† A single line is called a verse. In *rhyme,* two lines are called a *couplet;* and three ending with the same sound, a *triplet.*

‡ The marks over the vowels show that a *Trochee* consists of a *long* and a *short* syllable, and the Iambic of a *short* and a *long,* &c.

☞ In scanning verses, every *accented* syllable is called a *long* syllable; even although the sound of the vowel in pronunciation be *short.* Thus the first syllable in *rav-ish'd* is in scanning called a *long* syllable, although the vowel *a* is *short.* By *long* then is meant an *accented syllable;* and by *short,* an *unaccented* syllable.

2. *Of three iambics, or six syllables; as,*

Alŏft - ĭn āw-fŭl stāte,
Thĕ gŏd-lĭke hē-rŏ sāt,
Oŭr heārts - no lōng-ĕr lān—*guish.* An additional syllable.

3. *Of eight syllables, or four iambic feet; as,*

And māy - ăt lāst - mў wēa-rў age,
Fĭnd o͞ut - thĕ pēace-fŭl hĕr-mĭtāge.

4. *Of ten syllables, or five feet; called pentameter, heroic, or tragic verses; as,*

Thĕ stārs - shăll fāde - ăwāy, - thĕ sūn - hĭmsĕlf
Grŏw dīm - wĭth āge, - ănd nā-tūre sĭnk - ĭn yēars.

Sometimes the last line of a couplet is stretched out to twelve syllables, or six feet, and then it is called an Alexandrine verse; as,

Fŏr thē͞e - thĕ lānd - ĭn frā-grănt flōw'rs - ĭs drēst;
Fŏr thē͞e - thĕ ō-ceăn smīles, - ănd sm͞ooths - hĕr wā-vў breāst.

5. *Of verses containing alternately four and three feet: this is the measure commonly used in psalms and hymns; as,*

Lĕt sāints - bĕlōw, - wĭth swē͞et - ăccōrd,
Unīte - wĭth thōse - ăbōve,
In sō - lĕmn lāys, tŏ prāise - thĕ͞ir kĭng,
And sĭng - hĭs dў-ĭng lōve.

Verses of this kind were anciently written in two lines, each containing fourteen syllables.

Trochaic Measure.

This measure is quick and lively, and comprises verses,

1. *Some of one trochee and a long syllable, and some of two trochees; as,*

Tūmŭlt - cēase, | On thĕ - mōu͞ntaĭn,
Sĭnk tŏ - pēace. | By ă - fo͞untaĭn.

2. *Of two feet, or two trochees, with an additional long syllable; as,*

In thĕ - dāys ŏf - - ōld,
Stōriĕs - plāinlў - - tōld.

3. *Of three trochees, or three and an additional long syllable; as.*

Whēn ŏur - heārts ăre - mōurnĭng,
Lōvelў - lāstĭng - pēace ŏf - - mīnd,
Swēēt dĕ - lĭght ŏf - hūmăn - - kĭnd.

4. *Of four trochees, or eight syllables; as,*

Nōw thĕ - drēadfŭl - thūndĕr's - rōarĭng!

5. *Of six trochees, or twelve syllables; as,*

On ă - mōuntaĭn, - strētch'd bĕ - nēath ă - hōarў - wīllŏw,
Lāy ă - shēphĕrd - swāin, ănd - viēw'd thĕ - rōarĭng-bīllŏw.

Those trochaic measures that are very uncommon have been omitted.

Anapaestic Measure.

1. *Of two anapaests, or two and an unaccented syllable; as,*

Bŭt hĭs coūr-ăge 'găn fāil,
Fŏr nŏ ārts - coŭld ăvāil.

Or, Then his cour-age 'gan fail - - hĭm,
For no arts - could avail - - hĭm.

2. *Of three anapaests, or nine syllables; as,*

O yĕ wōōds - sprĕad yŏur brānch-ĕs ăpāce,
Tō yŏur dēēp-ĕst rĕcēss-ĕs I flў;
I wŏuld hīde - wĭth thĕ bēasts - ŏf thĕ chāse,
I wŏuld vān-ĭsh frŏm ēv-ĕrў eўe.

Sometimes a syllable is retrenched from the first foot; as

Yĕ shēp-hĕrds sŏ cheēr-fŭl ănd gāy,
Whŏse flōcks - nĕvĕr cāre-lĕsslў rōam.

3. *Of four anapaests, or twelve syllables; as,*

'Tĭs thĕ vōice - ŏf thĕ slūg-gărd; I hēar - hĭm cŏmplāin.
Yŏu hăve wāk'd - mĕ toŏ sōōn, - I mŭst slūm-bĕr ăgāin.

Sometimes an additional short syllable is found at the end; as,

On the wārm - chĕek ŏf yoūth, - smīles ănd rōs-ēs ăre blēnd-*ĭng.*

The preceding are the different kinds of the Principal* *feet, in their more simple forms; but they are susceptible of numerous variations, by mixing them with one another, and with the* Secondary *feet. The following lines may serve as an example:—* Spon. Amph. &c. *apply only to the first line.*

Spon. Amph. Dact. Iam.

Tīme shākes - thĕ stāblĕ - tȳrănnȳ - ŏf thrōnes, &c.
Whēre ĭs - tŏ-mōrrŏw? - ĭn ănōth-ĕr wōrld.
Shē āll - nīght lōng - hĕr ām-ōroŭs dēs-cănt sūng.
Innū-mĕrăblĕ - bĕfōre - th' Almīgh-tȳ's thrōne.
Thăt ŏn - wēak wings - frŏm fār - pūrsŭes - yoŭr flīght.

FIGURES OF SPEECH.

A Figure of Speech is a mode of speaking, in which a word or sentence is to be understood in a sense different from its most common and literal meaning.

The principal Figures of Speech are,

Personification,	Sȳ-nĕc'do-chē,
Similē,	Antithesis,
Metaphor,	Climax,
Allegory,	Exclamation,
Hȳ-pĕr'bo-lē,	Interrogation,
Irony,	Paralepsis,
Metonymy,	Apostrophē.

* *Iambus, trochee,* and *anapaest,* may be denominated *principal* feet; because pieces of poetry may be wholly or chiefly formed of any of them. The others may be termed *secondary* feet, because their chief use is to diversify the numbers, and to improve the verse.

Prosopopœia or *Personification* is that figure of speech by which we attribute life and action to inanimate objects; as, *The conscious Water saw its Lord and blushed.*

A *Similē* expresses the resemblance that one object bears to another; as, *The sovereign like a pillar supports the state.*

A *Metaphor* is a simile without the sign (*like* or *as*, &c.) of comparison; as, *The sovereign is the pillar of the state.*

An *Allegory* is a continuation of several metaphors, so connected in sense as to form a kind of parable or fable; thus, the people of Israel are represented under the image of a vine; *Thou hast brought a vine out of Egypt*, &c. Ps. lxxx. 8 to 17.

An *Hȳ-pĕr'-bo-lē* is a figure that represents things as greater or less, better or worse, than they really are; as, thus we say of Saul and Jonathan, *They were swifter than eagles, they were stronger than lions.*

Irony is a figure by which we mean quite the contrary of what we say; as when we say, in a particular *tone* of voice, to a dishonest man, Yes, you are a *very honest* man.

A *Metonymy* is a figure by which we put the cause for the effect, or the effect for the cause; as, when we say, He reads *Milton;* we mean Milton's *Works. Grey hairs* should be respected, *i. e. old age.*

Sȳnĕcdochē is the putting of a *part* for the *whole* or the whole for a part, a definite number for an indefinite, &c., as, The *waves* for the *sea*, the *head* for the *person*, and *ten thousand* for any *great number.* This figure is nearly allied to *metonymy.*

Antithesis or *Contrast* is a figure by which different or contrary objects are contrasted, to make them show one another to advantage: thus, *Some go down to the grave with the workers of iniquity; while others rise to heaven with the virtuous and the good.*

**Climax* is the heightening of all the circumstances of an object or action, which we wish to place in a strong light: as, *To profess religion is good, to feel the sentiment is better, but to practise it in obedience to the divine command is the best of all.*

Exclamation is a figure that is used to express some strong emotion of the mind; as, *Oh the tenderness of a virtuous mother's heart towards her dying child!—its father far away!*

Interrogation is a figure by which we express the emotion of our mind, and enliven our discourse by proposing questions: thus, *If you teach your son submission, will he not yield you obedience? If you teach him religion, will he not be pious? and if he be truly pious, will he not be happy?*

Paralepsis or *omission* is a figure by which the speaker pretends to conceal what he is really declaring and strongly enforcing: as, Horatius was once a very promising young gentleman; but, in process of time, he became so addicted to gaming, *not to mention his drunkenness and debauchery*, that he soon exhausted his estate and ruined his constitution.

