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   4  5  6

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   2
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ABRIDGEMENT
OF
MURRAY'S
ENGLISH GRAMMAR;
WITH AN
APPENDIX,
CONTAINING EXERCISES
IN ORTHOGRAPHY, | IN SYNTAX, AND
IN PARSING;    | IN PUNCTUATION.
DESIGNED FOR THE
YOUNGER CLASSES OF LEARNERS.

BY LINDLEY MURRAY.

FORTY-FIFTH EDITION.

MONTREAL:
PUBLISHED BY CAMPBELL BRYSON,
ST. FRANÇOIS XAVIER STREET.

1843.
INTRODUCTION.

The Compiler of "English Grammar adapted to the different Classes of Learners," having been frequently solicited to publish an abridgement of that work, for the use of children commencing their grammatical studies, he hopes that the epitome, which he now offers to the public, will be found useful and satisfactory.

His chief view in presenting the book in this form, is, to preserve the larger work from being torn and defaced by the younger scholars, in their first study of the general outline which it prescribes; and consequently to render their application to each part both new and inviting. If a small volume is better adapted to the taste of children than a large one; and more readily engages their attention, from the apparent shortness of the road they have to travel, the Abridgement will thence derive additional recommendations. To give these arguments the greatest weight, the book is neatly bound, and printed with a fair letter, and on good paper.

A slight inspection of the manner in which the work is executed, will show that it is not intended to supply the place or supersede the use of the original Grammar. If, however, the teachers of such children as can devote but a small part of their time to this study, should think proper to make use of it, they will not, it is imagined, find
Introduction.

It more defective than abridgements commonly are. It exhibits a general scheme of the subjects of Grammar; and contains definitions and rules, which the Compiler has endeavoured to render as exact, concise and intelligible, as the nature of the subject would admit.

The tutors who may adopt this abridgement, merely as an introduction to the large Grammar, will perceive in it a material advantage, which other short works do not possess; namely, that the progress of their pupils will be accelerated, and the pleasure of study increased, when they find themselves advanced to a grammar, which exactly pursues the plan of the book they have studied; and which does not perplex them with new definitions and discordant views of the subject. The scholars also, who, in other seminaries, may be confined to this epitome, will be more readily invited afterwards to pursue the study of grammar, when they perceive, from the intimate connexion of the books, the facility with which they may improve themselves in the art.

It may justly be doubted, whether there is any ground for objection to the following compilation, on account of the additional cost it will occasion. The preservation of the larger grammar, by using the abridgement, may in most instances make amends for the charge of the latter. But were this not the case, it is hoped the period has passed away, in which the important business of education was too often regulated or influenced by a parsimonious economy.
The Compiler presumes that no objection can properly be made to the phraseology, from an idea that, in books of this kind, the language should be brought down to the level of what is familiar to children. It is indeed indispensable, that our words and phrases should, without requiring much attention and explanation, be intelligible to young persons; but it will scarcely be controverted, that it is better to lead them forward, and improve their language by proper examples, than to exhibit such as will confirm them in a feeble and puerile mode of expression. Children have language, as well as other things, to learn and cultivate; and if good models are set before them, instruction and diligence will soon make them understood, and habit will render them familiar and pleasing. Perhaps there is no method by which this advantage may, in general, be more readily and effectually produced, than by accustoming children to commit to memory sentences in which the words are properly chosen, and the construction and arrangement correct. This was one object which the Compiler had in view, when he composed the Grammar of which this is an epitome; and he hopes that he has not altogether failed in his endeavours to attain it. But on this point, or on any other part of the work, it belongs not to him to determine; the whole must be referred to the decision of the impartial and judicious reader.

HOLDGATE, near York, 1797.
ADVERTISMENT.

The ninth and eleventh editions of this work have been much enlarged and improved. Exercises adapted to the rules have, in many instances, been copiously supplied. In particular, the exercises in parsing have not only been very considerably augmented; they have also been moulded into a new form and arrangement, which the author hopes will facilitate to young persons the acquisition of this fundamental part of grammatical knowledge.

An Abridgement must necessarily be concise, and it will in some points be obscure. Those teachers, therefore, who do not make use of the author's larger grammar, in their schools, will find an advantage by consulting it themselves. Many of the rules and positions are, in that work, supported and illustrated by particular disquisitions; and the connection of the whole system is clearly exhibited. The sixteenth edition of the duodecimo Grammar has, in these respects, received considerable improvements. The Grammar and Exercises in two volumes octavo, may be consulted with still greater advantage.

HOLDGATE, near York, 1803.
ENGLISH GRAMMAR.

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

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

ORTHOGRAPHY.

LETTERS.

Orthography teaches the nature and powers of letters, and the just method of spelling words.

A letter is the first principle, or least part of a word.

The letters of the English language, called the English Alphabet, are twenty-six in number.

These letters are the representatives of certain articulate sounds, the elements of the language. An articulate sound, is the sound of the human voice, formed by the organs of speech.
English Grammar.

The following is a list of the Roman and Italic Characters.

<table>
<thead>
<tr>
<th>Roman</th>
<th>Italic</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Letters are divided into vowels and consonants.

A vowel is an articulate sound, that can be perfectly uttered by itself: as a, e, o; which are formed without the help of any other sound.

A consonant is an articulate sound, which cannot be perfectly uttered without the help of a vowel: as b, d, f, l, which require vowels to express them fully.

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

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

Consonants are divided into mutes and semi-vowels.

