ENGLISH GRAMMAR.

PUBLISHED BY ORDER OF HIS EXCELLENCY, HENRY W. ALLEN, GOVERNOR OF LOUISIANA.

SHREVEPORT, LA:
PRINTED AT THE OFFICE OF THE SOUTH-WESTERN.
1865.
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PREFACE.

This Grammar is compiled from the “New English Grammar” of Roswell C. Smith, whose elementary school books have become so deservedly popular. The style of instruction herein taught, is called the “Productive System,” and is eminently adapted to beginners and children of tender years. It is published by order of his Excellency, the Governor of Louisiana.

Shreveport, La., 1865.
ENGLISH GRAMMAR.

I. OF THE NOUN.

Q. What is your name?
Q. What is the name of the town in which you live?
Q. What does the word noun mean?

Ans. The word noun means name.

Q. What, then, may your name be called?
1. A noun.
Q. What may all names be called?
2. Nouns.

Q. Shreveport is the name of a place: is Shreveport a noun? and if so, why?
3. Shreveport is a noun, because it is a name.
Q. Potomac is the name of a river: is Potomac a noun, and why?
Q. Book is the name of something to read in: is book a noun, and why?
Q. Will you inform me what a noun is?

4. A noun is the name of any person, place, or thing.
Q. Will you mention two nouns, the names of persons? two, the names of things? two, the names of different places?
Q. Will you tell me which words are nouns in the following sentences, as I read them to you?

"Thomas and Joseph are in the house."
"The horse and cow are in the lot."
"The hawk and the eagle have flown to the mountain."
"Trees, corn, potatoes and apples grow in the fields."

II. NUMBER.

Q. What is the meaning of the word number; as, "The number of buttons on your coat?"

5. Number means one or more.

Q. What does the word singular mean?

6. It means one.
Q. When, then, I speak of one thing only, as chair, what number is it?

7. Singular number.
Q. What, then, does the singular number of nouns denote?

8. The singular number denotes but one thing.
Q. Of what number is book, and why?
9. Book is of the singular number, because it means but one.
Q. Of what number is chair, and why?
Q. What does the word plural mean?
10. It means more than one.
Q. Of what number is lamps, and why?
11. Lamps is of the plural number, because it means more than one.
Q. Of what number is inkstand, and why?
Q. Of what number is laver, and why?
12. By adding s or es to the singular.
Q. Will you spell the plural of ounce?, glass?, window?, theatre?, antecedent?, church?, labyrinth?
Q. How many numbers do nouns appear to have, and what are they?
13. Two, the singular and plural.
Q. Will you name a noun of the singular number? one of the plural number?

III. GENDER.

Q. What does the word gender mean?
14. Gender signifies sex.
Q. What does the word masculine mean?
15. It means male.
Q. John is the name of a male: of what gender or sex, then, is John?
16. Of the male or masculine gender.
Q. What nouns, then, are said to be of the masculine gender?
17. The names of males.
Q. What gender, then, is man, and why?
18. Man is of the masculine gender, because it is the name of a male.
Q. Of what gender is uncle, and why? father? why?
Q. What does feminine mean?
19. It means female.
Q. Susan is the name of a female: of what gender, then, is Susan?
20. Of the feminine gender.
Q. What nouns, then, are said to be of the feminine gender?
21. The names of females.
Q. What gender is woman, and why?
22. Woman is of the feminine gender, because it is the name of a female.
Q. Of what gender is aunt, and why? daughter? why?
Q. What does the word neuter mean?
23. It means neither.
ENGLISH GRAMMAR.

Q. Chair is the name neither of a male nor a female: what gender, then, may it properly be called?

Q. What nouns, then, may be said to be of the neuter gender?

25. The names of objects that are neither males nor females.
Q. Of what gender is inkstand, and why?

26. Neuter gender, because it is the name neither of a male nor female.
Q. Of what gender is chair, why?
Q. Parent, you know, is the name either of father or mother, that is, it is a name common to both: of what gender, then, shall we call such nouns as parent, bird, &c.?

27. Common gender.
Q. What nouns, then, may be said to be of the common gender?

28. The names of such animals as may be either males or females.
Q. Of what gender is sheep, and why?

29. Sheep is of the common gender, because it is the name either of a male or female.
Q. Of what gender is robin, and why?
Q. How many genders do nouns appear to have, and what are they?

30. Four—the masculine, the feminine, the neuter, and the common.
Q. Will you name a noun of the masculine gender? one of the feminine? one of the neuter? one of the common?
Q. Will you name the gender and number of each noun in the following sentences, as I read them to you?

"James and William."  "Slate and pencil."
"John and the girls."  "Women and birds."

IV. PROPER AND COMMON NOUNS.

Q. What is the meaning of the word common; as, "A common complaint?"

Q. Although there are many male children in the world; each one may be called by the general name of boy: what kind of a noun, then, would you call boy?

32. A common noun.
Q. When, then, is a noun called common?

33. When it is a general name.
Q. What does the word proper mean?

34. It means fit or particular.
Q. John, you know, is the particular name of a boy: what kind of a noun, then, may it be called?
35. A proper noun.
Q. When, then, may a noun be called proper?
36. When it is a particular name.
Q. What kind of a noun is Susan, and why?
37. Susan is a proper noun, because it is a particular name.
Q. What kind of a noun is John, and why?
Q. What kind of a noun is river, and why?
38. River is a common noun, because it is a general name.
Q. How many kinds of nouns do there appear to be, and what are they?
Q. Will you now tell me which words are the nouns in the following sentences; which are proper, and which are common; also their gender and number?

"Thomas and John." "King and queen."
"Susan and Mary." "House and barn."

V. PERSON.

Q. When a person, in speaking, says, "I, John, will do it," what person do grammarians call John?
39. The first person.
Q. When, then, is a noun of the first person?
40. When it is the name of the person speaking.
Q. When I say, "James, mind your studies," what do grammarians call James?

The second person, being the person spoken to.

When, then, is a noun of the second person?
42. When it is the name of the person spoken to, or addressed.

Q. "William, James has come." What person is William, and why?
43. Of the second person, because William is spoken to.
Q. When I say, "William, James has come," I am speaking to William about James: of what person, then, is James, and why?
44. Of the third person, because James was spoken of; that is, I was talking about James.
Q. When, then, is a noun of the third person?
45. When it is spoken of.
Q. "Thomas, Rufus is in the garden." What person is Thomas? why? Is Rufus? why?
Q. How many persons do nouns appear to have, and what are they?
46. Three persons—the first, second, and third.
Q. Will you inform me which of the following nouns are proper, which common; also their gender, number, and person?
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"I, James, of Richmond." "Boy and girl."
"Henry, study your book." "William and his sister."

VI. CASE.

Q. We say of an animal, for instance a horse, when he is fat, that "He is in a good case," and, when he is lean, that "He is in a bad case;" what, therefore, does the word case mean?

47. Case means condition, state, &c.

Q. When I say "Charles strikes William," "William strikes Charles," you may perceive that the state or condition of Charles in the former example is quite different from his state or condition in the latter: in the one, Charles strikes; in the other, he is struck; what, then, is meant by the different cases of nouns.

48. The different condition or position they have in relation to other words in the same sentence.

Q. What does the word nominative mean?

49. Nominative means naming.

Q. When I say, "John strikes," he evidently does something: what, then, may John be called?

50. An actor or doer.

Q. Well, then, as the actor or doer is considered the naming or leading noun, in what case is John, when I say, "John strikes?"

51. In the nominative case.

Q. What, then, is the nominative case of nouns?

52. The nominative case is the agent or doer.

Q. When I say, "The dog runs," in what case is dog, and why?

53. Dog is in the nominative case, because it is the agent, actor, or doer.

Q. "The cat catches mice." In what case is cat, and why?

Q. When I say, "Thomas is pursuing the thief," what is the object here which Thomas is pursuing?

54. Thief.

Q. What does the word objective mean?

55. It means belonging to the object.

Q. In what case, then, may thief be reckoned, in the phrase, "Thomas pursues the thief?"

56. In the objective case.

Q. What, then, does the objective case denote?

57. The objective case denotes the object.

Q. When I say, "William whips John," in what case is John, and why?

58. In the objective case, because John is the object.

Q. What does the word possessive imply?

59. Possession, ownership, property, &c.
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Q. When I say, "It is John's slate," I mean to say that John owns the slate; in what case, then, shall we reckon John's?

60. In the possessive case.

Q. What, then, does the possessive case of nouns denote?

61. The possessive case denotes possession, property, &c.

Q. When I say, "Peter's knife," who owns or possesses the knife?

Q. In what case, then, is Peter's, and why?

62. In the possessive case, because Peter possesses the knife.

Q. In the example "John's slate," you perceive that John's ends in s, with a comma before it: what is the comma, and what is the s, called in grammar?

63. The comma is called an apostrophe, and the s, an apostrophic s.

Q. You also perceive that John's is singular: how, then, do nouns in the singular number usually form their possessive case?

64. By taking after them an apostrophe with the letter s following it.

Q. "On eagles' wings." Here eagles' is plural, and in the possessive case: how, then, do nouns in the plural usually form their possessive case?

65. Simply by taking the apostrophe without the addition of s.

Q. But if the plural does not end in s, as, "men's concerns," how is the possessive case formed?

66. As the same case in the singular number is formed.

Q. From the foregoing remarks, how many cases do nouns appear to have, and what are they?

67. Three—the nominative, possessive, and objective.

Q. Decline sometimes means to vary the ending of a word: what, then, do I mean when I ask you to decline a noun?

68. To tell its different cases or endings.

Q. Will you decline John?


Possessive case, John's.

Objective case, John.

Q. Will you decline boy, in both numbers?

70. Singular.

Nom. Boy.

Poss. Boy's.

Obj. Boy.

Plural.

Nom. Boys.

Poss. Boys'.

Obj. Boys.

Q. When I say, "William's coat," you perceive that the noun coat follows William's: by what is William's said to be governed, and why?

71. By coat, because it follows William's.

Q. What, then, may be considered a rule for governing the possessive case?
ENGLISH GRAMMAR.

RULE I.

The possessive case is governed by the following noun.

Q. "William's hat." Is William's a proper or common noun? Why? (36.)*

72. Parsing.

EXERCISES IN PARSING.

"John's knife."

73. John's is a noun, because it is a name—proper, because it is a particular name—masculine gender; it is the name of a male—third person; it is spoken of—singular number; it means but one—possessive case; it implies possession—and is governed by the noun knife, according to

Rule I. The possessive case is governed by the following noun.

Knife is a noun; it is a name—common; it is a general name—neuter gender; it is neither male nor female—third person; it is spoken of—singular number; it means but one.

Let the learner parse the foregoing, till the mode of parsing the noun is so familiar to him, that he can do it readily, without looking in the book. He may then take the following exercises, which are to be parsed in a similar manner.

EXERCISES IN PARSING CONTINUED.

"Peter's cap." "Stephen's coat." "Brother's knife."
"John's slate." "Father's house." "Boys' hats."

VII. OF ARTICLES.

Q. When I say, "Give me a book," I evidently mean no particular book, but when I say, "Give me the book," what do I mean?

74. Some particular book.
Q. Which are the words that make this difference in meaning?

75. A and the.
Q. What are these little words called?

76. ARTICLES.
Q. What, then, are articles?

* Refer back to this number.
77. Articles are words placed before nouns to limit their meaning.

Q. What is the meaning of the word definite?

78. **Definite** means particular.

Q. "Give me the book." Here a particular book is referred to: what kind of an article, then, shall we call the?

79. **Definite** article.

Q. What, then, is a definite article?

80. It points out what particular thing or things are meant.

Q. The word *in*, when placed before words, frequently signifies *not*: what, then, will **indefinite** mean?

81. **Not definite**.

Q. When I say, "Give me a knife," no particular knife is meant: what kind of an article, then, may be called?

82. **Indefinite article**.

Q. Why is it so called?

83. Because it is not used before the name of any particular person or thing.

Q. We say, "an apple," "an inkstand," &c. in preference to "a apple," "a inkstand," &c.: why is this?

84. Because it is easier to speak, and also more pleasant to the ear.

Q. What kind of letters do *apple* and *inkstand* begin with?

85. **Vowels**.

Q. In what cases do we use *an* instead of *a*?

86. Before words beginning with the vowels *a, e, i, o, u*.

Q. In speaking, we say, "a man," not "an man:" when, then, do we use *a*?

87. Before words beginning with consonants.

Q. Which letters are consonants?

88. All the letters of the alphabet, except the vowels, which are *a, e, i, o, u*; and also *w* and *y*, except at the beginning of words, when they are consonants.

Q. How, then, do *a* and *an* differ?

89. Only in their use; *a* being used before consonants, and *an* before vowels: both are called by the same name.

Q. How many articles do there appear to be, and what are they?

90. **Two**—*a* or *an*, and *the*.

Q. It is customary to say, "a boy," not "a boys," also, "an inkstand," not "an inkstands," of what number, then, must the noun be, before which the indefinite article is placed?

91. The singular number.

Q. What, then, is the rule for the indefinite article?
Rule II.

The indefinite article a or an belongs to nouns of the singular number.

Q. We can say, "the boy," and "the boys;" using a noun either of the singular or plural number after the; what then, is the rule for the definite article?

Rule III.

The definite article the belongs to nouns in the singular or plural number.

EXERCISES IN PARSING.

"The boy."

92. The is an article, a word placed before nouns to limit their meaning—definite; it means a particular boy—and belongs to boy, according to

Rule III. The definite article the belongs to nouns of the singular or plural number.

Boy is a noun; it is a name—common; it is a general name—masculine gender; it is the name of a male—third person; it is spoken of—and singular number; it means but one.

EXERCISES IN PARSING CONTINUED.


VIII. OF ADJECTIVES.

Q. When I say, "John is an obedient, industrious, and good boy," I use certain words to describe boy; which are they?

93. Industrious, obedient, and good.

Q. When I say, "a good man," to what word is the describing word good joined or added?

94. To the noun man.

Q. What does the word adjective mean?

95. Joined or added to.

Q. What, then, shall we call such describing words as good, obedient, industrious, &c.?

96. Adjectives.

Q. What, then, are adjectives?

97. Adjectives are words joined to nouns to describe or qualify them.

Q. "A wise man." Which word is the adjective here, and why?
Q. "Rufus is a good boy, but James is a better one." How are Rufus and James spoken of here?

98. In comparison with each other.
Q. The adjectives in the last example are good and better; can you tell me which of these words denotes a higher degree of excellence than the other?

99. The word better.
Q. What degree of comparison, then, shall we call better?
100. Comparative degree.
Q. What, then, does the comparative degree imply?
101. A comparison between two.
Q. "William is tall, Thomas is taller, but Rufus is the tallest boy in school." What is meant here by tallest?

102. Exceeding all in height.
Q. What does the word superlative mean?
103. Exceeding all; the highest or lowest degree.
Q. What degree of comparison, then, shall we call tallest?
104. Superlative degree.
Q. What, then, does the superlative degree do?
105. It increases or lessens the positive to the highest or lowest degree.
Q. When I say, "James is a good boy," I make no comparison between him and any other; but simply assert in a positive manner, that James is a good boy. What kind of a sentence, then, would you call this?

106. A positive sentence.
Q. Of what degree of comparison, then, shall we call good?
107. The positive degree
Q. What, then, does the positive degree do?
108. It merely describes, without any comparison.
Q. Will you compare great?
109. "Positive, great; Comparative, greater; Superlative, greatest."
Q. Will you compare wise in the same manner?
Q. Wise and great are words of one syllable; how, then, are the comparative and superlative degrees of words of this sort formed?

110. By adding r or er, st or est, to the positive.
Q. Will you in this manner compare small? high? mean?
Q. Will you compare beautiful?

111. "Pos. beautiful; Comp. more beautiful; Sup. most beautiful."
Q. How many syllables compose the word beautiful?
112. Three.
Q. How, then, are words of three, or more syllables than one, usually compared?
113. By placing more and most before the positive.
Q. Will you in this manner compare industrious? ingenious? dutiful?  
Q. Will you compare wise, by using the words less and least?

114 “Pos. wise; Comp. less wise; Sup. least wise.”

Q. Will you in like manner compare benevolent? distinguished? dilatory?
Q. “Good men, better men, best men.” Which adjective here is the positive, and why? (103.) Which the comparative? why? (104.) Which the superlative? why? (105.)

Q. Good, you perceive, is not compared regularly, like great, beautiful, &c.; and since there are many words of this description, I will give you a list of the principal ones, together with others, regularly compared: will you repeat the comparative and superlative degrees, as I name the positive?

Good, Better, Best,
Little, Less, Least,
Much, or many, More, Most,
Bad, ill, or evil, Worse, Worst,
Near, Nearer, Nearest, or next,
Old, Older, Oldest, or eldest,
Late, Later, Latest, or last.

Q. From the foregoing, how many degrees of comparison do there appear to be, and what are they?

116 Three—the positive, comparative, and superlative.

Q. Adjectives, you recollect, describe nouns: to what, then, do they naturally belong?

**RULE IV.**

Adjectives belong to the nouns which they describe.

**EXERCISES IN PARSING.**

“A wiser child.”

117. A is an article, a word placed before nouns to limit their meaning — indefinite; it means no particular child — and belongs to child, agreeably to

**Rule II. The indefinite article a or an belongs to nouns of the singular number.**

Wiser is an adjective, a word joined with a noun to describe it— “Pos. wise; Comp. wiser; Sup. wisest.” — made in the comparative degree — and belongs to child by

**Rule IV. Adjectives belong to the nouns which they describe.**

Child is a noun; it is a name — common; it is a general name — common gender; it may be either male or female — third person; it is spoken of — and singular number; it means but one.

**EXERCISES IN PARSING.**

1. “A dutiful son.”
   “An idle boy.”
   “A foolish son.”

2. “An ugly child.”
   “An irksome task.”
   “A mild reply.”

   “The whiter cloth.”
   “The milder weather.”
IX. OF PRONOUNS.

Q. When I say, "John goes to school, John learns fast, and John will excel," how can I speak so as to avoid repeating John so often?

118. By using the word he in its place; thus, "John goes to school, he learns fast, and he will excel."

Q. What little word, then, may stand for John?

119. He.

Q. What does the word pronoun mean?

120. Standing for, or instead of, a noun.

Q. What, then, shall we call the word he, above?

121. A pronoun.

Q. What, then, is a pronoun?

122. A pronoun is a word used for a noun, to avoid a repetition of the same word.

Q. When James says, "I will study," you perceive that I stands for the person speaking: what person, then, is it? (39.)

Q. When I say, "James, you must study," the word you evidently is applied to James, who is spoken to: what person, then ought you to be?

123. The second person.

Q. When I say, "He (meaning William) should learn," what person ought he to be and why?

124. The third person; because it stands in the place of a noun which is spoken of.

Q. If I invariably stands for the first person, you for the second, and he for the third, how can we tell the different persons of pronouns?

125. By the pronouns themselves.

Q. What have these pronouns been called from this circumstance?

126. Personal pronouns.

I will now give you a list of all the personal pronouns, which you must first examine carefully, and then answer such questions on them as may be asked you:

1. To be omitted in parsing. 2. Johnson's is governed by dictionary, by Rule I.
### Declension of the Personal Pronouns

#### First Person

<table>
<thead>
<tr>
<th>Sing.</th>
<th>Plur.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom. I.</td>
<td>We.</td>
</tr>
<tr>
<td>Poss. My or mine.</td>
<td>Ours or our.</td>
</tr>
<tr>
<td>Obj. Me.</td>
<td>Us.</td>
</tr>
</tbody>
</table>

#### Second Person

<table>
<thead>
<tr>
<th>Sing.</th>
<th>Plur.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom. Thou.</td>
<td>Ye or you.</td>
</tr>
<tr>
<td>Poss. Thy or thine.</td>
<td>Your or yours.</td>
</tr>
</tbody>
</table>

#### Third Person Masculine

<table>
<thead>
<tr>
<th>Sing.</th>
<th>Plur.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom. He.</td>
<td>They.</td>
</tr>
<tr>
<td>Poss. His or his.</td>
<td>Theirs or their.</td>
</tr>
</tbody>
</table>

#### Third Person Feminine

<table>
<thead>
<tr>
<th>Sing.</th>
<th>Plur.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom. She.</td>
<td>They.</td>
</tr>
<tr>
<td>Poss. Hiers or her.</td>
<td>Theirs or their.</td>
</tr>
</tbody>
</table>

#### Third Person Neuter

<table>
<thead>
<tr>
<th>Sing.</th>
<th>Plur.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom. It.</td>
<td>They.</td>
</tr>
<tr>
<td>Poss. Its.</td>
<td>Theirs or their.</td>
</tr>
</tbody>
</table>

Q. Will you decline I in both numbers? thou or you? her? she? it?
Q. In what gender, person, number, and case is he? she? it? his? hers? her? him?
Q. How many numbers do pronouns appear to have, and what are they?

128. Two—the singular and plural.

Q. How many cases, and what are they?

129. Three—the nominative, the possessive, and the objective.

Q. How many persons?

130. Three—the first, second, and third.

Q. How many genders?

131. Three—the masculine, feminine, and neuter.

Q. How many pronouns are there in all, of the first person?
Q. How many of the second, and how many of the third?
Q. The pronouns of the nominative case, singular, are called leading pronouns: how many of these are there?

133. Five—I, thou or you, he, she, it.

Q. Why are not the possessive and objective cases of the singular and plural numbers, also the nominative plural, reckoned in the number of the leading pronouns?

134. Because they are all considered as variations of the nominative singular.
Q. To which of the pronouns is it customary to apply gender?

135. To the third person singular, he, she, it.

Q. Why are not the first and second persons each made always to represent a different gender?

136. The first and second persons being always present, their genders are supposed to be known.

Q. If, as we have seen, pronouns stand for nouns, what gender, number, and person ought they to have?

137. The same as the nouns for which they stand.

Q. What, then, may be considered a rule for the agreement of the pronouns?

**RULE V.**

Pronouns must agree with the nouns for which they stand in gender, number, and person.

**QUESTIONS ON PARSING.**

Q. How many different sorts of words have we now found, and what are they?

138. Four—the Noun, the Article, the Adjective and the Pronoun.

Q. The word part you know, means division; and speech, the power of using words, or language: what, therefore, shall we call these grand divisions of words?

139. **PARTS OF SPEECH.**

Q. When, then, I ask you what part of speech boy is, for instance, what do you understand me to mean?

140. The same as to ask me whether boy is a noun or not.

Q. What part of speech, then, is William, and why? (36.)

1. "He went to school"
2. "She went to her task."
3. "William went to his play."
4. "John returned from his school."
5. "I request you to mind your studies."
6. "The book was mine, but now it is yours."

Q. Will you name the pronouns in the six foregoing examples?

Q. How many are there in all?

Q. What is the gender, number, and person of those in the first? second? third? fourth? fifth? sixth?


Q. Will you name the nouns in the first sentence? in the second? third? fourth? fifth? sixth?

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**X. OF THE VERB.**

Q. When I say, "James strikes William," which word tells what James does?

141. **Strikes.**

Q. The word and means word; and as the words in all sentences, which tell
what the nouns do, are the principal ones, what shall such words be called?

142. Verbs.

Q. If, in the phrase, "William strikes James," we leave out the word *strikes*, you perceive at once that the sense is destroyed: what reason, then, can you give, for calling some words in a sentence *verbs*, and others by a different name?

143. The words which we call verbs are the most important.

Q. "William studies his lesson." Which word is the verb here, and why?

144. Studies, because it tells what William does.

Q. When I say, "John dances," which word is the verb, and why?

Q. When I say, "James strikes John," which word shows that an action is performed?

145. Strikes.

Q. What kind of a verb, then, shall we call *strikes*?

146. An active verb.

Q. What kind of a verb is *walks*, in this sentence, "John walks," and why?

147. Walks is an active verb, because it expresses action.

Q. "He beat William." Which word here is the verb? Is William an agent or an object?

148. An object.

Q. When I say, "The child walks," *walks*, it is true, is an active verb, but it has no noun after it for an object, as *he* has, in the phrase above; neither can we supply one; for we cannot say, "The child walks," any thing; what, therefore, is to be inferred from this fact, in regard to the nature of active verbs?

149. That some active verbs will take nouns after them for objects, and others will not.

Q. We will next notice this difference. The term *transitive* means *passing over*; and when I say, "William whips Charles," the verb *whips* shows that the action which William performs, *passes over* to Charles as the object. What kind of a verb, then, shall we call *whips*?

150. An active-transitive verb.

Q. What, then, is an active-transitive verb?

151. It is one that either has, or may have, an object after it.

Q. *Walks*, we found, would not take an object after it; and, as *intransitive* means not *passing over*, what shall we call such verbs as *walks*?

152. Active-intransitive verbs.

Q. What, then, is an active-intransitive verb?

153. An active-intransitive verb is one that expresses action, but will not take an object after it.

Q. When I say, "He eats it," "He beats him," we immediately determine that *beats* and *eats* are active-transitive verbs by the objects after them; how, then, may transitive and intransitive verbs be distinguished?

154. When we can place him or it after any active verb, and make sense, it is transitive; otherwise, it is intransitive:
Q. "James remains at home — sleeps at home — is at home." Which words are the verbs here?

155. Remains, sleeps, and is.

Q. These verbs do not imply action, like strikes, beats, &c.: what do they imply?

156. Existence, rest, or being, in a certain state.

Q. These verbs, and others of similar character, have been called neuter (signifying neither) by grammarians, because they are neither active nor passive. On a future occasion, I will make you fully acquainted with a passive verb. It is sufficient for our present purpose, that you perceive the reason of the name of the neuter verb. What is a neuter verb?