Apostrophē is a turning off from the subject to address some other person or thing: as, *True Religion has fled the land, and Thou, Hypocrisy, usurp'st her place.*

* Climax, Amplification, Enumeration, or Gradation.

Questions on the Text and Observations.

What is English Grammar?
Into how many *parts* is it divided?
What does *Orthography* teach?
What is a *letter*, &c.?
Of what does *Etymology* treat?
How many parts of speech are there?

Article.

What is an *article*?
How *many* articles are there?
Where is *a* used?
Where is *an* used?

Noun—Number.

What is a *noun*?
How are nouns *varied*?
What is *number*?
How *many* numbers have nouns?
How is the *plural* generally formed?
How do nouns ending in *s*, *sh*, *ch*, *x*, or *o*, form the plural?
How do nouns in *y* form the plural?
How do nouns in *f* or *fe* form the plural?
What is the plural of *man*, &c.

Gender.

What is meant by *gender*?
How *many* genders are there?
What does the *masculine* denote?
What does the *feminine* denote?
What does the *neuter* denote?
What is the feminine of bachelor, &c.?

Case.

What is *case*?
How *many* cases have nouns?
Which two are *alike*?
How is the possessive *sing.* formed?
How is the possessive *plur.* formed?
Decline the word *lady*.

Adjective.

What is an *adjective*?
How many *degrees* of *comparison* have adjectives?
How is the *comparative* formed?
How is the *superlative* formed?
How are dissyllables in *y* compared.
Compare the adjective *good*.

Pronouns.

What is a *pronoun*?
Which is the pronoun in the sentence, *He is a good boy*?
How many *kinds* of pronouns are there?
Decline the personal pronoun *I*.
Decline *thou* backwards, &c.

Relative Pronouns.

What is a *relative* pronoun?
Which is the *rel.* in the example?
Which is the *antecedent*?
Repeat the relative pronouns.
Decline *who*.
How is *who* applied?
To what is *which* applied?
How is *that* used?
What sort of a relative is *what*?

Adjective Pronouns.

How many sorts of *adjective* pronouns are there?
Repeat the *possessive* pronouns.
Repeat the *distributive* pronouns.
Repeat the *demonstrative*.
Repeat the *indefinite*.

On the Observations.

Before which of the vowels is *a* used?
What is *a* called?
What is *the* called?
In what sense is a noun taken *without* an *article* to limit it?
Is *a* used before nouns in *both* numbers?
How is *the* used?

Nouns.

How do nouns ending in *ch*, sounding *k*, form the plural?
How do nouns in *io*, &c., form the plural?
How do nouns ending in *ff* form the plural?
Repeat those nouns that do not change *f* or *fe* into *ves* in the plu.
What do you mean by *proper* nouns?
What are *common* nouns?
What are *collective* nouns?
What do you call *abstract* nouns?

Questions on the Text and Observations.

Obs. *Continued.*

What do you call *verbal* nouns?
What nouns are generally *singular?*
Repeat some of those nouns that are used only in the *plural.*
Repeat some of those nouns that are *alike* in *both* numbers.
What is the singular of *sheep?*
What *gender* is *parent,* &c.?

Adjectives.

What does the *positive* express, &c.?
How are adjectives of *one* syllable generally compared?
How are adjectives of *more* than one syllable compared?
How are dissyllables ending with *e* final often compared?
Is *y* always changed into *i* before *er* and *est?*
How are *some* adjectives compared?
Do *all* adjectives admit of comparison?
How are *much* and *many* applied?
When is the final consonant *doubled* before adding *er* and *est?*

Relative Pronouns.

When are *who, which,* and *what* called *interrogatives?*
Of what *number* and *person* is the relative?

Adjective Pronouns.

When are *his* and *her* possessive pronouns?
What may *former* and *latter* be called?
When is *that* a *relative* pronoun?
When is *that* a *demonstrative?*
When is *that* a *conjunction?*
How many *cases* have *himself, herself,* &c.?

Verb.

What is a *verb?*
How many *kinds* of verbs are there?
What does a verb *active* express?
What does a verb *passive* express?
What does a verb *neuter* express?
Repeat the *auxiliary* verbs.
How is a verb *declined?*
How many *moods* have verbs?

Adverb.

What is an *adverb?*
Name the *adverbs* in the example.
What part of speech is the generality of those words that end in *ly.*
What part of speech are the compounds of *where, there,* &c.?
Are adverbs ever *compared?*
When are *more* and *most adjectives,* and when are they *adverbs?*

Preposition.

What is a *preposition?*
How many begin with *a?*
Repeat them.
How many begin with *b?*
Repeat them, &c.
What *case* does a preposition require after it?
When is *before* a preposition, and when is it an adverb?

Conjunction.

What is a *conjunction?*
How many *kinds* of conjunctions are there?
Repeat the *copulative.*
Repeat the *disjunctive.*

Interjection.

What is an *interjection?*

Note.—As these are only the *leading* questions on the different parts of speech, many more may be asked *viva voce.* Their distance from the answers will oblige the pupil to attend to the connexion between every question and its respective answer. The observations that have a corresponding *question* are to be *read,* but not committed to memory.

As the following words and phrases, from the French and Latin, frequently occur in English authors, an explanation of them has been inserted here, for the convenience of those who are unacquainted with these languages. Let none, however, imagine, that by doing this I intend to encourage the use of them in English composition. On the contrary, I disapprove of it, and aver, that to express an idea in a foreign language, which can be expressed with equal perspicuity in our own, is not only pedantic, but highly improper. Such words and phrases, by being frequently used, may, notwithstanding the uncouthness of their sound and appearance, gradually incorporate with our language, and ultimately diminish its original excellence, and impair its native beauty.

A la bonne heure, a la bon oor`, *luckily; in good time.*
A la mode, a la mod`, *according to the fashion.*
A propos, ap-prō-pō`, *to the purpose; opportunely.*
Affaire de cœur, af-fār′ de koor′, *a love affair; an amour.*
Afin, a feng, *to the end.*
Aide-de-camp, *ād-de-kang`, *an assistant to a general.*
Au fond, o fong`, *to the bottom, or main point.*
Auto da fé, â-tó da fā (*Portuguese*), *burning of heretics.*
Bagatelle, bag-a-tel′, *a trifle.*
Beau monde, bō mongd`, *the gay world, people of fashion.*
Beaux esprits, bōz es-pree, *men of wit.*
Billet-doux, bil-le-dû`, *a love-letter.*
Bivouac, be-voo-ak`, *to watch, to continue all night under arms without shelter.*
Bon gré, mal gré, bong grā, &c., *with a good or ill grace; whether the party will or not.*
Bon jour, bong zhûr, *good-day; good-morning.*
Bon-mot, bong mō, *a piece of wit, a jest.*
Bon ton, bong tong, *high fashion.*
Boudoir, bû-dwär`, *a small private apartment.*
Carte blanche, kart blangsh`, *a blank; unconditional terms.*
Chateau, sha-tō`, *a country seat.*

Short vowels are left *unmarked;*—û is equal to *u* in *rule;*—ä to *a* in *art; oo*, as used here, has no correspondent sound in English; it is equal to *u*, as pronounced by the *common people* in many counties of Scotland, in the word *gude;* â is equal to *a* in *all.*

* *A* is not exactly *a long* here; it is perhaps as near *e* in *met* as *a* in *make*, but *a* will not be so readily mistaken. It is impossible to convey the pronunciation accurately without the *tongue.*