The mutes cannot be sounded at all without the aid of a vowel. They are b, p, t, d, k, and c and g hard.

The semi-vowels have an imperfect sound of themselves. They are f, l, m, n, r, v, s, z, x, and c and g soft*.

Four of the semi-vowels, namely, l, m, n, r, are also distinguished by the name of liquids, from their readily uniting with other consonants, and flowing as it were into their sounds.

A diphthong is the union of two vowels, pr-
nounced by a single impulse of the voice: as ea in beat, ow in sound.

A triphthong, the union of three vowels pronounced in like manner; as eau in beau, iew in view.

A proper diphthong is that in which both the vowels are sounded; as oi in voice, ou in ounce.

An improper diphthong has but one of the vowels sounded; as ea in eagle, oa in boat.

SYLLABLES.

A syllable is a sound either simple or compounded, pronounced by a single impulse of the voice, and constituting a word, or part of a word; as, a, an, ant.

Spelling is the art of rightly dividing words into syllables; or of expressing a word by its proper letters*.

WORDS.

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

A word of one syllable is termed a monosyllable; a word of two syllables, a dissyllable; a word of three syllables, a trisyllable; and a word of four or more syllables, a polysyllable.

All words are either primitive or derivative.

* Dr. Johnson's Dictionary is the best standard of English orthography.
A primitive word is that which cannot be reduced to any simpler word in the language; as, man, good, content.

A derivative word is that which may be reduced to another word in English of greater simplicity; as, manful, goodness, contentment, Yorkshire.

ETYMOLGY.

The second part of Grammar is Etymology; which treats of the different sorts of words, their various modifications, and their derivations.

There are in English nine sorts of words, or as they are commonly called parts of speech; namely, the Article, the Substantive or noun; the Adjective, the Pronoun, the Verb, the Adverb, the Preposition, the Conjunction, and the Interjection.

1. An Article is a word prefixed to Substantives, to point them out, and to show how far their signification extends; as, a garden, an eagle, the woman.

2. A Substantive or Noun is the name of any thing that exists, or of which we have any notion; as, London, man, virtue.

A substantive may, in general, be distinguished by its taking an article before it, or by making sense of itself; as, a book, the sun, an apple; temperance, industry, chastity.

3. An Adjective is a word added to a Substantive, to express its quality: as, an industrious man, a virtuous woman.
An Adjective may be known by its making sense with the addition of the word thing: as a good thing, a bad thing; or of any particular Substantive: as, a sweet apple, a pleasant prospect.

4. A Pronoun is a word used instead of a Noun, to avoid the too frequent repetition of the same word: as, the man is happy; he is benevolent; he is useful.

5. A Verb is a word which signifies to be, to do, or to suffer: as, I am, I rule, I am ruled.

A Verb may generally be distinguished by its making sense with any of the personal Pronouns, or the word to, before it; as I walk, he plays, they write; or, to walk, to play, to write.

6. An Adverb is a part of speech joined to a Verb, an Adjective, and sometimes to another Adverb, to express some quality or circumstance respecting it: as, he reads well; a truly good man; he writes very correctly.

An Adverb may be generally known by its answering to the question, How? How much? When? or where? as, in the phrase, "He reads correctly," the answer to the question, How does he read? is, correctly.

7. Prepositions serve to connect words with one another, and to show the relation between them: as, "He went from London to York;" "she is above disguise;" "they are supported by industry."

A Preposition may be known by its admitting after it a personal Pronoun in the objective case: as, with, for, to, &c., will allow the objective case after them: with him, for her, to them, &c.
8. A conjunction is a part of speech that is chiefly used to connect sentences; so as, out of two or more sentences, to make but one; it sometimes connects only words; as, "Thou and he are happy, because you are good." "Two and three are five."

9. Interjections are words thrown in between the parts of a sentence, to express the passions or emotions of the speaker; as, O virtue! how amiable thou art!!

**ARTICLE.**

An Article is a word prefixed to Substantives, to point them out, and to show how far their signification extends; as, a garden, an eagle, the woman.

In English there are but two articles a and the; 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 to be used; as, a hand, a heart, a highway.

A or an is styled the indefinite article; it is used in a vague sense, to point out one single thing of the kind, in other respects indeterminate, as, "Give me a book;" "Bring me an apple."

The is called the definite article, because it ascertains what particular thing or things are meant; as, "Give me the book;" "Bring me the apples;" meaning some book or apples, referred to.

A Substantive, without any article to limit it, is generally taken in its widest sense; as, "A candid temper is proper for man;" that is, for all mankind.
SUBSTANTIVE.

A Substantive or Noun is the name of any thing that exists, or of which we have any notion; as, London, man, virtue.

Substantives are either proper or common. Proper names, or Substantives, are the names appropriated to individuals; as, George, London, Thames.

Common names, or Substantives, stand for kinds containing many sorts, or for sorts containing many individuals under them; as, animal, man, tree, &c.

To Substantives belong gender, number and case; and they are all of the third person, when spoken of, and of the second, when spoken to: as, “Blessings attend us on every side: Be grateful, children of men!” that is, “ye children of men.”

GENDER.

Gender is the distinction of Nouns with regard to sex. There are three genders, the Masculine, the Feminine, and the Neuter.