157. A neuter verb is one that simply implies being or existence in a certain state.

Q. Will you inform me now, in general terms, what is a correct definition of a verb?

158. A verb is a word which signifies action or being.

Q. When I say, "I strike," in what number and person is strike, and why?

159. Strike, is of the first person singular, because its agent, I, is of this person and number.

Q. Hence you may perceive, that verbs, in themselves considered, do not have person and number: why, then, are they said to have these properties at all?

160. On account of the connection which they have with their agents or nominatives.

Q. We say, "I write," and "He writes," hence you perceive that the ending of the verb varies, as its agent or nominative varies: what, then, will be the rule for the nominative case?

RULE VI.

The nominative case governs the verb in number and person.

Q. If the nominative case governs the verb in number and person, in what respect must the verb agree with its nominative case?

RULE VII.

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

Q. When I say, "James beats him," the pronoun him is the object of the action denoted by beats, and is, therefore, in the objective case: what, then, will be a good rule for the objective case after active verbs?

RULE VIII.

Active-transitive verbs govern the objective case.

Q. I will now give you the different endings of the verb love, in its different numbers and persons. Will you repeat them?

Singular.       Plural.

161. First person, I love.       First person, We love.
    Second person, You love       Second person, You love.
    Third person, He loves.       Third person, They love.

Q. Will you repeat the variations of am?
ENGLISH GRAMMAR.

162. 

Singular. 
1 Pers. I am.
2 Pers. You are.
3 Pers. He is.

Plural. 
1 Pers. We are.
2 Pers. You are.
3 Pers. They are.

Q. Will you repeat, in the same manner, the variations of hate? desire? read?

EXERCISES IN PARSING.

"I study my lesson."

163. I is a pronoun, a word used instead of a noun—personal; it always denotes the same person, (the first)—first person; it denotes the speaker—singular number; it means but one—"Nom. I"—made in the nominative case to study, according to

Rule VI. The nominative case governs the verb in number and person.

Study is a verb; it expresses action—transitive; it admits an object after it—"1 Pers. I study"—made in the first person—singular number, because its nominative I is, with which it agrees, agreeably to

Rule VII. A verb must agree with its nominative case in number and person.

My is a pronoun, a word used for a noun—personal; it always represents the same person—first person; it represents the person speaking—"Nom. I; Poss. my, or mine"—made in the possessive case—and governed by the noun lesson according to

Rule I. The possessive case is governed by the following noun.

Lesson is a noun—common; it is a general name—neutral gender; it is neither male nor female—third person; it is spoken of—singular number; it means but one—and in the objective case; it is the object of the verb study, and governed by it, according to

Rule VIII. Active-transitive verbs govern the objective case.

EXERCISES IN PARSING CONTINUED.

Transitive Verbs.

"I lament my fate."
"You regard your friends."
"We desire your improvement."
"We love our children."
"You make a knife."

"He found a dollar."
"She attends the school."
"It retards the work."
"They shun vice."
"Ye derive comfort."

2.

"I love him."
"I lament her."
"You assist them."
"He struck her."

"She forsook you."
"They annoy me."
"We took it."
"She relieved us."
"John reads his book."

His is a pronoun, a word used instead of a noun—personal; it uniformly stands for the same person—masculine gender, third person, singular number, because the noun John is, with which it agrees, agreeably to

Rule V. Pronouns must agree with the nouns for which they stand, in gender, number, and person.

"Nom. he; Poss. his"—made in the possessive case—and governed by the noun book, according to

Rule I. The possessive case is governed by the following noun.

The remaining words, book, reads, and John, are parsed as before.

EXERCISES IN PARSING CONTINUED.

3.

"Mary studies her lesson."
"The girls love their books."
"Good children mind their parents."

"Virtue rewards its followers."
"A disobedient son grieves his parents."
"The intemperate man loves his dram."

In parsing personal pronouns, we do not apply Rule V. unless the nouns for which they stand are expressed.

Intransitive Verbs.

4.

"I walk."
"James runs."
"William hops."

"You smile."
"They wink."
"We dance."

"John swims."
"Birds fly."
"Lions roar."

Neuter Verbs.

"William is (1.) discreet."
"James is happy."
"He was studious."
"He became intemperate."

"John's wife is fortunate."
"John's brother is unhappy."
"The eagle's flight was sudden."
"The scholar's duty is plain."

XI. INDICATIVE MOOD—TENSE.

Q. When James says, "I will learn," he evidently means, by his manner of speaking, to express his intention to learn; but when he says, "I can learn," what does he mean?

165. That he has the ability to learn.

Q. What does the word mood mean?

166. Mood means manner.

Q. What, then, does the mood of verbs denote?

167. The different manner of representing actions.

(1.) It is a verb; it implies being—neuter; it is neither active nor passive, but expresses being, merely—"1 pers. I am; 2 pers. You are; 3 pers. He or William is"—made in the third person, singular, because William, its nominative, is, and agrees with William, according to

Rule VIII. A verb must agree with its nominative case in number and person.

(2.) Discreet belongs to William, by Rule IV.
Q. What does the word indicative mean?

168. Declaring or showing.

Q. When I say, "William has studied," I declare some fact: in what mood, then, shall we class has studied?

169. In the indicative mood.

Q. When I say, "Has William studied?" the only difference between this phrase and the foregoing consists in a change in the order of the words, so as to show that a question is asked: in what mood, then, shall we call has William studied?

170. Indicative mood.

Q. What, then, is the indicative mood used for?

171. The indicative mood is used for asserting, indicating or declaring a thing, or asking a question.

Q. In what mood is, "They do sing?" Why? (171.)

Q. What does the word tense mean?

172. Tense means time.

Q. What does present mean?

173. Present means now.

Q. When I say, "The bird sings," I mean that the bird sings now: in what tense, then, is sings?

174. In the present tense.

Q. What, then, is the present tense used for?

175. The present tense is used to express what is now taking place.

Q. In what tense is, "The dog runs?" Why? (175.)

Q. "James wrote." "James has written." These phrases denote what is past: in what tense are they?

176. In the past tense.

Q. What does the word future mean; as, "At some future time?"

177. Future means yet to come.

Q. In what tense are the phrases, "I will come," " I shall have come?"

178. In the future tense.

Q. How many grand divisions of time do there appear to be, and what are they?

179. Three—the present, past, and future.

Q. When I say, "John wrote," is the action here spoken of past and finished?

180. It is.

Q. What does imperfect mean?

181. Unfinished, or incomplete.

Q. "John was writing when I saw him." This denotes an action unfinished in past time, and corresponds with what is usually denominated in Latin the imperfect tense: hence the origin of the name selected by English grammarians to denote action past and finished; a term not at all significant of an action finished in past time: what, then, does the imperfect tense express?

182. The imperfect tense expresses what took place in past time, however distant.
Q. "Peter wrote yesterday, and has written to-day." Here both acts of writing are past and finished; but which has more immediate reference to the present time?

183. *Has written.*

Q. To distinguish this tense from the imperfect, grammarians have called it the perfect tense: what, then, will the perfect tense express?

184. The perfect tense expresses what has taken place, and also conveys an allusion to the present time.

Q. "James had read before I wrote." Here both acts are past and finished; which took place first?

185. The act of reading.

Q. What does the word *pluperfect* mean?

186. *More than the perfect.*

Q. What tense, then, shall we call, "James had read?"

187. The pluperfect tense.

Q. What, then, does the pluperfect tense express?

188. The pluperfect tense expresses what had taken place at or before some past time mentioned.

Q. "John will come." This, you know, was called the future tense: can you tell me why?

189. Because it implies time to come.

Q. What, then, does the future tense express?

190. The future tense expresses what will take place hereafter.

Q. "I shall have learned my lesson by noon." Here, an action is to take place at a future time specified or mentioned; and since we already have one future tense, we will call that the first, and this the second future tense: what, then, will the second future tense express?

191. The second future expresses what will have taken place at or before some future time mentioned.

Q. What does *synopsis* mean?

192. *A concise and general view.*

Q. I will now present you with a synopsis of all the different tenses, illustrated by the verb *learn*: will you repeat it?

**SYNOPSIS.**

<table>
<thead>
<tr>
<th>Tense</th>
<th>Form</th>
<th>Example</th>
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</thead>
<tbody>
<tr>
<td>Pres.</td>
<td>I learn, or do learn.</td>
<td></td>
</tr>
<tr>
<td>Imp.</td>
<td>I learned, or did learn.</td>
<td></td>
</tr>
<tr>
<td>Perf.</td>
<td>I have learned.</td>
<td></td>
</tr>
<tr>
<td>Pluperfect</td>
<td>I had learned.</td>
<td></td>
</tr>
<tr>
<td>1st Fut.</td>
<td>I shall or will learn.</td>
<td></td>
</tr>
<tr>
<td>2nd Fut.</td>
<td>I shall have learned.</td>
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</tbody>
</table>

You shall next have the different variations of the foregoing verb, in each tense of the indicative mood: these I wish you to study very carefully, that you may be able to answer the questions which will then be asked you.
ENGLISH GRAMMAR.

194. To learn.

INDICATIVE MOOD.

PRESENT TENSE.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
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<tbody>
<tr>
<td>1 Pers. I learn.</td>
<td>1 Pers. We learn.</td>
</tr>
<tr>
<td>3 Pers. He, she, or it learns.</td>
<td>3 Pers. They learn.</td>
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</tbody>
</table>

OR,

When we wish to express energy or positiveness, thus—

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
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<tbody>
<tr>
<td>1. I do learn.</td>
<td>1. We do learn.</td>
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<tr>
<td>2. You do learn.</td>
<td>2. You do learn.</td>
</tr>
<tr>
<td>3. He does learn.</td>
<td>3. They do learn.</td>
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IMPERFECT TENSE.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
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<tbody>
<tr>
<td>1. I learned.</td>
<td>1. We learned.</td>
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<tr>
<td>2. You learned.</td>
<td>2. You learned.</td>
</tr>
<tr>
<td>3. He learned.</td>
<td>3. They learned.</td>
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</table>

OR,

<table>
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<tr>
<th>Singular</th>
<th>Plural</th>
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<tbody>
<tr>
<td>1. I did learn.</td>
<td>1. We did learn.</td>
</tr>
<tr>
<td>2. You did learn.</td>
<td>2. You did learn.</td>
</tr>
<tr>
<td>3. He did learn.</td>
<td>3. They did learn.</td>
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PERFECT TENSE.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
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<tbody>
<tr>
<td>1. I have learned</td>
<td>1. We have learned.</td>
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<tr>
<td>2. You have learned.</td>
<td>2. You have learned.</td>
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<tr>
<td>3. He has learned.</td>
<td>3. They have learned.</td>
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PLUPERFECT TENSE.

<table>
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<tr>
<th>Singular</th>
<th>Plural</th>
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<tbody>
<tr>
<td>1. I had learned.</td>
<td>1. We had learned.</td>
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<tr>
<td>2. You had learned.</td>
<td>2. You had learned.</td>
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<tr>
<td>3. He had learned.</td>
<td>3. They had learned.</td>
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FIRST FUTURE TENSE.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
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</thead>
<tbody>
<tr>
<td>1. I shall or will learn.</td>
<td>1. We shall or will learn.</td>
</tr>
<tr>
<td>2. You shall or will learn.</td>
<td>2. You shall or will learn.</td>
</tr>
<tr>
<td>3. He shall or will learn.</td>
<td>3. They shall or will learn.</td>
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</tbody>
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SECOND FUTURE TENSE.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
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<tbody>
<tr>
<td>1. I shall have learned.</td>
<td>1. We shall have learned.</td>
</tr>
<tr>
<td>2. You will have learned.</td>
<td>2. You will have learned.</td>
</tr>
<tr>
<td>3. He will have learned.</td>
<td>3. They will have learned.</td>
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</tbody>
</table>

** For the benefit of those who choose to retain the second person singular, as given in former treatises, the following synopsis is inserted.

SYNOPSIS.

195. 2d Pers. Sing. Pres. Thou learnest or dost learn.
| 2d Pers. Sing. Imp. | Thou learnedst, or didst learn. |
| 2d Pers. Sing. 1st Fut. | Thou shalt or will learn. |
| 2d Pers. Sing. 2d. Fut. | Thou wilt have learned. |

Q. In what mood is, “I learn?” Why? (171.) In what tense? Why? (175.)
In what mood and tense is, "He learns?" "We learn?" "I did learn?" "I have learned?" "I had learned?" "I shall or will learn?" "I shall have learned?"

Q. In what mood and tense is, "He learns?" "We learn?" "I did learn?" "I have learned?" "I shall or will learn?" "I shall have learned?"

Q. In what person and number is, "I learn?" "You learn?" "We learn?" "They had learned?" "He shall learn?" "We had learned?"

Q. What does the word auxiliary mean?

196. Auxiliary means helping.

Q. In the phrase, "I will sing," will, you perceive, is used to help form the future tense of sing: will is, therefore, called an auxiliary verb, and the verb sing is reckoned the principal verb: what, then, are auxiliary verbs?

197. Auxiliary verbs are those by the help of which are formed the different tenses, moods, &c., of the principal verbs.

Q. The auxiliary verbs are not unfrequently denominated the signs of the tenses, because each tense has, in general, an auxiliary peculiar to itself: what, then, is the sign of the second future?

198. Shall or will have.

Q. What is the sign of the first future?

199. Shall or will.

Q. What is the sign of the pluperfect?

200. Had.

Q. What is the sign of the perfect?

201. Have.

Q. What is the sign of the imperfect?

202. Did.

Q. We can say, "I did strike yesterday," or, "I struck yesterday?" how, then, can we tell when a verb is in the imperfect tense without the sign did?

203. If we can place yesterday after the verb, and make sense, it is in the imperfect tense.

Q. What is the sign of the present tense?

204. Do, or the first form of the verb.

Q. From the foregoing, how many tenses does the indicative mood appear to have, and what are they?

205. Six—the present, the imperfect, the perfect, the pluperfect, the first and second future tenses.

EXERCISES IN PARSING.

"They have arrived."

206. They is a pronoun, a word used instead of a noun—personal; it always represents the same person—third person; it denotes the person spoken of—plural; it means more than one—"Nom. he; Poss. his; Obj. him; Plural. Nom. they"—made in the nominative case to have arrived, according to

Rule VI. The nominative case governs the verb.
ENGLISH GRAMMAR.

*Have arrived* is a verb, a word that implies action or being—active; it implies action—intransitive; it does not admit of an object—indicative mood: it simply indicates or declares a thing—perfect tense; it expresses what has just taken place—"1. I have arrived; 2. You have arrived; 3. He has arrived. *Plural*, 1. We have arrived; 2. You have arrived; 3. They have arrived"—made in the third person plural, because its nominative they is, and agrees with it, according to

**Rule VII.** A verb must agree with its nominative case in number and person.

**EXERCISES IN PARSING CONTINUED.**

1. "They had come;" "We did go;" "The bird will return;"

2. "James loves William;" "Susan beats him;" "I have beaten them;" "She had beaten us;" "You shall assist him;" "It did disturb me;"

3. "Do I disturb you?" "Did they learn their lessons?" "Have they recited?" "Does the instructor teach us?"

"The sun has risen;" "Dogs will fight;" "Lions will roar;"

"Columbus discovered America;" "Piety promotes our happiness;" "He will learn his lesson;" "John did make great progress;" "They do study their lessons;" "Boys love sport;"

"Shall I expect your assistance;" "Will a virtuous citizen commit such (1.) acts?" "Have you found your knife?"

**XII. POTENTIAL MOOD.**

Q. What does, "He may write," imply?

207. Permission or liberty to write.

Q. What does, "He must write," imply?

208. Necessity of writing.

Q. What does, "He can write," imply?

209. Power or ability to write.

Q. What does, "He should write," imply?

110. Duty or obligation to write.

Q. What does, "He would write," imply?

211. Will or inclination to write.

Q. What does the word potential mean?

212. Able, or powerful.

(1.) Adjective.
ENGLISH GRAMMAR.

Q. In what mood, then, do grammarians reckon *can* learn, *may* write, and, also, *must* write, *should* write, &c.?

213. In the potential mood.

Q. Why are all these different forms of representing actions considered to be in the potential mood, a name, as we have seen, peculiar only to that form of the verb which implies power?

214. To prevent multiplying moods to a great and almost numberless extent.

Q. What, then, does the potential mood imply?

215. The potential mood implies possibility, liberty, power, will, obligation, or necessity.

Q. What are the signs of this mood?

216. *May*, *can*, *must*, *might*, *could*, *would*, and *should*.

Q. What does the word *conjugation* mean?

217. *Uniting*, *combining*, or *joining* together.

Q. You recollect that, in varying the verb, we joined the pronouns with it; hence, this exercise is called *conjunctio*; what, then, do you understand by the conjugation of a verb?

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

219. *Conjugation of the verb* *Learn*.

POTENTIAL MOOD.

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<tr>
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<th>Present Tense</th>
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<td><strong>Singular.</strong></td>
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<td><strong>Plural.</strong></td>
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<tr>
<td>1.</td>
<td>I may, can, or must learn.</td>
<td>1.</td>
<td>We may, can, or must learn.</td>
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<td>2.</td>
<td>You may, can, or must learn.</td>
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<td>You may, can, or must learn.</td>
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<tr>
<td>3.</td>
<td>He may, can, or must learn.</td>
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<td>They may, can, or must learn.</td>
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<th>Imperfect Tense</th>
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<td><strong>Singular.</strong></td>
<td></td>
<td><strong>Plural.</strong></td>
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<tr>
<td>1.</td>
<td>I might, could, would, or should learn.</td>
<td>1.</td>
<td>We might, could, would, or should learn.</td>
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<td>2.</td>
<td>You might, could, would, or should learn.</td>
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<td>You might, could, would, or should learn.</td>
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<tr>
<td>3.</td>
<td>He might, could, would, or should learn.</td>
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<td>They might, could, would, or should learn.</td>
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<th>Perfect Tense</th>
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<td><strong>Singular.</strong></td>
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<td><strong>Plural.</strong></td>
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<tr>
<td>1.</td>
<td>I may, can, or must have learned.</td>
<td>1.</td>
<td>We may, can, or must have learned.</td>
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<td>2.</td>
<td>You may, can, or must have learned.</td>
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<td>You may, can, or must have learned.</td>
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<td>3.</td>
<td>He may, can, or must have learned.</td>
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<td>They may, can, or must have learned</td>
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<td><strong>Singular.</strong></td>
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<td><strong>Plural.</strong></td>
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<tr>
<td>1.</td>
<td>I might, could, would, or should have learned.</td>
<td>1.</td>
<td>We might, could, would, or should have learned.</td>
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<td>2.</td>
<td>You might, could, would, or should have learned.</td>
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<td>You might, could, would, or should have learned.</td>
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<td>3.</td>
<td>He might, could, would, or should have learned.</td>
<td>3.</td>
<td>They might, could, would, or should have learned.</td>
</tr>
</tbody>
</table>
Synopsis of the Second Person Singular, with Thou.

220.

Pres. Thou mayst, canst, or must learn.

Imp. Thou mightst, couldst, wouldst, or shouldst learn.

Perf. Thou mayst, canst, or must have learned.

Plup. Thou mightst, couldst, wouldst, or shouldst have learned.

Q. In what mood is, “I may learn?” Why? (217.)
Q. Will you repeat the synopsis with I? thou? he? we? ye? you? they?
Q. In what mood, tense, number, and person, is, “I can learn?” “I might learn?” “You can learn?” “You might assist?” “They can’t have learned?” “He must study?”
Q. In what mood and tense is, “I have learned?” “He shall run?” “William did sing?”
Q. Will you conjugate learn in the present tense, potential mood? Will you conjugate be in the same mood, and imperfect tense? drive, in the perfect tense? come, in the pluperfect tense?
Q. How many tenses has the potential mood?

EXERCISES IN PARSING.

“He may return.”

221. He is a pronoun, a word used instead of a noun—personal: it invariably represents the same person—masculine gender: it represents a male—third person; it denotes the person spoken of—singular number; it implies one—and in the nominative case: it denotes the agent—“Nom. he”—nominative case to may return, by

Rule VI. The nominative case governs the verb.

May return is a verb; it implies action or being—active: it implies action—intransitive: it does not admit an object after it—potential mood: it implies possibility, liberty, &c. —present tense: it denotes what may be done—1. I may or can return; 2. You may or can return; 3. He may or can return”—made in the third person, singular, because its nominative he is, with which it answers, according to

Rule VII. A verb must agree with its nominative case in number and person.

EXERCISES IN PARSING CONTINUED.

1.

“He may come.”
“He might retire.”
“John can assist me.”
“William must obey his instructor.”
“We may have erred.”
“John’s father would go.”

“Boys may learn arithmetic.”
“The wind may have shaken the trees.”
“The lady could have procured her fan.”
“James may catch the thief.”
“They might learn.”

2.

“I do rejoice.”
“We do learn.”
“John will resume his task.”

“The committee will visit the school.”
“An idle boy will find poverty.”
“An industrious boy will be rich.”
XIII. CONJUGATION OF THE NEUTER VERB

To be.

222. When I say, "I am at home," you know that am is a verb, because it implies being or existence: and since to be means to exist, the verb am has been called the verb to be.

223. INDICATIVE MOOD.

<table>
<thead>
<tr>
<th>Present Tense</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am.</td>
<td>1. We are.</td>
</tr>
<tr>
<td>2. You are.</td>
<td>2. You are.</td>
</tr>
<tr>
<td>3. He is.</td>
<td>3. They are.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Imperfect Tense</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I was.</td>
<td>1. We were.</td>
</tr>
<tr>
<td>2. You were.</td>
<td>2. You were.</td>
</tr>
<tr>
<td>3. He was.</td>
<td>3. They were.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Perfect Tense</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I have been.</td>
<td>1. We had been.</td>
</tr>
<tr>
<td>2. You have been.</td>
<td>2. You had been.</td>
</tr>
<tr>
<td>3. He had been.</td>
<td>3. They had been.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Pluperfect Tense</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I had been.</td>
<td>1. We had been.</td>
</tr>
<tr>
<td>2. You had been.</td>
<td>2. You had been.</td>
</tr>
<tr>
<td>3. He had been.</td>
<td>3. They had been.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Future Tense</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Future Tense</td>
<td>Plural</td>
</tr>
<tr>
<td>1. I shall or will be.</td>
<td>1. We shall or will be.</td>
</tr>
<tr>
<td>2. You shall or will be.</td>
<td>2. You shall or will be.</td>
</tr>
<tr>
<td>3. He shall or will be.</td>
<td>3. They shall or will be.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Future Tense</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I shall have been.</td>
<td>1. We shall have been.</td>
</tr>
<tr>
<td>2. You will have been.</td>
<td>2. You will have been.</td>
</tr>
<tr>
<td>3. He will have been.</td>
<td>3. They will have been.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Potential Mood</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Tense</td>
<td>Plural</td>
</tr>
<tr>
<td>1. I may, can, or must be.</td>
<td>1. We may, can, or must be.</td>
</tr>
<tr>
<td>2. You may, can, or must be.</td>
<td>2. You may, can, or must be.</td>
</tr>
<tr>
<td>3. He may, can, or must be.</td>
<td>3. They may, can, or must be.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Imperfect Tense</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I might, could, would, or should be.</td>
<td>1. We might, could, would, or should be.</td>
</tr>
<tr>
<td>2. You might, could, would, or should be.</td>
<td>2. You might, could, would, or should be.</td>
</tr>
<tr>
<td>3. He might, could, would, or should be.</td>
<td>3. They might, could, would, or should be.</td>
</tr>
</tbody>
</table>
ENGLISH GRAMMAR.

PERFECT TENSE.

**Singular.**
1. I may, can, or must have been.
2. You may, can, or must have been.
3. He may, can, or must have been.

**Plural.**
1. We may, can, or must have been.
2. You may, can, or must have been.
3. They may, can, or must have been.

PLUPERFECT TENSE.

**Singular.**
1. I might, could, would, or should have been.
2. You might, could, would, or should have been.
3. He might, could, would, or should have been.

**Plural.**
1. We might, could, would, or should have been.
2. You might, could, would, or should have been.
3. They might, could, would, or should have been.

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**224. Synopsis of the Second Person Singular, with Thou.**

**INDICATIVE MOOD.**

**Pres.** Thou art.

**Imp.** Thou wast.

**Perf.** Thou hast been.

**Impf.** Thou hadst been.

**1st Fut.** Thou shalt or will be.

**2d Fut.** Thou wilt have been.

**POTENTIAL MOOD.**

**Pres.** Thou mayst, canst, or must be.

**Imp.** Thou mightst, couldst, wouldst, or shouldst be.

**Perf.** Thou mayst, canst, or must have been.

**Impf.** Thou mightst, couldst, wouldst, or shouldst have been.

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**XIV. QUESTIONS ON THE FOREGOING CONJUGATION.**

Q. Why is am a verb? (158.) What is it sometimes called? (222.) Why is it so called? (222.)

Q. Will you give the synopsis of the verb to be with / through the indicative mood?


Q. In what mood, tense, number, and person, is, “I am?” “Am I?” “You were?” “I have been?” “Have you been?” “He may or can be?” “We should be?” “He may have been?” “They should have been?” “Thou shouldst have been?” “Thou mayst be?”

Q. Will you repeat the synopsis with thou?

EXERCISES IN PARSING.

“The girls were industrious.”

