## MODELS, AS IN THE DIALOGUE;

[To lie open before the class while the Questions are asked.]

> IN LESSON LII.

F: Able writers write ably.
2. Go at pleasure. Go as you please.

> IN LESSON LIII.

1. John, man, he, whom I saw.
2. He and she were teachers of music.
3. I gave you the book.
4. A boy, or class of boys.
5. He heard me speak to him.
6. Send me a line.
7. It was she.

> IN LESSON LIV.

1. I go seeing. I go to see.
2. I see, I can see, see thou.
3. I see, I saw, I shall see.
4. I have seen, I had seen, I shall have seen.
5. I moved, as you saw.
6. I saw, I was seen, I was seeing.
7. I moved it as I went.
8. I go, thou goest.
9. He goes, they go.
IN LESSON LV.
10. That old man.
11. Old, older, oldest.
12. Live oxen are alive.
13. His book, or Ann's book.
14. I go because he goes.
15. He goes, therefore I go.
16. He goes and I go.

## FOR SALE;

By Otis, Broaders \& Co., Boston; Collins, Keese \& Co., Nero York; Thomas, Cowperthwaite \& Co., Philadelphia.

"A Comprehensive Grammar," sc. By W. Felch.

The following are among the Recommendations of the work.
" Mr. Felch has succeeded, in a good degree, in removing the mystic veil from this branch of science." People's Advocate.
" Mr. Felch's system of classing appears natural, eany of comprehension, and, what is of more importance, capable of being reduced to practice." Fitchburg Gazette.
"Though deep-rooted prejudice against all innovations on the old system, may for some time operate against him, he should console himself with the reflection that his labors will ultimately be crowned with success; so sure is truth in time to triumph over error." Farmer's Gazette.
" Simple, plain and concise, it erects on a sure foundation a beautiful superstructure, and the eye contemplates the architecture wich pleasure." Boston Herald \& Star.
"The errors of Murray are evidently known and have been avoided, while common sense and original thought have taken the place of mere notions." Galaxy.
"We would invite the attention of all School Committees to the subject; as it is our firm conviction that they could not confer a greater favor on the youth of our country, than by the general adoption of this Grammar." Reformer.
"We trust to see his system adopted more extensively." Barre Gaz.
"We have long been of opinion that some such work as this was necessary." Lynn Record.

## Extracts of Letters, \&c.

"The patient research, the close investigation, the continued mental labor which your treatise evinces, should entitle it to the candid consideration of every honest student."
"Were my own wishes alone consulted in the matter, the gum total would be, that every teacher in the country should study and understand the principles of your proposed work."-J. Harrington, Jr. Principal of the Hawes School, Boston.
"We recommend it to the attention of teachers, and all who wish to understand the philosophy of language.'-Report of the Com. of Worcester Co. N. W. Common School Convention.
" I have so much confidence in the correctness of its principles, as to recommend it to my scholars in preference to any other."-Rev. C. Shedd, Preceptor of New Ipswich Academy, N. H.
"I have not been in possession of leisure to read your Grammar attentively; but the general idea of it seems to be sound, that Grammar is an Exposition of the Architecture of Language; and I see much clearness and vigor in your expositions, in so far as I have read them." -Geo. Combe, of Edinburgh.

## GRAMMATI'JAL PRIMER ;

 COMPRISING THE OUTLINESOF THE<br>\section*{COMPOSITIVE SYSTEM,}

```
MORE FULLY EXPLAINED AND DEFENDED IN A WORE ENTITIED
            * A COMPREEENSIVE GRAMMAR;
            `RESENTING SOME NEW VIEWS
                OF TEE STRUCTURE OF LARGUAGE."
```

                    BY W. FELCH.
    "Not hereby exelnding the better way when it is found."
King Henry's edition of Lily's Grammar.

```
            BOETON:
OTIS, BROADERS AND COMPANY.
    1841.
```


## Ede 758.41 .366



Entered according to Act of Congress, in the year 1841,

> BY W. FILCH,

In the Clerk's Office of the District Court of Massachusetts.

Printed by H. L. Devereux, No. 4 Water Street.

## PREFACE.

In 1830 the Author framed his Compositive System of Grammar, and publicly taught it.

In 1831 a Compend was printed for the use of his classes.
In 1837, after some further investigation of the structure of language, the system was published in Boston, under the title of "A Comprehen: sive Grammar, presenting some new views of the structure of language ; designed to explain all the relations of words in English syntax, and make the atudy of Grammar and Composition one and the same procean."

## ADVANTAGES PROPOSED.

Among the advantages proposed, are the following :

1. The classification being altogether Constructive, Architective or Syntactic, Grammar and Composition, therefore, are made one and the same study, as far as grammar goes.
2. The science is so simplified, that the learner advances incomparably faster in both studies united, than he could by the old method in either of them alone.
3. The New System is, not only more simple, but much more critical; presents further and clearer views of the structure of language.
4. It interests and satisfies the student's mind, instead of perplexing and disgusting him.
5. It affords constant exercise for the reasoning faculties. The relations between the words in a sentence, depend on the relations between the ideas they express.
6. Hence this system prepares the way to understand the connection between the Philosophy of Language and that of Intellect.
7. It connects Grammar more closely with Rhetoric, by showing that several varieties of atyle, arise from varieties of ayntax.

IMPEDIMENTS.
Some of the impediments in the way of Reform, are these :

1. It has to contend against habit.

For it must propose nothing less than a radical change in a system of science which has been about as bad as stationary for thousanda of years.
2. It han to contend against "principalities and powers."

The science has been allowed to reat on precedent, and the authority of echools.
3. It has to contend againat mystery.

We have not presumed beretofore to understand and judge the aubject for ourselves; bat have suffered anthors to bind as in-

## "The magic chain of words and forms, And definitions void."

Consequently, it would not be a strange passage in the history of man, if the blind had led the blind.
4. It has to contend against distaste.

The public have been rather disgusted than entertained with the subject. It is therefore difficult to get their attention to a new theory. This arises from the fact, that the mind, naturally thirsting for knowledge, has labored hard in this field of science, without the gratification which the discovery of trath would afford.

Hence it is significantly called a "dry study;" and hence, when we leave it as a task in school, we leave it forever; as if we had no concern with it in after life.
5. And wherever, even in the name of philanthropy, and with the weapons of truth, you would introduce reform, a handful at first of recruits are required to lay siege to a world.

Before a system radically new can be extensively adopted, teachers must be prepared.
success thos far:
But, notwithstanding these, and other impediments, this new system has even found its way already into a uumber of Schools and Academies; and has received the hearty approbation of many learned, and some distinguished persons. And thus far, the author is not apprised that any man of science has denied the truth of his theory of language.

## TROTH?

This theory is true,-or it is not true.
If true, the public has a deep interest involved in its promulgation.
The friends of education and science are earnestly solicited to examine and decide this point.

## ABRIDGMEFT.

Some eminent teachers, after admitting its truth, have suggested the need of a smaller and simpler work, adapted to lead children to an anderstanding of the general principles and usages of language, without embarrassing them, at all with questions too critical for their comprebension.

Such a work this abridgment is designed to be.
It is, however, indispensable, that every teacher of this, should thoroughly acquaint himself with the principles taught in the Comprebensive Grammar; or should at least, keep a copy of that work by him for daily reference.

W. FELCH.

Boston, Oct. 1841.

## REMARKS ON THE OLD SYSTEM.

Cardell has said, that even Horne Tooke was "caught in the grammatical snare."
There are many snares in grammar.
The single word etymology, as applied to classification, is an allsufficient snare, from which the sagacious Cardell himself did not have the fortune to escape.

It is almost amusing to see him overlook the actual use of a word, and search out its etymology, in order to ascertain what "part of speech" it is. For although, like every other grammarian, he has words of different etymology in the same clas $\varepsilon$, and words of the same etymology in different classes, yet he puts several conjunctions on the list of verbs merely because they were verbs once, or derived from verbs; or because, in fact, he was unable to discover what a conjunction is.

The prevniling system of grammar, which in substance we have received from the ancients, will be found, upon careful inspection, to be radically defective and erroneous;-how defective and erronenus, no one is prepared to conceive, till he has given the subject more attention than a short essay like this article could evince.

## WANT OF PURPOSE.

And, in the first place, the purpose of grammar is not distinctly set forth.

Indeed, it is proposed as "the art of speaking and writing correctly." Thus our grammarians would give us "the art" without the science,-a heap of blind, and peradventure incongruous, rules of composition, with no principle for their basis.

And it seems not to have entered their thoughts, that one may speak grammatically, and yet incorrectly;-that his speech may be incorrect in point of perspicuity, meaning, fact, time, place, order, taste, manners, morals, \&c.

Graminar teaches grammatical correctness. And to understand what grammatical correctness amounts to, we must understand, at least, what is meant by grammar ;* and this brings us back where we started from.

## WANT OF PLAN.

And our grammarians are not only destitute of a purpose, but they seem destitute of a plan to accomphish any purpose. For, in the second place, they proceed to class words without principle; of course they leave us without a test by which to try the correctness

[^0]of the classifications they make. And the words are in many instances assorted to no purpose, except to envelop the subject in obscurity and perplexity.

And thirdly, and consequently, being assorted without regard to truth or principle, the classes are not, and cannot be defined.

Fourthly, the rules almost essentially consist of falsehoods and superfluities.

And finally, darkness and difficulties, defects and superfluities, contradictions and falsehoods, abound throughout the whole system. We suppose this to arise, not so much from want of talent, as from want of a right starting point.

```
AUTHORITY.
```

It seems, our master builders in this science have not dug deep enough to lay a solid foundation. They have laid it, not in nature, but in precedent. The old classification has been held more sacred than truth herself. But truth disdains the embrace of those who love her inferiors better.

The system has been tauglit to our youth, not because it is true and convenient, but because it has been "handed down." Learned men have published and taught it ;-at least, somebody has told us they were learned; and we have neglected to judge the tree by its fruit.

And, the less we have understood of the matter, the more servilely and tenaciously have we followed our guides. And oft as the bugle of reform has sounded, we have been found clinging to them only closer and closer, like a child in the dark to its mother's breast.

There is a form of learning "without the power." The power of learning consists in the discernment and useful application of truth.

Much that is taught in our schools under the name of grammar, is no nearer the truth, than if we should teach, that nine times nine is a hundred, or that the sun revolves about the earth!

How long the ardent friends of education will be reconciled to a faithless personification of science, while the real presence is kept out of sight;-how long they will suffer a bungling counterfeit to usurp the place of the true coin ;-the records of the future must determine.

And the vast expense of time and money, is not the greatest evil the public is suffering from this cause. It sadly perverts and misdirects, not only the scientific, but, to some extent, the moral energies of the mind.

## SPECIMENS OF DEFINING.

A few specinens of their blind mode of teaching, must suffice for the occasion."

[^1]Before the pupil knows what nouns are, the Article is deseribed to him as "a word prefixed to nouns to point them out, (?) and show how far their signification extends." (?) Now imagine this definition to be intelfigible and true,-and say, which of the following adjuncts would be articles, and which not, and why;-The books, these books, two books, John's books.

The Pronoun is defined, "a word used instead of a noun to avoid the two frequent repetition of the same word." But if I ask, What is that? neither the pronoun what nor that is used "to avoid repetition." And if I ask, What thing is that thing? neither is used "instead of a noun." And again, a noun is sometimes "used instead of a noun to avoid the too frequent repetition of the same word."

The Noun is defined "a name." It is however more difficult to decide whether a word is "a name," than whether it is a noun structurally. Why is sir a name, more than he? And in the phrases fox fur, fox's fur; why is fox's more a name than fox? And this critical question, of its being a name, or not being a name, concerns its meaning, rather than its grammatical relations.

And the equally critical question, whether an adnom "expresses quality;"-what has this to do with classing? Besides the Adjective no expresses no more quality than the so-called pronoun some; as, some one, no one. And the article an expresses as much quality as the adjective two. And in the phrase children's shoes, the adjunct children's expresses "quality;" but the scholar is not allowed to parse it as an adjective.

And furthermore they instruct him, that "an Adjective may he known by its making sense with the addition of a noun;" as thing, things. But what if he says, the things, these things, John's things? 0 , they just inform him that he is inaking use of the article, pronoun and noun!

With regard to the words called "Adjective Pronouns," some of the most popular grammarians admit in their notes, that they "are not pronouns, but adjectives;" and in the same book teach the scholar to parse them as pronouns. Such authors stand self-convicted of teacling falsehood!

And a falsebopd in school, is no less odious than a falsehood elsewhere.

Deplorable indeed must be a system which is to be sustained at the expense of truth!

## of defining tee bobdivisions.

Having defined the noun to be "a name," they define the Nominative Case to be. "the mere name of a thing, or the subject of the verb." Suppose then, I say of a surgeon, He dissected the body.Here body denotes the "subject" of dissection; and is, at least, as much a name as he.

Murray describes the Neuter Verbs as expressing "neither action nor passion!" He leaves to school-boys 110 alternative therefore,
but either to follow their grammar "afar off," or deny their teacher's right to correct them for running, jumping, laughing, and shouting, even in school time.

## OF RULES.

As a specimen of his Rules, Murray directs, that the present participle, when preceded by the, must be foliowed by of. Thus, instead of saying, The firing ceased; I saw the setting sun; we are required to say, The firing of ceased; I saw the setting of sun!

His Rule 12th, of Syntax seems to be a second unsuccessful attempt to define the lifinitive Mode.-"One verb governs another that follows it and depends upon it in the infinitive mode; as, Cease to do evil." But if you change the expression to Cease doing evil, then the verb doing is infinitive according to the rule; and yet they parse it as a verb of no mode at all!

These absurdities, and scores of others, could never have disfigured our grammar, had it beeu made truly a science.

But so it is, that we can hardly turn to a page of a system of grammar in popular use, which does not bear on its face astounding evidence, that either the subject is beset with insurmountable difficulties, or our grammatists have not understood the theory of language.