* As soon as the learner has committed to memory the definitions of the article and substantive, he should be employed in parsing these parts of speech, as they are arranged in the correspondent Exercises, in the Appendix. The learner should proceed in this manner, through all the definitions and rules, regularly turning to, and parsing, the exercises of one definition or rule, before he proceeds to another. In the same order, he should be taught to correct the erroneous examples in the Exercises. For further directions, respecting the mode of using the Exercises, see English Exercises,” Tenth, or any subsequent Edition, page 9 – 12.
The masculine gender denotes animals of the male kind; as, a man, a horse, a bull.

The feminine gender signifies animals of the female kind; as, a woman, a duck, a hen.

The neuter gender denotes objects which are neither males nor females; as, a field, a house, a garden.

Some Substantives naturally neuter are, by a figure of speech, converted into the masculine or feminine gender; as, when we say of the sun, he is setting, and of a ship, she sails well, &c.

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

1. By different words: as,

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
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</thead>
<tbody>
<tr>
<td>Bachelor</td>
<td>Maid</td>
</tr>
<tr>
<td>Bear</td>
<td>Sow</td>
</tr>
<tr>
<td>Boy</td>
<td>Girl</td>
</tr>
<tr>
<td>Brother</td>
<td>Sister</td>
</tr>
<tr>
<td>Buck</td>
<td>Doe</td>
</tr>
<tr>
<td>Bull</td>
<td>Cow</td>
</tr>
<tr>
<td>Bullock or Steer</td>
<td>Heifer</td>
</tr>
<tr>
<td>Cook</td>
<td>Hen</td>
</tr>
<tr>
<td>Dog</td>
<td>Bitch</td>
</tr>
<tr>
<td>Drake</td>
<td>Duck</td>
</tr>
<tr>
<td>Earl</td>
<td>Countess</td>
</tr>
<tr>
<td>Father</td>
<td>Mother</td>
</tr>
<tr>
<td>Friar</td>
<td>Nun</td>
</tr>
<tr>
<td>Gander</td>
<td>Goose</td>
</tr>
<tr>
<td>Hart</td>
<td>Roe</td>
</tr>
<tr>
<td>Horse</td>
<td>Mare</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Husband</td>
<td>Wife</td>
</tr>
<tr>
<td>King</td>
<td>Queen</td>
</tr>
<tr>
<td>Lad</td>
<td>Lass</td>
</tr>
<tr>
<td>Lord</td>
<td>Lady</td>
</tr>
<tr>
<td>Man</td>
<td>Woman</td>
</tr>
<tr>
<td>Master</td>
<td>Mistress</td>
</tr>
<tr>
<td>Miller</td>
<td>Spawner</td>
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<tr>
<td>Nephew</td>
<td>Niece</td>
</tr>
<tr>
<td>Rain</td>
<td>Ewe</td>
</tr>
<tr>
<td>Singer</td>
<td>Songstress or Singer</td>
</tr>
<tr>
<td>Slopen</td>
<td>Slut</td>
</tr>
<tr>
<td>Sun</td>
<td>Daughter</td>
</tr>
<tr>
<td>Stag</td>
<td>Hind</td>
</tr>
<tr>
<td>Uncle</td>
<td>Aunt</td>
</tr>
<tr>
<td>Wizard</td>
<td>Witch</td>
</tr>
</tbody>
</table>
2. By a difference of termination: as,

Administrator Administrator Marquis.
Ambassador. Ambassador. Mayor.
Deacon. Deaconess. Shepherd.
Enchanter. Enchantress. Sultaness.
Governor. Governess. Traitor.
Heir. Heiress. Tutor.

3. By a noun, pronoun or adjective, being prefixed to the substantive: 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.

NUMBER.
Number is the consideration of an object, as one or more.
Substantives are of two numbers, the singular and the plural.
The singular number expresses but one object; as, a chair, a table.
The plural number signifies more objects than one; as, chairs, tables.

Some nouns, from the nature of the things which they express, are used only in the singular, others only in the plural, form; as, wheat, pitch, gold, sloth, pride, &c., and bellows, scissors, ashes, riches, &c.

Some words are the same in both numbers; as, deer, sheep, swine, &c.

The plural number of nouns is generally formed by adding s to the singular; as, dove, doves; face, faces; thought, thoughts. But when the substantive singular ends in s, ch, sh, or ss, we add es in the plural; as, box, boxes; church, churches; lash, lashes; kiss, kisses.

Nouns ending in f or fe, are generally rendered plural by the change of those terminations into ves; as, loaf, loaves; wife, wives. Those which end in ff, have the regular plural; as, ruff, ruffs.

Such as have y in the singular, with no other vowel in the same syllable, change it into ies in the plural; as, beauty, beauties; fly, flies; but the y is not changed, when there is another vowel in the syllable; as, key, keys; delay, delays.
English Grammar.

CASE.

In English, substantives have three cases, the Nominative, the Possessive, and the Objective.*

The nominative case simply expresses the name of a thing, or the subject of a verb; as, "The boy plays;" "The girl learns."

The possessive case expresses the relation of property or possession; and has an apostrophe, with the letter s coming after it; as, "The scholar's duty;" "My father's house."

When the plural ends in s, the other s is omitted, but the apostrophe is retained; as, "On eagles' wings;" "The drapers' company."

Sometimes also, when the singular terminates in s, the apostrophic s is not added; as, "For goodness' sake;" "For righteousness' sake."

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

English substantives are declined in the following manner:

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

* On the propriety of this objective case, see the larger grammar, twelfth or any subsequent edition, pp. 54, 55.
ADJECTIVES.