225. Were is a verb; it implies action or being—neuter; it is neither active nor passive, simply expressing being—indicative mood; it simply indicates or declares a thing—imperfect tense; it expresses past time—“1. I was; 2. You were; 3. He was. Plur. 1. We were; 2. You were; 3. They were, or girls were”—made in the third person plural, because its nominative girls is, with which it agrees, agreeably to

Rule VII. A verb must agree with its nominative case in number and person.
**ENGLISH GRAMMAR.**

*Industrious* is an adjective, a word joined with a noun to describe it—"industrious, *more* industrious, *most* industrious"—in the positive sense: it describes, without any comparison—and belongs to the noun *girls*, according to Rule IV. Adjectives belong to the nouns which they describe.

For the and girls, apply Rules III. and VI.

**EXERCISES IN PARING CONTINUED.**

"William is attentive."
"John is studious."
"We are jealous."
"Thou art dastardly."
"Mary has been intelligent."
"The boys will have been dastardly."
"Their estate was small."

"Am I young?"
"Was I wrong?"
"Have we been wicked?"
"Were they penitent?"
"Washington was patriotic."
"Columbus was enterprising."
"My wife's mother is sick."

---

**V. OF THE ADVERB.**

Q. When I say, "The bird flies swiftly," I do not mean by *swiftly* to describe bird: what does *swiftly* describe?

223. The manner of flying.

Q. To what part of speech is *swiftly* joined in the phrase, "The bird flies swiftly?"

227. To the verb *flies*.

Q. What does the word *adverb* signify?

223. Joined to a verb.

Q. What, then, shall we call all such words as *swiftly*?

229. Adverbs.

Q. "John runs very swiftly." Which word here describes or shows how swiftly John runs?

230. *Very*.

Q. What is the word *very* called, and all such words as qualify or describe adverbs?

231. Adverbs.

Q. "Industrious, more industrious, most industrious." What are *more* and *most* called here, and why?

232. Adverbs, because they describe or qualify adjectives.

Q. From the foregoing particulars, what appears to be a proper definition of adverbs?

233. Adverbs are words joined to verbs, adjectives, and other adverbs, to qualify or describe them.

Q. "John visits me *often*, but Thomas *oftener*." In this example, we see that adverbs may be compared: will you, therefore, compare *soon*?

234. "Soon, sooner, soonest."
Q. Will you compare wisely?

235. "Wisely, more wisely, most wisely."

Q. How do adverbs ending in ly appear to be compared?

236. By the adverbs more and most.

Q. Will you in this manner compare admirably? foolishly?

Q. Many adverbs are compared like adjectives of one syllable, as soon above; but there is a very considerable number, the comparison of which is not regulated by any general rule. The following list embraces adverbs variously compared: will you repeat the comparative and superlative of each, as I name the positive?

Often,           oftener,            oftenest.
Much,            more,              most.
Well,            better,            best.
Soon,            sooner,            soonest.
Justly,          more justly,        most justly.
Wisely,          more wisely,        most wisely.
Justly,          less justly,        least justly.
Badly, or ill,   worse,             worst.

238. Note.—Adverbs, though very numerous, may nevertheless be reduced to a few classes. You will now read with attention the following list, and I will then ask you some questions respecting each class.

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

2. Of order: as, "First, secondly, thirdly, fourthly, fifthly, lastly, finally," &c.

3. Of place: as, "Here, there, where, elsewhere, anywhere, somewhere, nowhere, hence, thence, whithersoever," &c.

4. Of time.

   Of time present: as, "Now, to-day," &c.

   Of time past: as, "Already, before, lately, yesterday, heretofore, hitherto, long since, long ago," &c.

   Of time to come: as, "To-morrow, not yet, hereafter, henceforth, henceforward, by and by, instantly, presently, immediately, straightways," &c.

   Of time indefinite: as, "Oft, often, oftentimes, oftentimes, sometimes, soon, seldom, daily, weekly, monthly, yearly, always, when, then, ever, never, again," &c.

   Of quantity: as, "Much, little, sufficiently, how much, how great, enough, abundantly," &c.

6. Of manner or quality: as, "Wisely, foolishly, justly, unjustly, quickly, slowly," &c. Adverbs of quality are the most numerous kind; and they are generally formed by adding the termination ly to an adjective or participle, or changing it into ly: as, "Bad, badly; cheerful, cheerfully; able, ably; admirable, admirably."

7. Of doubt: as, "Perhaps, peradventure, possibly, perchance."


11. Of comparison: as, "More, most, better, best, worse, worst, less, least, very, almost, little, alike," &c.

When a preposition suffers no change, but becomes an adverb merely by its application: as, when we say, "He rides about," "He was near falling;" "But do not after lay the blame on me."

There are also some adverbs, which are composed of nouns, and the letter e
used instead of at, on, &c.: as, "Aside, athirst, afoot, ahead, asleep, aboard, ashore, abed, aground, afloat."

Q. Will you name two adverbs of number? two of order? two of place? two of time present? two of time past? two of time to come? two of time indefinite? two of quantity? two of manner or quality? two of doubt? two of affirmation? two of negation? two of interrogation? two of comparison?

Q. Adjectives describe as well as adverbs: how, then, can you tell one from the other?

Q. Adjectives describe nouns, but adverbs describe or qualify verbs, adjectives, and other adverbs.

Q. This fact should be remembered; you shall, therefore have it in the form of a rule: will you repeat it?

**RULE IX.**

*Adverbs qualify verbs, adjectives, and other adverbs.*

Q. From bad we form the adverb badly: how, then, may a large class of adverbs be formed?

240. By adding ly to adjectives.

Q. Will you in this manner form an adverb from wise? from great? from sinful?

**EXERCISES IN PARsing.**

"The bird sings sweetly."

241. Sweetly is an adverb, a word used to qualify a verb adjective, or other adverb; in this example it qualifies the verb sings, agreeably to

**RULE IX. Adverbs qualify verbs, adjectives, and other adverbs.**

* "Sings, bird and the are parsed as before.

**EXERCISES IN PARsing CONTINUED.**

*Adverbs qualifying verbs.*

"The soldiers marched slowly."
"The girls sing delightfully."
"Henry improves rapidly."

*Adverbs qualifying adjectives.*

"He was very attentive."
"John is quite busy."
"William is really studious."

*Adverbs qualifying verbs and other adverbs.*

"You learn grammar very well."
"The boys write too fast."
"He will come much oftener."

*Adverbs promiscuously used.*

"He has read once."
"I will first remind you."
"I saw him yesterday."
"I have eaten sufficiently."

"They will return soon."
"The boys write admirably."
"Susan dances elegantly."

"James is more studious."
"Walter is most studious."
"Ellen is less happy."

"James writes most elegantly."
"I will assist you most cheerfully."

"John is not happy."
"Whither shall I fly?"
"My brother sends me the paper monthly."
XVI. OF THE PREPOSITION.

Q. To say, "The cider is—the cellar," would make no sense: can you inform me what would make sense?

242. "The cider is in the cellar."

Q. By placing the little word in after cider is, and before cellar, the sentence is rendered complete: what office, then, does in perform?

243. It connects words, and thereby shows the relation between them.

Q. What does the word preposition mean?

244. Placed before.

Q. What, then, may those words like in be called, as they are placed before other words to connect them with words preceding?

245. Prepositions.

Q. What then are prepositions?

246. Prepositions are words used to connect words, and thereby show the relation between them.

247. List of the principal Prepositions.

Among, at, concerning, near, throughout
around, by, down, of, touching
amidst, below, except, off, up
amongst, between, excepting, on, upon
after, beneath, for, over, under
about, behind, from, out of, underneath
against, betwixt, in, respecting, unto
across, beside, into, to, with
above, beyond, instead of, towards, within
according to, before, notwithstanding, through, without

Q. Will you mention the prepositions beginning with a? with e? with i?

Q. Will you now repeat all the prepositions?

Q. Do we say, "He works for I," or, "He works for me"?

Q. In what case is we? (197.)

Q. What case, then, follows prepositions?

248. The objective case.

Q. This fact is of sufficient importance to constitute a rule: will you, therefore, repeat

RULE X.

Prepositions govern the objective case.

EXERCISES IN PARSING.

"John found his hat in the road."

Q. In is a preposition, a word used to connect words, and show the relation between them; it here shows the relation between hat and road.

Road is a noun; it is a name—common; it is a general name—neuter gender; it is neither male nor female—third person; it is spoken of—singular number; it means but one
—OBJECTIVE CASE; it is the object of the relation denoted by the preposition in, and governed by it according to

Rule X. Prepositions govern the objective case.*

EXERCISES IN PARSING CONTINUED.

"John ran through the house into the garden."
"We have deceived him to our sorrow."
"We came in season."
"You study grammar for your improvement in language."
"From virtue to vice the progress is gradual."
"They travelled into France through Italy."
"He lives within his income."
"Without the aid of charity, he lived very comfortably by his industry."

"I will setch the house diligently for him."
"We might learn the lesson before them."
"According to my impression, he is in fault."
"Notwithstanding his poverty, he was the delight of his acquaintances."
"On all occasions she behaved with propriety."
"Of his talents we might say much."
"We may expect a calm after a storm."

XVII. OF THE CONJUNCTION.

Q. When I say, "John—his book," the sense, you perceive, is incomplete. Can you put a word into the blank which will complete the sense?


Q. Can you inform me what the foregoing expression is called?

251. A sentence.

Q. What, then, is a sentence?

252. A collection of words, forming a complete sense.

Q. "Life is short." This expression is called a sentence: can you tell me what kind, and why?

253. It is a simple sentence, because it makes sense, and has but one nominative and one verb.

Q. What does the term compound mean?

254. It means composed of two or more things.

Q. "Life is short, and art is long." This sentence is made up of two simple sentences: what, therefore, may it be called?

255. A compound sentence.

Q. What, then, is a compound sentence?

256. A compound sentence contains two or more simple sentences connected together.

Q. What does the term conjunction signify?

257. Union or joining together.

Q. In the compound sentence, "John writes, and William learns," the simple sentences are joined together by the word and: what word, then, may and be called?

258. A Conjunction.

* The remaining words are parsed as before.
Q. The king and queen are an amiable pair." In this sentence, words and not sentences are connected by and; can you point out the words so connected?

259. King and queen.
Q. From the foregoing particulars, what appears to be the use of the conjunction?

260. A conjunction is used to connect words and sentences together.
Q. When I say, "Five and four are nine," what do I mean?

261. Five added to four make nine.
Q. What, then, is implied by and?

262. Addition.
Q. When I say, "I will go, if you will accompany me," what does the conjunction imply?

263. Condition or supposition.
Q. What does the word copulative mean?

264. Unitjng, joining, or linking together.
Q. And, if, &c. are called copulative conjunctions; can you tell me why?

265. Because a copulative conjunction connects or continues a sentence by expressing an addition, a supposition, a cause, &c.
Q. The following are the principal conjunctions of this class: will you repeat them?

266. "And, both, because, besides, for, if, provided, since, then, that, therefore, wherefore."
Q. When I say, "James and John will come," I mean both will come; but when I say, "James or John will come," what do I mean?

267. That either James or John, one of them, will come.
Q. Are the words in this sentence, then, joined or disjoined?

268. Disjoined.
Q. What word is it that expresses the disjoining?

269. Or.
Q. What part of speech is or?

270. Conjunction.
Q. What does the word disjunctive mean?

271. Disjoining or separating.
Q. What kind of a conjunction, then, shall we call or?

272. A disjunctive conjunction.
Q. "James will come, but Henry will not." Here the two clauses of the sentence are opposed to each other in meaning, and the word but separates these two clauses: what, then, does this word imply?

273. Opposition of meaning.
Q. From the foregoing, what appears to be the use of the disjunctive conjunction?
274. The conjunction disjunctive connects sentences, by expressing opposition of meaning in various degrees.

Q. The following are the principal conjunctions of this class: will you repeat them?

275. “But, than, though, either, or, as, unless, neither, nor, less, yet, notwithstanding.”

Q. Prepositions, you recollect, connect words, as well as conjunctions; how, then, can you tell the one from the other?

276. Prepositions show the relation between words, but conjunctions express an addition, a supposition, a cause, or an opposition of meaning.

Q. The following are the principal conjunctions of this class; will you repeat them?

277. When they are in the same case.

Q. “She will sing and dances.” How may this sentence be corrected?

278. “She will sing and dance.”

Q. In what mood and tense is, “She will sing?”

Q. To say, “She dance,” is incorrect; dance, then, in this example, cannot be in the present tense: will you, then, inform me what “She will sing and dance” means, when fully expressed?

279. “She will sing and she will dance.”

Q. Here will dance is in the future tense, as well as will sing: when, then, may verbs, in general, be connected?

280. When they are in the same mood and tense.

Q. From the foregoing particulars, what appears to be the rule for the use of conjunctions, in connecting words?

**Rule XI.**

Conjunctions usually connect verbs of the same mood and tense, and nouns or pronouns of the same case.

**Exercises in Parsing.**

“John assists his father and mother.”

281. *And* is a conjunction, a word chiefly used to connect words and sentences—copulative; it connects *father* and *mother*.

Mother is a noun; it is a name—common; it is a general name—feminine gender; it is the name of a female—third person; it is spoken of—singular number; it means but one—and it is one of the objects of *assists*, and is, therefore, in the objective case, and connected with *father* by the conjunction *and*, according to

**Rule XI.** Conjunctions usually connect verbs of the same mood and tense, and nouns or pronouns of the same case.
I will reward him and them at some future time."
"We in vain (1.) look for a path between virtue and vice."
"Reproof either hardens or softens its object."
"In the morning of life, we eagerly pursue pleasure, but oftentimes meet (2.) with sad disappointments."
"A good scholar never matters nor disobeys his instructor."
"She reads well, dances (3.) elegantly, and plays admirably on the piano forte."
"Intemperance destroys the mind and benumbs the senses of man."
"You may read this sentence first, and then parse it."
"He has equal knowledge, but inferior judgment."
"John rises early in the morning, and pursues his studies."

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XVIII. OF INTERJECTIONS.

Q. When I exclaim, "Oh! I have ruined my friend," "Alas! I fear for life," which words here appear to be thrown in between the sentences, to express passion or feeling?

282. Oh! Alas!

Q. What does interjection mean?

283. Thrown between.

Q. What name, then, shall we give such words as oh! alas! &c.?

284. Interjections.

Q. What, then, are interjections?

285. Interjections are words thrown in between the parts of sentences, to express the passions or sudden feelings of the speaker.

LIST OF INTERJECTIONS.

1. Of earnestness or grief; as, "O! oh! alas! ah!"
2. Of wonder; as, "Really! strange!"
3. Of calling; as, "Halloo! ho! hem!"
4. Of attention; as, "Behold! lo! hark!"
5. Of disgust; as, "Foh! fy! fudge! away!"
6. Of silence; as, "Hush! list!"
7. Of contempt; as, "Fish! tush!"
8. Of saluting; as, "Welcome! hail!"

Q. Will you examine the foregoing list, and then name an interjection of grief? One of wonder? One of calling? One of attention? One of disgust? One of silence? One of saluting?

Q. How may an interjection generally be known?

286. By its taking an exclamation point after it.

EXERCISES IN PARISING.

"Oh! I have alienated my friend."

(1.) In vain means the same as vainly. It may, therefore, be called an adverbial phrase, qualifying look, by Rule IX.

(2.) Meets agrees with we understood, and is, therefore, connected with pursue by the conjunction but, according to Rule XI.

(3.) Dances and plays both agree with she, understood, and are, therefore, connected, the former with read, and the latter with dance, by Rule XI.
287. Oh is an interjection, a word used to express passion or feeling.

The remaining words are parsed as before.

EXERCISES IN PARSING CONTINUED.

"Oh! I must go and see (1.) my dear father before (2.) he dies."
"Strange! I did not know you." "Hush! our instructor is at the door."
"We eagerly pursue pleasure, but, alas! we often mistake the road to its enjoyment."

(1.) The sense is, "I must go, and I must see;" the verb see, then, agrees with I, understood, and is, therefore, connected with must go, according to Rule XI.

(2.) Before, an adverb.

(3.) Apply, first, Rule V.; then, Rule I.
RECAPITULATION.

CRITICAL REMARKS.

COMPOSITION.

XIX. ENGLISH GRAMMAR.

288. English Grammar teaches us to speak and write the English language correctly.

289. Grammar is divided into four parts, namely,

290. 1. Orthography, 3. Syntax,
       2. Etymology, 4. Prosody.

XX. OF ORTHOGRAPHY.

291. Orthography includes a knowledge of the nature and power of letters, and teaches how to spell words correctly. This part of grammar is usually learned from spelling-books and dictionaries.

292. Orthography means word-making or spelling.

XXI. OF ETYMOLOGY.

293. Etymology teaches how to form, from all the words in the English language, several grand divisions or sorts, commonly called Parts of Speech.

294. It includes a knowledge of the meaning and use of words—also their different changes and derivations.

295. Etymology signifies the origin or pedigree of words.

XXII. OF SYNTAX.

296. Syntax teaches how to arrange or form words into sentences correctly.
297. It includes a knowledge of the rules of composition, formed from the practice of the best writers and speakers.
298. Syntax signifies arranging or placing together; or, as used in grammar, sentence-making.

XXIII. ETYMOLOGY AND SYNTAX COMBINED.

299. The words of the English language are usually divided into nine sorts, commonly called Parts of Speech, namely,

<table>
<thead>
<tr>
<th>NOUN</th>
<th>PRONOUN</th>
<th>PREPOSITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTICLE</td>
<td>VERB</td>
<td>CONJUNCTION</td>
</tr>
<tr>
<td>ADJECTIVE</td>
<td>ADVERB</td>
<td>INTERJECTION</td>
</tr>
</tbody>
</table>

XXIV. OF NOUNS.

300. A noun is the name of any person, place or thing; as, man, Richmond, knife.

301. Nouns are of two kinds, proper and common.

Common nouns are general names; that is, they are names common to all individuals of the same kind or sort; as, house, city, river.

302. Proper nouns are particular names; that is, they are the names of particular individuals of the same kind or sort; as, George, Shreveport, Louisiana.

303. When proper names have an article placed before them, they are used as common names; as, "He is the Cicero of his age."

304. When a proper noun admits of a plural, it becomes a common noun; as, "The twelve Caesars," or, "The seven Sages." This is obvious from the fact, that a proper name is, in its nature, descriptive of one object only, and, therefore, essentially singular. Accordingly, the nouns Spaniard, European, American, &c. are common nouns, as well as their plurals, Spaniards, Europeans, Americans, &c.

305. Common nouns may also be used to signify individuals, by the addition of articles or pronouns: as, "The boy is studious;" "That girl is discreet."

306. When a noun signifies many, it is called a noun of multitude, or a collective noun; as, "The people;" "The army."

307. Abstract signifies taken from: hence an abstract noun is the name of a quality abstracted from its substance; as, knowledge, goodness, virtue, &c.

308. To nouns belong person, gender, number and case.

XXV. PERSON.

309. When any person, in speaking, introduces his own

*Spain is the proper name of a country, and Spaniard has, by some grammarians, been called the proper name of a people; but the latter is a generic term, characterizing any one of a great number of persons, in their connexion with Spain.—Encyclopædia.
name, it is the first person; as, "I, James, of the city of Shreveport, do give," &c.

310. The name of the person spoken to, is the second person; as, "James, come to me."

311. The name of the person or thing spoken of, or about, is the third person; as, "James has come."

---

**XXVI. GENDER.**

312. Gender is the distinction of sex.

313. Nouns have four genders—the masculine, the feminine, the common, and the neuter.

314. The masculine gender denotes the names of males; as man, boy, &c.

315. The feminine gender denotes the names of females; as, woman, girl.

316. The common gender denotes the names of such animals as may be either male or female; as, parent, bird.

317. The neuter gender denotes the names of objects which are neither males nor females; as, chair, table.

318. Some nouns, naturally neuter, do, by a figure of speech, as it is called, become masculine or feminine; as when we say of the sun, "It is setting," and of a ship, "She sails well," &c.

319. The English language has three methods of distinguishing sex, viz:

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor,</td>
<td>Maid</td>
<td>Husband,</td>
<td>Wife</td>
</tr>
<tr>
<td>Bear,</td>
<td>Sow</td>
<td>King,</td>
<td>Queen</td>
</tr>
<tr>
<td>Boy,</td>
<td>Girl</td>
<td>Lord,</td>
<td>Lady</td>
</tr>
<tr>
<td>Brother,</td>
<td>Sister</td>
<td>Man,</td>
<td>Woman</td>
</tr>
<tr>
<td>Buck,</td>
<td>Doe</td>
<td>Master,</td>
<td>Mistress</td>
</tr>
<tr>
<td>Bull,</td>
<td>Cow</td>
<td>Father,</td>
<td>Spinster</td>
</tr>
<tr>
<td>Bullock or</td>
<td>Heifer</td>
<td>Stepheen,</td>
<td>Niece</td>
</tr>
<tr>
<td>Steer,</td>
<td></td>
<td>Rain,</td>
<td>niece</td>
</tr>
<tr>
<td>Cock,</td>
<td>Hen</td>
<td></td>
<td>jeee</td>
</tr>
<tr>
<td>Dog,</td>
<td>Bitch</td>
<td>Singer,</td>
<td>Jive</td>
</tr>
<tr>
<td>Drake,</td>
<td>Duck</td>
<td>Sir,</td>
<td>Swingstress or Sanger</td>
</tr>
<tr>
<td>Earl,</td>
<td>Countess</td>
<td>Sloven,</td>
<td>Madam</td>
</tr>
<tr>
<td>Father,</td>
<td>Mother</td>
<td>Son,</td>
<td>Slut</td>
</tr>
<tr>
<td>Friar,</td>
<td>Nun</td>
<td>Stag,</td>
<td>Daughter</td>
</tr>
<tr>
<td>Gander,</td>
<td>Goose</td>
<td>Uncle,</td>
<td>Hind</td>
</tr>
<tr>
<td>Hart,</td>
<td>Roe</td>
<td>Wizard,</td>
<td>Aunt</td>
</tr>
<tr>
<td>Horse,</td>
<td>Mare</td>
<td></td>
<td>Witch</td>
</tr>
</tbody>
</table>
### XXVII. NUMBER.

320. Number shows how many are meant, whether one or more.

321. Nouns have two numbers, the singular and the plural.

322. The singular number expresses but one; as, boy.

323. The plural number implies more than one; as, boys.

324. Some nouns are used in the singular number only; as, wheat, gold, sloth, pride, dutifulness.

325. Other nouns are used in the plural number only; as, bellows, scissors, lungs, riches, &c.

326. Some nouns are the same in both numbers; as, deer, sheep, swine.

327. The plural number of nouns is regularly formed by adding s to the singular; as, sing. dove, plur. doves.

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbott</td>
<td>Abbess</td>
<td>Enchanter</td>
<td>Enchantress</td>
</tr>
<tr>
<td>Actor</td>
<td>Actress</td>
<td>Executor</td>
<td>Executrix</td>
</tr>
<tr>
<td>Administrator</td>
<td>Administrator</td>
<td>God</td>
<td>Goddess</td>
</tr>
<tr>
<td>Adulterer</td>
<td>Adulteress</td>
<td>Governor</td>
<td>Governess</td>
</tr>
<tr>
<td>Ambassador</td>
<td>Ambassadress</td>
<td>Heir</td>
<td>Heiress</td>
</tr>
<tr>
<td>Arbiter</td>
<td>Arbitress</td>
<td>Hero</td>
<td>Heroine</td>
</tr>
<tr>
<td>Baron</td>
<td>Baronness</td>
<td>Hunter</td>
<td>Huntsress</td>
</tr>
<tr>
<td>Bridegroom</td>
<td>Bride</td>
<td>Host</td>
<td>Hostess</td>
</tr>
<tr>
<td>Benefactor</td>
<td>Benefactress</td>
<td>Instructor</td>
<td>Instructoress</td>
</tr>
<tr>
<td>Caterer</td>
<td>Cateress</td>
<td>Jew</td>
<td>Jewess</td>
</tr>
<tr>
<td>Chanter</td>
<td>Chantress</td>
<td>Landgrave</td>
<td>Landgravine</td>
</tr>
<tr>
<td>Conductor</td>
<td>Conductor</td>
<td>Lion</td>
<td>Lioness</td>
</tr>
<tr>
<td>Count</td>
<td>Countess</td>
<td>Marquis</td>
<td>Marchioness</td>
</tr>
<tr>
<td>Czar</td>
<td>Carina</td>
<td>Mayor</td>
<td>Mayoress</td>
</tr>
<tr>
<td>Deacon</td>
<td>Deaconess</td>
<td>Patron</td>
<td>Patroness</td>
</tr>
<tr>
<td>Duke</td>
<td>Duchess</td>
<td>Peer</td>
<td>Peeress</td>
</tr>
<tr>
<td>Elector</td>
<td>Electress</td>
<td>Poet</td>
<td>Poetess</td>
</tr>
<tr>
<td>Emperor</td>
<td>Empress</td>
<td>Priest</td>
<td>Priestess</td>
</tr>
<tr>
<td>Prince</td>
<td>Princess</td>
<td>Sultan</td>
<td>Sultaness</td>
</tr>
<tr>
<td>Prior</td>
<td>Priess</td>
<td>Tiger</td>
<td>Tigress</td>
</tr>
<tr>
<td>Prophet</td>
<td>Prophetess</td>
<td>Traitor</td>
<td>Traitress</td>
</tr>
<tr>
<td>Proprietor</td>
<td>Propriectress</td>
<td>Tutor</td>
<td>Tutoress or Tutrix</td>
</tr>
<tr>
<td>Shepherd</td>
<td>Shepherdess</td>
<td>Viscount</td>
<td>Viscountess</td>
</tr>
<tr>
<td>Songster</td>
<td>Songstress</td>
<td>Votary</td>
<td>Votress</td>
</tr>
<tr>
<td>Sorcerer</td>
<td>Sorceress</td>
<td>Widower</td>
<td>Widow</td>
</tr>
</tbody>
</table>

328-3. By prefixing a noun, pronoun, or adjective; as,

- A cock-sparrow, A hen-sparrow,
- A man-servant, A maid-servant,
- A he-goat, A she-goat,
- A he-bear, A she-bear,
- A male child, A female child,
- Male descendants, Female descendants.
ENGLISH GRAMMAR.