Chef d'œuvre, she doo`vr, *a masterpiece.*
Ci-devant, sē-de-vang`, *formerly.*
Comme il faut, com-il fō, *as it should be.* [*of affection.*
Con amore, con-a-mo`rē (*Italian*), *with love; with the partiality*
Congé d'élire, kong-zhā de-leer`, *leave to elect or choose.*
Cortége, kor-tāzh`, *a train of attendants.*
Coup de grâce, kû-de gräss`, *a stroke of mercy; the finishing stroke.*
Coup d'œil, kû-dā-ē, *a peep; a glance of the eye.*
Coup de main, kû-de-mang`, *a sudden or bold enterprise.*
Début, de-boo`, *first appearance in public.*
Dépôt, dē-pō`, *a storehouse or magazine.*
Dernier ressort, dern`-yā-res-sor`, *the last shift or resource.*
Double entendre, dûbl ang-tang'dr, *double meaning, one in an*
Douceur, dû-soor`, *a present or bribe.* [*immodest sense.*
Dieu et mon droit, dyoo`e-mong-drwä, *God and my right.*
Eclat, e-klâ, *splendour; applause.*
Elève, e-lāv`, *pupil.*
En bon point, ang-bong-pwang`, *in good condition; jolly.*
En masse, ang mass`, *in a body or mass.*
En passant, ang-pas-sang`, *by the way; in passing; by the by.*
Ennui, eng-nûee, *wearisomeness; lassitude; tediousness.*
Faux pas, fō-pä, *a slip; misconduct.*
Fête, fāt, *a feast or entertainment.*
Fracas, fra-cä`, *bustle; a slight quarrel; more ado about the thing than it is worth.*
Hauteur, ho-toor`, *haughtiness.* [*him that evil thinks.*
Honi soit qui mal y pense, hō-nē-swä`kē-mäl ē pangs`, *evil be to*
Je ne sais quoi, zhe ne sā kwä, *I know not what.*
Jeu de mots, zhoo de mō`, *a play upon words.*
Jeu d'esprit, zhoo de-spree, *a display of wit; a witticism.*
Mal-à-propos, mal ap-ro-pō`, *unfit; out of time or place.*
Mauvaise honte, mō-vāz-hōnt`, *false modesty.*
Mot du guét, mō doo gā`, *a watchword.*
Naïveté, na-iv-tā`, *ingenuousness, simplicity, innocence.*
Outré, û-trā`, *eccentric; blustering; wild; not gentle.*
Petit maître, pe-tē mā`tr, *a beau; a fop.*
Protégé, pro-tā-zhā`, *a person patronized and protected.*
Rouge, rûzh, *red, or a kind of red paint for the face.*
Sang froid, sang frwä, *cold blood; indifference.*
Sans, sang, *without.*
Savant, sa-vang, *a wise or learned man.*
Soi-disant, swä-dē-zang`, *self-styled; pretended.*
Surveillance, sur-ve-iängs`, *superintendence, keeping an eye upon.*

Tapis, ta-pee, *the carpet.*
Tête-à-tête, tāt a tāt, *face to face, a private conversation.*
Tout ensemble, tû-tang-sangbl, *the whole together.*
Trait, trā, *feature, touch, arrow, shaft.*
Un bel esprit, oong bel e-spree, *a fine wit, a virtuoso.*
Unique, oo-neek, *singular, the only one of his kind.*
Valet-de-chambre, va-lā de shang`br, *a valet or footman.*
Vis-à-vis, vē-za-vee`, *over the way, opposite.*
Vive le roi, veev le rwä, *long live the king.*

LATIN PHRASES.

The pronunciation has not been added to the Latin, because every letter is sounded.

1. A *long* or *short* over a vowel denotes both the accented syllable and the *quantity* of the *vowel in English.*

2. *Ti, ci,* or *si,* before a vowel sounds *she.*

3. Words of *two* syllables have the accent on the *first.*

A fortiōri, *with stronger reason, much more.*
A posteriōri, *from the effect, from the latter, from behind.*
A priori, *from the former, from before, from the nature or cause.*
Ab initio, *from the beginning.*
Ab urbe condita, *from the building of the city; abridged thus, A.U.C.*
Ad captandum vulgus, *to ensnare the vulgar.*
Ad infinītum, *to infinity, without end.*
Ad lībitum, *at pleasure.*
Ad referendum, *for consideration.*
Ad valōrem, *according to value.*
Alias (ā-le-as), *otherwise.*
Alibi (ăl-i-bi), *elsewhere.*
Alma māter, *the university.*
Anglice (ăng-gli-cy), *in English.*
Anno Dŏmini, *in the year of our Lord.—A.D.*
Anno Mundi, *in the year of the world.—A.M.*
Arcānum, *a secret.*
Arcāna impērii, *state secrets.*
Argumentum ad fidem, *an appeal to our faith.*
Argumentum ad hominem, *an appeal to the professed principles or practices of the adversary.*
Argumentum ad judicium, *an appeal to the common sense of mankind.*
Argumentum ad passiōnes, *an appeal to the passions.*
Argumentum ad pŏpulum, *an appeal to the people.*
Audi ălteram partem, *hear the other party; hear both sides.*
Bona fide, *in reality, in good faith.*
Cacoēthes scribendi, *an itch for writing.*
Caput mŏrtuum, *the worthless remains; dead head.*
Cēteris (æ) pāribus, *other circumstances being equal.*
Compos mentis, *in one's senses.*
Contra, *against.*
Cum privilēgio, *with privilege.*
Dāta, *things granted.*
De facto, *in fact, in reality.*
De jure, *in right, in law.* [*God.*
Dei Grātia, *by the grace or favour of*
Deo volente (D.V.), *God willing.*
Desīderātum, *something desirable, or much wanted.*
Desunt cætera, *the rest is wanting.*
Dŏmine dīrige nos, *O Lord direct us.*
Drāmatis persōnæ, *characters represented.*
Durante placĭto, *during pleasure.*
Durante vita, *during life.*
Ergo, *therefore.*
Errāta, *errors.*—Errātum, *an error.*
Esto perpĕtua, *let it be perpetual.*
Et cætera, *and the rest;* contr., *&c.*
Ex offĭcio, *officially, by virtue of office.*
Ex parte, *on one side.*
Ex tempore, *without premeditation.*
Excerpta, *extracts.*
Exempli grātia, *as for example;* contracted, *e. g.*

Fac simile, *exact copy or resemblance.*
Fiat, *let it be done or made.*
Flagrante bello, *during hostilities.*
Gratis, *for nothing.*
Hora fugit, *the hour or time flies.*
Humānum est errāre, *to err is human.*
Ibidem, *in the same place;* contr., *ib.*
Id est, *that is;* contracted, *i. e.*
Idem, *the same.* [*tender.*
Ignorāmus, *a vain uninformed pre-*
Imprīmis, *in the first place.*
In loco, *in this place.*
In prōpria persōna, *in his own person.*
In statu quo, *in the former state.*
In terrōrem, *as a warning.*
Ipse dixit, *his sole assertion.*
Ipso facto, *by the act itself.*
Ipso jure, *by the law itself.*
Item, *also* or *article.*
Jure divino, *by divine right.*
Jure humāno, *by human law.*
Jus gēntium, *the law of nations.*
Labor ōmnia vincit, *labour overcomes everything.*
Lapsus linguæ, *a slip of the tongue.*
Licēntia vatum, *a poetical license.*
Locum tenens, *deputy, substitute.*
Magna charta, *the great charter; the basis of our laws and liberties.*
Memento mori, *remember death.*
Memorabĭlia, *matters deserving of record.*
Meum et tuum, *mine and thine.*
Multum in parvo, *much in little, a great deal in few words.*
Ne plus ultra, *no farther, nothing beyond.*
Ne quid nimis, *too much of one thing is good for nothing.*
Nem. con. (*for nēmine contradicente*), *none opposing.*
Nem. dis. (*for nēmine dissēntiente,*) *none disagreeing.*
Nemo me impūne lacesset, *no one shall provoke me with impunity.*
Nisi Dōminus frustra, *unless the Lord be with us, all efforts are in vain.*
Nolens volens, *willing or unwilling.*
Non compos mentis, *not of a sound mind.* [*of speaking.*
Norma loquendi, *the rule or pattern*
O tempora, O mores, *O the times, O the manners.*
Omnes, *all.* [*anything.*
Onus probandi, *the burden of proving*
Ore tenus, *from the mouth only.*
Passim, *everywhere.*
Per diem, *by the day.*
Per se, *by itself, alone.*
Posse comitātus, *the civil power of the county.*
Prima fācia, *at first view, or at first sight.*
Primum mōbile, *the main spring.*
Pro bono pŭblico, *for the good of the public.*
Pro et con, *for and against.*
Pro forma, *for form's sake.*
Pro loco et tempore, *for the place and time.*
Pro re nata, *as occasion serves.*
Pro rege, lege, et grege, *for the king, the constitution, and the people.*
Probatum est, *it is tried or proved.*
Quo ānimo, *with what mind.*
Quo jure, *by what right*
Quoad, *as far as.*
Quondam, *formerly.*
Regīna, *a queen.*
Res pŭblica, *the commonwealth.*
Resurgam, *I shall rise again.*
Rex, *a king.*
Senātus consultum, *a decree of the Senātim, in regular order.* [*senate.*
Sine die, *without specifying any particular day.*
Sine qua non, *an indispensable prerequisite or condition.*
Statu quo, *in the state in which it was.*
Sub pœna, *under a penalty.*
Sui gĕneris, *the only one of his kind, singular.*
Summum bonum, *the chief good.*
Supra, *above.*
Tōties quōties, *as often as.*
Tria juncta in uno, *three joined in one.*
Ultimus, *the last* (contracted *ult.*)
Una voce, *with one voice, unanimously.*
Uti possidētis, *as ye possess,* or *present possession.* [*ant.*
Utile dulci, *the useful with the pleas-*
Vade mecum, *go with me; a book fit for being a constant companion.*
Vale, *farewell.*
Verbātim, *word for word.*
Versus, *against.*
Veto, *I forbid.*
Via, *by the way of.*
Vice, *in the room of.*
Vice versa, *the reverse.*
Vide, *see* (contracted into *v.*).
Vide ut supra, *see as above.*
Vis poĕtica, *poetic genius.*
Viva voce, *orally; by word of mouth.*
Vivant rex et regina, *long live the king and the queen.*
Vox pŏpuli, *the voice of the people.*
Vulgo, *commonly.*