An adjective is a word added to a substantive to express its quality; as, "An industrious man;" "A virtuous woman;" "A benevolent mind."

In English the adjective is not varied on account of gender, number, or case. Thus we say, "A careless boy;" "Careless girls."

The only variation which it admits, is that of the degrees of comparison.

There are commonly reckoned three degrees of comparison: the positive, comparative, and superlative.

The positive state expresses the quality of an object without any increase or diminution: as, good, wise, great.

The comparative degree increases or lessens the positive in signification: as, wiser, greater, less wise.

The superlative degree increases or lessens the positive to the highest or lowest degree: as, wisest, greatest, least wise.

The simple word, or positive, 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. And the adverbs more and most, placed before the adjective, have the same effect: as, wise, more wise, most wise.

Monosyllables, for the most part, are compared by er or est; and dissyllables by more and most: as, mild, milder, mildest; frugal, more frugal, most frugal.
Some words of very common use are irregularly formed; as, "good, better, best; bad, worse, worst; little, less, least; much, many, more, most;" and a few others.

**PRONOUNS.**

A Pronoun is a word used instead of a noun, to avoid the too frequent repetition of the same word; as, "The man is happy," "he is benevolent," "he is useful."

There are three kinds of Pronouns, viz. the Personal, the Relative, and the Adjective Pronouns.

**PERSONAL PRONOUNS.**

There are five personal pronouns; viz. I, thou, he, she, it; with their plurals, we, ye, or you, they.

Personal Pronouns admit of person, number, gender and case.

The persons of pronouns are three in each of the numbers, viz.

- *I,* is the first person
- *Thou,* is the second person
- *He,* *she,* or *it,* is the third person,

- *We,* is the first person
- *Ye,* or *you,* is the second person
- *They,* is the third person,

The numbers of pronouns, like those of substantives, are two, the singular and the plural; as, *I, thou, he; we, ye, they.*

Gender has respect only to the third person.
irregular.

worse, more, and the same as benevolent.

of a noun, the same as benevolent.

the Personal Pronouns.

I, thou, you, he, they, number.

in each of

the singular.

the plural.

of, sub.

person.
English Grammar.

which, and that, as, "The man is happy who lives virtuously."*

What is a kind of compound relative, including both the antecedent and the relative, and is mostly equivalent to that which; as, "This is what I wanted:" that is to say, "the thing which I wanted."

Who is applied to persons, which to animals and inanimate things; as, "He is a friend, who is faithful in adversity;" "The bird which sung so sweetly, is flown;" "This is the tree which produces no fruit."

That, as a relative, is often used to prevent the too frequent repetition of who and which. It is applied to both persons and things; as, "He that acts wisely deserves praise;" "Modesty is a quality that highly adorns a woman."

Who is of both numbers, and is thus declined:

<table>
<thead>
<tr>
<th>Singular and Plural</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominative</td>
<td>Who</td>
</tr>
<tr>
<td>Possessive</td>
<td>Whose</td>
</tr>
<tr>
<td>Objective</td>
<td>Whom</td>
</tr>
</tbody>
</table>

Who, which, what, are called Interrogatives, when they are used in asking questions; as, "Who is he?" "Which is the book?" "What are you doing?"

ADJECTIVE PRONOUNS.

Adjective Pronouns are of a mixed nature, participating the properties both of pronouns and adjectives.

* See Grammar, 14th, or any subsequent edition, p. 62.
The adjective pronouns may be subdivided into four sorts, namely, the possessive, the distributive, the demonstrative, and the indefinite.

1. The possessive are those which relate to possession of property.

There are seven of them; viz. my, thy, his, her, our, your, their.

Mine and thine, instead of my and thy, were formerly used before a substantive or adjective beginning with a vowel, or silent $h$; as, “Blot out all mine iniquities.”

2. The distributive are those which denote the persons or things that make up a number, as taken separately and singly. They are each, every, either; as, “Each of his brothers is in a favorable situation; “Every man must account for himself; “I have not seen either of them.”

3. The demonstrative are those which precisely point out the subjects to which they relate; this and that, these and those, are of this class; as, “This is true charity; that is only its image.”

This refers to the nearest person or thing, and that to the more distant; as, “This man is more intelligent than that.” This indicates the latter, or last mentioned: that, the former, or first mentioned; as, “Wealth and poverty are both temptations; that tends to excite pride, this discontent.”

4. The indefinite are those which express their subjects in an indefinite or general manner. The following are of this kind; some, other, any, one, all, such, &c.
**Other** is declined in the following manner:

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom.</td>
<td>other</td>
<td>others</td>
</tr>
<tr>
<td>Poss.</td>
<td>other's</td>
<td>others'</td>
</tr>
<tr>
<td>Obj.</td>
<td>other</td>
<td>others</td>
</tr>
</tbody>
</table>

**VERBS.**

A verb is a word which signifies to be, to do, or to suffer; as, "I am, I rule, I am ruled."

Verbs are of three kinds; **active**, **passive**, and **neuter**. They are also divided into **regular**, **irregular**, and **defective**.

A Verb Active expresses an action, and necessarily implies an agent, and an object acted upon; as, "to love;" "I love Penelope."

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

A Verb Neuter expresses neither action nor passion; but being, or a state of being; as, "I am, I sleep, I sit."

Auxiliary or **helping verbs**, are those by the help of which the **English Verbs** are principally conjugated; they are, do, be, have, shall, will, may, can, with their variations; and let and must, which have no variation.