328. The irregular mode of forming the plural is as follows: when the noun singular ends in k, ch, sh, or s, we add es to form the plural; as, kens, chens, shens, cheres; churches, churches, lush, lashes; kies, kises.

329. Nouns ending in f or fe, change these terminations into ves to form the plural; as, leaf, leaves; wise, wises.

330. When a noun singular ends in y, with a vowel before it, the plural is formed regularly; as, key, keys; delay, delays; reality, realties. But if the y does not have a vowel before it, the plural is formed by changing y into iey: as, fly, beauty, beauties.

331. The following nouns form their plurals not according to any general rules:

<table>
<thead>
<tr>
<th>Sing.</th>
<th>Plur.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Man,</td>
<td>Men.</td>
</tr>
<tr>
<td>Woman</td>
<td>Women</td>
</tr>
<tr>
<td>Child</td>
<td>Children</td>
</tr>
<tr>
<td>Ox</td>
<td>Oxen</td>
</tr>
<tr>
<td>Tooth</td>
<td>Teeth</td>
</tr>
<tr>
<td>Foot</td>
<td>Feet</td>
</tr>
<tr>
<td>Goose</td>
<td>Geese</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sing.</th>
<th>Plur.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mouse</td>
<td>Mice.</td>
</tr>
<tr>
<td>Loose</td>
<td>Lice.</td>
</tr>
<tr>
<td>Cow</td>
<td>(Cows or Cows)</td>
</tr>
<tr>
<td>Penny</td>
<td>Pence, (1.)</td>
</tr>
<tr>
<td>Dice</td>
<td>Dice, (2.)</td>
</tr>
<tr>
<td>Fce</td>
<td>Peas, (3.)</td>
</tr>
</tbody>
</table>

332. Mathematics, metaphysics, psychiatry, ethics, politics, &c. are reckoned either as singular or plural nouns. The same is equally true of means, alma, amends. Antepodes, erudity, vanity, genius, &c. are always plural. Bandit is now considered the singular of bandits. The noun mass is always singular. Many nouns form their plurals according to the laws of the language from which they are derived. The following are of this class:

<table>
<thead>
<tr>
<th>Singular.</th>
<th>Plural.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antithesis,</td>
<td>Antitheses.</td>
</tr>
<tr>
<td>Appendix,</td>
<td>Appendices or Appendixes</td>
</tr>
<tr>
<td>Apex,</td>
<td>Apexes</td>
</tr>
<tr>
<td>Arcana,</td>
<td>Arcana</td>
</tr>
<tr>
<td>Automaton,</td>
<td>Automata</td>
</tr>
<tr>
<td>Axis,</td>
<td>Axes</td>
</tr>
<tr>
<td>Beau,</td>
<td>Beaux or Beaus</td>
</tr>
<tr>
<td>Basis,</td>
<td>Bases</td>
</tr>
<tr>
<td>Calx,</td>
<td>Calces</td>
</tr>
<tr>
<td>Cherub,</td>
<td>Cherubim or Cherubs</td>
</tr>
<tr>
<td>Crisis,</td>
<td>Crises</td>
</tr>
<tr>
<td>Criterion,</td>
<td>Criteria</td>
</tr>
<tr>
<td>Datum,</td>
<td>Data</td>
</tr>
<tr>
<td>Diatribes,</td>
<td>Diatribes</td>
</tr>
<tr>
<td>Desideratum,</td>
<td>Desiderata</td>
</tr>
<tr>
<td>Diluvia,</td>
<td>Diluvia</td>
</tr>
<tr>
<td>Ellipsis,</td>
<td>Ellipses</td>
</tr>
<tr>
<td>Emphasis,</td>
<td>Emphases</td>
</tr>
<tr>
<td>Encomium,</td>
<td>Encomium or Encomiuns</td>
</tr>
<tr>
<td>Erratum,</td>
<td>Errata</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Singular.</th>
<th>Plural.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genius,</td>
<td>Genii.</td>
</tr>
<tr>
<td>Genus,</td>
<td>Genera.</td>
</tr>
<tr>
<td>Hypothesis,</td>
<td>Hypotheses.</td>
</tr>
<tr>
<td>Ignis fames,</td>
<td>Ignes fatum.</td>
</tr>
<tr>
<td>Index,</td>
<td>Indices</td>
</tr>
<tr>
<td>Lamina,</td>
<td>Laminae</td>
</tr>
<tr>
<td>Magnus,</td>
<td>Magni</td>
</tr>
<tr>
<td>Memorandum,</td>
<td>Memoranda or Memorandums</td>
</tr>
<tr>
<td>Metamorphosis,</td>
<td>Metamorphoses</td>
</tr>
<tr>
<td>Parenthesis,</td>
<td>Parentheses</td>
</tr>
<tr>
<td>Phenomenon,</td>
<td>Phenomena</td>
</tr>
<tr>
<td>Radius,</td>
<td>Radii or Radiuses</td>
</tr>
<tr>
<td>Stamina,</td>
<td>Stamina</td>
</tr>
<tr>
<td>Seraph,</td>
<td>Seraphim or Seraphs</td>
</tr>
<tr>
<td>Stimulus,</td>
<td>Stimuli</td>
</tr>
<tr>
<td>Stratum,</td>
<td>Strata</td>
</tr>
<tr>
<td>Thesis,</td>
<td>Thees</td>
</tr>
<tr>
<td>Vertex,</td>
<td>Vertices</td>
</tr>
</tbody>
</table>

XXVIII. CASE.

333. Case means the different state, condition, or relation which nouns have to other words in the same sentence.

1. Pennic when the coin is meant. (2.) Dies for coining. (3.) Peas and fishes, meaning quantities; but peas and fishes, when number is meant.

4. Genii when denoting aerial or imaginary spirits; geniiuses, when denoting persons of genius. (5.) Indexes, when denoting pointers or tables of contents; indices, when referring to algebraic quantities.
331. In English, nouns have three cases—the nominative, the possessive, and the objective.

335. The nominative case is usually the agent or doer, and always the subject of the verb.

336. The subject is the thing chiefly spoken of; as, "John assists William." Here, John is the subject spoken of, or the nominative case to the verb assists.

337. The possessive case denotes possession, ownership, property, &c.; as, "William's book." This case may be distinguished from the other cases by the apostrophe or the letter s.

338. A noun in the singular forms its possessive case by taking the apostrophe and the letter s after it; as, "John's hat."

339. Plural nouns usually form their possessive case simply by taking the apostrophe; as, "On eagles' wings."

340. When the plural of nouns does not end in s, they form their possessive case by taking both the apostrophe and the letter s; as, "William's book." When the singular ends in s, the apostrophe only is added; as, "For goodness' sake." Except the noun witness; as, "The witness's deposition."

341. Nouns ending in er form the possessive by adding the apostrophe only; as, "For cedar trees' sake" because an additional s would occasion too much of the hissing sound, or increase the difficulty of pronunciation.

342. The objective case denotes the object of an action or relation.

344. In the sentence, "John strikes him," him is the object of the action denoted by strikes; and in the sentence, "He went from London to York," York is the object of the relation denoted by the preposition to.

345. DECLENSION OF NOUNS.

<table>
<thead>
<tr>
<th>Case</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominative</td>
<td>Mother,</td>
<td>Mothers,</td>
</tr>
<tr>
<td>Possessive</td>
<td>Mother's</td>
<td>Mothers'</td>
</tr>
<tr>
<td>Objective</td>
<td>Mother,</td>
<td>Mothers,</td>
</tr>
</tbody>
</table>

RULE I.

The possessive case is governed by the following noun.

EXERCISES IN SYNTAX.

"John's wife returned."

346. John's is a proper noun, of the masculine gender, the third person, singular number, possessive case, and governed by wife, by Rule I.

Wife is a common noun, of the feminine gender, the third person, singular number, and nominative case to returned, by Rule VI.

Returned is an intransitive verb, in the indicative mood,
ENGLISH GRAMMAR.

IMPERFECT TENSE—"1. I returned; 2. You returned; 3. He returned, or wife returned"—made in the third person, singular, and agrees with wife, Rule VII.

MORE EXERCISES IN SYNTAX.

"William’s son has come."
"John’s brother died."
"John makes (1.) boys’ hats.
"John lost his knife."
"The boys neglected their lessons."
"Intemperance ruins its votaries."

"William’s wife’s sister remained in town."
"Rudin studied Johnson’s Dictionary."
"Mary’s Science is old."
"Virtue’s reward is sure." (2.)
"Will’s hat is new."

SENTENCES TO BE PARSED AND CORRECTED.

"Brothers estate."

317. If you examine the foregoing example, you will find it difficult to ascertain whether the estate is the property of one brother or three; if of one only, an apostrophe should precede the s, thus; "Brother’s estate." but if it belongs to more than one, an apostrophe should follow the s, thus; "Brothers’ estate." Mistakes of this sort often occur; hence you perceive the importance in writing, of attending to the subject of grammar.

"Mans’ happiness."

318. Incorrect, because mans’ is in the possessive case, singular number, and, therefore, the apostrophe should be placed before the s, according to the observations above, and Art. 333.

SENTENCES TO BE PARSED AND CORRECTED, CONTINUED.

"Johns son departed."
"Susans sister will learn."
"Charles task is too difficult."
"I have read Willy’s poem."

"I discovered Man’s faults."
"Susan made little Harries bonnet."
"Johnson makes mans shoes."

EXERCISES TO BE WRITTEN.

349. Will you write down two sentences, each containing a proper noun, as for example, "William learns grammar"? One, containing a common noun? One, containing a noun of the third person singular? One, of the third person plural, and in the nominative case? One, having a noun of the second person singular and of the feminine gender? One, having a noun the name of some article of food? One, having a noun the name of some quality? One, having a noun of multitude? One, having your own name associated with lovely as, "John Griscom’s book"?

XXIX. OF ARTICLES.

350. Articles are words put before nouns, to point them out, or to limit their meaning.

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

352. A or an is called the indefinite article.

(1.) Active-transitive verb. (2.) Adjective, and belongs to reward, by Rule IV.

* Either on a slate or in a small manuscript book kept for the purpose.
353. The is called the definite article.

354. The article a is called indefinite, because it means no particular person or thing; as "a house," "a man," that is, any house, any man. The article the is called definite, because it means some particular person or thing; as, "the house," "the man," meaning some particular house, some particular man.

355. _a_ becomes _an_ before a vowel, and before a silent _h_; as, " _an_ acorn," " _an_ hour." But if the _h_ be sounded, the _a_ only is used; as, " _a_ hand," " _a_ heart"; except when the word before which the article is placed, has its accent on the second syllable; as, " _an_ heroic action," " _an_ historical account."

356. Before words beginning with _a_ long, _a_ is used instead of _an_; as, " _a_ union," " _a_ university," " _a_ useful thing."

357. _a_ is also used for _an_ before the word _one_, because, in pronouncing _one_, we sound it as if written _man_.

358. The article _a_ or _an_ means _one_; as, " _an_ ounce," " _a_ pound," that is, one ounce, one pound.

**RULE II.**

The indefinite article _a_ or _an_ belongs to nouns of the singular number.

**RULE III.**

The definite article _the_ belongs to nouns in the singular or plural number.

359. _Exception_. When the adjectives _few_, _great_, _many_, _dozen_, _hundred_, _thousand_, &c. come between the noun and article, the noun to which the indefinite article belongs, is plural; as, " _a_ few men," " _a_ great many men."

**EXERCISES IN SYNTAX.**

"The bird _flies_ swiftly."

360. _The_ is a definite article, and belongs to _bird_, according to Rule III.

_Bird_ is a common noun, of the common gender, the third person, singular number, and in the nominative case to _flies_, by Rule VI.

_Flies_ is an active intransitive verb, indicative mood, present tense—"1. _I_ fly; 2. _You_ fly; 3. _He_ flies, _or_ bird _flies_"—made in the third person, singular, and agrees with _bird_, by Rule VII.

_Swiftly_ is an adverb, qualifying _flies_, by Rule IX.

**EXERCISES IN SYNTAX CONTINUED.**

"_The_ boys have arrived seasonably."  "Children attend the school."
"_Galileo_ invented the telescope."  "William founded a university."
"_The_ boy had an ulcer."  "The grass is green."
"_William_ gave an historical account (1.) of the transaction."  "Farmers carry hay into the barn."
"_Columbus_ discovered the continent of America."  "The good scholar obeys his instructor."

(1.) Apply Rule VIII.
ENGLISH GRAMMAR.

SENTENCES TO BE PARSED AND CORRECTED.

"He had a ulcer."

361. Incorrect, because we use *an* before a vowel, except *u* long: *a* should, therefore, be *an*; thus, "an ulcer."

SENTENCES TO BE PARSED AND CORRECTED, CONTINUED.

"A enemy approaches."  "Three barley-corns make a inch."
"James procur'd an inkstand."  "Eight drams make a ounce."
"He conferred a honor."  "They formed an union."
"An unit figure occupies the lowest place in whole numbers."  "He quoted an hard saying."
"William has lost an horse."

SENTENCES TO BE WRITTEN.

362. Will you write down two sentences, using in one the definite, and in the other the indefinite article? One, containing *a* correctly used before *u* long? One, having a definite article correctly used before the consonant *h*?

Will you write two nouns, the names of different things in the school-room? Two, the names of different cities? One sentence, having a proper noun used as a common noun?

XXX. OF ADJECTIVES.

363. An Adjective is a word joined to a noun, to describe or define it; as, "An obedient son."

364. In English, an adjective is varied only to express the degrees of comparison. There are three degrees of comparison—the positive, the comparative, and the superlative.

365. The positive degree simply describes an object; as, "John is good."

366. The comparative degree increases or lessens the positive in meaning; as, "William is better than John." It implies a comparison between two.

367. The superlative degree increases or lessens the positive to the highest or lowest degree; as, "Thomas is the best;" "Walter is the worst."

368. It implies a comparison between three or more.

369. The simple word, or positive, if a monosyllable, (1.) becomes the comparative by adding *r* or *er*, and the superlative by adding *st* or *est*, to the end of it; as, *wise, wiser, wisest*; *great, greater, greatest*.

370. In words of more than one syllable, the comparison is usually made by placing the adverbs *more* and *most* before the positive; as, *benevolent, more benevolent, most benevolent*.

371. The comparison is sometimes formed by the adverbs *less* and *least*; as, *wise, less wise, least wise*.

372. Dissyllables (2.) ending in *y*; as, *happy, lovely*, and in *le*, after a mute; (3.) as, *able, ample*, or accentuated on the last syllable; as, *discreet, polite*, easily ad-

(1.) A word of one syllable.  (2.) A word of two syllables.  (3.) *b, k, p, t*, and *c* and *g* hard, are mutes.
mit of er and est; as, happier, happiest; able, ablest, &c. Words of more than two syllables hardly ever admit of these terminations.

373. In some words, the superlative is formed by adding the adverb most to the end of them; as, uttermost, uttermost, uppermost.

374. Some adjectives, having in themselves a superlative signification, do not admit of comparison; as, extreme, perfect, right, wrong, infinite, ceaseless, supreme, omnipotent, eternal.

375. By adding est to adjectives, we have a slight degree of comparison below the positive; as, black, blandish; salt, saltish.

377. Words used in counting and numbering are called numeral adjectives; as, one, two, three; first, second, third. These adjectives are not compared.

378. An adjective put without a noun, with the definite article before it, becomes a noun in sense and meaning, and may be considered as such in parsing; as, "Providence rewards the good, and punishes the bad."

**RULE IV.**

Adjectives belong to the nouns which they describe.

**EXERCISES IN SYNTAX.**

"John is sincere."

379. **John is a proper noun,** of the third person, singular number, masculine gender, and in the nominative case, to is, by Rule VI.

Is is a neuter verb, in the indicative mood, present tense—"1. I am; 2. You are; 3. He or John is,"—made in the third person singular, and agrees with John, according to Rule VII.

Sincere is an adjective,—"sincere, more sincere, most sincere,"—made in the positive degree, and belongs to John, by Rule IV.

**EXERCISES IN SYNTAX CONTINUED.**

"You are studious."
"John is more studious."
"William is most studious."
"Mary is intelligent."
"James is active."
"Thomas is less active."
"Charles is happy."
"Mary is tall. Susan is taller."
"No composition is perfect."
"Religion makes its votaries happy."

"One man has come."
"Two men have departed."
"Twenty men will sail."
"James wrote his name on the first page."
"Here comes a great man."
"Here comes a greater man."
"Here comes the greatest man."
"The first fleet contained five hundred men."

XXXI.

380. Double comparatives and superlatives, since they
add nothing to the sense, should be avoided; as, worser
more wiser, &c; also, lesser, supremest, most infinite, &c.

SENTENCES TO BE WRITTEN.

Q. Will you write down two sentences, each containing a different adjective in the positive degree? Two, with adjectives in the comparative degree? Two with adjectives in the superlative degree?

Q. Will you supply such adjectives in the following sentences as will make sense? "A —— boy studies his lesson." "A —— boy deserves punishment." "A man helps the —— man." "Merchants own —— ships." "The instructor loves —— scholars." "William is a —— scholar, Rufus is a —— one, but Thomas is the —— one that I ever saw."

XXXII. OF PRONOUNS.

381. A PRONOUN is a word used instead of a noun, to avoid a disagreeable repetition of the noun.

382. A PERSONAL PRONOUN is so called, because it invariably represents the same person. There are five personal pronouns—I, thou or you, he, she, it. They have person, number and case, like nouns; and those of the third person have gender also.

383. I is the first person, thou the second, he, she, or it, the third. He is masculine, she is feminine, and it is neuter.

384. Pronouns, like nouns, have three cases—the nominative, the possessive, and the objective; and two numbers—the singular and plural.

385. Mine and thine, instead of my and thy, were formerly used in the solemn style, before nouns and adjectives beginning with a vowel or silent h; as, "Blot out all mine iniquities."

XXXIII. COMPOUND PERSONAL PRONOUNS.

386. Compound personal pronouns are formed by adding the word self, in the plural selves, to the simple pronouns; as, himself, themselves, &c.

<table>
<thead>
<tr>
<th>PERSON</th>
<th>CASE</th>
<th>SINGULAR</th>
<th>PLURAL</th>
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<td></td>
<td>Nom.</td>
<td>Myself</td>
<td>Ourselves</td>
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<td></td>
<td>Poss.</td>
<td>Wanting</td>
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<td></td>
<td>Obj.</td>
<td>Myself</td>
<td>Ourselves</td>
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<tr>
<td>Second</td>
<td>Nom.</td>
<td>Thyself, or</td>
<td>Yourselves</td>
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<td>Yourself,</td>
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</tbody>
</table>
ENGLISH GRAMMAR.

       |  Obj.  | Himself.  | Themselves.  
       |  Obj.  | Herself.  | Themselves.  
       |  Nom.  | Itself.  | Themselves.  
       |  Poss. | Itself.  | Themselves.  
       |  Obj.  | Itself.  | Themselves.  

RULB V.

Pronouns must agree with the nouns for which they stand in gender, number, and person.

EXERCISES IN SYNTAX.

"John found his knife."

387. John is a proper noun, of the masculine gender, the third person, singular number, and nominative case to found, by Rule VI.

Found is an active-transitive verb, in the indicative mood, imperfect tense—"1. I found; 2. You found; 3. He or John found"—made in the third person singular, and agrees with John, by Rule VII.

His is a personal pronoun, of the third person singular, masculine gender, and agrees with John, according to Rule V.; in the possessive case, and governed by knife, by Rule I.

Knife is a common noun, of the third person singular, neuter gender, the objective case, and governed by found, according to Rule VIII.

EXERCISES IN SYNTAX CONTINUED.

1.

"James obtained his request."  "Ye despise reproof."  "They mend their pens."
"I will assist you."  "Mary tore her handkerchief."  "Virtue has its reward."
"He will receive his reward."  "She deceived them."  
"She misused him."  "She deceived them."  
"Sin ruins its votaries."

2.

"An indulgent father will reprove his son when (1.) he deserves it."  "John is in distress, and I will assist him."
"A dutiful son gladdens the hearts of his parents."  "I found Mary and her mother in trouble, and (2.) comforted (3.) them."

EXERCISES TO BE WRITTEN.

Q. Will you compose two sentences, each having a different personal pronoun of the first person? One, having a pronoun of the first person plural?

(1.) Adverb.  (2.) Conjunction.  (3.) Apply Rule XI.
Q. Will you fill up the following sentences with suitable pronouns, so as to make sense? "— lost my hat, but found — again." "Let Harriet have — book, for — will need — to get her lesson." "The travelers lost — way, and the boys conducted — to — homes."

Q. Will you fill up the following broken sentences with suitable words to make sense?


XXXIV. OF ADJECTIVE PRONOUNS.

388. In the sentence, "Both wealth and poverty are temptations; that tends to excite pride, this discontent;" you perceive that the word that represents wealth, and the word this poverty. This and that do, therefore, resemble pronouns, and may, for this reason, be called pronouns.

389. When I say, "This house is mine, that barn is yours," the words this and that are joined to nouns like adjectives, to define or specify them; they may, on this account, be called adjectives.

390. Adjective pronouns, then, are words that resemble both pronouns and adjectives. These pronouns are sometimes called pronominal adjectives, or specifying adjectives.

391. The Adjective Pronouns may be divided into three sorts—the distributive, the demonstrative, and the indefinite.

392. The distributive are those that relate to persons or things, taken separately and singly.

393. DISTRIBUTIVE (1.) PRONOUNS.

Each, every, either, and sometimes neither.

394. Each relates to two or more persons or things, taken separately; as, "Each of his brothers is doing well."

395. Every relates to several persons or things, and signifies each one of them, taken separately; as, "Every man must account for himself."

396. Either relates to two persons or things only, taken separately, and signifies the one or the other; as, "I have not seen either." Hence, to say, "Either of the three," is incorrect.

397. Neither means not either; that is, not one nor the other; as, "Neither of my friends was there."

398. The DEMONSTRATIVE (2.) PRONOUNS are those which precisely point out the things to which they relate.

399. DEMONSTRATIVE PRONOUNS.

Sing. | Plu.
-----|-----
This. | These.
That. | Those.
Former.| Former.
Latter.| Latter.

(1.) So called from distribute, to divide among several.
(2.) So called from demonstrate, to prove or show precisely.
ENGLISH GRAMMAR.

400. This and these refer to the nearest person or things,—that and those to the most distant; as, "These gloves are superior to those." "Both wealth and poverty are temptations; that tends to excite pride, this discontent."

401. The INDEFINITE are those that refer to things in an indefinite or general manner.

INDEFINITE PRONOUNS.

402. Some, other, any, one, all, such, none. Of these pronouns, one and other are declined like nouns. Another is declined in the singular, but it wants the plural.

\[
\begin{array}{c|c|c}
\text{Sing.} & \text{Plur.} \\
\hline
\text{Name.} & \text{Other,} & \text{Others.} \\
\text{Poss.} & \text{Other's,} & \text{Others'.} \\
\text{Obj.} & \text{Other,} & \text{Others.} \\
\end{array}
\]

We say, "This book," but, "These books;" also, "One man," "Twenty men;" hence,

405. Note I. Adjective pronouns and numerals must agree in number with the nouns to which they belong.

EXERCISES IN SYNTAX.

"These two books belong to me."

406. These is an ADJECTIVE PRONOUN of the DEMONSTRATIVE kind, in the PLURAL NUMBER, and belongs to books, according to Note I. Two is a NUMERAL ADJECTIVE, and belongs to books, by Note I.

Books, belong, &c. are parsed as before.

EXERCISES IN PARSEING CONTINUED.

"Every man performs his part in creation." "These men might remain with us." "Those men make many pretences to religion." "All rational beings desire happiness." "By application almost any boy may acquire an honorable rank in his class." "Good and virtuous men will, sooner (1.) or later (1.), attain to happiness."

"The old bird feeds her young ones."

407. Ones is an INDEFINITE PRONOUN, representing birds; in the COMMON GENDER, THIRD PERSON PLURAL, in the OBJECTIVE CASE, and governed by feeds, agreeably to Rule VIII.
ENGLISH GRAMMAR.

EXERCISES IN SYNTAX CONTINUED.

"One boy influences many others." others spend their time in idleness;
"None act their part too well." the former will receive praise, the
"Some scholars study diligently;" latter censure.

We cannot say, "Them run," but, "They run:" hence,

Note II. When a noun or pronoun is the subject of the verb, it should be in the nominative case.

It is very common for persons in conversation to say, "Them books," "Them knives," &c. instead of "Those books," "Those knives," &c. The incorrectness here alluded to consists in substituting a personal in the place of an adjective pronoun: hence,

Note III. The pronoun Them should not be used in the place of these or those.

SENTENCES TO BE WRITTEN.

Q. Will you compose two sentences, each having a different adjective pronoun? One, having a demonstrative pronoun? One, having an indefinite pronoun used as a noun?

Q. Will you fill up with pronouns suitable to make sense the following phrases? "When Harriet found — book, — tore —, and then flung — away." "— man likes — farm, — merchandise."