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APPENDIX.

ANALYSIS OF SENTENCES.

ANALYSIS *treats of the division of* SENTENCES *into their* MEMBERS, *and of the* RELATIONS *which these members bear to one another.*

A *Sentence* is a combination of words making at least one complete assertion.

A sentence which makes only one complete assertion is called a *Simple** sentence; as, *All flesh* IS *grass. Nothing* COULD STOP *that astonishing infantry.*

A sentence which makes two or more complete assertions is called a *Compound* sentence; as, *He* CHID *their wanderings, but he* RELIEVED *their pain.*

A *Member* of a sentence is a word, or a group† of words, expressing a single idea; as, *The*

* It has already been observed (p. 81) that a simple sentence contains only one *finite verb*—that is, only one verb having number and person.

† Herein lies the difference between *analysis* and *parsing*. Parsing deals with each *word* in a sentence separately, specifying its number, person, gender, tense, mood, voice, &c. Analysis regards a *group* of words as a separate *member* when they express a single idea.

end | of the pole | struck | George | smartly | on the head. | He | that hath knowledge | spareth his words. |

Each *member* of a sentence may be a *word*, a *phrase*, or a *clause*.

A *Phrase* is a group of words expressing a single idea, but not containing a finite verb; as, *On the return | of spring. The ice having been* weak. To have been published.*

A *Clause* is a member of a sentence which contains a finite verb within itself; as, *When spring* RETURNS. *As the ice* WAS *weak. That it* HAS BEEN PUBLISHED.

THE SIMPLE SENTENCE.

Every Simple sentence may be divided into two parts,—the *Subject* and the *Predicate*.

The *Predicate* is that part of the sentence which *asserts* something; the *Subject names* the person or thing about which the assertion is made.

The part of speech which *asserts* is the *verb;* therefore every *predicate* must contain a *verb*.

The part of speech which *names* things is the *noun;* therefore every *subject* must contain a *noun*, or some word equivalent to a noun.

In proceeding to analyze a sentence, *first* find the *verb:* the verb and its adjuncts, or depen-

* Participles and infinitives are not *finite* verbs, as they have not person or number. They cannot therefore make assertions.

dent words, form the *predicate: secondly,* turn the predicate into a question beginning with *who?* or *what?* The answer will be the *subject: e.g.,* Lord William sat at his castle gate. Here, *sat* is the verb; therefore the *predicate* is *sat at his castle gate.* This, in the form of a question, is, *Who sat at his castle gate?* The answer is, *Lord William;* and that is the *subject.* The following examples show this general kind of analysis:—

Subject.	Predicate.
Kings	*reign.*
British *soldiers*	*are* very hardy.
The Duke of Wellington	*gained* many victories.
[*You*] *	*return* quickly.
There †	*is* a tide in the affairs of men.

EXERCISES.

Divide into Subject and Predicate. ‡

Boats sail. The wind blows. The mother was very tired. The good doctor has visited him frequently. The wife of our clergyman is dead. Walking is a healthy exercise. Never despair. To err is human. For many an hour the anxious mother watched her child. Hope deferred maketh the heart sick. Never was

* When the verb is in the imperative mood, the subject is usually omitted. In analyzing such sentences, the subject must be supplied.

† The true subject in this sentence is "a tide in the affairs of men." *There* is a pronoun standing in place of the true subject. Nevertheless such sentences had better be analyzed as above.

‡ *Observe* that the subject does not always stand first in the sentence, and that the words of the predicate do not always stand together

assistance more necessary. A wounded spirit who can bear? Down came the blow. The steed along the drawbridge flies. Miserable comforters are ye all. How forcible are right words! The aged minstrel audience gained. Absence of occupation is not rest. Superfluous lags the veteran on the stage. To be of no church is dangerous. Necessity is the argument of tyrants. The trappings of a monarchy would set up an ordinary commonwealth. The poorest man may in his cottage bid defiance to all the force of the crown. Judge not according to the appearance. A borrower is servant to the lender. Drowsiness shall clothe a man with rags.

The Parts of the Subject.

The *Subject* may be subdivided into the *Nominative* to the verb, and qualifying or dependent words called *Attributes.*

THE NOMINATIVE.

The *Nominative* is generally a *Noun* or *Pronoun;* but it may be any word or phrase equivalent to a noun. The following are examples of the different forms of the *Nominative:*—

A Noun; as, The new *master* has arrived.

A Pronoun; as, *He* is a very pleasant man.

An Adjective used as a Noun; as, *The rich* should care for the poor.

*A Participle;** as, *The preparing* of the necessary materials requires time.

An Infinitive Phrase;† as, *To drink poison* is death.

THE ATTRIBUTE.

The *Attribute,* when it consists of a single word, is generally an *Adjective;* but it may consist of any qualifying word or phrase. The following are its different forms:—

An Adjective; as, The‡ *humble* boon was soon obtained.

A Participle; as, *Rolling* stones gather no moss.

A Noun in Apposition;§ as, William *the Conqueror* died in France.

A Possessive Case; as, *Henry's* promises were always kept. *Her* tears flowed fast.

A Prepositional Phrase; as, The quality *of mercy* is not strained. The spots *on the sun* are said to vary from year to year.

Several attributes‖ may qualify the same noun; as, *The valiant* Edward, *the Black Prince, son of Edward* III., died a year before his father.

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* See p. 93, Rule XII.

† See p. 66, and p. 101, Rule XX.

‡ As the article is inseparable from the noun to which it is attached, it is not considered an *attribute.*

§ Nouns or pronouns signifying the same thing, and agreeing in case, are said to be in *apposition.* See p. 88, Rule VII. part 2.

‖ In analyzing, the different attributes to the same noun should be numbered separately; 1, 2, 3, &c.

EXERCISES.

*Divide into Nominative, Attribute, and Predicate.**

Honest men make many friends. The pictures in this book are very beautiful. His brother deceived him. Cowper the poet died in 1800. Heaps of wounded and slain dotted the side of the hill. King Charles the First was an unfortunate monarch. The arrival of the doctor put an end to our suspense. The shepherd's dog caught a hare. The best reward of the virtuous man is the approval of his conscience. A forgiving spirit is better than riches. Richard Crookback was a cruel king. The parting gleam of sunshine kissed that haughty scroll of gold. A foreign nation is a contemporaneous posterity. Full many a flower is born to blush unseen. The sentinel on Whitehall gate looked forth into the night. Burned Marmion's swarthy cheek like fire. The paths of glory lead but to the grave.