That it is not beset with insurmountable difficulties, is fully believed by the friends of this new system.

## ORSCURITY.

And where our grammatical teachers have not actually perverted our vision, they have left us at best to grope our way in darkuess, and doubt, and disputation about unmeaning names, and nondescript classificntions, and chaotic rules, with numerous exceptions, some expressed, some understood, and some neither expressed nor understood.

As an instance of obscurity, they define the Relative Pronouns to be "such as relate in general to some word or phrase going before." This "in general" destroys the definition. But suppose they always relate;-yet still, the grammarian has given us only an addition to the ample list of "definitions void;" unless he will condescend to inform us how they relate. Other relationships exist ; for of the preposition no peculiarity is mentioned but that of "showing the relation between words."

The Conjunction is ouly described as "connecting words or sentences." But words may be connected by a preposition, transitive verb, adverb, \&c. And sentences may be connected by a preposition, a relative pronoun, an imperative verb, an interjection, the article the, \&c. We therefore demand, how does a conjunction "connect," so that we may comprehend its architective relations, and know whether it is a conjunction or not, and what is meant by its being so?

But the fact is, it does more than "connect;" it modifies the
expression. For the moment you change one conjunction for another, you alter the meaning of the sentence; as,

$$
\text { I go }\left\{\begin{array}{c}
i f \\
b \text { cecause } \\
\text { as }
\end{array}\right\} \text { he goos. }
$$

TERMINOLOGY.
Much might be said of the accustomed technicals; but it is a matter of somewhat less importance.

The notion of "government," for instance, if it has any rightful province in grammar, has one more extensive far than its friends assign it.

I saw him.-Him is put in the objective case, and $I$ is put in the nominative case, by their peculiar relations to the verb satw. Saw "governs him in the objective case;" and governs $I$ in the nominative case, just as much.

John and Mary are husband and wife by their relation to each other. He governs her in the wife case; and she governs him in the husband case!

But this mode of speaking may be dispensed with; because it throws no light on the connection existing between persous or words.

## METHOD OF TEACHING.

With regard to the method of using this compend, every teacher should, in a measure, exercise his own judgment and ingenuity.

Perhaps the following is among the best expedients.
When the teacher gives out a Lesson, and before the class begin to study it, let him read and explain it, and converse with them familiarly upon the subject.

This will excite their interest, and facilitate their progress.

## THE GRAMMATICAL PRIMER.


#### Abstract

LESSON L Grammar. First of all, the learner sbould have some general conception of the purpose and properties of this Science.

Grammar is the Architecture* of Language. It explains the structure $\dagger$ of sentences; and the constructive nature of the materials $\ddagger$ composing them.

English Grammar teaches the constructive principles§ and usages $\|$ of the English Language.


## NOTES.

* Knowledge of framing or building.
$\dagger$ Manner of framing, building or connecting.
$\ddagger$ What a building is made of.
§ To teach the principles of syntax, is to explain the sentential distinctions and dependences of words. Syntax is the construction of words into senteuces.
$\|$ We speak to be understood. Hence the need of uniformity. And this can only apring from conformity to general usage, or the usage of those whose examples are most respected. Unnecessary innovation should therefore be avoided.
[The teacher should, in like manner, define all the words, and explain the facts and principles, not clearly understood by the pupil.]


## QUESTIONS.

The subject of your lesson is what? [This question may be asked in the other lessons.] Grammar is what? Explains what? English Grammar teaches what? Syntax is what? [Other questions may be asked here and elsewhere.]

## LESSON II. Sentencre.

0 Men move.
Men move is a Sentence.
A Sentence is a frame of words expressing a proposition. proposition.
A Proposition is an assertion, ${ }^{*}$ as, Men move;-or an interrogation, $\dagger$ as, Do men move? -or an injunction, $\ddagger$ as, Move men. $^{\text {a }}$

The ideas of which the proposition consists, are expressed by the words of which the sentence consists.

Thus men expresses an idea arising from one faculty of mind, the faculty which conceives§ of a thing; and move expresses an idea arising from another faculty of mind,-the faculty which conceives that an event takes place. And both framed together express a thought, $\|$ in the form of a proposition.

## notes.

* Act of saying that an event takes place.
$\dagger$ A question, or act of asking if it takes place.
$\ddagger$ A command or request is meant here.
§ To conceive an idea or proposition, is to form it in the mind.
|| A thought is what we can think; (as used here.)


## QUESTIONS.

A sentence is what? Exemplify it. A proposition is what? Examples. The ideas in the proposition are expressed by what? Men expresses what? Move? Both? [When convenient, the Model Phrase at the head of a lesson should be exhibited in large letters.]

## LESSON III. Nouns.

$0 \cdot \sqrt{s}$ Men move.
Whenever we speak, we speak of some subject or thing.* Here we speak of men.
A word of which the chief purpose is to denote a subject of speech,t is a Noun; as,
$\left.\begin{array}{lr}\begin{array}{l}\text { Men } \\ \text { They } \\ \text { Things }\end{array}\end{array}\right\}$ move. $\left.\begin{array}{r}\text { The man } \\ H e \\ \text { John }\end{array}\right\}$ moves $\left\{\begin{array}{l}\text { houses. } \\ \text { himself. } \\ \text { him. }\end{array}\right.$

Any word that takes a noun's place, is a noun, as exemplified above.

## NOTES.

* A thing, is what we can think of. This is its broadest sense. It is an individuality.
$\dagger$ A subject of speech is what we speak of.


## QUESTIONS.

We speak of what? Example. A noun is what? Men move; which is the noun? The man moves houses? \& c. A word that takes a noun's place is what? Examples. \&c.

LESSON IV. Verbs.

$$
\text { as Men move. } \sqrt{3} \text { Men are. }
$$

Whenever we make an assertion, we assert that an event happens, occurs or takes place; that a subject is, or acts;-that it is something, or does something ;-that it exists, or passes some change of existence.

Here, as a subject, we are speaking of men; and we say they move.

Move is a Verb, and are is a Verb.
A Verb signifies to event ;-that is, to do or be ; as,
I am, I exist, 1 live, I stand, I move, I run;
I have, I possess, I hold, 1 keep, I elaim, I demand.
When we speak by way of interrogation, or injunction, the word signifying to event is still a verh; as Move we? Thou move.

The Noun and Verb may be compared as in the Exercises following.

Lave those who have no love for you.
Honor him who is worthy of honor.
Praise their merit who merit praise.
To move is to make a movement or motion.
To enjoy a blessing is to have enjoyment in it.
They breathe the breath of devotion.
They live a life of virtue.
They die the death of the righteous.

## QUESTIONS.

When we make an assertion what do we assert? Give an example. Move is what? And are? A verb signifies what? \&c. A word that takes a verb's place is what? What do you say of interrogation or injunction? Love those who have no love for you; what is the first love? \&c.

## LESSON V. Unmodified Sentences.

$$
\text { Of Men move } 0 \text { They move him. }
$$

An entire sentence cannot consist of any thing short of a noun and a verb.

Men move consists of a noun and verb only.
They move him consists of a verb and two nouns;-one of the nouns denoting the verb's agent, and the other its object.* These may be termed Unmodified or Basalł Sentences.

## Exercises.

Jane sings. $\ddagger$
Louisa studies.
Nancy reads.
Caroline walked.
Harriet died.
Laura retired.
Eliza excels.
Sarah attended.
Adam sinned.
Peter wept.
Rachel mourned.

Beauty fades. I hesitate. Virtue triumphs. They mistake. Friendship soothes, He declined. Hope brightens. It suffers. Spring returns, We think. Mankind toil, Who fell? Roses bloom. Time passes.
Run boy. Speak truth. Do jasustice,

Which succeeded?
These agree.
Awake thou.
Serve neither. Ours returned.

Pity Susan.
Educate Mary.
Julia wrote. Imitate Martha.
Observe Lucy.

Love mercy.
Follow peace.

> Fools contend.

Forsake sin.
Obey God.

George's failed.
Promise what?
Silence all.
Save us.
We perish.

We should consider.
You can be called.
This cannot be.
Health is studied.
This might have been expected.
"Frown it must."
It must frown.
You prosper.
You do prosper. $\}$
They ran.
They did run. $\}$

Should we consider?
Can you be called?
Cannot this be?
Is health studied?
Might this have been expected?
Must it frown?
Do you prosper?
Did they run?

## nOTES.

[^2]QUESTIONS.
How is the simplest sentence formed ? Example. Which is the noun? \&c. What is such a sentence called? Why called Basal? They move him ;-is this sentence unmodified? Please explain it. \&c. Jane sings ;-which is the noun? Beauty fades;-the verb? \&c.

## LESSON VL Modified Sentences. <br> a Pleasant men move pleasantly.

A Modified Sentence has, for its essential part or base, a verb connected with a noun or nouns, as men move, they move him; and otherwise consists of supplemental phrases or words; as,

Men move $\left\{\begin{array}{l}\text { with pleasure. } \\ \text { pleasantly. }\end{array}\right.$
The supplemental words may be called Supplements,* Adjuncts, $\uparrow$ Qualifiers, $\ddagger$ or Modifiers. $\$$
notes.

* Addition to supply deficiency.
$\dagger$ Things added and joined.
$\ddagger$ That restrict the sense.
§ That change the form of expression to vary the sense.


## LESSON VII Adnouns.

## 0 OFleasant men move.

If, instead of saying men move, we modify or restrict the expression by supplying the word pleasant, then pleasant men is a nounal phrase, and takes the place of the noun men. Ask the question what move?-and men answers it in the one instance, and pleasant men in the other.

Pleasant men is, in fact, a sort of compound noun, like twenty two in the place of twenty. Men is the trunk or principal ;* and pleasant is the branch, supplement or modifier. As it is supplemental to a noun, we should call it an Adnoun. $\dagger$

Any word that modifies a noun, in its character as such, $\ddagger$ is an Adnoun.

Any word, therefore, that takes an adnoun's place, is an adnoun;

> as,

| These) |  | Stro |
| :---: | :---: | :---: |
| The | men. | Wise |
| Our |  | Good |

The Noun and Adnoun may be compared as in the Exercises following.

The wild man inhabited a dreary wild.
He traveled in the dark through a dark forest.
With deep emotions be surveyed the stormy deep.
The four damaged ones were the last four.
The German states are the states of Germany.
$V i r t u o u s$ men love virtue.
Wrase men seek wisdom.
The mental faculties are the faculties of mind.
The Noun, Verb and Adnoun may be compared as follows.
In security we are secured, or made secure.
The prices at which thinge retail, are retail prices.
Take a light and light up the light house.
The paint to paint my house, came from the paint shop.
If it is not a level, level it, and make it level.
The brave brave many dangers to be called brave.
Please to copy the copy in a fair copy hand.
The wotch should walch at the wotch house,

## notes.

*The principal is the chief word, or one most essential.
† "Adnoun, in grammar, an adjective or attribute." Welster's Am. Dictionary.

Adjective, signifying something adjected or added, is a name more unitable for the adverb than the adnoun, because the adverb is a modifier of more general use.
$\ddagger$ See Lesson 43.

## QUESTIONS.

Pleasant men;-what do you say of this phrase? It takes the place of what? How does this appear? \&c. Which word is principal? Pleasant is what? Should be called what? And why? What is an adnoun? A word that takes an adnoun's place is what? \&c. \&c.

## LESSON VIII. Adyerbs.

$$
\sqrt{\vec{s}} \text { They move pleasantly. }
$$

An Adverb is a modifier; but not of a noun as such.*
lt is used to modify a verb, or a modifier ; $\dagger$ or sometimes a noun in its relative character.*

If, instead of saying, move, I modify the expression by the adjunct pleasantly, then move pleasantly is a verbal phrase. Move is the principal, and pleasantly the modifier.

The like may be said of the adverb's application to various parts of speech ; as,

$$
\left.\begin{array}{l}
\text { Pleasant } \\
\text { Very pleasant }
\end{array}\right\} \text { men mave }\left\{\begin{array}{l}
\text { pleasantly. } \\
\text { very pleasantly. }
\end{array}\right.
$$

The Adnoun and Adverb may be compared as in the Exercises following.

He is a sad bor. $\ddagger$
He is a fluent speaker.
It is a strange error.
She was an uncommon person.
That remarkable work,
This very house,
The nearest font,
The account was exact.

He behaves sadly.
He speaks fluently.
It is strangely erroneous.
She was uncommonly tsefin. was remarkably wech done. was very badiy finished.
is nearly in ruins.§
It was exacily as me said. $\|$

* See Lesson 43.
+ Why a modifier is modified by an adverb, and not by an adnoun, may be explained as follows.-Though its leading purpose is to express Comparison, as pleasant, unpleasant; yet subordinate to this, is a verbal or eyentive signification. Pleasant men is equivalent to men being pleasant.
$\ddagger$ In this table, and many other parts of the work, the modifier is printed in italics, and the principal in small capitals.
§ Nearly modifies the preposition in.
ff Exactly modifies the conjunction as.


## QUESTIONS.

An adverb is what? Is used how? What do you say of move pleasantly? Which word is principal? Pleasantly is what? A word that takes an adverb's place is what? \&c. He is a sad boy;what part of speech is sad? Modifies what? He behaves sadly;sadly is what? Modifies what? \&cc.

## Lesson IX. Exercises with the Noun, Verb, Adnoun and Adverb.

The BeLL tolls frequently. Our life speeds away.
Their labors went on.
The stream murmurs along.
Life is very uncertain.
He is profoundly learned.
Which is most interesting ?
Fancy builds too high.*
Abuse not your enemy. Treat those people civilly.
Never envy another's good.
We move so slow.*
How true it is.
So spake the seraph. What subject is here?
Many nen were there.

Good men suffer often.
Good men often suffer.
Often good meu suffer.
Great met sometimes err.
Carefully keep your word.
Never wrong any onc.
Pursue far nobles onds. Provide more firm support.
That was too true.
It is as bright,
Where sleepe the brave?
How changed the scene!
He always appears kind,*
She alonet is faithful.
You went away sorrowful.*
They are but few.