XXXV. OF RELATIVE PRONOUNS.

408. In the sentence, "That man is happy, who lives virtuously," the word who is a pronoun, because it stands for a noun (the noun man), and it is a relative, because it relates or refers to this noun in the same sentence: hence.

409. A relative pronoun is a word that usually stands for some noun before it in the same sentence.

410. There are three relative pronouns, viz.

411. Who, which, and that.

412. Who is used in speaking of persons: as, "The man who came."

413. Which is used in speaking of animals or things; as, "The bird which sings," "The tree which I planted."

414. Which, however, is used in speaking of persons, when we wish to distinguish one of two individuals, or a particular person among many others; as, "Which of the two is he?" "Which of them has gone?"

415. That, as a relative, is often used, in speaking either of persons or things, in the place of who or which: as,

"The boy that reads," or, "The boy who reads;" "The bird that flew," or, "The bird which flew;" "The bench that was made," or, "The bench which was made."

That is used in preference to who or which, in the following cases:—

1. In speaking both of persons and things; as, "The man and the beast that I saw, perished."
2. In speaking of children; as, "The child that I met."
3. After the adjective same; as, "He is the same man that we saw yesterday."
4. After the superlative degree; as, "He is the wisest man that the world ever produced."
5. After the relative who; as, "Who that reflects."

417. Which and that are of both numbers, but they are not declined, except that whose is sometimes used as the possessive case of which; as, "Is there any other doctrine whose followers are punished?"

418. Whose, used in the manner last described, is made to represent three words; as, "Philosophy whose end," "for the end of which."

419. Antecedent signifies going before.
420. The noun or pronoun which goes before the relative, and to which the relative refers, is therefore called the antecedent of the relative; as, "John, who has gone." Here, John is the antecedent of who.

421. When you are told that who, which, and that are relatives, you should not get the impression that the last two are always relatives; for that is a relative only when it is used in the sense of who or which; that is, when who or which may be used in its place, without destroying the sense; as, "Here is the knife that I found," which can be altered to "Here is the knife which I found," without injury to the sense.

422. That, when it points out or specifies some particular person or thing, is reckoned an adjective pronoun. When not used as a relative, nor as an adjective pronoun, it is reckoned a conjunction; as, "He studies that he may learn."

423. Hence it appears that the word that may be used sometimes as a relative pronoun, sometimes as an adjective pronoun, and sometimes as a conjunction.

424. Since relative pronouns stand for nouns, as well as personal pronouns, they should therefore agree with nouns in the same particulars and by the same rule. Rule V. will therefore apply to both.

EXERCISES IN SYNTAX.

"That man is happy who lives virtuously."

425. That is a Demonstrative Pronoun, of the Singular Number, and belongs to man, by Note I.

Who is a Relative Pronoun, of the Masculine Gender, Third Person Singular, and agrees with man, by Rule V. It is in the Nominative Case to lives, according to Rule VI.
"That man is fortunate who escapes censure."
"The girl whom I saw, perished."
"You, who came first, should retire first."
"You taught the boy whose hat I found."

"I met the same man in the market to-day (1.), that I met yesterday in the street."
"That house, which stands on the hill, once (1.) belonged to me."
"The boy whom I instruct learns well."

**SENTENCES TO BE PARSED AND CORRECTED.**

"The man which I saw."

426. Incorrect; because, in speaking of persons, *who, whose, or whom* is generally to be used. It should therefore, read "The man whom I saw."

**SENTENCES TO BE PARSED AND CORRECTED, CONTINUED.**

"The bird whom I killed had made "Thou who are in prosperity must assist me in adversity."
"The man which visited me has left town." "He which shuns vice does generally practice virtue."
"That man is happy whom is virtuous." "I, who lives by your charity, should be grateful."

**SENTENCES TO BE WRITTEN.**

Q. Will you construct a sentence containing the relative *who?* One, containing which? One, containing *that*?

Q. Will you fill up the following sentences with relatives correctly used?
"The man — sins shall die," "The boy — studies will learn," "The bird — sang so sweetly has flown." Will you fill up the following with one or more words that will make sense? "Intemperance — evils." "If — truth — sorry."

Q. Will you embrace in different sentences, each of the following words? Washington, *Columbus, Captain Cook, Indians, Wisdom, Riches, James Monroe.*

---

**XXXVI. OF COMPOUND AND INTERROGATIVE PRONOUNS.**

427. "I took what you gave me."
"I took that which you gave me."
"I took the thing which you gave me."
"I took those things which you gave me."

428. By examining the foregoing sentences, you will see that the word *what,* in the first example, means the same as the words in italics in the successive ones: the word *what,* then, is clearly a pronoun; and because it stands for more than one word, it is called a compound pronoun. The word before the relative *which,* in the phrase "that which," or "the thing which," is the antecedent of which. Hence,

429. *What* is a compound relative pronoun, including both the antecedent and the relative, and is generally equivalent to *that which.*

(1.) Adverb.

*Thus, "Washington was a true patriot," &c. The pupil may write several sen-
tences on each word.
EXERCISES IN SYNTAX.

"I will leave what is useless."

What, in the example above, means the same as "that which," or "the thing which," and is equivalent to "that which," or "the thing which." In representing thing, it may be considered a pronoun of the third person singular, neuter gender, in the objective case, and governed by leave, according to Rule VII.

What, in representing which, may be considered a relative pronoun of the third person singular, neuter gender, and relates to thing for its antecedent, according to Rule V, and in the nominative case to is, by Rule VI.

Is is a neuter verb, in the indicative mood, present tense—"1. I am; 2. You are; 3. He or which is"—made in the third person singular, and agrees with which, the relative part of the pronoun what, according to Rule VII.

Useless is an adjective, in the positive degree, and belongs to what, by Rule IV.

EXERCISES IN SYNTAX CONTINUED.

"James will do what is proper." "William demands what I cannot give."
"You heard what I said." "They advocate what is excellent."
"Whatever improves delights him."
ENGLISH GRAMMAR.

XXXVII. OF THE VERB.

438. A verb is a word that expresses action or being. Verbs are of three kinds—active, passive, and neuter.

439. An active verb expresses action, and the actor is always the nominative case; as, "John runs." Active verbs are either transitive or intransitive.

440. An active verb is transitive, when it either has or may have an object after it, on which the action terminates; as, "John beats William."

441. An active verb is intransitive, when it neither has nor can have an object after it.

442. Passive means suffering or receiving.

443. When I say, "John is beaten by William," "beaten" is a verb, because it expresses action; and it is a passive verb, because it expresses the action received by John; and if John receives the action, then he is the object of it; hence,

444. A passive verb expresses action or effect received.

445. The object is always its subject or nominative case.

446. Active nominative, or actor, "John strikes William."

447. Passive nominative or object, "William is struck by John."

448. By examining the foregoing examples, you will see that when the verb is active, its nominative is likewise active; and when the verb is passive, its nominative is likewise passive.

449. The passive voice is a convenient mode of expression on occasions when we wish to state what has been done, without exposing the author; thus, instead of saying, "William struck John," I can, to avoid alluding to William, say, "John was struck."

450. A neuter verb is one that is neither active nor passive, expressing simply either being or existence in a certain state, as, "He sits," "He is at home."

XXXVIII. MOOD, OR MOOD.

451. Mood, or mode, is the manner of representing action or being.

452. The indicative mood is used simply for indicating or declaring a thing, or asking a question; as, "I walk;" "Do I walk?

453. The potential mood is used for expressing possibility, liberty, power, will, or obligation, either with or without asking a question; as, "I may go;" "May I go?" "He must read," &c.
454. Of the subjunctive mood. The term subjunctive signifies *subjoined or added to.*

455. When I say, "I will go, if he desire it," the phrase, "if he desire it," is added on to the one before it; hence, we say, "if he desire it," is in the subjunctive mood. The term, however, is limited to such sentences as are preceded by the conjunctions *if, unless, although, except, let, &c.,* which imply doubt or some uncertainty.

456. The subjunctive mood is used for expressing doubt or uncertainty.

457. A verb in the subjunctive mood may be expressed in two different forms. It is equally correct to say, "if he is poor, he is respected," and, "if he be studious, he will excel." The verbs *be* and *is* are both in the present tense; and since each has the conjunction *if* before it, each is in the subjunctive mood.

458. The phrase, "if he be studious," means the same as, "if he will be studious;" it therefore plainly implies future time.

459. On the contrary, in the phrase, "if he is poor," the sense plainly is, "if he is now, at the present time, poor," without any reference to future time.

460. Hence it appears, that, in one form of the verb, doubt only is implied; and in the other, both doubt and future time.

461. The verb *is* corresponds with the common form of the verb *to be,* in the indicative mood, present tense; as, "I am, you are, he is:"—we will, therefore, when the verb is varied as usual, call it the common form of the subjunctive mood; and when the verb is not varied in the different persons, we will call it the subjunctive form, since this form is peculiar to this mood. You should here be informed that this distinction relates only to the present tense, it being customary to vary the terminations of the verb in the remaining tenses, as usual.

462. The following general rules will direct you in the proper use of the subjunctive mood:

463. When any verb in the subjunctive mood, present tense, has a reference to future time, we should use the

SUBJUNCTIVE FORM.

Present Tense.

**Singular.**

1. If I love.
2. If they love.
3. If he loves.

**Plural.**

1. If we love.
2. If ye love.
3. If they love.

464. When a verb in the subjunctive mood, present tense, has no reference to future time, we should use the

COMMON FORM.

**Singular.**

1. If I love.
2. If thou loves, or love.
3. If he loves.

**Plural.**

1. If we love.
2. If ye love, or love.
3. If they love.

465. Other conjunctions, besides *if,* are used before the subjunctive mood: *If* is perhaps used most frequently, because it implies doubt more strongly than most others.

467. By the foregoing, you may perceive that when the verb is in the subjunctive form, some auxiliary verb is always understood; as, "He will not be pardoned unless he repent," that is, "unless he will repent;" "If thou ever return, thou shouldst be thankful," that is, "if thou shouldst ever return."

468. A verb in the indicative mood is converted into the subjunctive, com-
men form, simply by placing a conjunction, implying doubt, before it; as, "I walk," the indicative mood, becomes subjunctive by prefixing if; thus, "If I walk."

439. In like manner, a verb in the potential may be changed to the subjunctive; as, "I can go," is the potential; "If I can go," the subjunctive.

440. Of the imperative mood. When I say, "John, mind your book," I command John to do something; and because some wills mean commanding, we say that mind, in the phrase above, is in the imperative mood.

441. This mood, for reasons assigned before, embraces the following particulars:

1. Command: as, "John, sit down!"
2. Exhort: as, "Do visit me."
3. Exhorting: as, "Remember my counsel."
4. Command: as, "Go in peace."

442. The imperative mood, then, is used for commanding, entreaty, exhorting, or permitting.

443. The application of this mood is limited to the second person; as "John, come to me!", because, in uttering a command, either one and other necessarily address some one; hence, you can see the reason why this mood has but one person, viz. the second.

444. We cannot, with any propriety, command a person to-day, or in present time, to do any thing in past time, yesterday for instance; consequently a verb in this mood cannot have any past tense.

445. When I command a person to do any thing, the performance of the command must take place in a period of time subsequent to that of the command; that is, in future time; but the command itself must, from the very nature of the case, take place in present time; this mood, therefore, cannot, strictly speaking, have any future tense; hence,

446. A verb in the imperative mood must be in the present tense, and in the second person.

447. Of the infinitive mood. In the phrases, "John begins to sing," "The boys begin to sing," you perceive that the verb to sing is not varied to correspond with the number and person of its different parts, John, the tense, and than; hence, to sing is said not to be limited either by person or number.

448. This mood, then, is properly denominated infinitive, signifying not limited; hence,

449. The infinitive mood is used to express an action not limited either by person or number.

450. To, the usual sign of this mood, is sometimes understood; as, "Let me go," instead of, "Let me to go;" I heard him say it," for, "I heard him to say it." This little word to, when used before verbs in this manner, is not a proposition, but forms a part of the verb, and, in parsing, should be so considered.

451. From the foregoing, it appears that there are five moods—the indicative, the imperative, the potential, the subjunctive, and the infinitive.

XXXIX. OF TENSE.

482. The present tense expresses what is now taking place as, "John swims."
483. This tense is often employed to express the actions of persons long since dead; as, “Seneca reasons and moralizes well.”

484. The present tense, preceded by the words when, before, after, as soon as, etc., is sometimes used to point out the relative time of a future action; as, “When he arrives, he will hear the news.”

485. This tense is elegantly applied to qualities and things which are in their nature unchangeable; as, “Truth is eternal;” “William boldly asserted that there was no God;” properly, “is no God.”

486. In animated (1.) historical narrations, (2.) this tense is sometimes used for the imperfect; as, “He cleared the territory of the peaceable inhabitants; he fights and conquers, takes an immense booty, which he divides among his soldiers, and returns home to enjoy an empty triumph.”

487. The imperfect tense expresses what took place in time past, however, distant; as, “John died.”

488. The perfect tense expresses what has taken place, and conveys an allusion to the present time; as, “I have finished my letter.”

489. When any particular period of past time is specified or alluded to, we use the imperfect tense; as, “John wrote yesterday,” but when no particular past time is specified, we use the perfect tense; as, “I have read Virgil many times.”

490. The perfect tense and the imperfect tense both denote a thing that is past; but the former conveys it in such a manner that there is still actually remaining some part of the life to slide away, wherein we declare the thing has been done; whereas the imperfect denotes the thing or action past, in such a manner, that no thing remains of that time in which it was done. If we speak of the present century, we say, “Philosophers have made great discoveries in the present century.” But if we speak of the last century, we say, “Philosophers made great discoveries in the last century.”—“He has been much afflicted this year.”—“I have this week read the king’s proclamation.”—“I have heard great news this morning.” In these instances, he has been, I have read, and heard, denote things that are past; but they occurred in this year, in this week, and today; and still there remains a part of this year, week, and day, whereof I speak.

490—1. In general, the perfect tense may be applied wherever the action is connected with the present time, by the actual existence, either of the author or of the work, though it may have been performed many centuries ago; but if neither the author nor the work now remains, it cannot be used. We may say, “Virgil has written poems;” but we cannot say, “Cicero has written orations;” because the orations are in being, but the poems are lost. Speaking of priests in general, we may say, “They have, in all ages, claimed great powers;” because the general order of the priesthood still exists; but if we speak of the Druids, as any particular order of priests, which does not now exist, we cannot use this tense. We cannot say, “The Druid priests have claimed great powers;” but must say, “The Druid priests claimed great powers;” because that order is now totally extinct.

491. The pluperfect tense expresses what had taken place at some past time mentioned, as, “I had finished my letter before my father returned.”

492. The first future tense expresses what will take place; as, “John will come.”

493. The second future expresses what will have taken

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(1.) Lively. (2.) Descriptions, or telling what has been done.
place, at or before some future time mentioned; as, “I shall have finished my business before the steam-boat starts.”

494. Tense is the distinction of time, and admits of six variations, namely—the present, the imperfect, the perfect, the pluperfect, and the first and second future tenses.

XL. OF PARTICIPLES.

495. In the phrase, “I found a man laboring in the field,” the word laboring shows what the man was doing, and therefore resembles a verb. When I say, “The laboring man should not be wounded,” laboring is joined to the noun man, to describe it, and therefore resembles an adjective.

496. The word laboring, then, partakes of the nature of two different parts of speech; and since participle signifies participle, we will call such words as laboring, participles.

497. All participles are derived from verbs; thus, from labor comes laboring; from beat, beating; injure, injuring, &c.: hence,

498. The participle is a word derived from a verb, and partakes of the nature of a verb and adjective.

499. When I say, “John is writing,” the participle writing shows what John is now doing, but has not finished; writing, then, may be called a present participle: hence,

500. The present participle expresses what is now taking place, but not finished.

503-1. This participle always ends in ing: as, painting, writing, creeping, laboring, &c. There are many words of this termination, which are not participles; as, morning, evening, which are nouns; percentage, supervising, which are adjectives. The fact that these cannot be formed from verbs will furnish you with a certain rule for distinguishing the participle from all other words of the same termination; as, for instance, superintending, we know, is not a participle, because there is no such verb as superintend, from which to form it.

501. “The letter is written.” Here the participle written shows that the act of writing is past and finished; it may then be called a perfect participle: hence,

502. The perfect participle expresses what is past and finished.

503-1. This participle may always be distinguished by its making sense with having: thus, having written, having sung, &c. Here written and sung are perfect participles.

503. “John, having written his letter, sealed it.” Here you doubtless perceive that the act of writing took place before that of sealing; also, that the participle is composed of two words, having and written; it may then be called a compound participle, and because it denotes also an action past and finished, it may very properly be called a compound perfect participle: hence,

504. The compound perfect participle expresses what took place before something else mentioned.

504-1. This participle is formed by placing the present participle having before the perfect participle of any verb; as, having fought, having adhered.
XLI. FORMATION OF THE PASSIVE VERB.

505. Struck is a perfect participle, from the verb strike, and this you know, because it makes sense joined with having; as, having struck.

506. Is, you doubtless recollect, is a variation of the verb to be; as, "I am, you are, he is." Now, by joining is with struck, we can form the passive verb is struck; "John struck Joseph," is active; but, "Joseph is struck by John," is passive.

507. In these two examples, you perceive that the sense of each is the same: hence, by means of the passive verb, we are enabled to express, in a different form, the precise meaning of the active, which, you will oftentimes find, contributes not a little to the variety and harmony of the language.

508. By examining the conjugation of the verb to be, you will discover that it has, in all, ten variations: viz. am, are, is, are, was, were, been, be, and been. Every passive verb must be composed of one of these ten variations, and the perfect participle of any active transitive verb. Thus, taking was, and joining it with the perfect participle of the verb beat, namely, beaten, we form the passive verb was beaten, to which prefixing an object, or nominative case, we have the phrase, "William was beaten."

509. It is a fact worthy to be remembered, that the passive verb always retains the same mood, tense, number, and person, that the verb to be has, before it is incorporated with the participle; thus, "He has been," is the indicative perfect, third person singular; then, "He has been rejected," is likewise the indicative perfect, third person singular, passive. It cannot, therefore, be difficult to tell the mood, tense, number, and person, of any passive verb, if you are familiar with the conjugation of the verb to be.

From the foregoing particulars, we derive the following general rule:

510. All passive verbs are formed by adding the perfect participle of any active-transitive verb to the neuter verb to be.

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XLII. OF THE AUXILIARY VERB.

511. Auxiliary verbs are those by the help of which the principal verbs are conjugated.

512. The auxiliary verbs are may, can, must, might, could, would, should, and shall. The following are sometimes auxiliaries, and sometimes principal verbs: do, be, have and will.

513. When, in the formation of any tense, we use an auxiliary verb, that tense is called a compound one; and the tense formed by the principal verb alone is called a simple tense.

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XLIII. SIGNS OF THE MOODS.

514. The indicative mood may be known by the sense, or by its having no sign except in asking a question; as, "Who comes here?"

515. The potential mood has for its signs the auxiliaries may, can, must, might, could, would, and should; as, "I could love," &c.
ENGLISH GRAMMAR.

516. The subjunctive mood has usually for its signs the conjunctions if, though, unless, except, whether, and lest; as, "Unless he repent," &c.

517. The infinitive mood has usually for its sign the word to; as, to sing.

518. The imperative may be distinguished by its always being in the second person, and by its agreement with thou, or ye, or you; as, "Depart thou," &c.

XLIV. SIGNS OF THE TENSES OF THE INDICATIVE.

519. The present tense has for its sign the first form of the verb; as, weep, remain, &c.; excepting the occasional use of do; as, "I do learn."

520. The imperfect tense has no auxiliary for a sign, except did, which is sometimes used. If, however, the verb is not in the present tense, and has no auxiliary, it follows that it is in the imperfect; as, "I fought."

521. The perfect tense has for its sign the word have; as, have loved.

522. The pluperfect has for its sign had; as, had loved.

523. The first future has for its sign shall or will; as, shall or will love.

524. The second future has for its sign shall have or will have; as, shall have loved, or will have loved.

525. The indicative mood has six tenses.

526. The subjunctive mood has six tenses.

527. The potential mood has four tenses.

528. The infinitive mood has two tenses.

529. The imperative mood has one tense.

XLV. CONJUGATION OF VERBS.

530. When I ask you to raise your voice, in reading, you readily understand what I mean by voice; but in grammar, its application is somewhat peculiar. Grammatically considered, it refers to the active and passive nature of verbs.

531. The conjugation of a verb is the regular combination and arrangement of its several numbers, persons, moods, and tenses.
The conjugation of an active verb is styled the **active voice**, and that of a passive verb the **passive voice**.

Verbs are called **regular**, when they form their imperfect tense of the indicative mood, and their perfect participle, by the addition of *ed* to the verb in the present tense, or *d* only when the verb ends in *e*; as,

<table>
<thead>
<tr>
<th>Present Tense</th>
<th>Imperfect Tense</th>
<th>Perfect Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>I favor</td>
<td>I favored</td>
<td>Favored</td>
</tr>
<tr>
<td>I love</td>
<td>I loved</td>
<td>Loved</td>
</tr>
</tbody>
</table>

When a verb does not form its imperfect tense and perfect participle in this manner, it is called an **irregular verb**; as,

<table>
<thead>
<tr>
<th>Present Tense</th>
<th>Imperfect Tense</th>
<th>Perfect Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am</td>
<td>I was</td>
<td>Been</td>
</tr>
</tbody>
</table>

The regular verb *love*, and the irregular verb *to be*, are conjugated as follows:

**CONJUGATION.**

**TO LOVE AND TO BE.**

**ACTIVE AND PASSIVE VOICE CONTRASTED.**

**INDICATIVE MOOD.**

**Present Tense.**

**Active voice.**

<table>
<thead>
<tr>
<th>Singular</th>
<th>Passive voice</th>
<th>Neuter</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Pers. He loves.</td>
<td>3 Pers. He is loved.</td>
<td>3 Pers. He is.</td>
</tr>
</tbody>
</table>

**Plural.**

| 1 Pers. We love. | 1 Pers. We are loved. | 1 Pers. We are. |
| 3 Pers. They love. | 3 Pers. They are loved. | 3 Pers. They are. |

**Imperfect Tense.**

<table>
<thead>
<tr>
<th>Singular</th>
<th>Passive voice</th>
<th>Neuter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I loved.</td>
<td>1. I was loved.</td>
<td>1. I was.</td>
</tr>
<tr>
<td>2. You loved.</td>
<td>2. You were loved.</td>
<td>2. You were.</td>
</tr>
<tr>
<td>3. He loved.</td>
<td>3. He was loved.</td>
<td>3. He was.</td>
</tr>
</tbody>
</table>

**Plural.**

| 1. We loved. | 1. We were loved. | 1. We were. |
| 2. You loved. | 2. You were loved. | 2. You were. |
| 3. They loved. | 3. They were loved. | 3. They were. |

**Perfect Tense.**

<table>
<thead>
<tr>
<th>Singular</th>
<th>Passive voice</th>
<th>Neuter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I have loved.</td>
<td>1. I have been loved.</td>
<td>1. I have been.</td>
</tr>
<tr>
<td>2. You have loved.</td>
<td>2. You have been loved.</td>
<td>2. You have been.</td>
</tr>
<tr>
<td>3. He has loved.</td>
<td>3. He has been loved.</td>
<td>3. He has been.</td>
</tr>
</tbody>
</table>
### Plural

1. We have loved.
2. You have loved.
3. They have loved.

### Past Perfect Tense

**Singular**

1. I had loved.
2. You had loved.
3. He had loved.

**Plural**

1. We had loved.
2. You had loved.
3. They had loved.

### First Future Tense

**Singular**

1. I shall or will love.
2. You shall or will love.
3. He shall or will love.

**Plural**

1. We shall or will love.
2. You shall or will love.
3. They shall or will love.

### Second Future Tense

**Singular**

1. I shall have loved.
2. You will have loved.
3. He will have loved.

**Plural**

1. We shall have loved.
2. You will have loved.
3. They will have loved.

### Potential Mood

**Present Tense**

**Singular**

1. I may or can love.
2. You may or can love.
3. He may or can love.

**Plural**

1. We may or can love.
2. You may or can love.
3. They may or can love.
### Perfect Tense

**Singular.**

1. I may or can have loved.
2. You may or can have loved.
3. He may or can have loved.

**Plural.**

1. We may or can have loved.
2. You may or can have loved.
3. They may or can have loved.

### Imperfect Tense

**Singular.**

1. I might, could, would, or should love.
2. You might, could, would, or should love.
3. He might, could, would, or should love.

**Plural.**

1. We might, could, would, or should love.
2. You might, could, would, or should love.
3. They might, could, would, or should love.
### Subjunctive Mood

#### Present Tense

<table>
<thead>
<tr>
<th>Common Form</th>
<th>Singular</th>
<th>1. If I love.</th>
<th>2. If you love.</th>
<th>3. If he loves.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Plural</strong></td>
<td>1. If we love.</td>
<td>2. If you love.</td>
<td>3. If they love.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subjunctive Form</th>
<th>Singular</th>
<th>1. If I be loved.</th>
<th>2. If you be loved.</th>
<th>3. If he be loved.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plural</strong></td>
<td>1. If we be loved.</td>
<td>2. If you be loved.</td>
<td>3. If they be loved.</td>
<td></td>
</tr>
</tbody>
</table>

#### Imperfect Tense

<table>
<thead>
<tr>
<th>Common Form</th>
<th>Singular</th>
<th>1. If I loved.</th>
<th>2. If you loved.</th>
<th>3. If he loved.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Plural</strong></td>
<td>1. If we loved.</td>
<td>2. If you loved.</td>
<td>3. If they loved.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subjunctive Form</th>
<th>Singular</th>
<th>1. If I were loved.</th>
<th>2. If you were loved.</th>
<th>3. If he were loved.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plural</strong></td>
<td>1. If we were loved.</td>
<td>2. If you were loved.</td>
<td>3. If they were loved.</td>
<td></td>
</tr>
</tbody>
</table>

The remaining tenses are all of the Common Form.