> Many a shaft, at random sent,
> Finds mark the archer never meant.

Affliction's sons are brothers in distress. This goodly frame, the earth, seems to me a sterile promontory.

THE PARTS OF THE PREDICATE.

The *Predicate* may be subdivided into the finite *Verb*, its *Complements*, and its *Adverbials*.

* *Example:* A thing of beauty is a joy for ever. *Nominative*, a thing; *attribute*, of beauty; *predicate*, is a joy for ever.

THE VERB.

A *Finite Verb* is a verb which has person, number, and tense; or which has a nominative. It is therefore any part of the verb (pp. 34-40) except the Infinitive and the Participles.

THE COMPLEMENT.

The *Complement* is any word or phrase depending upon a verb that does not of itself make complete sense: *e.g.*,

The Objective * case after an active verb; as, The keeper shot *a hare.*

The Infinitive † mood governed by another verb; as, He promised *to forgive* me.

The Word or *Phrase* ‡ following the verbs *to be* and *to become;* as, Milton was *a poet.* Philip became *haughty.* His drawings were *amongst the best.*

The Nominative Case after a passive verb of naming; § as, The new scholar is called *David.*

Some verbs are followed by *more than one* complement of different kinds; as, His father taught (1) *him* (2) *reading.* The emperor made (1) *his son* (2) *a general.* The judge ordered (1) *him* (2) *to be imprisoned.*

In the passive voice of these verbs, the first complement is made the nominative, and the second remains as the complement; as, He was taught *reading* by his father. The emperor's

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* See p. 83, Rule II.

† See p. 87, Rule VI.

‡ See p. 72, and p. 90, Rule IX.

§ See p. 90, foot-note, par. 4.

son was made *a general.* He was ordered *to be imprisoned.*

The Complement, like the Nominative, may be accompanied by *attributive* words or phrases;* as, The midnight brought *the signal* sound *of strife.*

EXERCISES.

On the Complement.†

Shakespeare is our greatest dramatist. The tenant was ordered to leave the farm. William conquered Harold. The hawk pursued a sparrow. Gentleness overcomes many foes. The Home Secretary made his friend a bishop. Procrastination is the thief of time. The Irish guns continued to roar all night. I make the netted sunbeams dance. The prisoner was declared to be guilty. Pope wrote the *Essay on Man.* Elizabeth was resolute and self-willed. George, the Elector of Hanover, became King of England. Young men think old men fools. Virtue is its own reward. The meeting was thought ominous by the people. Henry was violent in temper. Beauty soon grows familiar to the lover. Care keeps his watch in every old man's eye. She never told her love. Such joy ambition finds. Let this great maxim be

* In analyzing, each attribute of the Complement should be enclosed in brackets.

† *Examples:* Milton was a great poet; *Complement,* a (great) poet. The general commanded the infantry to advance; *Complements,* (1) the infantry, (2) to advance.

my virtue's guide. One touch of nature makes the whole world kin. Her form had yet not lost all its original brightness. His third son was named Edmund Burke, after the great orator. He is often asked his name. He was condemned to die. We were taught history by the clergyman. The blow blunted the keen edge of his sword. Marlborough was next created a Duke. The father has given his son a handsome volume. He has never sent me his address. The general immediately gave the signal to advance.

THE ADVERBIAL.

The *Adverbial* is any word or phrase added to the verb in order to modify its meaning, or specify some circumstance about it.

Adverbials are classified as follows, according to the ideas they express, viz.:—

Adverbials of Time; soon, thrice, immediately, in a few minutes, for a month, the signal being given; as, *The signal being given,** we began the attack; *i.e.*, we began the attack *when* the signal was given.

Adverbials of Place; here, hence, thither, on the ground, to Egypt; as, The expedition has gone *to Egypt.*

* This is called an *Absolute Phrase*, corresponding with the *Ablative Absolute* in Latin Syntax. The noun *signal* is said to be in the Nominative Case Absolute. The Absolute Phrase also expresses *cause, condition, &c.*

Adverbials of Manner; thus, well, by accident, with his face to the foe; as, He was found *with his face to the foe.*

Adverbials of Degree; much, not, so, as, but (only), in a great measure, not at all; as, I blame him *in a great measure* for the accident.

*Adverbials of Cause;** therefore, for that reason, to read the newspapers, of the plague; as, Hundreds died *of the plague* every day.

Adverbials of Effect; to distraction, in ruin, to prove him innocent; as, All this goes *to prove him innocent.* This will end *in ruin.*

Adverbials of Condition;† with perseverance, time permitting; as, *Time permitting,*‡ I shall explain the matter; *i.e., if* time permits.

Adverbials of Concession; § nevertheless, notwithstanding his failure; as, he persevered, *notwithstanding his failure; i.e., though* he had failed.

An Adverbial may be attached to an adjective or to an adverb, as well as to a verb; as, He returned *much more* quickly than he went. A

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* *Purpose* is included in this class. When I say, "He goes there *to read the newspapers,*" the *purpose* of his going is the *cause* why he goes.

† In an Adverbial of *Condition,* something is *supposed* as the reason of something else following; as, *With perseverance* he will succeed; *i.e., if* he perseveres, he will succeed.

‡ An Absolute Phrase. See p. 189, note.

§ In an Adverbial of *Concession,* something is *granted* as the reason why something else should *not* follow; as, *In spite of his efforts* he failed, *i.e.,* it is granted that he made efforts, but, *contrary to our expectations,* he failed.

general victorious *by accident* deserves little credit. But the *Adverbial* of the sentence in analysis belongs only to the verb of the predicate.

EXERCISES.

*On the Adverbial.**

The captain has gone to Rome. The doctor has called thrice at the hotel. Both brothers died of fever. She loved him to distraction. He will undoubtedly succeed. The explanation in no respect satisfies us. With care he may recover his position. He nevertheless behaved like a coward. Ships of war are made of iron, to resist cannon-balls. The answer being unfavourable, the attack on the forts was recommenced. The station was decorated with banners and evergreens. Slowly and sadly we laid him down. The bonfires shone bright along the whole circuit of the ramparts. Notwithstanding the efforts of the crew, the cargo was entirely lost. I have often left my childish sports to ramble in this place. Weather permitting, we shall go to the country on Thursday. The captain altogether misunderstood the orders of his superior. In spite of repeated warnings, he persisted in incurring the danger. I come to bury Cæsar, not to praise him. Cowards die many times before their deaths.

* *Example:* He arrived in London at four o'clock. *Adverbials*, (1) in London (*place*), (2) at four o'clock (*time*).

The following Table exhibits the different members of the Simple Sentence in their different forms:—

Subject.		Predicate.		
Attribute.	*Nominative.*	*Verb.*	*Complement.*	*Adverbial.*
Adjective.	Noun.	Finite	Noun (with or without attributes).	Adverb.
Possessive.	Pronoun.	Verb in	Pronoun.	...
	Adjective.	any Mood	Adjective.	
Apposition.	Infinitive.		Infinitive.	...
Phrase.	Phrase.	or Voice.	Phrase.	Phrase.

Kinds of Phrases.

A phrase in the Attribute is called an *Adjective* or *Attributive Phrase;* a phrase in the Nominative or Complement is called a *Noun Phrase;* a phrase in the Adverbial is called an *Adverbial Phrase.*

Examples of Analysis.

1. Old men often make mistakes.

2. The thundering roar of the lion only increased the confusion.

3. I therefore asked him the circumstances of his deception.

4. Let me no longer waste the night on the page of antiquity.

5. Meantime Nelson received a severe wound in the head.

6. The service past, around the pious man,
With ready zeal each honest rustic ran.

First Step.

Subject.	*Predicate.*
1. Old men	often make mistakes.
2. The thundering roar of the lion	only increased the confusion.
3. I	therefore asked him the circumstances of his deception.
4. [Thou]	let me no longer waste the night on the page of antiquity.
5. Nelson	meantime received a severe wound in the head.
6. Each honest rustic	ran around the pious man, with ready zeal, the service past.

COMPLETE ANALYSIS.