NOTES.

* Adnouns of adverbial position; See Lesson 41.
$\dagger$ Personal adverb; See Lesson 43.


## Lesson X. Prepositions.

$$
\text { 芧 Pleasant men move }\left\{\begin{array}{l}
\text { pleasantly. } \\
\text { with pleasure. }
\end{array}\right.
$$

Some modifiers require the assistance of a noun. Thus we do not say, men move with;-but we say, they move with something ;with pleasure, for instance, or with pain.

With is a Preposition.
A Preposition, then, is a modifier with reference to an object or thing;-a modifier by aid of a noun or its equivalent;* as,

They move witb pleasure.
They are pleased with moving. $\dot{f}$
The Preposition may be compared with the Adnoun and Adverb as follows,

An after matter.
A like case.
He was near.
A worthy friend.
He waleed about.
He stepped down.
He traveled on.
He went in.

A matter after that,
A case like this,
He was near dying. $\dagger$
A friend worth having. $\dagger$
He walked about house.
He stepped down etairs.
He traveled on horseback.
He went into the office.

He wrote correctly. It is partly troe. They were French. She was humorous.

He wrote with correctness.
It is troe in part.
Ther were from France.
She was of good humor.

NOTES.

* The equivalent of a noun is a verb, phrase, or idea supplying its place; as "Earth's highest atation ends,-in here he lies ;"-in dying.
$\dagger$ Moving, dying, having, are verbs used partly as nouns. See Lesson 36. Also, Comprekensive Grammar, Part 2, Lesson 11. .


## QUESTIONS.

Some modifiers require what? Examples. With is what? A preposition is what? A noun's equivalent is what? Exemplify it. An after matter ;-after is what part of speech? Modifies what? A motter after that;-after is what? Modifies what? With reference to the object what? \&c. \&c.

## LESSON XI Conjunctions.

$$
\text { N(जs Pleasant men move }\left\{\begin{array}{l}
\text { pleasantly. } \\
\text { vilh pleasure. } \\
\text { as they please. }
\end{array}\right.
$$

Again', some modifiers require the assistance of a verb and its connections. Thus we do not say, men move as ;-nor, men move as something; -but we do say, they move as something takes place; -as they please, for instance, or as their duty requires.
$A s$ is called a Conjunction.
A Conjunction is a modifier with reference to an event or fact; -a modifier hy aid $\ddagger$ of a clause, expressing a thought; as,

They move as they please.
They are considered as wishing to move.
The Preposition and Conjunction may be compared as follows,

I went for him.
I saw him since their meeting.
1 go at pleasure.
1 called on him.
1 left in his absence.
I came at his request.
1 went in his service.
He was of use for his industry.

I went, for he desired me.
1 saw hiln since they met.
I ao when I please.
I called where he was.
I left though he was absent.
I came because he requested me.
I went that I might serve him.
He was or ose because he was industrious.

## ellipsis.

In the clause following a conjunction, there is often an omission or Ellipsis of the verb, or its agent, or of both, when the remaining words can indicate the sense without them; as,

He is older than I; (than Iam old.)

He sits as judge ; (as being judge.)
We§ sin and must suffer; (and we must suffer.)
It is§ simple yet elegant ; (yet elegant it is.)
He is studious as usual; (as it is usual.)
He is§s studious as usually ; (as usually he is.)
He died while on his passage ; (while he was on his passage.)

## NOTES.

* The noun or equivalent after the preposition, may be called its appendage, or object.
$\dagger$ The clause which aasists the conjunction, may be called its appendage, or modifial clause. A Clause is a sentence; or other expression of a thought ; as, wishing to move.
$\ddagger$ The preposition and conjunction may be termed aided modifiers; the adnoun and adverb unaided.
§ We before sin may be considered as belonging to both clauses. A like remark may be made with respect to $I t$ is before simple, and $H$ e is in last line but one.


## QUESTIONS.

Some modifiers require what? Illustration. As is what? A conjunction is what? Modifier by aid of what? What is a clause? Exemplify a clause which is not a sentence. I go at pleasure; -at is what part of speech? Modifies what? With reference to the object what? I go as Iplease; -as? Modifies what? With reference to the event expressed by what? Can you say, I go when pleasure? Why? Igo at Iplease? Why? What is an ellipsis? What ellipsis is spoken of? When practiced? Recite an example. Explain it. \&c. He sits as judge;-bow is this rendered? \&c.

## LESSON XIL Interjections.

## 0 Alas! they move from neressity.

There is also a class of words or sounds, used to express emotion or decision, and which constitute no part of the frame of a sentence; as, alas! amen!

They are called Interjections, because they are interjected or thrown in, and not framed in, among syntactic forms.

The Interjection is a simple substitute for a sentence; usually indicating a proposition; but sometimes expressing it assertively, interrogatively, or injunctively; as, yes, (for it is so ;) Indeed? (for is it 30 ?) Hush! (for keep still.) Such are avast! lo! hail! allelujah! amen!

Others may be less definite; but are used in the same mànner; as, hosanna! adieu! halloo! hurra! huzza! alas! avaunt! fie! tush! pish! pshaw! la! ah! ha! aha! hem! ho! oh! O dear! interjections modified.
Iuterjections are sometimes modified ; as,

| By Prep. | Fie on it! |
| :--- | :--- |
| By Conj. | Adiev, till we meet againg |
| By Adv. | Hallelojar forever! |

Questions.
Interjections are used to express what? Examples. Why called interjections? 'I'he interjection is what? Usually indicates what? Sometimes expresses it how? Examples, Less definite ones are used how? Examples. \&c.

## LESSON XIIL Parts of Speech.

$$
\text { पु } O \text {, move slow'y, or with slow movements. }
$$

These seven preceding classes of words are called Parts of Speech, because they have different parts assigned them in the structure* of speech, somewhat like the different timbers of a building.

Words are classed according to their sentential or architective relations; or, in other words, according to the manner of using them in Composition.

Hence one that takes another's place without a change of relation, is the same part of speech. And hence Grammar and Composition are one and the same study. Grammar is the science or theory, and Composition is the art or practice.

Thus the Parts of Speech are the Noun and Verb, Adnoun and Adverb, Preposition, Conjunction and Interjection.

## PARTS OF SYNTAX

From these take the Interjection, and the others may be termed the Sentential classes, or Parts of Syntax ; because they are the materials of which sentences are framed.

## MODIFIAL PARTS.

The Adnoun and Adverb, Preposition and Conjunction, have been shown to be modifiers. And it will hereafler appear, that some subdivisionst of Nouns and Verbs have also a modifial use.

Notes.

* Act of framing.
† See Lessons 15, 22, 26, 27.


## QUESTIONS.

How many parts of speech? Why called parts of speech? Words are classed on what principle? What do you say of Grammar and Composition? Name the parts of speech? Which are the parts of syntax? Which are modifiers? \&c.


## LESSON XIV. Exercises with the Preposition,

 Conjunction, \&c.the sun.
"The waves crowd awny, anid Carril ; they crowd away for fear. They hear the sound of thy coming forth, O Sun!
Terrible is thy beauty, son of heaven, when death is descending on thy locks; when thou rollest thy vapors before thee over the blasted host.

But pleasant is thy beam to the hunter, sitting by the rock in a storm, when thou showest thyself from the parted cloud."
"How long shalt thou rise on war, and roll thy bloody shield through heaven?

I see the death of heroes dark wandering over thy face."
Ossian's Poems.

## THE SEVEN STARS.

"Seven bosses rose on the shield of the chief of Atha. On each boss is pluced a Star of night.

Canmathan with beams unshorn ;
Colderna rising from a cloud;
Uloicho robed in mist ;
And the soft beams of Cathlin glittering on a rock.
Smiling on its own blue wave, Reldurath half sinks its western light.

The red eye of Berthin looks through a grove on the hunter, as he returns by night, with the spoils of the bounding roe.

Wide in the midst arose the cloudless beams of Tonthena."
The same.

## THE BARD.

"Beneath the moss covered rock of Lona, near his own loud stream, gray in the locks of age, dwells Clonmal, king of harps.

Above him is his echoing tree."
"Pleasant is the voice of the bard; pleasant to Ossian's soul.
It is like the shower of the morning, when it comes along the rustling vale, on which the sun looks through mists, just rising from his rocks."
"Sleeps Ossian in his hall, and his friends without their fame?
The sea rolls round dark Ithona.
The billows lift their white heads above our rocks." The same.

## MISCELLANEOUS.

Heroes, alas! are things of small concern.
Lo, the poor crieth, and the Lord heareth him.
We sailed under Crete over against Salmone.
The earth was without form, and void, and darkness was upon the face of the deep.

The dove found no rest for the sole of her foot, and she returned unto Noah into the ark.

## MISCELLANEOUS.

Gold glitters most there virtue shines no more,
As stars from absent suns have leave to shine.
Great men err because they are men.
The stream murmurs as it passes along.
The bell tolls oftener than cisual.
He speaks with kindness when lie is not irritated.
John is wrong that he does not return.
He was absent, or I should have seen him.
He passed by us, if I mistake not.
He will not bestow it unless we ask.

## MISCELLANEOUS.

Love worketh no ill to his neighbor; therefore love is the fulfilling of the law.

Except the Lord keep the city, the watchman waketh but it vain.
Walk while ye have the light, lest darkuess come upon you.
The feelings work in darkness, if not enlightened by the understanding.

There is no darkness, nor shadow of death, where the workers of iniquity may hide themselves.
$\mathbf{O}$, spare me, that I may recover iny strength before I go hence and be no more seen.

The wave, while it welcomed the moment of rest,
Still heaved, as remembering the ills that were o'er.

## LESSON XV. Orders of Nouns.

| Particular. | DT John moves the man. | Descriptive. |
| :--- | :--- | :--- |
| Propominal. | Co He who pleases moves. | Conjunctive. |

John is a particular name,*-the proper name of a particular thing. It may therefore be called a noun of Particular Order.
Man is a descriptive name, $\dagger$-the common name of a description of things. It should be called a nounn of Descriptive Order.
$H e$ is a substitute $\ddagger$ for a name; or, more properly speaking, it is a word of general use to denote a particular subject $\oint$ or individuality, but with no descriptive import beyond a reference, at most, to gender, person, number, case. It is called a Pronoun, or noun of Pronominal Order.

Who is a pronoun used conjunctively.
It should be called a noun of Conjunctive Order.
As a conjunction, it modifies the noun he by assistance of the clause who pleases; and as a noun,-it makes part of that clause.
He moves is the hasal part of the sentence. Who pleases is supplemental or modifial. It is added to he to qualify the nounal expression, and describe the subject as wishing to move.

## CONJUNCTIVE NOUN COMPARED.

The difference between the Conjunction and Conjunctive Noun, may be illustrated as follows.

## $\left.\begin{array}{l}\text { See him that he } \\ \text { See Him . .that }\end{array}\right\}$ moves.

The Conjunction that (in first example,) modifies see, with reference to the event expressed by he moves; (sex that he moves.)

The Conjunctive Noun that (in second example,) modifies him, with reference to the event expressed by that moves; itself being part of the modifial clause; ( mim that moves.)

In relation to its principal, him, it sustains a conjunctive character. But, as part of the modifial clause, it sustains a nounal character, supplying the place of he.

> WHO, THAT, WHICE, WHAT.

The Conjunctive Nouns are generally who, that, which and what; as,

Remember нim $\left\{\begin{array}{l}\text { who suffered. } \\ \text { that suffered. }\end{array}\right.$ Remember $\left\{\begin{array}{c}\text { the pains which } \\ \text { what } \mathbb{T} T\end{array}\right\}$ he suffered.

## NOTES

* Used to particularize, identify or define.
$\dagger$ Used to describe or characterize.
$\ddagger$ Its substitute is what takes its place.
§ Subject, thing signified by a noun.
|| The conjunctive noun has been called "Relative Pronoun."
$\ddagger$ The conjunctive noun is agent or object in the supplemental clause.

9] The conjunctive noun what takes the place of the pains and which, and is object of both verbs.

## QUESTIONS.

Please to name the orders of nouns. Of which order is the noun John? Why? Man? Why? He? Why? \&c. Who? Why? As a conjunction it does what? As noun? He moves who pleases;-which is the basal part of this sentence? The modifial part? Added for what purpose? See him that he passes;-explain the use of that. \&c. See him that passes;-that is what? Does what? How has it a conjunctive character? A nounal character? What words are most used as conjunctive nouns? Examples. \&c.

## LESSON XVI. Genders of Noung.

| Masculine, | He |
| :---: | :---: |
| Feminine, | 0 d She moves. |
| Common, | 0 OF Friends move. |
| Neuter, | 0 It moves. |

The Genders in grammar, are distinctions concerning sex. Nouns like he, denoting the male sex, are of Masculine Gender. Nouns like she, denoting the female sex, are of Feminine Gender. Nouns like friends, denoting both sexes, are of Common Gender.
Nouns like it, denoting ueither sex, are of Neuter Gender.
And the scholar should understand, that grammar has no concern with the difference of things spoken of, further than that may occasion a difference in the forins of speech. When the noun $i t$, is used to denote a child, or an insect, we speak as if it had no sex.

## QUESTIONS.

The genders are what? Please to name them? What do you say of he ${ }^{?}$ What of she? Friends? It? What of the difference of things? What of it when used to denote a child? \&c. [Exercise the learner in Lesson 24 and elsewhere.]

## LESSON XVII. Persons of Nouns.

## $0 \cdot \sqrt{3}$ I move you to toron.

The First Person speaks to the Second concerning the Third.
Nouns like $I$, ( $n e$, we or $u s$,) denoting the person speaking, are of First Person.
Nouns like you, denoting the person spoken to, are of Second Person.
Nouns like, town, denoting the person* spoken of, are of Third Person.