#### Perfect Tense

<table>
<thead>
<tr>
<th>Common Form</th>
<th>Singular</th>
<th>1. If I have loved.</th>
<th>2. If you have loved.</th>
<th>3. If he has loved.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Plural</strong></td>
<td>1. If we have loved.</td>
<td>2. If you have loved.</td>
<td>3. If they have loved.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subjunctive Form</th>
<th>Singular</th>
<th>1. If I had loved.</th>
<th>2. If you had loved.</th>
<th>3. If he had loved.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plural</strong></td>
<td>1. If we had loved.</td>
<td>2. If you had loved.</td>
<td>3. If they had loved.</td>
<td></td>
</tr>
</tbody>
</table>

#### Pluperfect Tense

<table>
<thead>
<tr>
<th>Common Form</th>
<th>Singular</th>
<th>1. If I have been loved.</th>
<th>2. If you have been loved.</th>
<th>3. If he has been loved.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Plural</strong></td>
<td>1. If we have been loved.</td>
<td>2. If you have been loved.</td>
<td>3. If they have been loved.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subjunctive Form</th>
<th>Singular</th>
<th>1. If I had been loved.</th>
<th>2. If you had been loved.</th>
<th>3. If he had been loved.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plural</strong></td>
<td>1. If we had been loved.</td>
<td>2. If you had been loved.</td>
<td>3. If they had been loved.</td>
<td></td>
</tr>
</tbody>
</table>
ENGLISH GRAMMAR.

Plural.
1. If we had loved.
2. If you had loved.
3. If they had loved.

Singular.
1. If I had loved.

First Future Tense.

Plural.
1. If we shall or will love.
2. If you shall or will love.
3. If they shall or will love.

Singular.
1. If I shall or will love.
2. If you shall or will love.
3. If he shall or will love.

Second Future Tense.

Plural.
1. If we shall have loved.
2. If you shall have loved.
3. If they shall have loved.

Singular.
1. If I shall have loved.
2. If you shall have loved.
3. If he shall have loved.

Imperative Mood.

Present Tense.

Plural.
1. We shall or will love.
2. You shall or will love.
3. They shall or will love.

Singular.
1. I shall or will love.
2. You shall or will love.
3. He shall or will love.

Infinitive Mood.

Pres. To love.
Perf. To have loved.

Pres. To be loved.
Perf. To have been loved.

Pres. To be.
Perf. To have been.

Particples.

Pres. Loving.
Perf. Loved.

Pres. Being loved.
Perf. Been.

Pres. Being.
Perf. Been.

Compound Perf. Having loved.

Compound Perf. Having been loved.

Compound Perf. Having been.

538. For the benefit of those who wish to retain the pronoun thou, in the conjugation of verbs, the following synopsis is given. The pupil can take it separately, or be taught it in connection with the other persons of the verb, by substituting thou for you, in the foregoing conjugation.
**ENGLISH GRAMMAR.**

**Synopsis with Thou.**

<table>
<thead>
<tr>
<th>Tense</th>
<th>Indicative Mood</th>
<th>Subjunctive Mood</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pres. Thou lovest.</td>
<td>Thou art loved.</td>
<td>Thou mayst or canst be loved.</td>
</tr>
<tr>
<td>Imp. Thou lovest.</td>
<td>Thou wast loved.</td>
<td>Thou mightst, couldst, wouldst, or shouldst be loved.</td>
</tr>
<tr>
<td>Perf. Thou hast loved.</td>
<td>Thou hast been loved.</td>
<td>Thou mightst, couldst, wouldst, or shouldst have been loved.</td>
</tr>
<tr>
<td>Fut. Thou shalt or wilt.</td>
<td>Thou shalt or wilt be loved.</td>
<td>Thou mightst, couldst, wouldst, or shouldst have been loved.</td>
</tr>
</tbody>
</table>

**Potential Mood.**

<table>
<thead>
<tr>
<th>Tense</th>
<th>Indicative Mood</th>
<th>Subjunctive Mood</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pres. Thou mayst or canst.</td>
<td>Thou mayst or canst be.</td>
<td>Thou mayst or canst have been.</td>
</tr>
<tr>
<td>Imp. Thou mightst, couldst, wouldst, or shouldst.</td>
<td>Thou mightst, couldst, wouldst, or shouldst be.</td>
<td>Thou mightst, couldst, wouldst, or shouldst have been.</td>
</tr>
<tr>
<td>Perf. Thou mayst or canst have.</td>
<td>Thou mayst or canst have been.</td>
<td>Thou mightst, couldst, wouldst, or shouldst have been.</td>
</tr>
<tr>
<td>Plup. Thou mightst, couldst, wouldst, or shouldst have.</td>
<td>Thou mightst, couldst, wouldst, or shouldst have been.</td>
<td>Thou mightst, couldst, wouldst, or shouldst have been.</td>
</tr>
</tbody>
</table>

**Subjunctive Mood.**

**Common Form.**

<table>
<thead>
<tr>
<th>Tense</th>
<th>Indicative Mood</th>
<th>Subjunctive Mood</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pres. If thou lovest.</td>
<td>If thou art loved.</td>
<td>If thou mayst or canst be loved.</td>
</tr>
<tr>
<td>Imp. If thou lovedst.</td>
<td>If thou wast loved.</td>
<td>If thou mightst, couldst, wouldst, or shouldst be loved.</td>
</tr>
<tr>
<td>Perf. If thou hast loved.</td>
<td>If thou hast been loved.</td>
<td>If thou mightst, couldst, wouldst, or shouldst have been loved.</td>
</tr>
<tr>
<td>Fut. If thou shalt or wilt.</td>
<td>If thou shalt or wilt be loved.</td>
<td>If thou mightst, couldst, wouldst, or shouldst have been loved.</td>
</tr>
</tbody>
</table>

**Interrogative Form.**

**Indicative Present.**

<table>
<thead>
<tr>
<th>Tense</th>
<th>Indicative Mood</th>
<th>Subjunctive Mood</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singular</td>
<td>1. Do I love?</td>
<td>1. Am I loved?</td>
</tr>
<tr>
<td></td>
<td>2. Do you love?</td>
<td>2. Are you loved?</td>
</tr>
<tr>
<td></td>
<td>3. Does he love?</td>
<td>3. Is he loved?</td>
</tr>
<tr>
<td>Plural</td>
<td>1. Do we love?</td>
<td>1. Are we loved?</td>
</tr>
<tr>
<td></td>
<td>2. Do you love?</td>
<td>2. Are you loved?</td>
</tr>
<tr>
<td></td>
<td>3. Do they love?</td>
<td>3. Are they loved?</td>
</tr>
</tbody>
</table>

542. You will find, on examination of the foregoing conjugation, that the tenses of the subjunctive are in every respect similar to the corresponding ones of the indicative, except the following, namely, the present and imperfect of the verb to be; the present and imperfect of the passive; the present and the second future active. The last, however, corresponds in termination, but not in formation. Among the exceptions should be reckoned the use of the conjunction if. There are instances, however, of the subjunctive form, when no conjunction is expressed, but in all such cases it is plainly understood; as, “Were I to go, he would not follow;” “Had he known me, he would have treated me differently;” that is, “If I were to go, and, “If he had known.” Examples of this description are conjugated as follows:
ENGLISH GRAMMAR.

SUBJUNCTIVE FORM.

IMPERFECT TENSE.

Singular.
1. Were I.
2. Were you.
3. Were he.

Plural.
1. Were we.
2. Were you.
3. Were they.

PUPERFECT TENSE.

Singular.
1. Had I loved.
2. Had you loved.
3. Had he loved.

Plural.
1. Had we loved.
2. Had you loved.
3. Had they loved.

543. The second person singular of all verbs formerly (1.) ended in st, as, "Thou hast," "Thou wast," &c. This form is still retained by that respectable class of persons denominated (2.) Friends, and in the Sacred (3.) Scriptures. (4.)

545. Eth, for the termination of the third person singular, obtained (4.) very generally till within a recent (5.) period, especially on grave (6.) and didactic (7.) subjects; as, "Ile that both ears to hear, let him hear;" "Simple multiplication teacheth to repeat," &c. But the custom of the present day is decidedly (8.) against the usage. (9.)

546. The Scriptures abound (10.) with instances of the use of the pronoun ye for you, as, "Ye are the salt of the earth;" but it is scarcely to be met with in any standard works of modern date.

547. The following conjugation accords with the ancient usage of the verb.

INDICATIVE PRESENT.

Singular.
1. I love.
2. Thou lovest.
3. He loveth or loves.

Singular.
1. I am loved.
2. Thou art loved.
3. He is loved.

Singular.
1. I am.
2. Thou art.
3. He is.

Plural.
1. We love.
2. Ye or you love.
3. They love.

Plural.
1. We are loved.
2. Ye or you are loved.
3. They are loved.

548. For further illustration of these obsolete conjugations, the learner is referred to those treatises on grammar in our schools, which profess to furnish him with a sure and infallible guide to the true and proper use of the English language.

RULE VI.
The nominative case governs the verb in number and person.

RULE VII.
A verb must agree with its nominative case in number and person.

RULE VIII.
Active-transitive verbs govern the objective case.

EXERCISES IN PARSEING.

"William was admired for his prudence."

549. William is a proper noun, of the third person, sin-

* Excepting art.
(1.) Some time ago. (2.) Called. (3.) The Bible. (4.) Prevailed. (5.) Late.
(6.) Serious. (7.) Abounding in precepts or instructive. (8.) Positively.
(9.) Use. (10.) Have many.
ENGLISH GRAMMAR.

was admired is a regular passive verb, from the verb to admire—"Pres. admire; Imp. admired; Perf. part. admired. 1. I was admired; 2. You were admired; 3. He or William was admired"—made in the indicative mood, imperfect tense, third person, singular number, and agrees with William, according to Rule VI.

For is a preposition.

His is a personal pronoun, of the third person, singular number, masculine gender, and agrees with William, according to Rule V." Nom. he; Poss. his"—made in the possessive case, and governed by prudence, by Rule I.

Prudence is a common noun, of the third person, singular number, neuter gender, objective case, and governed by for, Rule X.

EXERCISES IN PARSLING CONTINUED.

"John was applauded for his eloquence."
"The king was crowned at Westminster Abbey."
"Thomas has been esteemed."
"The business will be regulated."
"We may be esteemed."
"He might have been promoted."
"William would have been dethroned."
"Justice may have been stayed."
"The task must be performed."
"We should not be easily discouraged in a good cause."

"If he be learned."

550. If is a copulative conjunction.

Be learned is a regular passive verb, from the verb to learn—"Pres. learn; Imper. learned; Perf. part. learned. 1. If I be learned; 2. If you be learned; 3. If he be learned"—made in the subjunctive mood, subjunctive form, present tense, third person, singular number, and agrees with he, according to Rule VII.

EXERCISES IN SYNTAX CONTINUED.

"If John be rewarded."
"If I am noticed."
"Unless he be punished."
"Although they are respected."
"Columbus discovered America."
"America was discovered by Columbus."
"John wounded his brother."
"John's brother was wounded by him."
"Although you will be disappointed."
"If the man had been elected."
"Except he repent."
"Susan assisted the little girl."
"The little girl was assisted by Susan."
"Pain follows pleasure."
"Pleasure is followed by pain."
ENGLISH GRAMMAR.

2. "An obedient son is deservedly respected by his friends."
"An idle boy will be punished."
"Without knowledge, a man is commonly (1.) despised."
"Unless great labor had been bestowed on William, he would have disappointed the expectations of his parents."
"He will not (1.) mind without corporeal punishment."

3. "The boy who visited me in September, died in the city of Charleston."
"The man whom I found perished in a storm of snow."
"They that seek knowledge will find it."
"That lion which was exhibited in this town has been killed by his keeper."

4. "I found (2.) John and William (3.) in the garden with their father and mother. (8.)"
"I have assisted him and his sister in many difficulties, to no (4.) purpose."

XLVI. OF IRREGULAR VERBS.

551. Irregular verbs are those which do not form their imperfect tense and perfect participle by adding to the present tense ed, or d only when the verb ends in e; as,

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Go,</td>
<td>Went,</td>
<td>Gone,</td>
</tr>
<tr>
<td>Begin,</td>
<td>Began,</td>
<td>Begun.</td>
</tr>
</tbody>
</table>

LIST OF IRREGULAR VERBS.

Those marked r admit likewise a regular form.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Abide,</td>
<td>abode,</td>
<td>abode.</td>
<td>Hang,</td>
<td>hung, r.</td>
<td>hung, r.</td>
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<tr>
<td>Am,</td>
<td>was,</td>
<td>been.</td>
<td>Hear,</td>
<td>heard,</td>
<td>heard.</td>
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<tr>
<td>Arise,</td>
<td>arose,</td>
<td>arisen.</td>
<td>Hew,</td>
<td>hewed,</td>
<td>hewn, r.</td>
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<tr>
<td>Awake,</td>
<td>awoke, r.</td>
<td>awakened.</td>
<td>Hide,</td>
<td>hid,</td>
<td>hidden, hid.</td>
</tr>
<tr>
<td>Bear, to</td>
<td>bring bare</td>
<td>born.</td>
<td>Hit,</td>
<td>bit,</td>
<td>hit.</td>
</tr>
<tr>
<td></td>
<td>forth,</td>
<td></td>
<td>Hold,</td>
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<td>held.</td>
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<td></td>
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<td>Hurt,</td>
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<td>hurt.</td>
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<td>kept.</td>
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<td>Knit,</td>
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<td>knit, r.</td>
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<td>known.</td>
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<td></td>
<td></td>
<td></td>
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<td>laden.</td>
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<td></td>
<td></td>
<td>Lay,</td>
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<td>Lead,</td>
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<td></td>
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<td>Leave,</td>
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<td></td>
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<td>Lead,</td>
<td>lent,</td>
<td>lent.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Let,</td>
<td>let,</td>
<td>let.</td>
</tr>
</tbody>
</table>

(1.) Adverb.  (2.) Irregular verb.  (3.) For William and mother apply Rule XI.
(4.) Adjective.
* Gotten is nearly obsolete. Its compound, forgotten, is still in good use.
† Ridden is nearly obsolete.
<table>
<thead>
<tr>
<th>Present</th>
<th>Imperfect</th>
<th>Par. or Pass. Part.</th>
<th>Present</th>
<th>Imperfect</th>
<th>Par. or Pass. Part.</th>
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</thead>
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<td>Bleed,</td>
<td>bled,</td>
<td>bled.</td>
<td>Lie, to lie</td>
<td>lay,</td>
<td>lain.</td>
</tr>
<tr>
<td>Blow,</td>
<td>blew,</td>
<td>blown.</td>
<td></td>
<td>down,</td>
<td>laden. r.</td>
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<tr>
<td>Break,</td>
<td>broke,</td>
<td>broken.</td>
<td>Load,</td>
<td>loaded,</td>
<td>lost.</td>
</tr>
<tr>
<td>Breed,</td>
<td>bred,</td>
<td>bred.</td>
<td>Lose,</td>
<td>lost,</td>
<td>made.</td>
</tr>
<tr>
<td>Bring,</td>
<td>brought,</td>
<td>brought.</td>
<td>Make,</td>
<td>made,</td>
<td>met.</td>
</tr>
<tr>
<td>Build,</td>
<td>built,</td>
<td>built.</td>
<td>Meet,</td>
<td>met,</td>
<td>mowed. r.</td>
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<td>burst,</td>
<td>burst.</td>
<td>How,</td>
<td>mowed,</td>
<td>paid.</td>
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<td>bought,</td>
<td>bought.</td>
<td>Pay,</td>
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<td>put.</td>
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<td>cast,</td>
<td>cast.</td>
<td>Put,</td>
<td>put,</td>
<td>read.</td>
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<td>caught, r.</td>
<td>caught. r.</td>
<td>Read,</td>
<td>rent,</td>
<td>rent.</td>
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<td>chid,</td>
<td>chidden,child.</td>
<td>Rent,</td>
<td>rid,</td>
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<td>chose,</td>
<td>chosen.</td>
<td>Rid,</td>
<td>rode, ridden.</td>
<td></td>
</tr>
<tr>
<td>Cleave,</td>
<td>to stick</td>
<td>regular.</td>
<td>Ride,</td>
<td>rode.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or adhere,</td>
<td></td>
<td>Ring,</td>
<td>rung, rang, r.</td>
<td></td>
</tr>
<tr>
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<td>to split,</td>
<td>clove or cleft, cleft, cloven.</td>
<td>Rive,</td>
<td>rived,</td>
<td>riven.</td>
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<td></td>
<td>Run,</td>
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</tr>
<tr>
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<td>chung.</td>
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<td>saw,</td>
<td>r.</td>
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<td>clad. r.</td>
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<td>See,</td>
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<tr>
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<td>cost,</td>
<td>cost.</td>
<td>Seek,</td>
<td>sought,</td>
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<td>crew, r.</td>
<td>crowded.</td>
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<td>Set,</td>
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<td>dared.</td>
<td>Shake,</td>
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<td>demand,</td>
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<td>Shape,</td>
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<td>dag. r.</td>
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<td>gilt. r.</td>
<td>Speed,</td>
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<tr>
<td>Gird,</td>
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<td>gilt. r.</td>
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<td>gave,</td>
<td>given.</td>
<td>Spell,</td>
<td>spelt, r.</td>
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<td>Spin,</td>
<td>spun,</td>
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<td>graved,</td>
<td>graven. r.</td>
<td>Spit,</td>
<td>spit, spat, spit, spitten.</td>
<td></td>
</tr>
<tr>
<td>Grind,</td>
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<td>ground.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Grow,</td>
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<td></td>
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<td>Have,</td>
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<td></td>
<td></td>
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<td>Split,</td>
<td>split,</td>
<td>split. r.</td>
<td></td>
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</tbody>
</table>

*; † See notes on page 72.
ENGLISH GRAMMAR.


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<thead>
<tr>
<th>Spread</th>
<th>spread,</th>
<th>spread.</th>
<th>Teach,</th>
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<th>taught.</th>
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<td>Sing</td>
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<td>Thrust,</td>
<td>thrust,</td>
<td>troth.</td>
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<td>Stride,</td>
<td>stride, or stridden.</td>
<td>Strike,</td>
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</tr>
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<td>strong.</td>
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<td>strong,</td>
<td>strong.</td>
<td>Strive</td>
<td>strong,</td>
<td>strong.</td>
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<td>Strow or strewed, or strowed,</td>
<td>strowed, or strowed,</td>
<td>Work,</td>
<td>wrought, or wrought or worked.</td>
<td></td>
<td></td>
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<td>Swat</td>
<td>swat, or swat.</td>
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<td>Swim</td>
<td>swam, swam, swam.</td>
<td>Swim.</td>
</tr>
<tr>
<td>Swing</td>
<td>swung,</td>
<td>swung.</td>
<td>Swim</td>
<td>swam, swam, swam.</td>
<td>Swim.</td>
</tr>
</tbody>
</table>

553. We say, "I have seen," "I had seen," and "I am seen," using the participle seen instead of the verb say: hence,

Note VI. We should use participles, only, after have, and had, and the verb to be.

EXERCISES IN SYNTAX.

"John has written his copy."

554. Has written is an irregular active-transitive verb, from the verb to write—"Pres. write; Imperf. wrote; Perf. part. written. 1. I have written; 2. You have written; 3. He or John has written"—found in the indicative mood, perfect tense, third person, singular number, and agrees with John, by Rule VII.

John, copy, and his, are parsed as before.

EXERCISES IN SYNTAX CONTINUED.

1.

"Job has struck John."  "The act was done by William."
"John has been struck by Job."  "James found his little brother in the boat."
"The men caught the thief in the tavern."  "The instructor makes good pens."
"The thief was caught by the men in the tavern."  "The farmer ploughs the ground in spring."
"A wise son will make a glad father."  "I may spend my time in the country."

2.

"John is at home."  "He abode in peace."
"Rufus rode into the country."  "They would be cruel."
"The sun will shine."  "We may have been negligent."
"The thief was confined in jail."  "The boys should have been studious."
"The horse ran with great violence."  "William was in town."
ENGLISH GRAMMAR.

3. still he would not recompense me.="I will write him, lest he neglect my business."
"If he be virtuous, then he will be happy."
"If he be happy, then I am contented."
"Had he mentioned that circumstance, I should have avoided my present calamities."
"Although he acknowledged his faults, were I in your place, I would relieve him."  

4. "Dost thou hear me?"
"Hath he many advisers?"
"Ye do always err."
"Thou shalt surely die."
"If thou hast obeyed me, thou wouldst not have been disappointed."

5. "The task which the instructor imposed was performed with reluctance."
"The measure which he adopts will succeed."
"I have known a little child that exhibited the prudence of mature years."

XLVII. GOVERNMENT OF THE INFINITIVE.

555. When I say, "John begins to read," to read is a verb in the infinitive mood; and it follows, as you perceive, the verb begins; hence we say that it is governed by begins. "He is beginning to read." Here, the infinitive follows the participle beginning; it is, therefore, governed by beginning. "He is eager to learn." Here, the infinitive follows the adjective eager; we therefore say that it is governed by eager. "He has an opportunity to learn." Here, the infinitive, to learn is governed by the noun opportunity, because it follows the noun. In like manner the infinitive may be governed by pronouns; as, "There is a fine opportunity for him to learn." hence,

**RULE XII.**

*The infinitive mood may be governed by verbs, participles, adjectives, nouns, and pronouns.*

EXERCISES IN SYNTAX.

"James begins to learn."

556. To learn is a regular transitive verb—"Pres. learn; Imperf. learn; Perf. part. learned"—made in the infinitive mood, present tense, and governed by begins, agreeably to Rule XII.

James and begins are parsed as before.

(1.) Adverb.  

*See 648.*
"George desires to learn."
"He is eager to learn."
"He has a desire to study."
"It seems to please John."
"William has come to see us."
"They are determined to excel."

"A knowledge of the rules of grammar teaches us to write correctly."
"He should seek to obtain knowledge."
"We may be taught to write, read, and spell."

Omission of to, the usual Sign of the infinitive.

"John saw the man strike (1.) the boy."
"The instructor made him submit."
"They need not proceed in such haste."
"See (2.) the blind beggar dance."

"The sun is setting:" here, the participle setting is said to refer to the noun sun; hence,

**RULE XIII.**

Participles refer to nouns.

EXERCISES IN SYNTAX.

"The wind is rising."

559. Rising is a present active participle, from the irregular verb to rise—"Pres. rise; Imp. rose; Perf. part. risen"—and it refers to wind, according to Rule XIII.

EXERCISES IN SYNTAX CONTINUED.

1.

"The moon is setting."
"The sun is rising."
"The trees are growing."
"John was dancing."
"Mary was playing."
"I have been writing."
"I found him crying."
"I left him rejoicing."

PARTICIPIAL ADJECTIVES.

"The rising sun cheers us."

559. Rising is a participial adjective, from the verb to rise

(1.) Strike is governed by Rule XII.
(2.) See is in the imperative, agreeing with thou or you, understood, by Rule VII.
(3.) Adverb.
(4.) Noun.
(5.) Conjunction.
ENGLISH GRAMMAR.

—"Pres. rise; Imp. rose; Perf. part. risen"—and belongs to sun, by Rule IV.

EXERCISES IN SYNTAX CONTINUED.

2. "The setting sun reminds us of declining years."
   "The roaring winds alarm us."
   "The rippling stream pleases us."
   "The singing-master visited me."
   "We view with pleasure the twinkling stars."
   "The rearing cataract strikes us with awe."
   "The laboring man should not be defrauded."

3. "Having dined, I returned to school."
   "Having fought bravely, they were at last (1.) overcome."
   "John, having exercised too violently, fainted."
   "Having slept, he recovered his strength."
   "Having retired to rest, he was seized with violent pain."
   "The thief, having escaped, was never afterwards seen in that region."

4. "William returned mortified at his loss."
   "The stream, swollen by the rains, overflowed its banks."
   "The man accustomed to his glass seldom reforms."
   "A child left to follow his own inclinations is most commonly ruined."
   "Admired and applauded, he became vain."

5. "We must not neglect any known duty."
   "My father took the forsaken youth into his own house, and rendered to him deserved assistance."
   "A dissipated son grieves his parents."
   "William befriended the deserted man."

6. "The men, being fatigued by labor, sought rest in sleep."
   "William being dismissed from college, retired to the country."
   "Thomas, after having been repeatedly admonished to no effect, was severely and justly punished."
   "The tree, having been weighed down for a long time by abundance of fruit, at last (1.) fell to the ground."

RULE XIV.

Active participles from active-transitive verbs govern the objective case.

"James is beating John."

560. John is a proper noun, of the third person, singular number, masculine gender, objective case, and governed by beating, by Rule XIV.

EXERCISES IN SYNTAX CONTINUED.

1. "John is striking William."
   "Having obtained my request, I immediately set off for Richmond."
   "Susan is studying her lesson."
   "Mary has been repeating her lesson."
   "I spied the cat watching a mouse."

(1.) At last is an adverbial phrase.
to her mother."  "The teamster, seeing the stage upsetting, ran and prevented it."  "Having given directions to his servants, he left his family and took the stage for Mobile.