	SUBJECT.		PREDICATE.		
	Attribute.	*Nominative.*	*Verb.*	*Complement.*	*Adverbial.*
1.	Old	men	make	mistakes	often (*ti.*)
2.	(1) thundering (2) of the lion	The roar	increased	the confusion	only (*deg.*)
3.	...	I	asked	(1) him (2) the circumstances (of his deception)*	therefore (*cause*)
4.	...	[Thou]	let	(1) me (2) waste (the night on the page of antiquity)*	no longer (*ti.*)
5.	...	Nelson	received	a (severe) wound	(1) in the head (*pl.*) (2) meantime (*ti.*)
6.	(1) Each (2) honest	rustic	ran	...	(1) the service past (*ti.*)† (2) around the pious man (*pl.*) (3) with ready zeal (*man.*)

* Attributes to the Complement, and Adjuncts to the Adverbial, should be enclosed in *round* brackets; words supplied, in *square* brackets.

† For, *the service being past;* an *Absolute Phrase;* see p. 189, note.

EXERCISES.

Simple Sentences for Analysis.

It is a splendid picture. You are certainly mistaken. Now, every considerable town has its daily newspaper. Many years have passed since his death. Nothing can exceed his kindness. There were several literary men there. Observe the moon to-night. We shall proceed no further in this business. At length the caliph approached him reverently. On my birthday, my brother sent me a delightful book. You wronged yourself to write in such a case. I was touched with a secret joy at the sight of the good old man. Their ammunition being exhausted, the garrison surrendered. My friend Sir Roger, being a good churchman, has beautified the inside of his church with several texts of his own choosing. The French admiral had moored his fleet in Aboukir Bay. Put the Word of God into the hands of my son. His noble conduct well deserved honourable reward. A man's first care should be to avoid the reproaches of his own heart. Things remaining thus, the secretary's character will suffer greatly. The first two ships of the French line were dismasted in a quarter of an hour.

> With taper light
> To seek the beauteous eye of heaven to garnish,
> Is wasteful and ridiculous excess.

Notwithstanding the most heroic efforts, the hopes of the French visibly declined from day to day. Now for the first time, I observed,

walking close to the feet of his horse, a little boy about ten years of age.

> Meanwhile, our primitive great sire to meet,
> His godlike guest walks forth.

THE COMPLEX SENTENCE.

When any member of a simple sentence—that is, of a sentence containing only one independent assertion—is in the form of a clause, the sentence is called *Complex;* as, A man *who is learned* * is respected.

In a *Complex Sentence,* there are at least two finite verbs, and therefore at least two clauses. The clause containing the leading assertion is called the *Principal Clause;* as, *A* (certain) *man is respected.* The clauses containing explanatory assertions are called *Subordinate Clauses;* as, *Who is learned,* &c.

A *Principal* clause may stand by itself and make complete sense; as, *A man is respected:* a *Subordinate* clause cannot make complete sense by itself; as, *Who is learned.*

A *Subordinate* clause may further be known by this,—that it is always introduced by a relative pronoun, or by a conjunction, which marks its dependence on some part of the principal clause; as, He is ill *because* he is unhappy. We started *as* the clock struck. The book

* A man *who is learned,* is the same as a man *of learning* or a *learned man.* The sentence is therefore *simple* and not *compound,* inasmuch as it contains only one complete assertion; but since it contains an Attribute in the form of a *clause,* it is called *complex.*

which you gave me is lost. The mother cried *that* her child was drowning.

In Analysis, the words used to introduce clauses, or to join them together, are called *Connectives.*

Subordinate Clauses are of three kinds, corresponding with the three kinds of phrases mentioned above (p. 193), viz.:—*Adjective Clauses,* which qualify nouns or describe things; *Noun Clauses,* which stand for nouns or name things; and *Adverbial Clauses,* which modify verbs, adjectives, and adverbs.

The Adjective Clause.

Any clause which *describes* a thing, or which is attached to a noun or pronoun, is an *Adjective Clause;* as, The house *that Jack built.* The place *where I was born.* He *whom ye seek.*

The *Adjective* clause is generally introduced by a relative pronoun, the antecedent of which is the word qualified by the clause. Even when such words as *when, where, why,* &c., are used to introduce clauses, each of them may be resolved into a preposition and a relative—*in which, at which, for which,* &c.; as, The place *where* (*in which*) I was born.

A *Compound Relative* * introducing an adjective clause, must be resolved into a demonstrative and a relative; as, Show me *what* you have found, *i.e.,* show me *that, which* you have found.

* See p. 18; also pp. 69, 70; and K. p. 43.

Whoever said so spoke falsely, *i.e.*, *Any one* spoke falsely, *who* said so.

When this separation is made, the demonstrative forms part of the principal clause, and the relative belongs to the subordinate clause.

When the antecedent is omitted,* it must be supplied before the sentence is analyzed; as, *Who* steals my purse steals trash, *i.e.*, *He* steals trash, *who* steals my purse.

When the relative is in the objective case, it is often omitted;* as, It is not easy to love those (*whom*) we do not esteem.

Sometimes a relative in the nominative case is omitted, when its antecedent immediately precedes the subordinate verb; as, I have a brother (*who*) is condemned to die.

After negatives, the adjective clause is frequently introduced by *but*, meaning *which not* or *that not;* as, There is *not* one of his works *but* shows marks of care and study; *i.e.*, *which* does *not* show marks of care and study.

The *Adjective* clause may be attached to a noun or pronoun in any part of the sentence; *e.g.*:—

In the Nominative; as, He *whom ye seek* is not here.

In the Attribute; as, The spire of the church *which we attend* was struck by lightning.

* See p. 77; and K. p. 83, *q.*

In the Complement; as, I have twice read the book *which you lent me.*

In the Adverbial; as, He died in the house *which was given him by the queen.*

EXERCISES.

*On Adjective Clauses.**

The man who painted that picture is dead. I often think of the night which I spent with you. What you report may be quite true. He who tells a lie knows not what a task he undertakes. I have lately visited the place where I spent the happy years of my boyhood. I am monarch of all I survey. Who was the thane lives yet. The treaty of Westphalia, which terminated the Thirty Years' War, was concluded in 1648. I saw two gentlemen by me, who were in the same ridiculous circumstances. A shower then overtook us, which compelled us to seek shelter.

> Not a soldier discharged his farewell shot
> O'er the grave where our hero we buried.

I may do that I shall be sorry for. Strive to do only that is right. It seemed as if the English people had, in this brief period, utterly forgotten the mighty princess whose reign had been so glorious, and over whose bier they had so lately mourned.

> The nurse sleeps sweetly, hired to watch the sick,
> Whom snoring she disturbs.

* *Example:* I have just seen the lady who wrote that letter. *Adjective clause*, who wrote that letter, *describing* lady.

I have often wandered in fields which are now covered with houses. The frame of the picture that you gave me is beautifully carved. There is no one but believes in his honesty. Nothing which I could do would repay you for the kindness with which you have treated me, ever since the day when we first became friends.

> There is no fireside, howsoe'er defended,
> But has one vacant chair.

The Noun Clause.

Any clause which *names* a thing, or which occupies the place of a noun in any part of the sentence, is a *Noun Clause;* as, I believe *that he has deceived me. That you have wronged me* is quite evident.*

The *Noun* clause is generally introduced by the conjunction *that;*† but the conjunction is often omitted; as, It is said (*that*) he has failed.

When two or more *Noun* clauses are stated alternatively, the first is introduced by *whether*, the others by *or;* as, I cannot discover *whether* the letter was composed by himself, *or* was written by him to his father's dictation.

Sometimes only one alternative is stated, the other being implied. In this case the *Noun* clause is introduced by the conjunctions *whether*

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* The test of the noun clause is that the word "something" may always be put in its place; *e.g.*, I believe *something*—namely, that he has deceived me. *Something* is quite evident—namely, that you have wronged me.

† This conjunction is really the demonstrative pronoun, used to point out the clause following it.

and *if;* as, It is uncertain *whether* he is ready (or not). Ask him *if* he will help you.

A quotation is generally a *Noun* clause, governed by such words as *he said, the author thinks, it is a well-known saying;* as, Burke says, that "early and provident fear is the mother of safety."

When the *Noun* clause expresses an opinion, or states a fact, the principal clause may be in the form of a parenthesis; as, Every one (I think) will acknowledge the importance of classical learning; *i.e.,* I think *that* every one will acknowledge the importance of classical learning.