## NOTE.

* Some reformers declaim vehemently against applying the word person in grammar in a sense different from its ordinary use. An objection merely to this effect, is not conclusive. And no well established technical term should be changed except for one that is much more convenient or instructive.


## QUESTIONS.

Please name the persons? Explain them. What do you say of I? Of you? Of town? Of me? We? Us? Thou? Thee? He? Him? She? It? They? Them? The book? \&c. [Exercise the learner in Lesson 24, \&u.]

## LESSON XVIIL Nuxbers of Nouns.

0J The man moves, \begin{tabular}{l}
Singular. <br>
Plural. <br>
The mon move,

 

The family $\begin{cases}\text { moves, } & \text { Singular. } \\
\text { move, } & \text { Plural. }\end{cases}$
\end{tabular}

A noun like man, used as if denoting a single thing,* is of Singular Number.

A noun like men, used as if denoting a plurality $\dagger$ of things, is of Plural Number.

A noun like family, denoting a collection of things, is called a Collective Noun; and is used as singular or plural, according to the idea conveyed.

## NOTES.

> * Madam, you are correct.-Here you denotes a single thing; but is used as if denoting plurality ; (you are.) It is a sort of anomalous or idiomatic expression.
> $\dagger$ Plurality, more than one.

## QUESTIONS.

Please to name the Numbers of nouns. What do you say of man? Of men? Of family? The collective noun is used how? \&c. Madam, you are correct;-what do you say of you? \&c. [Exercise the learner in Lesson 24, \&c.]

## LESSON XIX. Cases of Nocns:

ars I move him with us.
The noun $I$ is used as denoting the agent* of an event ; ( $I$ move.) It is therefore of Agent Case. We call it ageut of the verb move.

Him is used as denoting the object of an event; (move him.) It is of Object Case. We call it object of the verb move.

Us is called object of the preposition with, because it is the object of prepositive reference ; (with us.)

## NOTES.

* The individual that is or does.
$\dagger$ The individual on whom the event terminates.


## QUESTIONS.

$I$ is used how? Is of which case? Called what? Him is used how? Is of which case? Is called what? Us is called what? Why? [Exercise the learner in Lesson 24, \&c.]

## LESSON XX. Declengion of Nouns.

To decline a word is to recite its inflections.*
I, THOD, HE, SBE, IT.

I, thow, he, she and it, have been terined Personal Pronouns, because they are varied with the persons.

They are declined as follows.
First Person, Singular.
First Person, Plural.

| Agent, <br> Object, <br> Possessive, $\dagger$ <br> Immediate Adnoum, | I. <br> Me. <br> Mine. <br> My. | Agent, <br> Object, <br> Possessive, <br> Immediate Adnoun, | We. Us. Ours. Our. |
| :---: | :---: | :---: | :---: |
| Second Person, Singular. |  | Second Person, Plural. |  |
| Agent, | Thou. | Agent | You or |
| Object, | Thee | Object, |  |
| Possessive, | Thine. | Possessiv | Yours. |
| Immediate Adnoun, | Thy. | Immediate Adnoun, | Your. |


| Masculine |  | Feminine. |  | Neater. |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Agent, | He . | Agent, | She. | Agent, | It. |
| Object, | Him. | Object, | Her. | Object, | It. |
| Possess. | His. | Possess. | Hers. | Possess. | Its. |
| Im. Adn | His. | Im. Adrn. | Her. | Im. Adn. | Its. |

Third Person, Plural.

| Agent, | They. |
| :--- | :--- |
| Object, | Them. |
| Possessive, | Theirs. |
| Immediate Adnoun, | Their. |

who.
Who and its compounds are declined as follows.


NOTES.

* Variations or changes of form.
+ See Comprehensive Grammar, Part 2, Lesson 9.
QUESTIONS.
To decline a word is what? Decline $I$ in first person, singular. First person, plural. \&tc. \&xc. Decline Who. Whoever. Whosever,


## LESSON XXI. Forms of Dechinina Nouns.

## POSSESAIVES.

Possessives are formed from names, by adding an apostrophe to plurals ending in $s$, (as, eagles' wings;) and an apostrophe and $s$ to other names, (as, noture's law,)-except where the sound of $s$ would be unpleasant, (as, conscience' sake.)

PLURALS.
Regular English plurals are formed by adding $s$ to singular names, (as, key, keys ; follio, folios;)-except where es is required for ease of pronunciation, (as, kiss, kisses; box, boxes; lash, lashes; church, churches.)

Of the Semi-regulars, es is added to final o preceded by a consonant, (as, hero, heroes;) $f$ or $f e$ is changed to ves, (as, life, lives ;) and $y$, when it is the only vowel in the last syllable, to ies, (as, $f y$, fies.)

Irregular plurals are variously formed; as,

| Ox, | oxen." | Radius, <br> Man, | radii. $\ddagger$ <br> men. |
| :--- | :--- | :--- | :--- |
| Doot, | feet. | Lamina, | data. |
| Mouse, | mice. | Axmine. | laminæ. |
| Penny, | pence. | Aris, | axes. |
| Beau, | beaux. $\dagger$ | Cherub, | vortices. |
| cherubim.§ |  |  |  |

SEX.
There are three methods of expressing the distinction of sex ;-

1. by different nouns, as, man, woman;
2. by different terminations, as, actor, actress ;
3. by different modifiers, as, man servant, maid servant.

NOTES.
*From the Saxon. † French. $\ddagger$ Latin. § Hebrew.
QUESTIONS.
Possessives are formed how? Examples. Regular plurals are formed how? Examples. What of es? Example. What of $f$ or fe? Example. What of $y$ ? Example. What is plural of ox? Man? \&c. How is the distinction of sex expressed ?‘ \&c.

## LESSON XXII. Defining Nouns.

## OTS Paul the Apostle.

Paul the apostle is nearty equivalent to apostolic Paul. Apostle is a noun modifying another noun. It may be called a Defining Noun.

A Defining Noun is used with another noun or its equivalent, as a defining representation of the same subject.

The Adnoun and Defining Noun may be compared as follows.

Studious Jons;
Jons is studious;
$\mathrm{H}_{\mathrm{E}}$ is mad;
It is true;

Јонл the student.
Јонм is a student.
$\mathrm{He}_{\mathrm{E}}$ is a madman. ${ }^{\mathrm{l}} \mathrm{T}$ is the truth.

## RULE.

A Defining Noun has no Case of its own, but agrees in Case with its principal ;
as, The tall man, he that passed us, was the mayor.
I took it to be him.
, defining noun addressive.
The Defining Noun Addressive is used to define an idea of the subject of address, or second person; and is parsed of Agent Case; as,

> Futher, thy will be done. Sir, I must not tarry. O thou that hearest prayer. QUESTIONS.

Paul the apostle;-what do you say of this phrase? Apostle is What? A defining noun is used how? Compare the adnoun and defining noun. \&c. Of which case is a defining noun? Examples? The defining noun addressive is used how ? And is of which case? Examples. \&c. [Exercise the learner in Lesson 24, 3d division.]

## Lesson XXIIL. Parsing of Nouns.

> OF Men move.

To parse a word is to determine its sentential distinctions and connections.
The Order* of parsing a Noun is this.-
Noun; of which order, gender, person, number? Agent or object of what? [Or agent or object as defining noun in agreement with its principal what ?]
Men, in the model sentence, may be parsed as follows.
Men;-Noun, of descriptive order, inasculine gender, (or common,) third person, plural number; agent of move. NOTE.
*The order of parsing each part of speech should be committed to memory.

## QUESTIONS.

To parse a word is what? The order of parsing a noun? Men move ;-parse the word men? [Exercise the learner in Lessons 5, $9,14,24, \& c \mathrm{c}$ ]

LESSON XXIV. Exercises with the Agent and Object, Genders, Persons, \&c.

We fear thee.
Thou sawest us. He admired her. She believed him. Maria parses grammar. Youth need advice. He forgets favors. Nothing pleases you.

I know both. What seek ye ?
I had some. -which caused difficulty. Nations wage war. Man," know thyself. John's followed ours. $\dagger$ George* make haste. "A friend, a book, $\ddagger$ engage thee."

That ruined John.
This amazes me.
They draw water.
Millers gridd corn.
Who says it?
It injured whom?
Which was that?
That was which?
Who goes there?
I bave seen it.
We should practice virtue.
They passed up street.
We beard of them.
Were you in earnest?
Kiugs, kingdoms $\ddagger$ rose.
Kings and kingdoms fell.
"Ambition, pleasure, avarice $\ddagger$ persuade thee."

CASE OF DEFINING NOUNS.

It was I.
It was not we.
It must have been thou.
Is it he?
It might be she.
It was surely they.

They supposed it to be me. Which did he think to be us? I took it to be thee. I presume it to have been him. I perceived it to be her. He knew it to be them.

## NOTES.

* Here man is defining noun addressive, and at the same time is agent of know. It is unnecessary to supply "thou understood."
$\dagger$ John's is agent, and ours is object, of followed. If we say John's horse followed ours, then John's is an adnoun. But when horse is omitted, then John's takes its place, as adnouns often do.
$\ddagger$ "Ambition, pleasure, avarice" is a plural phrase, agent of persuade; \& c .


## Lesson XXV. Auxitiar Verbs and Participles.

0|FI I move, [5I I have moved, पFI shall be moving.
Move is the Radical verb or root, from which moved and moving are Derivatives.*

AUXILIARIES.
A verb is sometimes a single word, as, move; and sometimes it consists of two or more words conbined, as, have moved, shall be moving.

When a verb consists of two or more words, the one derived from the radical is Principal verb, as, moved, moving; and the others are Auxiliaries, $\dagger$ as, have, shall, be.

PARTICIPLES.
Every radical verb, except the few called defectives, has two inflections under the name of Participles; so called because they participate of the nature of descriptive adnouns.|

The Present Participle is known by ending in ing; as, moving, going, \&c.
The Perfect Participle may be known by its making sense after have or either of its inflections ; as, have moved, had gone.

## NOTES.

* Words derived from others. † Helping verbs.
$\ddagger$ See Lesson 29. || See Lesson 38.
QUESTIONS.
What is said of move? Is a verb a single word? Examples. Have moved;-which is principal verb? Why? What is have called? What verbs bave participles? Why called participles? How is the present participle known? Examples. The perfect participle? Examples. \&c.

LESSON XXVI. Orders of Verbs.

$$
0-\sqrt{S} \text { They come }\left\{\begin{array}{l}
\text { moving } \\
\text { to move }
\end{array}\right\} \text { the goods. }
$$

They come is the essential part* or base of the model sentences to this lesson.

Moving and to move are supplemental or modifial expressions.
Come is a verb of Basal Order, because it is a basal part of a sentence.
Moving is a verb of Modifial Order, because it is a modifial part of a sentence.

The basal verb asserts, as, they move, they can move; or it interrogates, as, move they? can they move? or it enjoins, as, move thou

## NOTE.

* A part essential to its existence as a sentence.


## QUESTIONS.

What of they come? Moving and to move? Come is of which order? Why? Moving? Why? The basal verb does what? Examples. \&c. [Exercise the learner in Lesson 35, \&c.]

LESSON XXVIL Modes of Verbs.

$$
\begin{aligned}
& \left\{\begin{array}{l}
\text { Indicative, } \\
\text { Potential, } \\
\text { Imperative, move. } \\
\text { Th } \\
\text { They can move. }
\end{array}\right. \\
& \text { babal } \\
& \text { modifial. }\left\{\begin{array}{l}
\text { Participial, } \\
\text { Infinitive, } \\
0 \leq 5 \\
\text { OT }
\end{array}\right. \\
& \text { MODES BASAL. }
\end{aligned}
$$

The lndicative or Assertive Mode is the form of asserting the event ; as, they move; they move not; they do move ; do they move ?* if they move.t

The Potential Mode is the form of asserting the power to event. It asserts or questions some condition of the event, as the possibility or obligation; as, they may move; they must move ; they must not move it must they move ? $\ddagger$ if they should move. $\dagger$

The Imperative Mode is the form of commanding \| the event; as, move thou; do move; do not move. $\ddagger$

These three Modes (Indicative, Potential, Imperative,) are of Basal or Essential Order.

## MODES MODIPIAL.

The Modes Participial and Infinitive are of Modifial or Supplemental Order.

The Participial Mode consists of a participle or participles; and introduces the event as a modifial circumstance to its agent; as,

$$
\text { They }\left\{\begin{array}{l}
\text { moving; having moved; } \\
\text { being moved ; having been moved. }
\end{array}\right.
$$

The Infinitive Mode is the form of the modifial verb that always has, or admits, the preposition $t$ before it. And both together represent the event as a modifial circumstance to the principal ; as,

$$
\text { They are supposed }\left\{\begin{array}{l}
\text { to move; } \\
\text { to have moved; } \\
\text { to be moved; } \\
\text { to have been moved. }
\end{array}\right.
$$

I wish-am wisapol-have a wish $\left\{\begin{array}{l}\text { to learn. } \\ \text { for learning. }\end{array}\right.$

## NOTES.

[^3]$\ddagger$ The words of which the compound verb consists, are sometimes separated. And, in fact, whether separated or not by other words, they admit of being construed as separate verbs. See Comprehensive Grammar, Part 2, Lesson 34.
|| It commands or requests; as, "Forgive your enemies ;" "Forgive us our trespasses."

QUESTIONS.
Verbs have how many modes? Name them. Exemplify them. Descrive the Indicative. And exemplify it. The Potential. Exemplify it. The Imperative. Exemplify it. Which are the basal modes? The modifial? Describe the Participial mode. And Exemplify it. The Infinitive. Exemplify it. \&c. [Exercise the learner in Lessop 35, \&c.]