"He delights in fighting."

561. *Fighting* is a participial noun, in the objective case, and governed by the preposition *in*, according to Rule X.

EXERCISES IN SYNTAX CONTINUED.

1.

"Job was exhausted by wrestling."  "Job practices fencing daily."

"Mary acquired a livelihood by sewing."  "The instructor teaches reading, writing, and spelling, in his school."

"Walter excels in writing."  "Whispering is forbidden in school."

"Fishing delights me."

2.

"You will much oblige me by sending those books."

*Sending* is a participial noun, in the objective case, and governed by the preposition *by*, according to Rule X.

*Books* is a common noun, of the third person, plural number, neuter gender, objective case, and governed by the active participle *sending*, according to Rule XIV.

EXERCISES IN SYNTAX CONTINUED.

"James derives pleasure from reading useful books."

"John is above doing a mean action."

"Parents are pleased at seeing the progress of their children."

"Mary's reading has been useful in improving her taste in composition."

"I am discouraged from undertaking this study."

"A good instructor takes no delight in punishing."

The present participle, when used as a noun, often has the definite article *the* before it, and the preposition *of* after it; as, "By the observing of truth, you will command respect." With equal propriety, however, it may be said, "By observing truth," i.e., omitting both the article and the preposition. If we use the article without the preposition, or the preposition without the article, the expression will appear awkward: hence,

Note VIII. The definite article *the* should be used before, and the preposition *of* after, participial nouns, or they should both be omitted.

EXERCISES TO BE PARSED AND CORRECTED.

"By the observing these rules, he will avoid mistakes."

"In the regarding his interests, he neglected the public affairs."

"He prepared them for the event by the sending to them proper information."

"He was sent to prepare the way by preaching of repentance."

"Keeping of one day in seven (1.) is required of Christians."
ENGLISH GRAMMAR.

PROMISCUOUS EXERCISES IN SYNTAX.

"William calls George."
"John's father will reward his industry."
"George's father's carriage passed the tavern."
"If William return, he will be disappointed."
"John has beaten his little brother most shamefully."
"John will be punished for his insolence."
"We may improve under our instructor, if we choose."
"He who would excel in learning, must be attentive to his books."
"She begins to improve."

SENTENCES TO BE WRITTEN.

563. Will you compose a sentence, containing an active-transitive verb? One, containing a neuter verb? One, containing a passive verb? One, expressing the same sense as the last in an active form? Will you compose a sentence having a verb in the potential mood? One, in the subjunctive mood? One, in the imperative mood? One, in the infinitive mood? One, having an adjective in the superlative degree? One, having the article an correctly used before a vowel? One, having an adjective in the positive degree that has in itself a superlative signification? One, containing the relative whose? One, containing which? One, with what used as a compound pronoun? One, having who used as an interrogative pronoun? One, having a verb in the subjunctive mood, common form?

Will you construct one or more sentences, which will make sense with the word truth contained in them? One, with the word wisdom contained in it? One, with the word knowledge? One, with the word learning? One, with the word science?

Will you construct a sentence about prudence? One about history? One or more on the following subjects, namely, geography, gardening, farms, orchards.

Will you fill up the following phrases with suitable words to make sense, namely, "Industry — health?" "By — we acquire —?" "In youth — characters —?" "Arithmetic — business?" "Washington — live — hearts of his —?"

XLIX. OF THE AUXILIARY VERBS.

564. The verbs have, be, will and do, when they are unconnected with a principal verb, expressed or understood, are not auxiliaries, but principal verbs; as, "We have enough;" "I am grateful;" "He will it to be so;" "They do as they please." In this view, they also have their auxiliaries; as, "I shall have enough;" "I will be grateful," &c.

565. The peculiar force of the several auxiliaries will appear from the following account of them.

566. Do and did mark the action itself, or the time of it, with greater energy and positiveness; as, "I do speak truth;" "I did respect him;" "There am I, for thou didst call me." They are of great use in negative (1.) sentences; as, "I do not fear;" "I did not write." They are almost universally employed in asking questions; as, "Does he learn?" "Did he not write?" They sometimes also supply (2.) the place of another verb, and make the repetition of it, in the same or a subsequent sentence, unnecessary; as, "You attend not to your studies as he does," (i. e. "as he attends," &c.) "I shall come, if I can; but if I do not, please to excuse me;" (i. e. "if I come not.")

567. May and might express the possibility or liberty of doing a thing; can and could, the power; as, "It may rain;" "I may write or read;" "He might have improved more than he has;" "He can write much better than he could last year."

568. Must is sometimes called in for a helper, and denotes necessity; as,

(1.) Denying.
(2.) To fill up.
ENGLISH GRAMMAR.

"We must speak the truth, whenever we do speak, and we must not prevaricate." (1.)

563. Will, in the first person singular and plural, intimates (2.) resolution and promising: in the second and third person, it only foretells; as, "I will reward the good, and will punish the wicked;" "We will remember benefits, and be grateful;" "Thou wilt, or he will, repent of that folly;" "You, or they, will have a pleasant walk."

570. Shall, on the contrary, in the first person, simply foretells; in the second and third persons, it promises, commands, or threatens; as, "I shall go abroad;" "We shall come at home;" "Thou shalt, or you shall, inherit the land;" "Ye shall do justice, and love mercy;" "They shall account for their misconduct." The following passage is not translated (3.) according to the distinct and proper meanings of the words shall and will: "Surely goodness and mercy shall follow me all the days of my life; and I will dwell in the house of the Lord for ever." It ought to be, "will follow me," and, "I shall dwell."—The foreigner who, as it is said, fell into the Thames, and cried out, "I will be drowned! nobody shall help me!" made a sad misapplication of these auxiliaries.

571. These observations respecting the import (4.) of the verbs will and shall, must be understood of explicative sentences; for when the sentence is interrogative, just the reverse, (5.) for the most part, takes place: thus, "I shall go," "You will go," express event (6.) only; but, "Will you go?" imports intention; and, "Shall I go?" refers to the will of another. But, "He shall go," and, "Shall he go?" both imply will; expressing or referring to a command.

572. When the verb is put in the subjunctive mood the meaning of these auxiliaries likewise undergoes (7.) some alteration; as the learners will readily perceive by a few examples: "He shall proceed;" if "I shall proceed;" "You shall consent;" "If you shall consent." These auxiliaries are sometimes interchanged (8.) in the indicative and subjunctive moods; to convey the same meaning of the auxiliary; as, "He will not return;" "I shall not return;" "He shall not return;" "I will not return."

573. Would primarily (9.) denotes inclination of will; and should, obligation; but they both vary their import, and are often used to express simple event.

574. Do and have are sometimes used as principal verbs, according to the following

SYNOPSIS.

INDICATIVE MOOD.

<table>
<thead>
<tr>
<th>Pres.</th>
<th>I do.</th>
<th>I have.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imp.</td>
<td>I did.</td>
<td>I had.</td>
</tr>
<tr>
<td>Fst.</td>
<td>I have done.</td>
<td>I have had.</td>
</tr>
<tr>
<td>Fpt.</td>
<td>I had done.</td>
<td>I had had.</td>
</tr>
<tr>
<td>1. Fut.</td>
<td>I shall or will do.</td>
<td>I shall or will have.</td>
</tr>
<tr>
<td>2. Fut.</td>
<td>I shall have done.</td>
<td>I shall have had.</td>
</tr>
</tbody>
</table>

POTENTIAL MOOD.

<table>
<thead>
<tr>
<th>Pres.</th>
<th>I may or can do.</th>
<th>I may or can have.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imp.</td>
<td>I might, could, would, or should do.</td>
<td>I might, could, would, or should have.</td>
</tr>
<tr>
<td>Perf.</td>
<td>I may or can have done.</td>
<td>I may or can have had.</td>
</tr>
<tr>
<td>Ppt.</td>
<td>I might, could, would, or should have done.</td>
<td>I might, could, would, or should have had.</td>
</tr>
</tbody>
</table>

SUBJUNCTIVE MOOD.

<table>
<thead>
<tr>
<th>Pres.</th>
<th>1. If I do.</th>
<th>If I have, &amp;c.</th>
</tr>
</thead>
</table>

IMPERATIVE MOOD.

<table>
<thead>
<tr>
<th>Pres.</th>
<th>Do you, or Do you do.</th>
<th>Have you, or Do you have.</th>
</tr>
</thead>
</table>

(1.) To shun the truth. (2.) Shows. (3.) Expressed. (4.) Meaning. (5.) Contrary. (6.) What happens. (7.) Suffers. (8.) To exchange one for the other. (9.) In the first place.
577. INFINITIVE MOOD.

Pres. To do.
Perf. To have done.

578. PARTICIPLES.

Pres. Doing.
Perf. Done.
Comp. perf. Having done.

L. OF DEFECTIVE VERBS.

579. Defective verbs are those which are used only in some of the moods and tenses.

580. The following are the principal ones:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>May,</td>
<td>Might,</td>
<td>(Wanting).</td>
</tr>
<tr>
<td>Can,</td>
<td>Could,</td>
<td></td>
</tr>
<tr>
<td>Will,</td>
<td>Would,</td>
<td></td>
</tr>
<tr>
<td>Shall,</td>
<td>Should,</td>
<td></td>
</tr>
<tr>
<td>Must,</td>
<td>Must,</td>
<td></td>
</tr>
<tr>
<td>Ought,</td>
<td>Ought,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Quoth,</td>
<td></td>
</tr>
</tbody>
</table>

581. Of these, ought and must, you perceive, are not varied.

582. Ought and quoth are always used as principal verbs. Ought is the same in the imperfect tense as in the present, and is always followed by an infinitive; as "He ought to study;" "He ought to have read." In this last example, ought is in the imperfect; and in the first, it is in the present. This we determine by the infinitive, which follows the verb, thus: when the present infinitive follows ought, ought is in the present tense; but when the perfect infinitive follows it, it is in the imperfect tense.

583. In English, verbs are often used both in a transitive and intransitive, or neuter signification. Thus, to sit, when it signifies to make even or level, is an active-transitive verb; but when it signifies to grow dull or insipid, it is an intransitive verb.

584. A neuter or intransitive verb, by the addition of a preposition, may become a compound active-transitive verb; as, to smile is intransitive; it cannot, therefore, be followed by an objective case, nor be changed into the passive form. We cannot say, "She smiled him," or, "He was smiled," but we say, very properly, "She smiled on him;" "He was smiled on by her."

585. Prepositions affect the meaning of verbs in different ways. To cast means to throw; as, "He cast a stone at her." To cast up, however, means to compute; as, "He casts up his accounts." In all instances in which the preposition follows the verb, and modifies its meaning, its should be considered a part of the verb, and be so treated in parsing.

586. There are some verbs, which, although they admit an objective case after them still do not indicate the least degree of action; as, "I resemble my father." This seeming inconsistency may be easily reconciled by reflecting that, in all such cases, the verb has a direct reference to its object. Of this nature are the verbs retain, resemble, own, have, &c.

587. Some neuter or intransitive verbs admit of a passive form, and are thence called neuter passive verbs; as, "John goes home to-night." Here goes is an intransitive verb. But in the sentence, "John is gone home," is gone is a neuter passive verb. Again, in the phrase, "William comes," comes is an intransitive verb; and in the phrase, "William is come," is come is a neuter passive verb.
EXERCISES IN SYNTAX.

1. "William had had many advantages before he improved them in a proper manner."
   "He has had many precious opportunities."
   "He may have had time."
   "John will do as his instructor directs."
   "I own this book."
   "Charles resembles his parents."
   "He retains his place."
   "I cannot believe him."
   "His father does not hesitate to trust him."
   "The farmer casts seed into the ground."
   "The merchant casts up his accounts often."
   "She smiles sweetly."
   "She smiled on John."
   "John was smiled on by fortune in every undertaking."
   "The instructor has come."
   "Our instructor has come."
   "William has gone to visit his parents."
   "Mary was gone before her mother came."

2. "I own this book."
   "Charles resembles his parents."
   "He retains his place."
   "I cannot believe him."
   "His father does not hesitate to trust him."
   "The farmer casts seed into the ground."
   "The merchant casts up his accounts often."
   "She smiles sweetly."
   "She smiled on John."
   "John was smiled on by fortune in every undertaking."
   "The instructor has come."
   "Our instructor has come."
   "William has gone to visit his parents."
   "Mary was gone before her mother came."

588. Adverbs are words joined to verbs, participles, adjectives, and other adverbs, to qualify them.

589. Expressions like the following, namely, a few days ago, long since, none at all, at length, in vain, by no means, a great deal, &c., are denominated adverbial phrases, when they are used to qualify verbs or participles, by expressing the manner, time or degree of action.

590. The definite article the is frequently placed before adverbs of the comparative and superlative degrees, to give the expression more force; as, "The more he walks, the better he feels." When the article is used in this sense, both the article and adverb may be reckoned an adverbial phrase, and be so considered in parsing.

591. You have doubtless noticed that most words ending in ly are adverbs. The reason of this is that ly is a contraction of the adverb like; thus, from manlike we form manly; gentlylike is a contraction of gentlemanlike.—Hence,

592. If you meet with a word ending in ly, implying in its signification the idea of like, you may conclude at once that it is an adverb.

RULE IX.

Adverbs qualify verbs, participles, adjectives, and other adverbs.

EXERCISES IN SYNTAX.

"In vain we look for perfect happiness."

(1.) What stands for "that which," or, "the thing which." Apply Rules V., VI. and VIII.
593. In vain is an adverbial phrase, and qualifies look, according to Rule IX.

EXERCISES IN SYNTAX CONTINUED.

"John has come again, but William has "William acted very nobly."
not."
"Very many persons fail of happiness." "He wrote a long letter a few days ago." (1)
"A vast many evils are incident to man "John was writing carelessly."
"in his wearisome journey through "I have admonished her once and again."
"The instructress at length arrived." "A few days ago, there was much excitement in town."

Note IX. To qualify verbs, participles, adjectives, and other adverbs, we should use adverbs; but to qualify nouns, we should use adjectives.

SENTENCES TO BE PARSED AND CORRECTED.

"William writes good." "Harriet dresses neat."
"Susan studies diligent." "On conditions suitably to his rank."
"He speaks fluently and reasons correct." "He speaks correct."
"John writes tolerable well, but reads miserable." "He reads and spells very bad."

SENTENCES TO BE WRITTEN.

594. Will you write down a sentence, containing a compound active-transitive verb? One, having a nearer-passive verb?

Will you compose two or more sentences about a lion? Two or more, about the p? Two or more, about a cow? One, about an ox? One, about a dog? One, about a cat? One, about Africans? One, about Indians? One, about fishes? One, about steam-boat disasters? One, about stage accidents?

595. Prepositions are used to connect words, and to show the relation between them.

596. We do not unfrequently meet with verbs compounded of a preposition and verb: as, "to uphold," "to invest," "to overlook;" and this composition sometimes gives a new sense to the verb; as, "to understand," "to withdraw." But the preposition more frequently occurs after the verb, and separate from it; as, "to cast up," "to fall on." The sense of the verb, in this case, is also materially affected by the preposition.

598. The prepositions after, before, above, beneath, and several others, sometimes appear to be adverbs, and may be so considered; as, "They had their reward soon after," "He died not long before," "He dwells above," but if the noun time or place be added, they lose their adverbial form; as, "He died not long before" [that time] &c.

599. There is a peculiar propriety in distinguishing the correct use of the different prepositions. For illustration, we will take the following sentences:

(1) A few days ago—an adverbial phrase.

* For the adjective good, we should use the adverb well, according to Note IX.
† Reads agrees with John, understood, and is, therefore, connected with wrote by the conjunction but, agreeably to Rule XI.
"He walks with a staff by moonlight;" He was taken by stratagem, and killed with a sword." Put the one preposition for the other, and say, "He walks by a staff with moonlight;" "He was taken with stratagem, and killed by a sword;" and it will appear that they differ in signification more than one, at first view, would be apt to imagine.

**RULE X.**

**Prepositions govern the objective case.**

**EXERCISES IN SYNTAX.**

"John lives within his income."

600. *Within* is a preposition.

*Income* is a common noun, of the third person, singular number, neuter gender, objective case, and governed by *within* according to *Rule X.*

**EXERCISES IN SYNTAX CONTINUED.**

"Thomas made his fortune by industry." "He made the sun to shine by day, and the moon (1.) to give light by night."

"Respecting that affair, there was a controversy." "Beneath the oak lie acorns in great abundance."

"In six days God made the world, and all things that are in it." "John, who is at all times watchful of his own interest, will attend to that concern."

**SENTENCES TO BE WRITTEN.**

601. Will you fill up the following sentences with suitable prepositions to make sense? "John was — the house when he was seized — a lit." "The busy bee — summer provides food — the approaching winter — the prudence — a rational being."

Will you supply the objects to the following? "James was catching —."

"He was beating —. "He supports —."

Will you supply agents or nominative cases to the following? — was running."

" — was dancing."

Will you supply verbs in the following? "A dutiful child — his parents."

"Grammar — as — correctly."

Will you compose two or more sentences about boys? One, about *whales?* One, about *monkeys?* One, about *parents?* One, about *brothers?* One, about *sisters?* One, about *uncles?* One, about *aunts?*"

**LIII. OF CONJUNCTIONS.**

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

603. Relative pronouns, as well as conjunctions, serve to connect sentences; as, "Blessed is the man who feareth the Lord."

604. Conjunctions very often unite sentences when they appear to unite only words; as, in the following sentences: "Duty and interest forbid vicious indulgences." "Wisdom or folly governs us." Each of these forms of expression.

(1.) The sense is, "He made the moon." *Moon,* then, is in the objective case, governed by *made* understood, and connected with *sun,* by *Rule XI.*
contains two sentences, namely, the first, "Duty forbids vicious indulgences;" "Interest forbids vicious indulgences;", the second, "Wisdom governs us;" "Folly governs us."

**RULE XI.**

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

**EXERCISES IN SYNTAX.**

605. "William writes and ciphers."

And is a copulative conjunction.

Ciphers is a regular active-intransitive verb, from the verb to cipher—"Pres. cipher; Imperf. ciphered; Perf. part. ciphered. 1. I cipher; 2. You cipher; 3. He or William ciphers"—made in the indicative mood, present tense, third person singular, and agrees with William, understood, and is connected to writes by the conjunction and, agreeably to Rule XI.

**EXERCISES IN SYNTAX CONTINUED.**

"John ciphers rapidly, and reads correctly." "Though he is lively, yet he is not too volatile.

"If we contend about trifles, and violently maintain our opinions, we shall gain but few friends." "If he has promised, he should act accordingly." "He denied that he circulated the report."

**SENTENCES TO BE WRITTEN.**

606. Will you compose a sentence containing the conjunction if? One, containing and? As many sentences as there are conjunctions which follow; each sentence containing one? Although. Unless. Per. Because. Therefore. Or. Neither. Nor.

Will you compose a sentence about Stonewall Jackson? One, about Calhoun? One, about Monroe? One, about Madison? One, about Governor Allen?

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**LIV. OF INTERJECTIONS.**

607. Interjections are words thrown in between the parts of sentences, to express the passions or sudden feelings of the speaker.

608. We do not say, "Ah, I!" "O, I!" but, "Ah, me!" "Oh, me!" using the objective case after the interjection. The pronoun here spoken of, you perceive, is of the first person: hence,

**Note X.** Pronouns of the first person are put in the objective case, after the interjections Oh! O! ah! &c.

609. We say, "O thou persecutor!" "Oh, ye hypocrites!" "O thou who dwelllest," &c. hence,

**Note XI.** The interjections O! oh! and ah! require the nominative case of pronouns in the second person.
EXERCISES IN SYNTAX.

610. "Ah! me! I must perish."

Ah is an interjection.

Me is a personal pronoun, of the first person, singular, objective case, and governed by ah, agreeably to Note X.

EXERCISES IN SYNTAX CONTINUED.

"O, thou (1.) who hast murdered thy friend!"

"O, thou who hearest prayer!"

"Ah, me! must I endure all this?"

Ah is a personal pronoun.

Me is a personal pronoun, of the first person, singular, objective case, and governed by ah, agreeably to Note X.

EXERCISES IN SYNTAX CONTINUED.

"0, thou (1.) who hast murdered thy friend!"

"O, thou who hearest prayer!"

"Ah, me! must I endure all this?"

SENTENCES TO BE WRITTEN.

611. Will you compose a sentence containing alas? One, containing oh?

One, about volcanoes? One, about lakes? One, about islands? One, about Webster, the statesman? One, about a good scholar? One, about a poor scholar?

One, about a good instructor?

LV. OF THE AGREEMENT OF NOUNS.

612. Apposition, in grammar, signifies the putting of two nouns in the same case.

613. When I say, "John, the mechanic, has come," I am speaking of only one person; the two nouns John and mechanic, both meaning or referring to the same person; consequently they are put, by apposition, in the same case: hence,

RULE XV.

When two or more nouns, in the same sentence, signify the same thing, they are put, by apposition, in the same case.

EXERCISES IN SYNTAX.

614. "Webster the statesman has left us."

Statesman is a common noun, masculine gender, third person, singular number, nominative case, and put in apposition with Webster, by Rule XV.

EXERCISES IN SYNTAX CONTINUED.

1.

"John the Baptist was beheaded."

"Cicero, the orator, flourished in the time of Catiline, the conspirator."

"David, the thief, was apprehended."

"I visit Thompson, the professor, often."

"Johnson, the bookseller, has failed in business."

"John, the miller, died yesterday."

"I consulted Williams, the lawyer."

"We will inspect the goods ourselves."

"They themselves were mistaken."

"You yourself are in fault."

"I, I am the man who committed the deed."

(1.) For thou, apply Note XI.

(2.) Agrees with thou, by Rule IV.

(3.) Belongs to whom, by Rule IV.

(4.) Apply Rule IV.

(5.) Myself is a compound personal pronoun, first person, singular, nominative case, and put in apposition with I, by Rule XV.
ENGLISH GRAMMAR.

Remark 1.—For the same reason that one noun agrees with another in case, it agrees with it in number and person also.

"I, Alexander, by the grace of God, "We, the representatives of the people of these colonies, do make this declaration."

 Remark 2.—When one noun describes or qualifies another, the one so qualifying becomes an adjective in sense, and may be so considered in parsing. Accordingly, Tremont, in the phrase, "Tremont House," is an adjective belonging to House, by Rule IV.

615. EXERCISES IN SYNTAX.

"The Marlborough Hotel is situated "John Dobson was in town yesterday." in Washington street." "John Johnson, the blacksmith, has broken his leg."

"The firm of Messrs. Williams & Sons, has failed." "The firm of Messrs. Williams & Sons, has failed."

Remark 3.—When the nouns which refer to the same person or thing are separated by verbs; as, "Webster is a statesman," it is customary to apply one or more of the following rules:

1. Any verb may have the same case after it as before it, when both words refer to the same thing.
2. The verb to be, through all its variations, has the same case after it as that which precedes it.
3. Passive verbs of naming, judging, &c. have the same case after them as before them.
4. Active verbs have the same case after them as before them.

616. The foregoing rules, in the opinion of the writer, are wholly unnecessary, tending merely to confuse the mind of the learner by requiring him to make a distinction in form, when there exists none in principle. In corroboration of this fact, Mr. Murray has the following remark:

617. "By these examples it appears, that the verb to be has no government of case, but serves in all its forms as a conductor to the cases; so that the two cases, which, in the construction of the sentence, are the most before and after it, must always be alike. Perhaps this subject will be more intelligible by observing that the words, in the cases preceding and following the verb to be, may be said to be in apposition to each other. Thus, in the sentence, 'I understood it to be him,' the words it and him are in apposition; that is, they refer to the same thing, and are in the same case."

618. EXERCISES IN SYNTAX.

1. "She moves a queen." (1.) "Julius Cesar was that Roman general who conquered the Gauls." "Tom struts a soldier." (1.) "Will sneaks a scrivener."

"Claudius Nero, Caligula's uncle, a senseless fellow, obtained the kingdom."

2. "Susan took her to be Mary." (1.) "I took him to be John (2.) Ogden." (2.) Adams." (1.) "She is not now the person whom they represented her (1.) to have been."

(1.) Apply Rule XV. (2.) Remark 2. (3.) Conjunction.
"He is not the person who (4.) it seem. "Whom (5.) do you fancy them to ed he was."
"I understood it to be him (1.) who is. "The professor was appointed tutor to the son of Mr. (2.) John Quincy the prince."

**Remark 3.**—It not unfrequently happens that the connecting verb is omitted; as, "They made him captain;" that is, to be captain.

3.
"They named him John."
"The soldiers made him general."

**619.** **SENTENCES TO BE PARSED AND CORRECTED.**

"It might have been him, (6.) but there "She is the person who I understood is no proof (7.) of it."
"Though I was blamed, it could not have been me."
"I saw one who I took to be she."

**620.** **SENTENCES TO BE WRITTEN.**

Will you compose a sentence having nouns in apposition? One, having nouns in apposition, but separated by a verb? One, having a noun used as an adjective?


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**LVI. OF NOUNS USED INDEPENDENTLY.**

621. To address signifies to speak to; as, "James, your father has come." The name of the person addressed must always be of the second person; and a noun in this situation, when it has no verb to agree with it, and is wholly disconnected with the rest of the sentence, is said to be independent. Hence,

**RULE XVI.**

When an address is made, the name of the person or thing addressed is in the nominative case independent.

**EXERCISES IN SYNTAX.**

622. "John, will you assist me?"