To verbs belong **number**, **person**, **mood**, and **tense**.

**NUMBER AND PERSON.**

Verbs have two numbers, the singular and the plural; as, "I love, we love."
In each number there are three persons; as,

<table>
<thead>
<tr>
<th>First Person.</th>
<th>Second Person.</th>
<th>Third Person.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singular.</td>
<td>Plural.</td>
<td></td>
</tr>
<tr>
<td>I love.</td>
<td>We love.</td>
<td></td>
</tr>
<tr>
<td>Thou loveth.</td>
<td>Ye love.</td>
<td></td>
</tr>
<tr>
<td>He loves.</td>
<td>They love.</td>
<td></td>
</tr>
</tbody>
</table>

MOODS.

Mood or Mode is a particular form of the verb, showing the manner in which the being, action, or passion, is represented.

There are five moods of Verbs, the Indicative, the Imperative, the Potential, the Subjunctive, and the Infinitive.

The Indicative Mood simply indicates or declares a thing; as, “He loves; he is loved,” or it asks a question; as, “Does he love? Is he loved?”

The Imperative Mood is used for commanding, exhorting, entreating, or permitting; as, “Depart thou; mind ye; let us stay; go in peace.”

The Potential Mood implies possibility or liberty, power, will, or obligation; as, “It may rain; he may go or stay; I can ride; he would walk; they should learn.”

The Subjunctive Mood represents a thing under a condition, motive, wish, supposition, &c.; and is preceded by a conjunction, expressed or understood, and attended by another verb; as, “I will respect him, though he chide me;” “Were he good, he would be happy;” that is, “if he were good.”

The Infinitive Mood expresses a thing in a general and unlimited manner, without any dis-
The Participle is a certain form of the Verb, and derives its name from its participating, not only the properties of a verb, but also those of an adjective; as, "I am desirous of knowing him;" "Admired and applauded, he became vain;" "having finished his work, he submitted it," &c. There are three Participles, the Present or Active, the Perfect or Passive, and the compound Perfect; as, "loving, loved, having loved."

TENSES.

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

The Present Tense represents an action or event, as passing at the time in which it is mentioned; as, "I rule, I am ruled, I think, I fear."

The Imperfect Tense represents the action or event, either as past and finished, or as remaining unfinished at a certain time past; as, "I loved her for her modesty and virtue;" "They were travelling post when he met them."

The Perfect Tense not only refers to what is past, but also conveys an allusion to the present time; as, "I have finished my letter;" "I have seen the person that was recommended to me."

The Pluperfect Tense represents a thing, not only as past, but also as prior to some other point.
of time specified in the sentence; as, “I had finished my letter before he arrived.”

The first Future Tense represents the action as yet to come, either with or without respect to the precise time when; as, “The sun will rise to-morrow;” “I shall see them again.”

The second Future intimates that the action will be fully accomplished, at or before the time of another future action or event: as, “I shall have dined at one o’clock;” “The two houses will have finished their business, when the king comes to prorogue them.”

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.”

The auxiliary and active verb To have, is conjugated in the following manner:

TO HAVE.

Indicative Mood

Present Tense.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pers. I have.</td>
<td>1. We have.</td>
</tr>
<tr>
<td>2. Pers. Thou hast.</td>
<td>2. Ye or you have.</td>
</tr>
<tr>
<td>3. Pers. He, she, or it hath or has.</td>
<td>3. They have.</td>
</tr>
</tbody>
</table>
**Imperfect Tense.**

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I had.</td>
<td>1. We had.*</td>
</tr>
<tr>
<td>2. Thou hadst.</td>
<td>2. Ye or you had.</td>
</tr>
<tr>
<td>3. He, &amp;c. had.</td>
<td>3. They had.</td>
</tr>
</tbody>
</table>

**Perfect Tense.**

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I have had.</td>
<td>1. We have had.</td>
</tr>
<tr>
<td>2. Thou hast had.</td>
<td>2. Ye or you have had.</td>
</tr>
<tr>
<td>3. He has had.</td>
<td>3. They have had.</td>
</tr>
</tbody>
</table>

**Pluperfect Tense.**

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I had had.</td>
<td>1. We had had.</td>
</tr>
<tr>
<td>2. Thou hadst had.</td>
<td>2. Ye or you had had.</td>
</tr>
<tr>
<td>3. He had had.</td>
<td>3. They had had.</td>
</tr>
</tbody>
</table>

**First Future Tense.**

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I shall or will have.</td>
<td>1. We shall or will have.</td>
</tr>
<tr>
<td>2. Thou shalt or wilt have.</td>
<td>2. Ye or you shall or will have.</td>
</tr>
<tr>
<td>3. He shall or will have.</td>
<td>3. They shall or will have.</td>
</tr>
</tbody>
</table>

*The Verbs, though conjugated at large through all their tenses, that the learners may, by a full and regular display of them, more completely understand their nature and use, need not be wholly committed to memory, by young persons who are beginning the study of grammar. If the simple tenses, namely, the present and the imperfect, together with the first future tense, should, in the first instance be committed to memory, and the rest carefully perused and explained, the business will not be tedious to the scholars, and their progress will be rendered more obvious and pleasing. The general view of the subject, thus acquired, and impressed, may be afterwards extended with ease and advantage.*
**Second Future Tense.**