LESSON XXVIIL Tenses of Verbs.

|  | $\left\{\begin{array}{l} \text { Present, } \\ \text { Past, } \\ \text { Future, } \end{array}\right.$ | 0 They move. <br> 05 They moned. <br> 0 They will move. |
| :---: | :---: | :---: |
| Perfect. | Present perfect, <br> Past periect, Future perfect, | as They have moved. <br> 0 They had moved. <br> 0 They will have mov |

The Tenses are distinctions of the verb with respect to time.
The three Unperfect* tenses signify to event thus;-
The Present, in present time;
The Past, in some past time;
The Future, in some future time.
The three Perfect tensessignify to have perfected the event thus; -
The Present perfect, by the present time;
The Past perfect, by some past time;
The Future perfect, by some future time.
The perfect tenses of a verb are formed, by adding its perfect participle to the unperfect tenses of the verb to have ; $\dagger$ as,

$$
\begin{aligned}
& \text { Present, They have } \\
& \text { Past, } \\
& \text { Future, They had } \\
& \left.\qquad \begin{array}{l}
\text { They will have }
\end{array}\right\} \text { moved-gone-seen-\&c. } \\
& \text { notes. }
\end{aligned}
$$

* So called to distinguish them from the perfect or perfective tenses.
$\dagger$ By the verb have, or had, we mean an individual verb in that form. But by the verb to have, we mean the verb generic or aggregate; in other words, a whole family; all being Israel that are of Israel


## QUESTIONS.

Verbs have how many tenses? Name them. Exemplify them. The tenses are what? The present tense signifies what? The past? The future? The present perfect? The past perfect? The future perfect? The perfect tenses of a verb are formed how? Examples.

## Lesson XXIX Declensions of Verbs.

| 0 I move, | $I$ moved, | I had moved. | Regular. |
| :---: | :---: | :---: | :---: |
| 05 I see, | I sato, | I had seen. | Irregular. |
| 0 IT can, | I could, | . . . . . | Defective. |

REGULASB.
Most verbs make their past tenses in $e d$; (that is, by adding $d$ to radicals ending in $e$, and $e d$ to others; as,

| Present (or radical.) | Past. | Past perfect. |
| :---: | :---: | :---: |
| Move, | moved, | had moved. |
| Bless, | blessed, | had blessed. |

These are called verhs of Regular Declension.
IRREGULARS.
Verbs of Irregular Declension do not make both past tenses in ed; as,

| Present. | Past. | Past perfect. |
| :---: | :--- | :--- |
| Go, | went, | had gone. |
| Blow, | blew, | had blown. |
| Lade, | laded, | had laden. |
| Sell, | sold, | had sold. |
| Feed, | fed, | had fed. |
| Leave, | left, | had lef. |
| Buy, | bought, | had bought. |
| Cost, | cost, | had cost. |

We do not say, they seed, and had seed; but they saw, and had seen.

The Irregular verbs are generally those in most common use. To make them regular might be quite convenient; but it would give us too much sameness of sound. The verb to be for instance, is of such common use, that to make it regular would load our pages with be, bes, beed and being.

To be has nine simple inflections:-
Am, art, are ; is, was, were ; be, being, been.

## DEFECTIVES.

And there are a few verbs called Defectives, because, admitting of no auxiliary, they cannot be used in all the modes and tenses.

The verbs of Defective Declension are,-may, might, can, could, shall, should, will, would,* ought, must and quoth.

The Defectives are readily known by the circumstance that they never take the termination ing.

NOTE.
"Will is regular when used as principal verb; as, present will, past willed, past perfect had willed.

## QUESTIONS.

Verbs are divided into what declensions? What do you say of most verbs? Examples. They are called what? Irregular verbs are what? Exemplify them. Which are in most common use? What advantage arises from their irregularity? What of to be? Recite its simple inflections. Recite the list of defectives? Why called defective? How known?

## LESSON XXX. Voices of Verbs.

| Active, | They move. |
| :--- | :--- |
| Passive, | They |
| Compound Active, | They are moved. |

A transitive* verb is put in the Passive Voice, by adding its perfect participle to the verb to be; as, are moved is formed by adding moved to are.
A verb is put in the Compound Active Voice, by adding its present participle to the verb to be; as, are noving is formed by adding moming to are.

The Active verb signifies to produce the event ; as, they move.
The Passive verb signifies to receive the event; $\dagger$ as, they are moved.

The Active Voice is the usual form of the active verb.
The Passive Voice is the usual form of the passive verb; as above.
anomalies.
"I left my books to bind," [to be bound] is a rare instance of the passive verb put in the Active Voice.
"The books are binding," is an instance of the passive verb put in the Compound Active Voice.

Some modern writers would put this last example in a sort of Compound Passive Voice; as, "the books are being bound."

NOTES.

* See Lesson 31.
$\dagger$ They are moved.-Of this passive voice it may be remarked, that, in relation to the action, moved is the principal verb; but, in relation to the agent, are is rather principal, and moved is modifial. They is agent of are by any construction; but, in the nature of things, its subject (thing signified) is object of the action expressed by moved.


## QUESTIONS.

Verbs have how many voices? Name them. Exemplify them. How is a verb put in the passive voice? Example. In the compound active? Example. The active verb signifies what? The passive? The active voice is what? The passive? I left my bonks to bind;-what do you say of this expression? They are binding; —what of this? \&c. What voice is Isee? \&c. Put it in the passive? Compound active, \&c.

## LESSON XXXI Transitives and Intransitiveg

0 He moved us. Ne moved.
When a verb makes the event transitive* to an object, it is called a Transitive verb; as, He lays bis cane down; I heard him giving advice.

When it does not make the event transitive to an object, it is called an Intransitive verb; as, He lies down; He rises; He spoke to me.

The event signified by the verb spoke, is made transitive to the object $m e$ by the preposition to, and not by the verb. He spoke me would be the transitive form.

## NOTE.

*Transitive signifies passing over.

> QUESTIONS.

When is a verb transitive? Exemplify the transitive verb. When is it intransitive? Examples. He spoke to me;-spoke is transitive or intransitive? Why? \&c.

## LESSON XXXIL Agreement.

Agreement is the conformity of a word to the gender, person, number, or case of another word or its equivalent phrase.
of conjonctive nouns.
The Conjunctive Noun agrees with its principal, in gender, person and number, except when used as defining noun; as,

$$
\begin{aligned}
& \text { "The love that cheers life's latest stage." } \\
& \text { "O GoD, who art the Author of peace." } \\
& \text { Exception in the Rule. } \\
& \text { The conditions are } \begin{array}{l}
\text { what follows. } \\
\text { as follows." } \\
\text { as what (or as it) follows. } \\
\text { or verbs. }
\end{array}
\end{aligned}
$$

To verbs are ascribed person and number, in agreement with their agents; and, in the indicative and potential modes, many of them are varied accordingly.

$$
\text { RULE. } \dagger
$$

A verb agrees, in person and number, with the idea conveyed by its agent ;
as, $\quad \begin{array}{ll}\text { I goo, } \\ \text { Thou goest } ;\end{array} \quad \begin{aligned} & \text { He goes, } \\ & \text { They go. }\end{aligned} \quad$ The family $\left\{\begin{array}{l}\text { woas united. } \\ \text { voere scattered. }\end{array}\right.$ Nature and culture make us different. "Its nature, truth, importance, fire my song."

That able scholar and divine is an ornament to his profession.
Nature or culture makes the difference between us.
Every flatterer, and vicious companion, is an enemy in disguise.
"The wages [pay] of sin is death."
"Thomson's Seasons woas a favorite with us."
"Sand and salt and a mass of iron is easier to bear than a man without understanding."
"Their hatred and their love is lost."
But plurality of form to express singleness of idea, should be usually avoided.

VERBS HAVE AGENTS.
In regular sentences every verb bas an agent in expression or idea; as,

> She retired. She wept. She retiringt wept.
> She§ retired to weep.
> They caused her to weep.ll
> They having retired, ${ }^{\text {T she }}$ sept.
> They stoned $\left\{\begin{array}{l}\text { Stephen** } \\ \text { him }\end{array}\right\}$ calling upon God.

## NOTES.

* As follows is an Optional. See Lesson 51.
$\dagger$ This rule supersedes the first four of Murray, with all their notes and comments, contradictions and exceptions told and untold.
$\ddagger$ She is agent of retiring in the participial mode, and wept indicative.
§ Agent of indicative retired, and infinitive weep.
|| She, involved in her, is agent of in nitive weep; or her is agent of it, although put in the object form by $\mathrm{r}^{\prime \prime}$..vd See Rule in Comprehensive Grammar, Part 2, Lesson 13.
\#They is agent of having retired in participial mode.
** Stephen is object of stoned, and agent of calling.


## QUESTIONS.

Agreement is what? The conjunctive noun agrees with its principal how? Examples. Would it be proper to say the love that cheer? \&c. Why? The love who cheers? Why? The conditions are as follows;-what of this? What of the person and number of verbs? Are they varied? By what rule? Examples. Why is it improper to say $I$ goest? \&c. Is it proper to say, the family was there,- or the family were there? By what rule? \&c. Has every verb an agent? She retiring wept;-what is agent of retiring? sce. \&c.

LESSON XXXIII. Active Conjugation* or ter Verb To See.
indicative mode.
Present Tense.

I see.
Thout seest. He $\ddagger$ sees.

We see.
Yout see.
They see.
Or, for emphasis or interrogation, $\S$
f do,
Thou dost,
He does, see.
We do,
You do,
They do, see.
Past Tense.
I saw.
Thou sawest.
He saw.
Or, for emphasis or interrogation, $\S$
I did,
Thou didst,
He did, see.

## Future Tense.

I shall,
Thou wilt, He will, see.

We saw.
You saw.
They saw.
We did,
You did,
They did, see.

We shall,
You will,
They will, see.
Will in first person, and shall in second and third, $\|$ usually denote the speaker's determination; and are parsed in the potential mode.

Present perfect Tense.
I have,
Thou hast,
He has, seen.
We have,
You have,
They have, seen.
Past perfect Tense.
I had,
Thou hadst,
He had, seen.
We had,
You had,
They had, seen.
Futurs perfect Tense.
I shall have,
Thou wilt have, He will have, seen.

We shall have,
You will have,
They will have, seen.
potential mode,
Present Tense, of Future.
I can, 1
Thou canst,
We can,
He can, see.
You can,
They can, nee.

Past Tonse.

1 could, ${ }^{\text {i }}$
Thou couldst, He could, see.

We could, You could, They could, see.

Present perfect Tense, or Future perfect.
I can have,
Thou canst have,
He can have, seen.
We can have,
You can have,
They can bave, seen.
Past perfect Tense.
I could have, Thou couldst have, He could have, seed.

We could have, You could have, They could have, seen.
imperative mode, always Future.
See thou, or do thou see. See you, or do you see.
Particlplal mode.
Present Tense.

I seeing.
Thou seeing.
He seeing.

I having,
Thou having,
He having, seen.

We seeing.
You seeing.
They seeing.

Prasent perfect Tense.
We having,
You having,
They having, seen.
participles. $\left\{\begin{array}{l}\text { Seeing, Present. } \\ \text { Seen, Perfect. }\end{array}\right.$
INEINITIVE MODE.
Future Tense, or Present, To see. Past perfect, or Present perfect, To have seen.

NOTES.

* To conjugate a verb, is to decline it in connection with its agent.
$t$ Thou and thee are now but little used, except in addressing Deity; or except by the Society of Friends.
$\ddagger$ She or $\dot{\boldsymbol{c}}$ takes the place of he when occasion requires; as the sees for he sees. And ye sometimes takes the place of you as agent.
§ See note to Lesson 27.
if The foreigner mistook the use of these auxiliaries, when, falling into the Thames he exclaimed, "I will be drowned! Nobody shafl help me!"

T The place of can' is filled, as occasion requirel, by may, must, will or shall; and the place of could, by might, must, would, or choudd.

## QUESTIONS.

Please to conjugate the verb to beginning with indicative mode, present tense. Past tense. Brc. What of shall and will? \&c:

Lesion XXXIV. Pagsive Conjugation of the Verb To See."

## indicative mode.

## Present Tense.

I am,
Thou art, He is, seen. $\dagger$

We are, You are, They are, seen.

Past Temse.

I was,
Thou wast, He was, seen.

I shall be, Thou wilt be, He will be, seen.

We were, You were, They were, seen.
Future Tense.
We shall be, You will be, They will be, seen.

Present perfect Tense.
I have been, We have been,

Thou hast been,
He has been, seen.

You have been,
They have been, seen.

## Past perfect Tense.

I had been,
Thou hadst been,
He had been, seen.
We had been,
You had been,
They had been, seen.
Future perfect Tense.

| I shall have been, | We shall have been, |
| :--- | :--- |
| Thou wilt have been, | You will have been, |
| He will have been, seen. | They will have been, seen, |

POTENTIAL MODE.
Present Tense, or Future.
I can be,
Thou canst bes,
He can be, soeb.
We can be,
You can be,
They can be, seen. :

## Past Tende

I could be,
Thou coulder be, He could be, seen.

We could te,
You could be,
They could be, seen.

Present perfect Tense, or Future perfect.

1 can have been,
Thou canst have been,
He can have beent, seen.

We can have beeb, You can have been, They can have been, seen.

Past perfect Tense.

I could have been,
Thou couldst have heen,
He could have been, seen.

We could have been, You could have been, They could have been, seen.
imperative mode, always Future.

Be thou seen, or
Do thou he seen. -

Be you seen, or
Do you be seen.

## PARTICIPIAL MODE.

Present Tense, Being seen. Present perfect, Having been seen.
infinitive mode.
Future Tense, or Present, To be seen. Past perfect, or Present perfect, To have been seen. NOTES.
*The passive conjugation of to see, is changed to the conjugation of to be, merely by omitting the perfect participle seen; as, Iam seen, changed to $/$ am.
$\dagger$ The passive voice is changed to the compound active, by subatituting the present participle for the perfect, (omitting only the participial mode;) as, am seeing for am seen.

## QUESTIONS.

Please conjugate to see in the passive voice, beginning with indicative mode, present tense. Past tense. \&c. \&c. How is this voice changed to the compound active? What do you say of conjugating the verb to $b e$ ? [These tables admit of being set to a tune, and made an amusement.]