**John is a proper noun, of the second person, singular number, masculine gender, and nominative case independent, according to Rule XVI.**

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(1.) Apply Rule XV.  (2.) Remark 2.  
(4.) Who is put in apposition with he by Rule XV.  
(5.) Whom agrees with them, by Rule XV.  (6.) Him should be he to agree with it, according to Rule XV.  (7.) Apply Rule VI.
ENGLISH GRAMMAR.

EXERCISES IN SYNTAX CONTINUED.

1.

"My lords, (1.) the time has come when we must take some decisive measures."

"Rufus, you must improve your time."

"In making this appeal to you, my fellow-citizens, I rely entirely on your candor."

"Gentlemen of the jury."

"James, (1.) study (2.) your book."

"William, do try to get your lesson to-day."

"Boys, attend to your lessons."

"Girls, come into school."

"Did you speak to me, girls?"

"My dear children, let no root of bitterness spring up among you."

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LVII. OF NOUNS IN THE CASE ABSOLUTE.

623. In the phrase, "The sun being risen, we set sail," the first clause of the sentence, namely, "The sun being risen," has nothing to do with the remainder: the noun and participle may, therefore, when taken together, be said to be in the nominative case independent; but as we have already one case of this nature, we will, for the sake of making a distinction, call this (the noun joined with a participle) the nominative case absolute. Hence,

**RULE XVII.**

A noun or pronoun before a participle, and independent of the rest of the sentence, is in the nominative case absolute.

624. EXERCISES IN SYNTAX.

"The sun (3.) being risen, (4.) we departed."

"Wellington having returned to England, tranquility was restored to France."

"Egypt being conquered, Alexander returned to Syria."

"Bonaparte being conquered, the king was restored."

"Shame being lost, all virtue was lost."

"The conditions being observed, the bargain was a mutual benefit."

"The soldiers retreating, victory was lost."

625. SENTENCES TO BE PARSED AND CORRECTED.

"Him (5.) only excepted, who was a murderer."

"Him being destroyed, the remaining robbers made their escape."

"Her being dismissed, the rest of the scholars behaved well."

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LVIII. OF THE INFINITIVE MOOD.

Note XII.—A verb in the infinitive mood is sometimes placed independently; as, "To be frank, I own I have injured you."

(1.) Rule XVI. (2.) Imperative mood, and agrees with thou or you understood, by Rule VII.

(3.) In the nominative case absolute with being risen, by Rule XVII.

(4.) Rule XIII. (5.) When a noun is in the case absolute, it should be in the nominative case. Him should therefore be he, by Rule XVII.
EXERCISES IN SYNTAX.

"To confess the truth, I was in fault." "To tell the plain truth, I persuaded him to stay."

"To display his power, he oppressed his soldiers." "To convince you, I will continue here till you return."

"To play is pleasant." What is pleasant? "To play." The infinitive to play is, then, the nominative case to is. "Thou shalt not kill, is required of all men." What is required? "Thou shalt not kill." The verb is required, then, agrees with "Thou shalt not kill," as its nominative. Hence,

626—1. Note XIII.—The infinitive mood, or part of a sentence, is frequently put as the nominative case to a verb of the third person singular.

EXERCISES IN SYNTAX.

"To excel requires much exertion." of God."

"To abandon friends will sink a man’s character."

"To practice religion is our duty." "To write a fair hand requires prac-

tice."

Remark 1.—To excel is the nominative case to requires, by Note XIII, and requires agrees with to excel, by Rule VII. In parsing, "Thou shalt not kill," we first apply Rules VI, VII, and IX. The whole phrase is considered the nominative to is required, by Note XIII.

2. The infinitive mood, or a part of a sentence, is frequently the object of a transitive verb; as, "Boys love to play," What do boys love? "To play." The object of love, then, is to play. "Children do not consider how much has been done for them by their parents." Consider what? "How much has been done for them by their parents," including for the object of the verb the whole phrase in italics.

Note XIV.—The infinitive mood or part of a sentence, may have an adjective or participle agreeing with it, when there is no noun, either expressed or understood, to which the adjective may belong.

EXERCISES IN SYNTAX.

"To see the sun is pleasant." "Defraud not thy neighbor, is binding on all."

"To practise virtue will be productive of happiness." "To do good to our enemies, is not natural to our hearts."

Remarks.—Pleasant agrees with, "to see the sun," by Note XIV. Binding agrees with, "Defraud not thy neighbor," by the same authority. To is apply Rule VII.; to sun, Rule VIII.; to the infinitive to see, Note XIII.

SENTENCES TO BE WRITTEN.

Will you compose one or more sentences having an infinitive governed by a participle? One, using an infinitive after a noun? One, describing the manner of playing ball? One, or more, on the manner of playing tag? One, on the duty of children to mind their parents? One, or more, on industry? One, on the business you intend to pursue for life?

LIX.

630. In the phrase, "John and James are here," the sense is, that "John and James are both here;" two persons are therefore spoken of, which renders it necessary to use the plural verb are, to agree with two nouns which individually are singular: hence,
RULE XVIII.

Two or more nouns or pronouns, of the singular number, connected together by and, either expressed or understood, must have verbs, nouns, and pronouns, agreeing with them in the plural number.

631. EXERCISES IN SYNTAX.

"William and James run." "John and Joseph can get their lessons."
"Mary and Harriet study, and they will therefore excel." "Time and tide wait for no man."
"You and I are in fault." "My coat and pantaloons were made by Watson."

Remarks.—William is one of the nominatives to the verb run. James is in the nominative case to the verb run, and is connected with the noun William, by Rule XI. Run agrees with William and James, by Rule XVIII.

632. SENTENCES TO BE PARSED AND CORRECTED.

"Mary and her cousin have come." "The farmer and his son is in town."
"You and I makes progress in our studies." "Susan and her sister is deceitful."
"Life and health is both uncertain." "William and John both writes a good hand."

Remarks.—For has come, we should read have come, that the verb may be plural, when it has two nominatives connected by and, according to Rule XVIII.

Exception 1.—When and connects two or more nouns in the singular, which refer to the same person or thing, the verb must be singular; as, "Pliny, the philosopher and naturalist, has greatly enriched science."

633. SENTENCES TO BE PARSED AND CORRECTED.

"That superficial scholar and critic have given new evidence of his misguided judgment." "In that house live a great and distinguished scholar and statesman."
"There go a benevolent man and scholar." "Mr. Cooper, the soldier and novelist, visit La Fayette, the patriot and philanthropist."

Exception 2.—When two or more nouns in the singular, connected by and, have each or every joined with them, the verb must be in the singular number; as, "Every person, every house, and every blade of grass, was destroyed."

634. SENTENCES TO BE PARSED AND CORRECTED.

"Every man, and every woman, and every child, were taken." "Each man and each woman, were particularly alluded to in the report of the affair."

Remark.—Were, in the first of these examples, should be changed for was, because reference is had to each person, individually considered, which, in respect to the verb, is the same in effect as if one person only was spoken of.

Note. XV.—Every is sometimes associated with a plural noun, in which case the verb must be singular; as, "Every hundred years constitutes a century."

635. SENTENCES TO BE PARSED AND CORRECTED.

"Every twenty-four hours afford to us the vicissitudes of day and night." "Every four years add another day to the ordinary number of days in a year."

Remark.—Afford, in the example above, is a violation of the note: it should be affords, in the singular number. The reason of this is, that "every twenty-four hours," signifies a single period of time, and is, therefore, in reality singular.
Note XVI.—A verb in the plural will agree with a collective noun in the singular, when a part only of the individuals are meant; as, "The council were divided in their sentiments." When the noun expresses the idea of unity, the verb should be singular; as, "The council was composed wholly of farmers."

Remarks.—In the foregoing example, we use the plural verb were divided, because we refer to the individuals composing the council; but if no allusion of this sort had been made, and we had spoken of it as one entire body, we should have used the singular verb, according to the common rule; as, "The council is composed wholly of farmers."

We apply to council, in the first example, Note XVI.; to were divided, the same note; and to council, and was composed in the second example Rules VI. and VII.

636. Exercizes in Syntax.
"The council were divided in their sentiments." "My people do not consider." "The multitude eagerly pursue pleasure as their chief good."

637. Sentences to Be parsed and Corrected.
"My people doth not consider." "The committee was divided in their sentiments, and has referred the business to a general meeting."
"The people rejoice in that which should give 't' sorrow." "The multitude rushes to certain destruction."

LX.

638. Negative means denying; and affirmative, asserting or declaring positively. A sentence in which something is denied is a negative one, and a sentence in which something is affirmed or positively asserted, is an affirmative one. "Vice degrades us," is an affirmative sentence, and "Labor does not injure us," is a negative one. Not, nothing, none at all, by no means, no, in no wise, neither, nor, none, etc., are negative terms.

The phrase, "I have nothing," has one negative, and means, "I have not anything." The phrase, "I have not nothing," cannot mean the same as "I have nothing," but must mean, on the contrary, "I have something." This last, you perceive, is an affirmative sentence, and signifies the same as the foregoing one, "I have not nothing." Two negatives, therefore, are equal to an affirmative. Hence,

Rule XIX.
Two negatives in the same sentence, are equivalent to an affirmative.

639. Sentences to Be parsed and Corrected.
"He spends all the day in idleness, and I cannot prevail on him to do nothing." "He is so (4.) indolent, that he will not do nothing." "He cannot get no employment in town." "I did not say nothing."

(1.) Be agrees with thou or you understood, by Rule VII.
(2.) For nor, read and.
(3.) Take is in the imperative mood, and agrees with thou or you understood, and is therefore connected to be, according to Rule XI.
(4.) Adverb.
640. **PROMICIOUS EXERCISES IN SYNTAX.**

"Deep rivers move with silent majesty; but small brooks are noisy."

"Deeds are fruits; words are but leaves."

"It is a bad horse indeed that will not carry his own provender."

"The hog never looks up to him who threshes down the acorns."

"Add not trouble to the grief-worn heart."

"If the counsel be good, it is no matter who gives it."

"By others' faults wise men correct their own."

"When the world says you are wise and good, ask yourself if it be true."

"Sin and misery are constant companions."

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641. **SENTENCES TO BE WRITTEN.**

Will you compose one sentence describing the business of an *instructor*? One, the business of a *doctor*? One, the business of a *lawyer*? One, of a *dentist*? One, of a *surgeon*? One, of a *farmer*? One, of a *blacksmith*? One, of a *miller*? One, of a *merchant*? One, of a *grocer*? One, of an *apothecary*? One, of a *physician*? One, of a *justice*? One, of a *judge*? One, of a *soldier*? One, of a *captain*? One, of a *general*? One, of an *agent in a factory*? One, of the *directors of a bank*?

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642. When I say, "He taught me grammar," I mean, "He taught grammar to me." *Grammar*, then, is the object of the verb, and *me* is governed by the preposition *to*, understood. In the first example, we have two objective cases after the verb *taught*; and since there are many instances like the preceding, in which transitive verbs are followed by two objective cases—hence the following.

**RULE XX.**

*Two objective cases, the one of a person, and the other of a thing, may follow transitive verbs, of asking, teaching, giving, &c.; a preposition being understood.*

"He taught me grammar."

**Remark 1.—**In the foregoing example, *me* and *grammar* are both governed by *taught*, according to *Rule XX."

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643. **EXAMPLES IN SYNTAX.**

"He taught me grammar."

"William asked me some questions."

"My mother wrote me a precious letter in the month of May."

"They allowed him his seat in Congress."

"John gave me a detailed account of the whole transaction."

"My instructor gave me a valuable book, for my attention to study."

"She forbade him the presence of the emperor."

"The French denied him the privilege of an American citizen."
ENGLISH GRAMMAR.

LXII.

644. The natural construction of the passive voice requires the object of the active verb to become the nominative to the passive verb; as, "He taught me grammar;" "Grammar was taught me." In some few instances, just the reverse takes place; as, "I was taught grammar;" here the object, grammar, is placed after the verb: we therefore derive the following,

**RULE XXI.**

An objective case may follow passive verbs of asking, teaching, and some others, as, "I was taught grammar."

Apply to 1 Rule VI.; to was taught, Rule VII.; to grammar, Rule XXI.

EXERCISES IN SYNTAX.

"John taught me music."  "I was taught grammar."

"Music was taught me by John."  "The presence of the emperor was forbidden Theresa."

"A question was asked me."  "Reading is taught in almost every school."

"Theresa was forbidden the presence of the emperor."  

LXIII.

646. When I say, "He came home last May," the sense is, when fully expressed, "He came to his home in last May." "John continued four years at the university;" that is, "during four years." "The horse ran a mile;" that is, "over the space of a mile." "John went that way," that is, "over that way." From these facts we derive the following,

**RULE XXII.**

Home and nouns signifying which way, how far, how long, or time when, &c., are in the objective case; a preposition being understood.

EXERCISES IN SYNTAX.

"He came home last May."  "Susan rides out every day."

"John continued four years at the university."  "William sleeps comfortably all night;"

"John went home once a month."  "John was absent from home six years."

"John rode that way."  "James lived six years at Richmond, twelve years at Shreveport."

"He ran a mile."  

**Note XVII.**—After the words like and unlike, the preposition to or unto is frequently understood; as, "He is like his father;" that is, "like to his father." "She is unlike her sister;" that is, "unlike to her sister."

EXERCISES IN SYNTAX.

"He is like his brother."  "John behaves like a man in a violent rage."

"William unlike his father, falsified his word."  "He is unlike any other mortal."

**Note XVIII.**—Nouns signifying duration, extension, quantity, quality or valuation, are in the objective case, without any governing word. The following are examples:
"The Atlantic ocean is three thousand miles (1.) wide."

"William's knife is worth eighteen pence, or twenty-five cents."

"For that article, which is richly worth a dollar, (2.) we cannot always get fifty cents."

"The chasm is fifty feet broad."

Remarks.—(1.) The noun miles is governed according to Note XVIII. (2.)

**Apply Note XVIII.**

Note XIX.—The conjunction **as**, after **such**, **many** and **same**, is generally considered a relative pronoun; as in the following examples:

"He receives into his school as many scholars as (1.) apply." **"He took such books as pleased him."**

"Our instructor, who is scrupulously exact in the execution of justice, punishes severely all such as disobey his commands." **"He exhibited the same course of conduct as was once before exhibited on the same occasion."**

Remarks.—(1.) **As** is a conjunction, used here as a relative, according to the Note preceding; of the third person plural, masculine gender, agreeing with scholars, according to Rule V.; and in the nominative case to **apply**, according to Rule VI.

Note XX.—The conjunction **than** seems to have the force of a preposition before the relative **whom**, in a sentence where a comparison is made, as follows:

"Which, when Beelzebub perceived, Alfred, than whom, Solomon excepted, a wiser king never reigned, was one of the earliest English kings." **"A wiser king never reigned than he;" that is "than he was."**

SENTENCES TO BE WRITTEN.


Will you construct a sentence descriptive of the calamities arising from fire? one, on losses by sea? one, on the fatal effects of lightning? one, on the character of our forefathers? one, on each of the seasons? one, on the effects of rain? one, on the manner of making hay? one, on the appearance of soldiers when training? one, on the celebration of Christmas? one, on the utility of fire? one, on the utility of wood? one, on the usefulness of the cow? one, on fruit?

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LXIV. OF WORDS USED AS DIFFERENT PARTS OF SPEECH.

650. That is a relative.

When who or which may be substituted for it, and make sense; as, "The man that [who] arrived yesterday."

651. That is a demonstrative pronoun,
ENGLISH GRAMMAR.

When it is joined with a noun to point it out; as, "That man is intelligent."

652. That is a conjunction,
In all cases when it is neither a relative nor a demonstrative pronoun; as, "He studies that he may learn."

653. But is a preposition,
When it has the sense of except; as, "All but [except] John came."

654. But is an adverb,
When it has the sense of only; as, "This is but [only] doing our duty."

655. But is a conjunction,
In all cases when it is neither an adverb nor preposition; as, "He called, but I refused to go."

656. As is a relative,
When it follows many, such or same; as, "Let such as bear take heed."

657. As is an adverb,
When it is joined to an adverb or adjective in the sense of so; as, "He does as well as he can."

658. As is a conjunction,
In all cases except when it is an adverb or relative; as, "He did as I directed him."

659. Either is a conjunction,
When it corresponds to or; as, "Either the one or the other."

660. Either is a distributive pronoun,
When it means, "one of the two;" as, "You can take either road."

661. Both is a conjunction,
When it is followed by and; as, "We assisted him both for his sake and our own."

662. Both is an adjective pronoun,
When it means, "the two;" as, "Both the men are guilty."

663. Yet is a conjunction,
When it follows though; as, "Though he reproves me, yet I esteem him." In all other cases, it is an adverb; as, "That event has yet to come."

664. For is a conjunction,
When it means the same as because; as, "He trusted him, for he knew that he would not deceive him."

665. For is a preposition,
In all instances except when it is a conjunction; as, "He works for me."

666. What is a compound relative,
When it stands for, "that which;" "I will take what [that which] you send me."

667. What is an interrogative relative pronoun,
When used in asking questions; as, "What do you want?"

668. What is an adjective pronoun,
When joined with a noun; as, "What strange things he said!"

669. What is a compound adjective pronoun,
When joined with nouns, and has the sense of two or more words; as, "In what manner he succeeded, is unknown to me;" that is, "The manner in which he succeeded, is unknown to me."

670. What is an interjection,
When used to express wonder; as, "What! take my money?"

671. Then is a conjunction,
When it has the sense of therefore; as, "If he has commanded it, then I must obey."

672. Then is an adverb,
ENGLISH GRAMMAR.

When it refers to time, as, "Did you hear it thunder then?"
673. Much is a noun.
When it stands for quantity; as, "Where much is given, much will be required."
674. Much is an adjective.
When it is joined to nouns; as, "Much labor fatigues us."
675. Much is an adverb.
When it qualifies the same parts of speech that the adverb does; as, "Thou art much mightier than I."
676. More is a noun.
When it implies quantity; as, "The more we have, the more we want."
677. More and most are adjectives.
When they qualify a noun; as, "The more joy I have, the more sorrow I expect;" "Most men are mistaken in their pursuit of happiness."
678. More and most are adverbs.
When used in comparison; as, "This boy is more obedient than that;" "The soil of Cuba is most fertile."

PROMISSCUOUS EXERCISES IN SYNTAX.

"They perfume their garments."
"A perfume is a sweet odor."
"They rise early in the morning."
"A rise sometimes signifies the beginning."
"Rufus speaks the language of truth."
"James performed his part well."
"A well is a fountain of water."
"A well man is one who enjoys his health."
"We frequently walk in the garden."
"The Jews fast often."
"He walks very fast."
"The refuse signifies the worthless remains."
"Desert not a friend."
"Joseph's brethren came and bowed down before him."
"William went after his slate."

"His elder brethren came before Benjamin did."
"John left after William came."
"Evil communications corrupt good manners."
"Corrupt conversation is very foolish."
"A walk in the fields in the summer season is delightful."
"A true fast is abstaining from iniquity."
"Sin is a moral evil, and the cause of natural evils."
"Protest not rashly, lest thou have to repent of it."
"A protest is a solemn declaration against a thing."
"Do nothing rashly, lest thou precipitate thyself into inextricable difficulty."
"Hasty promises are seldom kept."

2.

"The man that I saw was executed."
"That man that you met yesterday in the street, was taken and sent to Richmond, that he might have an impartial trial."
"We assisted him both for your sake and our own."
"Both the men are guilty."
"Although he reproves me, yet I esteem him."
"All but John came."
"This is but doing our duty."
"He called me, but I refused to go."
"Let such as hear take heed."
"You may take either the one or the other."
"Either road will conduct you to the right place."

"Did you hear the report of the cannon then?"
"Where much is given, much will be required."
"Future time is yet to come."
"He trusted him, for he knew that he would not deceive him."
"He works for me."
"He refused what was sent him."
"What strange things he saw."
"In what manner he succeeded is unknown to me."
"What! will you take my life?"
"The more we have, the more we want."
"The more joy I have, the more sorrow I expect."
"The most dutiful children are the happiest children."
“Susan is determined to learn.”
“By framing excuses he prolonged his stay.”
“The man who is faithfully attached to religion may be relied on with confidence.”
“James, do visit me.”

“Virtue and vice are opposites.”
“When John’s father asked him that question, he heard him, but refused to answer him.”
“The wall is sixty feet high.”
“To meet our friends after a long absence affords us much joy.”

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**LXV. CONTRACTIONS.**

680. Of the Auxiliary HAVE, also of HAD.

“They’ve forsaken him.”
“I’d gone when you came.”
“They’d just returned from town.”

“I’ve satisfied myself.”
“They’d determined to let him go.”

681. Of WILL and WOULD.

“I’ll finish my work first.”
“They’d sing songs till midnight, if they were urged.”

“He is still determined that he’ll not forbear.”
“He’ll at last mind me.”

682. Of AM and IS.

“That man’s rich.”
“This true she’s dead.”
“I’m sorry that you have misspent your time.”

“It’s strange that she will not regard the kind assistance of her friend.”

683. Of CANNOT and WILL NOT.

“He can’t endure such afflictions.”
“You can’t be absent at such times.”

“He won’t disobey me.”
“You won’t mistake the direction.”

684. Omission of the Principal Verb after an Interrogative Sentence.

“Who will assist me?” “John” [will assist me].
“What sent our forefathers to this country?” “The love of liberty.”

“What will make me respectable and happy?” “Virtue.”
“Who taught him grammar?” “Mr. Williams.”

685. Omissions of the Principal Verb after an Auxiliary.

“Stephen will go if John will” “He received me in the same manner that I would you.”
“Susan shall walk, but John shall not.”

“I will do it as soon as I can.”
“The work is not completed, but soon will be.”

686. Omissions of the Principal Verb after THAN and AS.

“Thomas is a better scholar than William” [is].
“He was more beloved than Cynthia, but not so much admired.”

“Johnson is richer than James.”
“Susan is not so beautiful as Mary.”

687. Omissions of the Verb TO BE.

“Sweet the pleasure, rich the treasure.”
“A child of freedom thou.”
“Sweet the music of birds.”

“Delightful task, to rear the tender thought.”
“To teach the young idea how to shoot.”

“Dear the schoolboy’s sport.”
688. **Omissions of May, Might, Could, Would, and Should.**

“Live long and be happy.”
“He might not weep, nor laugh, nor sing.”
“Who will entreat the Lord that he spare our lives?”
“Should I forgive you, and allow you to depart, you would not reform.”
“I could not think, nor speak, nor hear.”

689. **Omissions of the Conjunction before the Verb in the Subjunctive Mood.**

“If he will repent and reform, I will assist him.”
“Had I improved my time as I ought to have done, I should have been well qualified for business.”
“Unless good order be restored, and the former officers be re-elected, there will be an end to the administration of justice.”

690. **Omissions of For after Verb, implying the idea of serving.**

“Make me a pen.”
“Order me a carriage.”

691. **Omissions of the Interjection.**

“Sweet child! lovely child! thy parents are no more!”
“Sweet blossom! precious to my heart.”

692. **Omissions of the Relative.**

“Several men are there, come from Europe.”

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**LXVI. INVERTED SENTENCES.**

693. **The Nominative Case placed after the Verb.**

“Smack went the whip, round went the wheels; and in soft-satinets waved her golden hair.”

694. **The Objective Case before the Verb.**

“Tyrants no more their savage nature kept; and foes to virtue wondered how they wept.”

695. **SENTENCES TO BE WRITTEN.**

Will you compose a sentence exemplifying Rule VIII.? One, Rule IX.? One, X.? XI.? XII.? XIII.? XIV.? Will you compose a sentence on the use of the dog? One, on the clouds? One, on right? One, on wind? One, on snow? One, on hail? One, on ice? One, on skating? One, on fishing? One, on courage? One, on cowardice? One, on filial duty? One, on inindolence? One, on schools?
SENTENCES TRANSPOSED.

"Here rests his head upon the lap of earth,
A youth, to fortune and to fame unknown."

Transposed.

"A youth, unknown to fortune and to fame, rests here his head upon the lap of earth."

"When, young, life's journey I began,
The glittering prospect charmed my eyes;
I saw along the extended plain,
Joy after joy successive rise:
But soon I found it was all a dream,
And learned the fond pursuit to shun,
Where few can reach the purposed aim,
And thousands daily are undone."

Transposed.

"I began life's journey when young, and the glittering prospect charmed my eyes; I saw joy after joy successive rise, along the extended plain: but soon I found it was all a dream; and learned to shun the fond pursuit, where few can reach the purposed aim; and thousands are daily undone."

"Needful austerities our wills restrain,
As thorns fence in the tender plant from harm."

Transposed.

"Needful austerities restrain our wills, as thorns fence in the tender plant from harm."

"On some fond breast the parting soul relies,
Some pious drops the closing eye requires;
E'en from the tomb the voice of nature cries,
E'en in our ashes live their wonted fires."

Transposed.

"The parting soul relies on some fond breast; the closing eye requires some pious drops; the voice of nature cries, even from the tomb; and their wonted fires live even in our ashes."

"From lofty themes, from thoughts that soared on high
And opened wondrous scenes above the sky,
My Muse! descend; indulge my fond desire;
With softer thoughts my melting soul inspire,
And smooth my numbers to a female's praise;
A partial world will listen to my lays,
While Anna reigns, and sets a female name
Unrivalled in the glorious lists of fame."

Transposed.

"O my Muse! descend thou from lofty themes, and from thoughts that soared on high, and opened wondrous scenes above the sky; indulge thou my fond desire; and do thou inspire my melting soul with softer thoughts, and smooth my numbers to a female's praise; a partial world will listen to my lays, while Anna reigns, and sets a female name unrivalled in the glorious lists of fame."