The *Noun* clause is frequently in apposition to the pronoun *it;* as, Elizabeth, it is true, often spoke curtly to her parliaments; *i.e., It* (namely, *that* Elizabeth often spoke curtly to her parliaments) is true.

EXERCISES.

*On Noun Clauses.**

We believe that he is honest. That he is brave is unquestionable. I have been told he is a great gambler. I doubt whether he speaks the truth. That thou art happy owe to God. I'll warrant we'll never see him sell his hen on a rainy day. He could not be brought to believe that his sister was dead. They say there is divinity in odd numbers. I would that

* *Example:* They say that he has lost his manuscript. *Noun clause,* that he has lost his manuscript, *objective case, governed by* say.

I were low laid in my grave. Ask him whether he is ready.

> Yet some maintain that to this day
> She is a living child.

I would the gods had made thee poetical. I have often thought, says Sir Roger, it happens very well that Christmas should fall out in the middle of winter. No observation is more common, and at the same time more true, than that one half of the world are ignorant how the other half lives. These, I found, were all of them politicians. Milton says beautifully that truth is as impossible to be soiled by any outward touch as the sunbeam. Ask him if he is aware of your success.

> Whether he was combined
> With those of Norway, or did line the rebel
> With hidden help and vantage, or that with both
> He laboured in his country's wrack,—I know not.

Every one, I think, will acknowledge the justice of the verdict. Reading, says Bacon, maketh a full man, conference a ready man, and writing an exact man.

> But, that thou shouldst my firmness therefore doubt
> To God or thee, because we have a foe
> May tempt it, I expected not to hear.

The Adverbial Clause.

Any clause which occupies the place of an adverb, or which modifies a verb, an adjective, or an adverb, is an *Adverbial Clause;* as, He came *when he was called.* He goes as often *as he can.* I shall do it *if I am asked.*

The nature of *Adverbial* clauses is indicated by the conjunctions which introduce them. Their classification corresponds exactly with that of adverbial words and phrases given above (p. 189). It is as follows:—

Clauses of Time, introduced by the connectives *when, while, whenever, since, before, after, until*, &c.; as, The letter arrived *while he was there.*

Clauses of Place, introduced by the connectives *where, whither, whence, wherein, wherever*, &c.; as, He goes *wherever he pleases.* He remained *until I arrived.*

Clauses of Manner, introduced by the connectives *as, as if;* as, He speaks *as he thinks.* He acts *as if he were innocent.**

Clauses of Degree, introduced by the connectives (so) *as*, (more) *than*, &c.; as, William is not so clever *as his brother* [*is clever*]. William is cleverer *than his brother* [*is clever*].†

Clauses of Cause, introduced by the connectives *because, for, since, as, why*, (in order) *that*,‡ *but;* as, He went *because he was told.* Strive, *that you may succeed.* Take heed *lest ye fall.*

---

* *As if* is elliptical. The full sentence would be, He acts *as he would act, if* he were innocent. The true clause of manner is *as he would act.* The subsequent clause, *if he were innocent*, is a clause of condition dependent on "as he would act."

† In each of these examples, the connective is preceded by a correlative or corresponding word: in the one case the adverb *so;* in the other, the comparative *cleverer.* In both examples the *degree* of William's cleverness is measured by comparison with that of his brother. In the first case the degree is that of *equality*, in the second of *inequality.*

‡ (In order) *that* and *lest* express *purpose*, which in the case of clauses, as of phrases, is included under *cause.* See p. 190, note *.

Clauses of Effect, introduced by the connective (so) *that;* as, He speaks so low *that we cannot hear him.*

Clauses of Condition, introduced by the connectives *if, unless;* as, *If I were invited*, I should go. *Unless I am invited*, I shall not go.

Clauses of Concession, introduced by the connectives *though, although;* as, *Though he slay me*, yet will I trust in him.

EXERCISES.

*On Adverbial Clauses.**

He acted as he was told. He started when he heard the news. Let it lie where it has fallen. If you persevere, you are sure to succeed. We are often so tempted that resistance seems impossible. He will remain where he is until he is sent for. Since you are wrong, you must have made some mistake. Although he was poor, he was always contented. Unless you are quiet you will hear nothing. He did not go, as he was told to remain at home. The noise pursues me wheresoe'er I go. When I am in a serious humour, I very often walk by myself in Westminster Abbey. You have more circumspection than is wanted. Although we seldom followed advice, we were all ready enough to ask it. He speaks to me as if he were my master. The climate of England is

* *Example:* I cannot write to my cousin, as I have lost his address *Adverbial clause*, as I have lost his address, *expressing* cause.

not so mild as that of France. He passed me so quickly that I did not recognise him. If you have tears, prepare to shed them now. As my heart was entirely subdued by the captivating strains I had heard, I fell down at his feet.

> Eternal smiles his emptiness betray,
> As shallow streams run dimpling all the way.

I will roar that I will do any man's heart good to hear me.

> Had I your tongues and eyes, I'd use them so
> That heaven's vault should crack.

Wherever they marched, their route was marked with blood. If there be anything that makes human nature appear ridiculous to men of superior faculties, it must be pride. The rest were long to tell, though far renowned. As soon as the sun arose, all their boats were manned and armed.

> When here, but three days since, I came,
> Bewildered in pursuit of game,
> All seemed as peaceful and as still
> As the mist slumbering on yon hill.

There are *three methods* of analyzing complex sentences:—(1.) They may simply be divided into *clauses*, the nature of each clause being specified; (2.) They may be analyzed in exactly the same way as simple sentences, only the principal clause being divided into its members; (3.) All the clauses, subordinate as well as principal, may be divided into their members.

Before analyzing any complex sentence, *contractions* must be expanded, and *ellipses* supplied; as, A man who is mean, or cowardly, or indolent, will not do for the post; *i.e.*, A man who is mean, or [*who is*] cowardly, or [*who is*] indolent, &c. What cannot be cured, must be endured; *i.e.*, *That* (*which* cannot be cured) must be endured. Who live to nature rarely can be poor; *i.e.*, *Those* (who live to nature) rarely can be poor.

Examples of Analysis.

1. He is well paid that is well satisfied.

2. That thou art happy, owe to God.

3. At about half a mile's distance from our cabin, we heard the groanings of a bear, which at first startled us.

4. When Henry the Fifth came within sight of that prodigious army which offered him battle at Agincourt, he ordered all his cavalry to dismount.

5. In truth there is no sadder spot on the earth than that little cemetery.

6. You have done that you should be sorry for.

First, or simplest, method.

1. A.*He is well paid
   a. That is well satisfied. (*Adjective* to "He.")

* An easy and convenient method of indicating the relations of the clauses to one another, is to mark each principal clause by a capital letter, as A, and each subordinate clause by a corresponding small letter, as a. This simple notation is borrowed from Mr Dalgleish's "Grammatical Analysis."

2. A. Owe [thou] to God
   a. That thou art happy. (*Noun, comp.* to "owe.")
3. A. At about half a mile's distance from our cabin, we heard the groanings of a bear,
   a. Which at first startled us. (*Adj.* to "groanings.")
4. A. He ordered all his cavalry to dismount,
   a. When Henry the Fifth came within sight of that prodigious army, (*Adverbial of time* to "ordered.")
   a. Which offered him battle at Agincourt. (*Adj.* to "army.")
5. A. In truth there is no sadder spot on the earth
   a. Than that little cemetery [is sad]. (*Adv. of degree* to "sadder.")
6. A. You have done that
   a. For [*which*] you should be sorry. (*Adj.* to "that.")

Note.—The Second and Third Methods of Analysis are given in the following pages. It will be observed in these tables that every principal verb is printed in SMALL CAPITALS, and every subordinate verb in *italics.*

SECOND METHOD.

	SUBJECT.		PREDICATE.		
	Attribute.	*Nominative.*	*Verb.*	*Complement.*	*Adjunct.*
1.	that is well satisfied	He	IS PAID	...	well. (*manner*)
2.	...	[Thou]	OWE	(1) that thou *art* happy (2) to God.	...
3.	...	We	HEARD	the groanings (1. of a bear), (2. which at first *startled* us),	at about half a mile's distance from our cabin. (*place*)
4.	...	he	ORDERED	(1) all his cavalry (2) to dismount.	When Henry the Fifth *came* within sight of that prodigious army (*time*) (which *offered* him battle at Agincourt),
5.	...	There	IS	no sadder spot (than that little cemetery [*is* sad], *adv.* to "sadder.")	(1) on the earth (*pl.*) (2) in truth (*deg.*)
6.	...	You	HAVE DONE	that (for [which] you *should be* sorry).	...