LESBON XXXV. Exerciges with the Modes, Tenses, \&cc. modes, \&zc.

They love.
They can love.
Love ye.
Loving.
To love.

He spoke.
He might speak. Speak thou. Speaking. To speak.

I go.
I must ga.
Go.
Going.
To Go.
tenses, \&c.

I write.
I wrote.
I shall write.
I have written.
I had written.
I shall have written.

I went.
I should go.
I shall go.
I can go tomorrow.
Do you go.
Soon to go.
I have gone.
He may have gone.
Having gone.
To have gone.
I had gone.
I would have gone.
I shall have gone.
I can have gone by tomorrow.

She weeps.
She wept.
She will weep.
She has wept.
She had wept.
She will have wept.

We return.
We did return.
We shall return.
We have returned.
We had returned.
We shall have returned.
tenges, modes, \& c.
He passed.
He might pass.
He will pass.
It may pass hereafter.
Do pass.
To pass hereafter.
He has passed.
He must have passed.
Having passed.
To have passed.
He had passed.
He might have passed.
He will have passed. I shall have seen him. He shall have passed. I may have seen him, before they arrive.

> QUESTIONS.

They love is of which mode? Put it in the potential In the imperative. \&c. They love is of which tense? Put it in the past? \&c. They love is of which voice? Put it in the passive. \&c. Can I go be put in the passive voice? Why?

LEsson XXXVL Nounal use of Modifial Verbs.

| ns By fring cannon, | Nounal Verb. |
| :--- | :--- |
| Of By firs of cannon, | Verbal Noun. |

nounal verb.
A Nounal Verb is a verb used partly as a noun.
As a verb it is participial or infinitive;" and as a noun it serves as object of a preposition, or object or agent of a verb; as,

He talked of moving it.
He dreaded $\left\{\begin{array}{ll}\text { moving. } & \text { Moving } \\ \text { tot mote. } & T_{0} \text { move }\end{array}\right\}$ was what he dreaded.


Sometimes the participial verb is, in ite nounal chancter, modified by a possessivs silnoun involvieg its sgent as a verb; as,

There is pothing Hise ore'st nzise useful.

## VERRAL NOUK.

When a participial rerb is modified by an immediatel adnoun, except the prosecssive forolving its agent (as above, it is so far divested of its verbal character, that grammarians deny it an object; B6,

> The moving of the house.
> This moving of houses.
> The mering is done.

## NOTES.

* On the subject of making modifiers into nounn, see Comprehensive Grammar, Part 2, Lesson 11.
| The nounal transformation embraces the infinitive and its prefix to as a prepositive expression.
$\ddagger$ One's means of one. Hence, although it does not mean one, yet one is involved in it. One involved in one's, is agent of the verb being.
§ See Leason 40.
II It is accounted improper to say, this moving houses.

> QUESTIONS.

Please to exemplify the nounal verb. The verbal noun. What is a nounal verb? How explained? Exemplified? \&c. What is said of the involved agent? Example. \&c. What is said of the verbal noun? \&c. Exemplify it. \&c.

## LESSON XXXVII. Parbing of Verbr.

> OFS Men move.

The Order of parsing a Verb is this.-
Verb; of which order, mode, tense, declension, voice? Transitive or intransitive? Agrees in person, and number with the idea conveyed by its agent what?
Move, in the model sentence, may be parsed as follows.
Move;-Verb, of basal order, indicative mode, present tense, regular declension, active voice, intransitive; agrées in person and number with the idea conveyed by its agent men.

## QUESTIONS.

Recite the order of parsing a verb. Men move ;-parse the word move. [Exercise the learner in Lessons 5, 9, 35, 14, \&c.]

## LESSON XXXVIII. Orders of Adnouns.

| Particular, | 0 OTh These |
| :---: | :---: |
| Descriptive, | 0 P Pleasant |
| Both, | 0 O These pleasant |

These is an adnoun of Particular Order; and so is any word that exactly* takes its place before pleasant.

Particular Adnouns help to particularize what things are meant, or number of things; as, these men, the men, our men, Smith's men, some men, no men, all men, two men, one inan, a $\dagger$ man.

Pleasant is an adnoun of descriptive Order; and so is any word that takes its place after these.

A Descriptive Adnoun [called "adjective"] helps its principal to describe what sort of thing is meant; as, these old men, these young men, these wise men, these good men.

RULE.
The Particular adnoun precedes the Descriptive, when they are used together, unless the descriptive is put foremost to connect it with a modifier; as, $a$ good man; so good a man.

## NOTES.

* We can say good, pleasant men. But good does not in reality sustain the same relation to pleasant men as these does; its relation is to men, and the same as pleasant.
$\dagger$ The particular adnouns are the articles and pronominal adjectives of Dr. Lowth, together with most of the posssessive and cardinal nameral adjuncts. If we say, no boy's hats; these two volumes; then boy's and two are used as descriptive adnouns.


## QUESTIONS.

Of which order is the adnoun these? Why? What of a word that takes its place? Of which order is pleasant? Why? \&c. Why is it improper to say good a man? Can you say, how good a man? Why? \&c.

## LESSON XXXIX. Degrees of Adnoukb



Many of the Descriptive adnouns have these three degrees; the second and third being generally made in er and est, as above.

Other comparisons are termed Irregular ; as,

| Good, | better, | best. |
| :--- | :--- | :--- |
| Bad, | worse, | worst. |
| Little, | less, | least. |
| Much or many, | more, | most. |
| Fore, | former, | foremost or first. |
| Near, | nearer, | nearest or next. |
| Late, | later or latter, | latest or last. |
| Old, | older or elder, | oldest or eldest. |

The Positive Degree descriles the subject* without expressing inequality; as,

A wise man; he is as wise as they.
The Comparative Degree describes the subject higher than what is compared with it; as,

A wiser man; he is wiser tban they.
The Superlative Degree describes the subject highest of a group; as,

The wisest man; he is the wisest among them. more and most.
There are many descriptive adnouns that are not varied; but the degrees are made by prefixing the comparative and superlative adverbs more and most, less and least ; as,

$$
\text { Useful, }\left\{\begin{array}{l}
\text { more useful, most useful. } \\
\text { less useful, least useful. }
\end{array}\right.
$$

incomparables.
And there are many adnouns which from their nature do not admit of the comparative and superlative degrees. Such are particulars, numerals, and all those expressing definite qualities; as,

The, no, my, one, first, final, right, square, infinite. $\dagger$

> double comparisong.

Double comparatives and superlatives are avoided by writers of the present day; as,
"His more braver daughter."
"The most straitest sect of our religion."
NOTES.

[^4]

## QUESTIONS.

Adnouns have what degrees? Exemplify them. What order of adnouns have degrees? How are they made? What are others. called? Examples. Of what degree is wise? Why? Wiser? Why? Wisest? Why? What of more, less? \&c. Examples What adnouns are incomparable? What of double comparisons?

## LESSON XL. Modifiers Immedate and Mediate.

05 Live oxen $\}$ Immediate Adnoun. Are alive. $\}$ Mediate Adnoun.

An Immediate Adnoun is attached immediately to its principal; as,

Good men, an idle scholar, a wakeful child.
Particular Adnouns are always Immediate.
A Mediate Adnoun is attached mediately to its principal; that is, by mediation" of a verb, expressed or understood; as, They are good; he has become idle; it is awake.
$\mathbf{H}_{\mathrm{E}}$, goud and true to others, neglected himself; (that is, he being good, \&c.)
defining nouns.
Defining Nouns have also their Immediate and Mediate use; as, Paul the Apostle; Paul was an Apostla.
NOTE.

* Interposition, or coming between.

QUESTIONS.
Is the adnoun live immediate or mediate? Why? Alive? Why? Is it proper to say alive oxen are live? Why? What of defining nouns? Examples. \&c.

## LESSON XLL Species of Adnoung. <br> an and the.

The adnouns $\boldsymbol{A} n$ and The have been called Articles, and reckoned a separate part of speech. But this is an error; for they supply the place, and of course sustain the character, of articular adnouns.*
$A n \dagger$ is contracted to $a$ when the pronunciation can be made easier; that is to say, when it is followed by a plain consonant sound; as, a man, a house, a union, $\ddagger$ a youth, such a wonder, such a one.§

## possessives.

A Possessive Adnoun is derived from a noun, or an equivalent expression, and represents its subject as appertaining to the subject of its primitive ;\| ан,

## John's boot (book of John;) my brok (boor of me;)

The Bishop of Landaft's soor; \&c.
A descriptive noun may be changed to an adnoun, with, or without the possessive termination; as,

Belf'st rope, bell rope; cow's hide, cow hide. .
phrases and adoptives.
There are many adnominal phrases; a ${ }^{\circ}$
Russia iron har ; Sir Isacc Neu on's theort.**
And an adnoun sometimes modifies a phrase; as, Every tenth man; the begt upland cotton.
Participles are often used more as descriptive adnouns, than as verbs; as,

> "My lifted Exe, without a tear, The gathering srorm shall see."

## adverbial pobition.

An Adnoun of Adverbial Position is generally one that modifies a nounal idea involved in a verb; as, It moves slow ; (makes slow motion ;-moves heing equivalent to makes motion.)

In other instances the adnoun may be attached to its principal by an ideal verb (verb understood or dispensed with;) as, "The system rolls entire;" (it rolls being entire, or keeping entire; or it rolls as one entire system.)

Defining Nouns also, have sometimes an adverbial position; as, He died a beggar ; (being a beggar.) He sits as judge ; (as being judge.) NOTES.

* See Comprehensive Grammar, Part 2, Lesson 41.

I An (from the Saxon an, ane) signifies one.
$\ddagger$ It is as improper to say an union, as an youth.
§ "Such an one is tautology; the true phrase is such one." Dr. Webster.
|| Its primitive is the word from which it is derived; thus John is the primitive of John's.

IT Bell's does not mean bell, but of bell. And even if it did mean bell, its very position as a modifier would make it an adjective or adnoun; as, bell rope.
** See Comprehensive Grammar, Part 2, Lesson 43.

## QUESTIONS.

An and the supply what place? And sustain what? Have been called what? When is an contracted to $a$ ? Examples A possessive adnoun is what? Examples. John's means what? Is derived from what? \&c. A descriptive noun may be changed to what? How? Examples. What of a nodifial phrase? Examples. A modified phrase? Examples. What of participles? Examples. What do you say of an adnoun of adverbial position? Exemplify it. What of other instances? Examples. What of defining nouns? Examples. \&c.

## LESSON XLII Parsing of Adnouns.

> Iजrs Pleasant men.

The Order of parsing an Adnoun is this.-
Adnoun; of which order, and degree ? Immediate or mediate modifier of what?

Pleasant, in the model phrase, may be parsed as follows.
Pleasant :-Adnoun, of descriptive order, positive degree ; immediate modifier of men.

## QUESTIONS.

Recite the order of parsing an adnoun. Pleasant men;-parse the word pleasant. [Exercise the learner in Lessons 7, 8, 9, 14, \&c.]

## LESSON XLIII. Uses of Adverbs.

Adverbs are used to modify, in a manner, words of every part of speech; as in the following examples.

| Verb, | He reasons fairly. |
| :---: | :---: |
| Adverb, | He reasons quite fairly. |
| Adnoun, | He is quite reasonable. |
| Defining Noun, | He is quile a reasoner. |
| Preposition, | He will see trouble even in success. |
| Conjunction, | He will see trouble even if he socceeds. |
| Sentence, | Certainly, ${ }^{\text {e }}$ he is excusable. |
| Agent, | Even enemies applaud him. |
| Object, | They appland нim only. |

personal adverbs.
It is however to be understood, that au adverb does never modify a noun merely as such ; $\dagger$ but in its character as defining noun, or as agent or ohject of a verb, or object of a preposition.

Enemies applaud and friends applaud signify two events, distinguished from each other by their agency. If the expression of the one event is modified in contradistinction to the other, it must be through the agent, of course.

Enemies even applaud, has a different signification from even enemies applaud.

Such modifiers may be termed Personal Adverbs.
NOTES.

* See Comprehensive Grammar, Part 2, Lesson 48.
f As a mere expression of individuality.
QUESTIONS.

Adverbs are used to modify what? Exemplify the adverb's use to modify a verb. An adverb. A preposition. A conjunction.

An adnoun. Can it modify a noun? How? Exemplifyits use as modifier of a defining noun. Of an agent. Explain this example. Of an object. Adverbs that modify the agent or object are called what? \&ec:

## LESSON XLIV. Object Prepositive.

It is customary to dispense with the preposition in some cases where another modifier can fall into its place; as,

Ten shillings a head; (for a head.)
Two dollars the pair' ( for the pair.)
He went a hunting; (equivalent to on a hunting.)
"They fly the morning beams;" (from the \&c.)
"O qo your way into his gates with thanksgiving."
He traveled some miles. He araived next day.
In this form of speech, the objective word or phrase is virtually adverbial ; or, (what amounts to the same) is equivalent to a preposition and its object ; and may be parsed thus ;-

Object of prepositive use; modifies what?
Or, the preceding adnoun may le parsed as adnoun and preposition both.

Sometimes the preposition is dispensed with, when another follows the object; as,

They go hand in hand.
Blessed be the Lord God of Israel, world without end.
Some words are so commonly used as objects prepositive, that they convey to most minds little else than an adverbial idea, and should be parsed as adverbs; as,

He went yesterday; he went home.
QUESTIONS.
When is a preposition dispensed with? Examples. He went a hunting;-hunting may be parsed how? How else? \&c. They go hand in hand;-what of this? He went yesterday? \&c.

Lesson XLV. Pariing of Adverbs and Prepositions.

$$
\text { Nos go }\left\{\begin{array}{l}
\text { pleasantly. } \\
\text { with pleasure. }
\end{array}\right.
$$

The Order of parsing an Adverb is this.Adverb; modifies what?