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I shall have had.</td>
<td>1. We shall have had.</td>
</tr>
<tr>
<td>2. Thou wilt have had.</td>
<td>2. Ye or you shall have had.</td>
</tr>
<tr>
<td>3. He will have had.</td>
<td>3. They will have had.</td>
</tr>
</tbody>
</table>

**Imperative Mood.**

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Let me have.</td>
<td>1. Let us have.</td>
</tr>
<tr>
<td>2. Have thou, or do thou</td>
<td>2. Have ye, or do ye or you have.</td>
</tr>
<tr>
<td>3. Let him have.</td>
<td>3. Let them have.</td>
</tr>
</tbody>
</table>

**Potential Mood.**

**Present Tense.**

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I may or can have.</td>
<td>1. We may or can have.</td>
</tr>
<tr>
<td>2. Thou mayst or canst</td>
<td>2. Ye or you may or can have.</td>
</tr>
<tr>
<td>3. He may or can have.</td>
<td>3. They may or can have.</td>
</tr>
</tbody>
</table>

**Imperfect Tense.**

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I might, could, would or should have.</td>
<td>1. We might, could, would or should have.</td>
</tr>
<tr>
<td>2. Thou mightst, couldst</td>
<td>2. Ye or you might, could, wouldst or shouldst have.</td>
</tr>
<tr>
<td>3. He might, could, would</td>
<td>3. They might, could, would or should have.</td>
</tr>
</tbody>
</table>
Perfect Tense.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I may or can have had</td>
<td>1. We may or can have had</td>
</tr>
<tr>
<td>2. Thou mayst or canst</td>
<td>2. Ye or you may or can have had</td>
</tr>
<tr>
<td>3. He may or can have</td>
<td>3. They may or can have</td>
</tr>
</tbody>
</table>

Pluperfect Tense.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I might, could, would</td>
<td>1. We might, could, would</td>
</tr>
<tr>
<td>2. Thou mightst, couldst</td>
<td>2. Ye or you might, could</td>
</tr>
<tr>
<td>3. He might, could, would</td>
<td>3. They might, could, would</td>
</tr>
</tbody>
</table>

Subjunctive Mood.

Present Tense.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. If I have.</td>
<td>1. If we have.</td>
</tr>
<tr>
<td>2. If thou have.</td>
<td>2. If ye or you have.</td>
</tr>
<tr>
<td>3. If he have.</td>
<td>3. If they have.</td>
</tr>
</tbody>
</table>

*The remaining tenses of the subjunctive mood, are in general, similar to the corresponding tenses of the indicative mood: with the addition to the verb of a conjunction expressed or implied, denoting a condition, matter, with supposition, &c. It will be proper to direct the learner to...*
Infinitive Mood.

Present. To have.

Perfect. To have had.

Participle.

Present or Active. Having.

Perfect or Passive. Having had.

The auxiliary and neuter verb To be, is conjugated as follows:

**TO BE.**

Indicative Mood.

Present Tense.

Singular.

1. I am.
2. Thou art.
3. He, she, or it is.

Plural.

1. We are.
2. Ye or you are.
3. They are.

Imperfect Tense.

Singular.

1. I was.
2. Thou wast.
3. He was.

Plural.

1. We were.
2. Ye or you were.
3. They were.

repeat all the tenses of this mood, with a conjunction prefixed to each of them. For the propriety of conjugating the subjunctive mood, in this manner, see the larger grammar, fourteenth, or any subsequent edition, pages 90, 100, 103, and the note on the nineteenth rule of Syntax.
English Grammar.

Perfect Tense.

Singular.
1. I have been.
2. Thou hast been.
3. He hath or has been.

Plural.
1. We have been.
2. Ye or you have been.
3. They have been.

Pluperfect Tense.

Singular.
1. I had been.
2. Thou hadst been.
3. He had been.

Plural.
1. We had been.
2. Ye or you had been.
3. They had been.

First Future Tense.

Singular.
1. I shall or will be.
2. Thou shalt or wilt be.
3. He shall or will be.

Plural.
1. We shall have been.
2. Ye or you shall or will be.
3. They shall or will be.

Second Future Tense.

Singular.
1. I shall have been.
2. Thou wilt have been.
3. He will have been.

Plural.
1. We shall have been.
2. Ye or you will have been.
3. They will have been.

Imperative Mood.

Singular.
1. Let me be.
2. Be thou or do thou be.
3. Let him be.

Plural.
1. Let us be.
2. Be ye or you or do ye be.
3. Let them be.
## Potential Mood.

### Present Tense.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I may or can be.</td>
<td>1. We may or can be.</td>
</tr>
<tr>
<td>2. Thou mayst or canst be.</td>
<td>2. Ye or you may or can be.</td>
</tr>
<tr>
<td>3. He may or can be.</td>
<td>3. They may or can be.</td>
</tr>
</tbody>
</table>

### Imperfect Tense.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I might, could, would, or 1. We might, could, would, or should be.</td>
<td></td>
</tr>
<tr>
<td>2. Thou mightst, couldst, 2. Ye or you might, could, would or should be.</td>
<td></td>
</tr>
<tr>
<td>3. He might, could, would, or should be. 3. They might, could, would, or should be.</td>
<td></td>
</tr>
</tbody>
</table>

### Perfect Tense.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I may or can have been.</td>
<td>1. We may or can have been.</td>
</tr>
<tr>
<td>2. Thou mayst or canst have 2. Ye or you may or can have been.</td>
<td></td>
</tr>
<tr>
<td>3. He may or can have 3. They may or can have been.</td>
<td></td>
</tr>
</tbody>
</table>

### Pluperfect Tense.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I might, could, would or 1. We might, could, would, or should have been.</td>
<td></td>
</tr>
</tbody>
</table>
Singular.  Plural.