THIRD METHOD.

	Letter.	Kind of Clause.	Connective.	SUBJECT.		PREDICATE.		
				Attribute.	*Nominative.*	*Verb.*	*Complement.*	*Adjunct.*
1.	A.			...	He	IS PAID	...	well (*man.*)
	a.	*Adj.*		...	that	*is satisfied*	...	well. (*man.*)
2.	A.			...	[Thou]	OWE	to God	...
	a.	*N.*	that	...	thou	*art*	happy.	...
3.	A.			...	We	HEARD	the groanings (of a bear)	at ... cabin, (*pl.*)
	a.	*Adj.*		...	which	*startled*	us	at first. (*ti.*)
4.	A.			...	he	ORDERED	(1) all his cavalry (2) to dismount.	
	a.	*Adv.*	When	the Fifth	Henry	*came*	...	within. army (*pl.*)
	a.	*Adj.*		...	which	*offered*	(1) him (2) battle	at Agincourt, (*pl.*)
5.	A.			...	There	IS	(no sadder) spot	(1) on the earth (*pl.*)
	a.	*Adv.*	than	that little	cemetery	[*is*]	[sad].	(2) in truth (*deg.*)
6.	A.			...	You	HAVE DONE	that	...
	a.	*Adj.*		...	you	*should be*	sorry.	for which (*ca.*)

EXERCISES.

Complex Sentences for Analysis.

The prisoner declared that he was innocent. He that runs may read them. When the princess arrived, she received a splendid bouquet. Though he is above seventy, he is an active man of business. Unless he perseveres he will never succeed. He sat for several hours motionless where the rivers meet. The citadel where he shut himself up after his defeat was stormed in the following week. Their diadems were crowns of glory which should never fade away. Those had little reason to laugh who encountered them in the field of battle. Such was the dust with which the dust of Monmouth mingled. Nothing is so dangerous as pride. One of the company told me that it would play there above a week longer if the thaw continued. Mercy becomes the throned monarch better than his crown. Whatever is, is right. Fools rush in where angels fear to tread. Such treatment I did not expect, for I never had a patron before. Those who are rich are not always so happy as their poorer neighbours. If it had not been that I had tested his fidelity before, I could not have believed him. My valet, who was an Irishman, fell into so great a rage at what he had heard, that he drew his sword. When I compare the figure which the Dutch make in Europe with that they assume in Asia, I am struck with surprise.

THE COMPOUND SENTENCE.

A *Compound Sentence* is a sentence that contains two or more complete assertions, or principal clauses; as, The father *makes* money, and the son *spends* it. I *hate* innovation, but I *love* improvement.

The several principal clauses in a compound sentence are said to be *co-ordinate* with one another, because they are independent of one another, and each of them makes complete sense by itself.

Any principal clause in a compound sentence may have *subordinate clauses* attached to it; as, The father, *who is industrious*, makes money; and the son, *who is extravagant*, spends it as fast *as he can*.

Contracted Sentences.

When a member common to two or more clauses is expressed only once, the sentence is said to be *contracted:* as, Its motion is circular, not progressive; *i.e.*, Its motion is circular, [*its motion is*] not progressive. Death had lost its terrors, and pleasure its charms; *i.e.*, Death had lost its terrors, and pleasure [*had lost*] its charms.

The principal members of compound sentences are connected by the conjunctions *and*, *either — or*, *neither — nor*, and *but*. Sometimes the conjunction is omitted; as, The wind roared, the rain came down in torrents; it was a terrible night.

There are *three methods* of analyzing compound sentences:—(1.) They may simply be divided into clauses; (2.) Each leading member may be analyzed in the same way as simple sentences, only the principal clauses being divided into their members; (3.) All the clauses, subordinate as well as principal, may be divided into their members.

Examples of Analysis.

1. We said that the history of England is the history of progress; and when we take a comprehensive view of it, it is so.

2. At church, with meek and unaffected grace,
   His looks adorned the venerable place;
   Truth from his lips prevailed with double sway,
   And fools who came to scoff, remained to pray.

First, or simplest, method.

1. A. We said
   a. That the history of England is the history of progress;
   B.* And it is so,
   b. When we take a comprehensive view of it.
2. A. At church, with meek and unaffected grace, his looks adorned the venerable place;
   B. Truth from his lips prevailed with double sway,
   C. And fools remained to pray
   c. Who came to scoff.

* Applying the notation already explained (p. 206, note) to compound sentences, we mark each principal clause with a different capital letter, A, B, C, &c.; the clauses subordinate to clause A are marked a; those subordinate to clause B are marked b, and so on.

Second Method.

	Letter.	Connective.	Subject.		Predicate.		
			Attribute.	*Nom.*	*Verb.*	*Complement.*	*Adverbial.*
1.	A.		...	We	SAID	that the history of England *is* the history of progress;	...
	B.	and	...	it	IS	so	when we *take* a comprehensive view of it. (*ti.*)
2.	A.		His	looks	ADORNED	(the venerable) place	(1) at church (*pl.*) (2) with meek and unaffected grace; (*man.*)
	B.		from his lips	truth	PREVAILED	...	with double sway, (*man.*)
	C.	and	who *came* to scoff	fools	REMAINED	...	to pray. (*pur.*)

THIRD METHOD.

	Letter.	Kind of Clause.	Connective.	SUBJECT.		PREDICATE.		
				Attribute.	*Nominative.*	*Verb.*	*Complement.*	*Adverbial.*
1.	A.			...	We	SAID	...	...
	a.	*Noun*	that	of England	the history	*was*	the history (of progress);	...
	B.		and	...	it	IS	so	...
	b.	*Adv.*	when	...	we	*take*	a (comprehensive) view (of it).	...
2.	A.			His	looks	ADORNED	the (venerable) place	(1) at church (*pl.*) (2) with meek and unaffected grace; (*man.*)
	B.			from his lips	truth	PREVAILED	...	with double sway, (*man.*)
	C.		and	...	fools	REMAINED	...	to pray (*pur.*)
	c.	*Adj.*		...	who	*came*	...	to scoff. (*pur.*)

EXERCISES.

Compound Sentences for Analysis.

The general had three daughters, and he left each of them a fortune. He had many relatives, but he died without a friend. I could make nothing of it, and therefore asked in what language it was written. When Sir Roger sees any one sleeping in church, he either wakes them himself, or sends his servant to them. Charles had two brothers; the one became a bishop, and the other, who had entered the navy, was drowned in the Mediterranean. Henry the Fifth manifestly derived his courage from his piety, and was scrupulously careful not to ascribe the success of it to himself. Impudence is a vice, and absurdity a folly. The impudent are pressing, though they know they are disagreeable; the absurd are importunate, because they think they are acceptable. A long series of ancestors shows the native with great advantage at the first; but, if he any way degenerate from that, the least spot is visible on ermine. Almost every man's thoughts, while they are general, are right; and most hearts are pure while temptation is away. It is one thing to write because there is something which the mind wishes to discharge; and another thing to solicit the imagination, because ceremony or vanity requires something to be written.

Full well the busy whisper, circling round,
Conveyed the dismal tidings when he frowned;
Yet was he kind, or, if severe in aught,
The love he bore to learning was in fault.

The French have long been acknowledged to have much bravery: a great part of Europe has owned their superiority in this respect; and I know scarcely any country but that which has beaten them that dares assert the contrary.

Slaves cannot breathe in England: if their lungs
Receive our air, that moment they are free;
They touch our country, and their shackles fall.

The alms of the settlement in this dreadful exigency were certainly liberal, and all was done by charity that private charity could do: but it was a people in beggary; it was a nation which stretched out its hands for food.

Who steals my purse steals trash: 'tis something, nothing;
'Twas mine, 'tis his, and has been slave to thousands;
But he that filches from me my good name,
Robs me of that which not enriches him,
And makes me poor indeed.

FINIS.

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