It may be exemplified as follows.
Pleasantly;-Adverb; modifies go.
The Order of parsing a preposition is this-

Preposition; modifies what, with reference to the object what?

With, in the model sentence, may be parsed as follows.
With;-Preposition; modifies go, with reference to the object pleasure.

QUESTIONS.
Recite the order of parsing an adverb. Go pleasantly ;-parse pleasantly. The order of parsing a preposition. Go with pleasure; —parse with? [Exercise the learner in Lessons 9, 10, 11, 14, \&c.]

## Lesson XlVL Orders of Conjunctions.

Antecedent, $0 \underset{ }{3} I$ go because he goes.
Subsequent, 103 He goes, therefore I go. Reciprocal, $\sqrt{\prime}{ }^{\prime}$ He goes and $I$ go.
The Antecedent Conjunction precedes its appendage.
Because is a coujunction of Antecedent Order. Go is its principal; and he goes is its appendage, or modifial clause.

The Subsequent Conjunction follows its appendage.
Therefore is a conjunction of Subsequent Order. Go is its principal; and he goes is its appendage, though not originally used as such; (I go therefore, or for that reason;-referring to what was said before.)

The Reciprocal Conjunction modifies two principals by reciprocal reference.

And is a conjunction of Reciprocal Order, modifying goes and go, by reference to each opposite clause. He goes and I go, I go and he goes, are nearly equivalent.

## QUESTIONS.

Please to name the orders of conjunctions. Exemplify them. Because is of which order? Why? Explain its relations. Therefore? Why? Explain its relations And? Why? Explain its relations. \&c.

## Lesson XLVIL Conjunction Table.

ANTECEDENTS.
I Go $\left\{\begin{array}{l}\text { lest } \\ \text { unless } \\ \text { except } \\ \text { excepting } \\ \text { save } \\ \text { if }\end{array}\right\}$ he comes. I go $\left\{\begin{array}{l}\text { seeing } \\ \text { being } \\ \text { for } \\ \text { because } \\ \text { though } \\ \text { although }\end{array}\right\}$ he comes.


I go oftener than he comes. I go that $\left.\begin{array}{l}\text { I cannot tell but }\end{array}\right\}$ he may come.
SUBSEQUENTS.
He comes $\left\{\begin{array}{l}\text { else } \\ \text { othervise } \\ \text { but } \\ \text { yet } \\ \text { still } \\ \text { nevertheless } \\ \text { albeit } \\ \text { howbeit } \\ \text { however } \\ \text { moreover } \\ \text { likerise } \\ \text { again } \\ \text { besides } \\ \text { so } \\ \text { thus }\end{array}\right\} \mathbf{I}$ ao. $\quad$ He comes $\left\{\begin{array}{l}\text { whereas } \\ \text { then } \\ \text { thence } \\ \text { hence } \\ \text { whence } \\ \text { wherefore } \\ \text { therefore } \\ \text { thereby } \\ \text { thereupon } \\ \text { consequently } \\ \text { accordingly } \\ \text { meantime } \\ \text { meanwhile } \\ \text { yea } \\ \text { nay }\end{array}\right\}$ IGo.

He came not, $\left\{\begin{array}{l}\text { nnr } \\ \text { neither }\end{array}\right\}$ did I go.
RECIPROCALS.
I ao $\left\{\begin{array}{l}\text { and } \\ \text { or } \\ \text { else }\end{array}\right\}$ he comes. $\left\{\begin{array}{l}\text { when } \\ \text { whenever } \\ \text { whensoever } \\ \text { where } \\ \text { wherever } \\ \text { wheresoever } \\ \text { whither }\end{array}\right\}$ he comes.


The reciprocal conjunctions in the left column as above, incline to the Antecedent character; those in the right, to the Subsequent.

## QUESTIONS.

I go lest he comes;-which is the conjunction? Of which order? \&c. \&c.

## LEsson XlViil. Parging of Conjonctions.

## INs They go as they please.

The Order of parsing a Conjunction is this.-
Conjunction ; of which order? modifies what, with reference to the event expressed by what?
$\mathcal{A}_{s}$, in the model sentence, is parsed as follows.
$\mathcal{A}_{s}$;-Conjunction, of antecedent order; modifies go, with reference to the event expressed by they please.

## CONJUNCTIVE NOUNS.

## 0 He who pleases goes.

The Order of parsing a Conjunctive Noun is this.Noun, of Conjunctive order ; modifies what, with reference to the event expressed by what? Agrees in gender, person and number* with its principal; and is agent or object of what?

This order may be exemplified thus.-
Who ;-Noun, of conjunctive order; modifies $h e$, with reference to the event expressed by who pleases; agrees in gender person and number with its principal ; and is agent of pleases.

## NOTE.

* See Lesson 32.


## QUESTIONS.

Recite the order of parsing a conjunction. Go as they please ;parse as. The order of parsing a conjunctive noun. He woho pleas-es;-parse who. [Exercise the learner in Lesson 47, 14, \&c.]

## LESSON XLIX. Orders of Modifiers.

It now appears, that, in addition to those four parts of speech which are essentially modifiers, we have two species of modifial nouns, and two modes of modifial verbs ; making in all eight Orders of Modifiers or supplements.

Hence arises a sort of Ultimate Classification, Nl Cl crccs whole frame of language into ;-1st, Basal Nouns ; 2d., Basal Verbs 3d., Modifiers.

The Orders of Modifiers may be exemplified as follows.

1. Adnoun,
2. Adverb,
3. Preposition,
4. Conjunction,
5. Conjunctive Noun,
6. Defining Noun,
7. Participial Verb,
8. Infinitive Verb,

He is studious.
He goes studiously.
He goes for study.
He goes as students go.
$\mathrm{He}_{\mathrm{E}}$ who is the student goes.
$\mathrm{H}_{\mathrm{E}}$ the stiulint goes.
$\mathrm{HE}_{\mathrm{E}}$ goes studying.
He qoes io study.

QUESTIONS.
Please to name the modifial parts of speech. Species of modifial nouns. Modes of modifial verbs. What is said of ultimate classification? \&c. . Exemplify the orders of modifiers. \&c.
oral composition.
[Let the class be required orally, or each member in writing, to furnish a basal sentence; then to add the modifial words and phrases.
lt may be done orally somewhat as follows.
Q. Will some one furnish an unmodified sentence ?
A. Men travel.
Q. Will some one furnish an adnoun?
A. Some men travel.
Q. An adverb?
A. Some never travel.
Q. A preposition ?
A. Some travel for pleasare.
Q. A conjunction?
A. They travel as they please.
Q. The conjunctive noun?
A. Men who please travel.
Q. The defining noun?
A. Those men the missionaries travel.
Q. The participial mode?
A. They travel preaching Christianity.
Q. The infinitive mode?
A. They travel to preach Christianity.

Call for another unmodified sentence, and so on.]

## LESSON L. Syntactic Characteristics of Strle. <br> UNMODIFIED PHRASES.

Unmodified intransitive sentences are the most concise and simple; as,

Save us! we perish! I came ; I saw; I conquered.
TRANSITIVE PHRASES.
The transitive phrase gives to language a sort of executiveness or efficiency of style ; and tends also, in a manner, to perspicuity; as,

He studied nature, and obeyed her laws.
He loved man, and adored God.
"What is this absorbs me quite,
Steals my senses, shuts my sight,
Drowns my spirit, draws my breath ?"
modified phrases.
Of the eight orders of modifiers, it may be said in general terms ;-
The Adnoun and Adverb belong to the comprehensive, but familiar style;

The Preposition and Defining Noun, to the forcible and clear ;-
The Conjunction and Conjunctive Noun, to the logical and reflective; as,
Behave $\begin{cases}\text { manfully. } & \text { Adv. } \\ \text { like a man, } & \text { as a man should behave. } \\ \text { as a mas. } & \text { Conj. . } \\ \text { manful. } & \text { Adn. } \\ \text { a man. } & \text { Def. N. } \\ \text { one that deserved respect. } & \text { Conj. N. }\end{cases}$

The other two Orders, being of a Verbal character, will be found to give spirit and animation to style; as,
"Young Edwin, lighted by the evening star,
Lingering and listening wandered down the vale."
"Seas hole to vaft me, suns to light me rise."
aboriginal style.
There is a peculiar force and clearness appertaining to the prepositive form of expression.
Aboriginal eloquence abounds with this style; as,
"We came down from the height of Monadrock, like a broken cloud, on the head of our enemies."

It is the peculiar style of Ossian's Poems, as exemplified in Lesson 14.

## DR. young.

Young's "Night Thoughts" contains a large share of Defining Nouns; as,
"The visible and present are for brutes
A slender portion, and a narrow bound.
These, reason with an energy divine
O'erleaps, and claims the future and unseen,
The vast unseen! the future fathomless!"
"The soul of man was made to walk the skies,
Delightful outlet of her prison here?"
thomson's seasons.
Thomson uses many Adnouns of Adverbial Position; as,
"The clouds fly different." "Fortune smiles deceitful."
"The hare limps awkward." Man superior walks."
"The copious flood rolls fair and placid."
"Now black and deep the night begins to fall."

His poems are also characterized, in general, by a great profusion of modifiers.

## QUESTIONS.

What do you say of unmodified sentences? Examples. Of transitive style? Examples. Of the orders of modifiers? Exemplify them. The modifial verbs? Examples. The prepositive style? Example. Of Young? Examples. Of Thomson? Examples. What else of Thomson.

## LESSON LI. Optionals.*

An Optional is a word or phrase rationally admitting of different resolutions.t A different classification of a word is often occasioned by a shade of difference in the combination of mental faculties by which its relations are apprehended $\ddagger$ by different persons, who may seem to understand it alike.

In the following Table, the italicized word in the first column, is exemplified there, rendereds in the second, and construed \| in the third.

| Example. | Rendered. | Construed. |
| :---: | :---: | :---: |
| The kingdom is thine. | property of thee of thee | Defining Noun. Adnoun. |
| Revolving spheres. | having the quality of rev'g doing the act of revolving | Adnoun. Verb. |
| The both fell. | both persons together | Defining Noun. Adverb. |
| They are all one. | all of thein in all entirely | Defining Noun. Object prepositive. Adverb. |
| We are one. | a unit united | Defining Noun. Adnoun. |
| It strikes one. | one blow singly single | Noun object. Adverb. <br> Adn. of adverbial pos |
| He said alas ! | this word thus | Interj. used nounally. Int. used adverbially. |
| I built that. | that house that [house in idea] | $\begin{aligned} & \text { Noun. } \\ & \text { Adnoun. } \end{aligned}$ |

NOTES.
*Things at option, or subject to choice.
$\dagger$ To resolve an expression, is to reduce it to its elements, and determine its relations.
$\ddagger$ Taken or seized upon by perception or understanding.
§ To render, is to express in another form.
|| To construe, here means to determine its construction and consequent classification.

## QUESTIONS.

An optional is what? A different classification may be occasioned how? The kingdom is thine;-how do you apprehend thine? \&c. $\& c$.

## LESSON LII. Distinctive Reasons in Classing.

## 1

0 Able writers write ably.
Q. Writers is what part of speech ?
A. Noun.
Q. Why classed as a noun?
A. Because it denotes a subject of speech.
Q. Write is what?
A. Verb.
Q. Why a verb?
A. Because it signifies to event.
Q. Able?
A. Adnoun.
Q. Why an adnoun?
A. Because it modifies a noun as such.
Q. Ably?
A. Adverb.
Q. Why an adverb?
A. Because it is a modifier, but not of a noun as sucb.

## 2

$$
\text { GF Go }\left\{\begin{array}{l}
\text { at pleasure. } \\
\text { as you please. }
\end{array}\right.
$$

Q. At is what?
A. Preposition.
Q. Why a preposition?
A. Because it is a modifier with reference to an object.
Q. $A_{s}$ is what part?
A. Conjunction.
Q. Why so classed?
A. Because it is a modifier with reference to an event.
Q. Alas is what part of speech ?
A. Interjection.
Q. Why so?
A. Because it is a simple substitute for a sentence.

## LEsSON LIII. Reasons in Subdividing Nouns.

$$
1
$$

0 John, man, he whom Isaw.
Q. The noun Joln is of which order?
A. Particular.
Q. Why so called?
A. Because it is a particular name.
Q. Man?
A. Descriptive.
Q. Why of descriptive order?
A. Because it is a descriptive name.
Q. $H e$ ?
A. Pronominal.
Q. Why of pronominal order?
A. Because it is a substitute for a name.
Q. Wham is of which order?
A. Conjunctive.
Q. Why so?
A. Because it is used conjunctively.

## 2

as He and she were teachers of music.
Q. $H e$ is of which gender?
A. Masculine.
Q. Why?
A. Because it denotes the male sex.
Q. She?
A. Feminine.
Q. Why?
A. Because it denotes the female sex.
Q. Teachers?
A. Common.
Q. Why of common gender?
A. Because it denotes both sexes.
Q. Music?
A. Neuter.
Q. Why neuter?
A. Because it denotes neither sex.

## 3

0 I I gave you the book.
Q. $I$ is of which person?
A. First.
Q. Why of first person?
A. Because speaking.
Q. You?
A. Second.
Q. Why ?
A. Because spoken to.
Q. Book?
A. Third.
Q. Why?
A. Because spoken of. 4
ITS $A$ boy, or class of boys.
Q. Buy is of which number?
A. Singular.
Q. Why singular?
A. Because it is used as denoting a single thing.
Q. Boys?
A. Plural.
Q. Why plural ?
A. Because it is used as denoting
a plurality of things.
Q. Class ;-is this noun singular or plural?
A. It is a collective noun.
Q. Why so called?
A. Because it denotes a collection of things. 5

$$
0 \mathcal{s} \text { He heard me speak to him. }
$$

Q. He is agent or object of what?
A. Agent of heard.
Q. Why called agent?
A. Because it denotes the agent of an event.
Q. Me is agent or object of what?
A. Object of heard
Q. Why called object?
A. Because it denotes the object of an event.
Q. Him is agent or object of what?
A. Object of the preposition to.
Q. Why so construed?
A. Because it is object of prepositive reference.