2. Thou mightst, couldst. 2. Ye or you might, could
   wouldst or shouldst have. would or should have been.

3. He might, could, would. 3. They might, could; would
   or should have been. or should have been.

Subjunctive Mood.

Present Tense.

Singular.  Plural.

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

Imperfect Tense.

Singular.  Plural.

1. If I were. 1. If we were.
2. If thou were. 2. If ye or you were.
3. If he were. 3. If they were.*

Infinitive Mood.

Present Tense. To be.  Perfect. To have been.

Participles.

   Compound Perfect. Having Been.

* The remaining tenses of this mood are, in general,
   similar to the corresponding tenses of the Indicative Mood.
   See the note at page 30.
OF THE CONJUGATION OF REGULAR ACTIVE VERBS.

Verbs Active are called Regular when they form their imperfect tense of the indicative mood, and their perfect participle, by adding to the verb ed, or d only when the verb ends in e; as:

I favour. I favored. Favored.
I love. I loved. Loved.

A Regular Active Verb is conjugated in the following manner:

TO LOVE

Indicative Mood.

Present Tense.

Singular. Plural.
I love. 1. We love.
Thou lovest. 2. Ye, or you love.
He, she, or it loveth or loves.

Imperfect Tense.

Singular. Plural.
I loved. 1. We loved.
Thou lovedst. 2. Ye, or you loved.
He loved. 3. They loved.
Perfect Tense.

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

Pluperfect Tense.

Singular. Plural.
1. I had loved. 1. We had loved.
2. Thou hadst loved. 2. Ye or you had loved.
3. He had loved. 3. They had loved.

First Future Tense.

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

Second Future Tense.

Singular. Plural.
1. I shall have loved. 1. We shall have loved.
2. Thou wilt have loved. 2. Ye or you will have loved.
3. He will have loved. 3. They will have loved.

Imperative Mood.

Singular. Plural.
1. Let me love. 1. Let us love.
2. Love thou or do thou love. 2. Love ye or you or do ye love.
3. Let him love. 3. Let them love.
Potential Mood.

Present Tense.

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

Imperfect Tense.

Singular. Plural.
1. I might, could, would, could, would, or should love.
2. Thou mightest, couldst, could, would or shouldst love.
3. He might, could, would, could, would or should love.

Perfect Tense.

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

Pluperfect Tense.

Singular. Plural.
1. I might, could, would, could, would, or should have loved. 1. We might, could, would, or should have loved.
Singular.  
1. If I love.  
2. If thou love.  
3. If he love.  

Plural.  
1. If we love.  
2. If ye or you love.  
3. If they love.  

Present Tense.

Infinitive Mood.

Present. To love.  
Perfect. To have loved.  

Participles.  

Present. Loving.  
Perfect. Loved.

Compound Perfect. Having loved.

PASSIVE.

Verbs passive are called regular when they form their perfect participle by the addition of ed to the verb; as, from the verb, "To love," is formed the passive, "I am loved; I was loved, I shall be loved," &c.

A passive verb is conjugated by adding the perfect participle to the Auxiliary to be, through all its changes of number, person, mood and tense, in the following manner.

The remaining tenses of this mood are, in general, similar to the correspondent tenses of the Indicative Mood. See the note at page 30.
TO BE LOVED.

Indicative Mood.

Present Tense.

Singular.
1. I am loved.
2. Thou art loved.
3. He is loved.

Plural.
1. We are loved.
2. Ye or you are loved.
3. They are loved.

Imperfect Tense.

Singular.
1. I was loved.
2. Thou wast loved.
3. He was loved.

Plural.
1. We were loved.
2. Ye or you were loved.
3. They were loved.

Perfect Tense.

Singular.
1. I have been loved.
2. Thou hast been loved.
3. He hath or has been loved.

Plural.
1. We have been loved.
2. Ye or you have been loved.
3. They have been loved.

Pluperfect Tense.

Singular.
1. I had been loved.
2. Thou hadst been loved.
3. He had been loved.

Plural.
1. We had been loved.
2. Ye or you had been loved.
3. They had been loved.
English Grammar.

First Future Tense.

Singular. 
1. I shall or will be loved.
2. Thou shalt or wilt be loved.
3. He shall or will be loved.

Plural.
1. We shall or will be loved.
2. Ye or you shall or will be loved.
3. They shall or will be loved.

Second Future Tense.

Singular.
1. I shall have been loved.
2. Thou wilt have been loved.
3. He will have been loved.

Plural.
1. We shall have been loved.
2. Ye or you will have been loved.
3. They will have been loved.

Imperative Mood.

Singular.
1. Let me be loved.
2. Be thou loved, or do thou be loved.
3. Let him be loved.

Plural.
1. Let us be loved.
2. Be ye or you be loved, or do ye be loved.
3. Let them be loved.

Potential Mood.

Present Tense.

Singular.
1. I may or can be loved.
2. Thou mayst or canst be loved.
3. He may or can be loved.

Plural.
1. We may or can be loved.
2. Ye or you may or can be loved.
3. They may or can be loved.
### Imperfect Tense

**Singular.**

1. I might, could, would or should be loved.
2. Thou mightst, couldst, wouldst or shouldst be loved.
3. He might, could, would or should be loved.