6
0 OS Send me a line.
Q. Me is of which case ?
A. Object.
Q. Why of object case?
A. Because it is a noun of prepositive use. [Equivalent to a preposition and its object.] 7

$$
\sqrt{f} 11 \text { was she. }
$$

Q. She is of which case?
A. Agent.
Q. Why of agent case?
A. Because it is defining noun of an agent.
Q. By what rule ?
A. The defining nom agrees in case with its principal.
Q. Why is she called a defining noun?
A. Because it is used with another noun or its equivalent, as a defining representation of the same subject.

LESSON LIV. Reasons in Subdividing Verbs.

| 1 | A. Basal. |
| :---: | :---: |
| 0 NS Igo $\left\{\begin{array}{l}\text { seeing. } \\ \text { to see }\end{array}\right.$ | Q. Why basal? |
| , to see. | A. Because it is a basal part of |
| Q. The verb go is of which | sentence. <br> Q. Seeing is of which order? |

A. Modifial.
Q. Why of modifial order?
A. Because it is a modifial part of a sentence. 2
0 0son 1 see, I can see, See.
Q. Isee is of which mode?
A. Indicative.
Q. Why of indicative mode?
A. Becalse it is the form of $\varepsilon s$. serting the event.
Q. Can see.
A. Potential.
Q. Why potential?
A. Because it is the form of asserting the power to event.
Q. See, or see thou?
A. Imperative.
Q. Why called imperative?
A. Because it is the form of commanding the event.
Q. Seeing is of which mode?
A. Participial.
Q. Why so called ?
A. Because it consists of a participle or participles.
Q. How is the present participle known?
A. By ending in ing.
Q. The perfect participle?
A. By making sense after have.
Q. To see is of which mode?
A. Infinitive.
Q. Why of this mode?
$\mathcal{A}$. Because it is the form of the modifial verb that always has or admits the prefix to. 3
I-जा I see, I saw, I shall see.
Q. See is of which tense?
f. Present.
Q. Why present?
A. Because it signifies to event in present time.
Q. Saw?
A. Past.
8. Why of past tense?
. Because it signifies to event in some past time.
Q. Shall see?
A. Future.
Q. Why future?
A. Because it signifies to event in some future time.

## 4

IFs I have seen, had seen, shall have seen.
Q. Have seen is of which tense?
A. Present perfect.
Q. Why present perfect?
A. Because it signifies to have perfected the event by the present time.
Q. Had seen?
A. Past perfect.
Q. Why past perfect?
A. Because it signifies to have perfected the event by some past time.
Q. Shall have seen?
A. Future perfect.
Q. Why future perfect?
A. Because it signifies to have perfected the event by some future time.

5
as I moved as you savo.
Q. Moved is of which declension?
A. Regular.
Q. Why called regular?
A. Because it makes its past tenses in ed.
Q. Saw is of which declension?
A. Irregular.
Q. Why called irregular?
A. Because it does not make its past tenses in ed.
Q. What verbs are of defective declension?
A. May, might, can, could, shall, should, will, woould, ought, must and quoth.
Q. Why called defective?
A. Because, admitting of no auxiliary, they cannot be used in all the modes and tenses.
Q. What verbs are used as auxiliaries?
A. Must, may, can, shall, do, be, have, will, with their inflections.
Q. Why called auxiliaries?
A. Because they help to inflect others.

## 6

0 वजs Isav, was seen, was seeing.
Q. Saw is of which voice?
A. Active.
Q. Why called active?
A. Because it is the form that usually signifies to produce the event.
Q: Was seen?
A. Passive.
Q. Why called passive?
A. Because it is the form that usually signifies to receive the event:
Q. Was seeing?
A. Compound active.
Q. How formed?
A. By adding the present participle to the verb to be. 7 0 Is $I$ moved it as $I$ went.
Q. The verb moved;-is it transitive, or intransitive?
A. Transitive.
Q. Why called transitive ?
A. Because it makes the event transitive to an object.
Q. Went?
A. Intransitive.
Q. Why intransitive?
A. Because it does not make the event transitive to an object. 8
0 Is I go, thes goest.
Q. The verb go is of which person?
A. First.
Q. Why?
A. In agreement with its agent $I$. 9
$\sqrt{\vec{j}}$ He goes, they go.
Q. Goes is of which number?
A. Singular.
Q. Why?
A. In agreement with its agent he.
Q. By what rule?
A. A verb agrees in person and number with the idea conveyed by its agent.

## LEsSON LV. Reasons in Subdividing Modifiers.

$$
\stackrel{1}{\sqrt{s}}{ }^{1} \text { That old man. }
$$

Q. The adnoun that is of which order?
A. Particular.
Q. Why of particular order?
A. Because it helps to particularize the subject.
Q. Old is of which order?
A. Descriptive.
Q. Why descriptive?
A. Because it helps to describe the subject.

2

$$
\sqrt{ज} \text { old, older, oldest. }
$$

Q. Old is of which degree?
A. Positive.
Q. Why?
A. Because it describes the subject without expressing inequality.
Q. Older?
A. Comparative.
Q. Why?
A. Because it describes the subject higher than what is compared with it.
Q. Oldest?
A. Superlative.
Q. Why?
A. Because it describes the subject highest of a group.
ns Live oxen are alive.
Q. Is the adnoun live immediate or mediate?
A. Immediate.
Q. Why?
A. Because it is attached immediately to its principat.
Q. Alive?
A. Mediate.
Q. Why mediate?
A. Because it is attached mediately to its principal, [that is by mediation of a verb.] 4
) $H$ is book, or Ann's book.
$\boldsymbol{Q}$. What species of adnouns are his and Ann's?
A. Possessive.
Q. How are possessives formed from names?
A. By adding an apostrophe to plurals ending in $s$, and an apostrophe and $s$ to other names, except where the sound of $s$ would be unpleasant.
Q. How are regular plurals formed?
A. By adding s, except where es is required for ease of pronunciation.

5-6-7
0 I go because he goes.
0 He goes, therefore Igo.
人) He goes and Igo.
Q. The conjunction because is of which order?
A. Antecedent.
Q. Why so called?
A. Because it precedes its appendage.
Q. Therefore?
A. Subsequent.
Q. Why called subsequent?
A. Because it follows its appendage.
Q. And is of which order?
A. Reciprocal.
Q. Why called reciprocal.
A. Because it modifies two principals by reciprocal reference.

## NOTE.

[While these Dialogues are passing, other questions may be asked.]
And the Model Phrases should be presented in legible characters; or the class may be inspecting them on the Model page before the title.

## LESSON LVI. Coystrding.

Construing (commonly called Analyzing) is a very useful and interesting exercise, when it embraces the entire syntax, or all the sentential relations of words. According to this System, it may be conducted somewhat as follows."

1 as Pleasant men move with peculiar pleasure.
Q. Is this sentence modified?
A. It is.
Q. What is the base of it ?
A. Men move.
Q. The object?
A. It has none expressed.
Q. Is the agent men modified?
Q. Which is the basal verb? [or "predicate?"]
A. Move.
Q. The agent?
A. Men.
Q. And the phrase peculiar pleasure ;-how is that construed?
A. Peculiar; adnoun, modifies pleasure.

2 OF He moves, therefore I move.
Q. How do you begin, in con-
Q. Which is the verb?
struing this sentence? A. Move.
A. I make two of it. He moves is Q. The agent?
one sentence; therefore I A. I. move is another.
Q. What do you gay of he moves?
A. An unmodified sentence, moves being the verb, and he the agent.
Q. Therefore I move;-what is the base of this sentence?
Q. Is ihe agent $I$ modified?
A. It is not.
Q. Is the verb move modified?
A. It is; by the conjunction therefore, with reference to the event expressed hy he motes.
A. 1 move.

3 0s 1 move because he moves.
Q. Is this sentence modified?
f. It is.
Q. What is the base of it?
A. Imove.
Q. The verb?
A. Моше
Q. The agent?
A. I.
Q. Is the agent I modified ?
A. It is not.

4 He who pleases comes to learn grammar.
Q. Is this a modified sentence? [Q. What further of who pleases?
A. It is.
9. What is the base of it?
A. He comes.
Q. The verb?
A. Comes.
Q. The agent?
a. He .
. Is the agent he modified?
A. It is; by the conjunctive noun
who, with reference to the
event expressed by who
Q. Is the verb move modified?
A. It is; by the conjunction because, with reference to the event expressed by he moves.
[Q. And what further of he moves?
$\mathcal{A}$. It is part of a modifial clause, and in the form of a sentence; moves being the verb, and he the agent.]
A. A modifial clause, and in the form of a sentence, (pleases being the verb,) and who the agent.]
Q. Is the verb comes modified?
A. It is; by the infinitive mode to learm.
Q. What is agent of learn?
A. He .
Q. Object?
A. Grammar.
pleases.
NOTE.

* This Lesson is added in accordance with a suggestion formerly offered by that acute Grammarian and distinguished Teacher, Rev. Charles Shedd, Preceptor of New Ipswich Academy.

Remarks on the Old System. Page ..... 7
LESSONS.

1. Grammar. ..... 13
II. Sentences. (And Prepositions.) ..... 13
III. Nouns. (Words denoting a subject of speech.) ..... 14
IV. Verbs. (Words signifying to event.) ..... 14
V. Unmodified Sentences. ..... 15
VI. Modified Sentences. ..... 16
VII. Adnouns. (Modifiers of a noun as such.) ..... 17
VIII. Adverbs. (Modifiers, but not of a noun as such.) ..... 18
IX. Exercises with the Noun, Verb, Adnoun and Adverb. ..... 19
X. Prepositions. (Modifiers with reference to an object.) ..... 19
XI. Conjunctions. (Modifiers with reference to an event.) ..... 20
XII. Interjections. ..... 21
XIII. Parts of Speech. ..... 22
XIV. Exercises with the Preposition, Conjunction, \&c. ..... 23
XV. Orders of Nouns. (Particular, Descriptive, Pronominal, Conjunctive.) ..... 24
XVI. Genders of Nouns. ..... 26
XVII. Persons of Nouns. ..... 26
XVIIL Numbers of Nouns. ..... 27
XIX. Cases of Nouns. (Agent and Object.) ..... 27
XX. Declension of Nouns. ..... 28
XXI. Forms of Declining Nouns, ..... 29
XXII. Défining Nouns. (Apposition.) ..... 29
XXIII. Parsing of Nouns. ..... 30
XXIV. Exercises with the Agent and Object, Genders, Persons, \&c. ..... 31
XXV. Auxiliar Verbs and Participles. ..... 32
XXVI. Orders of Verbs. (Basal and Modifial.) ..... 32
XXVII. Modes of Verbs. (Indicative, Potential, Imperative, Participial, Infinitive.) ..... 33
XXVIII. Tenses of Verbs. (Present, Past, Future, Present perfect, Past perfect, Future perfect.) ..... 34
XXIX. Declensions of Verbs. (Regular, Irregular, Defective.) ..... 35
XXX. Voices of Verbs. (Active, Passive, Compound Active.) ..... 36
XXXI. Transitives and Intransitives. ..... 37
XXXII. Agreement. ..... 37
XXXIII. Active Conjugation of the Verb To See, ..... 39
XXXIV. Passive Conjugation of the Verb To See. ..... 41
XXXV. Exercises with the Modes, Tenses, \&cc. ..... 42
XXXVI. Nounal use of Modifial Verbs. ..... 43
XXXVII. Parsing of Verbs. ..... 44
XXXVIII, Orders of Adnouns. (Particular and Descriptive.) ..... 45
XXXIX. Degrees of Adnouns. ..... 46
XL. Modifiers Immediate and Mediate. ..... 47
XLI. Species of Adnouns, ( $A n$ and The, Possessives, Phrases, Adoptives, Adnouns of Adverbial Posi- tion, \&c. ..... 47
XLII. Parsing of Adnouns. ..... 49
XLIII. Uses of Adverbs. (Personal Adverbs, \&-c.) ..... 49
XLIV. Object Prepositive. (Without the Prep.) ..... 50
XLV. Parsing of Adverbs and Prepositions. ..... 50
XLVI. Orders of Conjunctions, (Antecedent, Subsequent, Reciprocal.) ..... 51
XLVII Conjunction Table. ..... 51
XLVIII. Parsing of Conjunctions. ..... 53
XLIX. Orders of Modifiers. ..... 53
L. Syntactic Characteristics of Style. ..... 54
LI. Optionals. (Admitting of different resolutions.) ..... 56
LII. Distinctive Reasons in Classing. (Diclogue.) ..... 57
LIII. Reasons in Subdividing Nouns. (Dialogue.) ..... 57
LIV. Reasons in Subdividing Verbs. (Dialogue.) ..... 58
LV. Reasons in Subdividing Modifiers. (Dialogue.) ..... 60
LVI. Construing. (Or Analyzing.) ..... 61

[^0]:    * A system of Grammar as distinguished from lexicography and rhetoric, is but a system of Syntax.

[^1]:    *For some further atrictures, the reader is referred to the preface and notes to the Comprehensive Grammar.

[^2]:    * See Lessons 19, 20.
    $\dagger$ Ba-sal, constituting the base, or foundation, of modified sentences.
    $\ddagger$ The learner should be required to distinguish the nouns and verbs in this table, and also to compose such sentences verbally or in writing. Grammar and Composition should be one study.

[^3]:    * In asking a question, the place of the agent is generally shanged; as, they move; move they? they do move; do they move?
    $\dagger$ See Comprehensive Grammar, Part $\underset{2}{2}$, Lesqon 33.

[^4]:    * By the adnoun's subject is meant the subject of (or thing signified by) itself and principal together.
    $\dagger$ Firster, righter, or more or less infinite would be an absard exprension. "How infinite art thou," is objectionable.