**Plural.**

1. We might, could, would or should be loved.
2. Ye or you might, could, would or should be loved.
3. They might, could, would or should be loved.

### Perfect Tense

**Singular.**

1. I may or can have been loved.
2. Thou mayst or canst have been loved.
3. He may or can have been loved.

**Plural.**

1. We may or can have been loved.
2. Ye or you may or can have been loved.
3. They may or can have been loved.

### Pluperfect Tense

**Singular.**

1. I might, could, would or should have been loved.
2. Thou mightst, couldst, wouldst or shouldst have been loved.
3. He might, could, would or should have been loved.

**Plural.**

1. We might, could, would or should have been loved.
2. Ye or you might, could, would or should have been loved.
3. They might, could, would or should have been loved.
English Grammar.

Subjunctive Mood.

Present Tense.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. If I be loved.</td>
<td>1. If we be loved.</td>
</tr>
<tr>
<td>2. If thou be loved.</td>
<td>2. If ye or you be loved.</td>
</tr>
<tr>
<td>3. If he be loved.</td>
<td>3. If they be loved.</td>
</tr>
</tbody>
</table>

Imperfect Tense.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. If I were loved.</td>
<td>1. If we were loved.</td>
</tr>
<tr>
<td>2. If thou were loved.</td>
<td>2. If ye or you were loved.</td>
</tr>
<tr>
<td>3. If he were loved.</td>
<td>3. If they were loved.</td>
</tr>
</tbody>
</table>

Infinitive Mood.

<table>
<thead>
<tr>
<th>Present Tense.</th>
<th>Perfect Tense.</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be loved.</td>
<td>To have been loved.</td>
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</tbody>
</table>

Participles.

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<th>Imperfect.</th>
<th>Perf. or Pass. Part.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I begin,</td>
<td>I began,</td>
<td>begun,</td>
</tr>
<tr>
<td>I know,</td>
<td>I knew,</td>
<td>known.</td>
</tr>
</tbody>
</table>

IRREGULAR VERBS.

Irregular Verbs are those which do not form their imperfect tense, and their perfect participle, by the addition of d or ed to the verb; as,

<table>
<thead>
<tr>
<th>Present.</th>
<th>Imperfect.</th>
<th>Perf. or Pass. Part.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I begin,</td>
<td>I began,</td>
<td>begun,</td>
</tr>
<tr>
<td>I know,</td>
<td>I knew,</td>
<td>known.</td>
</tr>
</tbody>
</table>

* The remaining tenses of this mood are, in general, similar to the correspondent tenses of the indicative mood. See the note at p. 30.
IRREGULAR VERBS ARE OF VARIOUS SORTS.

1. Such as have the present and imperfect tenses, and perfect participle, the same: as,

<table>
<thead>
<tr>
<th>Present</th>
<th>Imperfect</th>
<th>Perfect Part</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost</td>
<td>cost</td>
<td>cost</td>
</tr>
<tr>
<td>Put</td>
<td>put</td>
<td>put</td>
</tr>
</tbody>
</table>

2. Such as have the imperfect tense, and perfect participle the same: as,

<table>
<thead>
<tr>
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<th>Imperfect</th>
<th>Perfect Part</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abide</td>
<td>abode</td>
<td>abode</td>
</tr>
<tr>
<td>Sell</td>
<td>sold</td>
<td>sold</td>
</tr>
</tbody>
</table>

3. Such as have the imperfect tense, and perfect participle different: as,

<table>
<thead>
<tr>
<th>Present</th>
<th>Imperfect</th>
<th>Perfect Part</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arise</td>
<td>arose</td>
<td>arisen</td>
</tr>
<tr>
<td>Blow</td>
<td>blew</td>
<td>blown</td>
</tr>
</tbody>
</table>

The following list of the irregular verbs will, it is presumed, be found both comprehensive and accurate.

<table>
<thead>
<tr>
<th>Present</th>
<th>Imperfect</th>
<th>Perf. or Pass. Part.</th>
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</thead>
<tbody>
<tr>
<td>Abide</td>
<td>abode</td>
<td>abode</td>
</tr>
<tr>
<td>Am</td>
<td>was</td>
<td>been</td>
</tr>
<tr>
<td>Arise</td>
<td>arose</td>
<td>arisen</td>
</tr>
<tr>
<td>Awake</td>
<td>awoke, R</td>
<td>awaked, R</td>
</tr>
<tr>
<td>Bear, to bring forth</td>
<td>bare, run</td>
<td>born.</td>
</tr>
<tr>
<td>Bear, to carry</td>
<td>bore</td>
<td>borne.</td>
</tr>
<tr>
<td>Beat</td>
<td>beat</td>
<td>beaten, beat</td>
</tr>
<tr>
<td>Begin</td>
<td>began</td>
<td>begun</td>
</tr>
<tr>
<td>Bend</td>
<td>bent</td>
<td>bent</td>
</tr>
<tr>
<td>Present</td>
<td>Imperfect</td>
<td>Perf. or Pas. Past.</td>
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<tr>
<td>--------------</td>
<td>-----------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Bereave</td>
<td>bereft, r.</td>
<td>bereft, r.</td>
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<tr>
<td>Beseech</td>
<td>besought</td>
<td>besought</td>
</tr>
<tr>
<td>Bid</td>
<td>bid, bade</td>
<td>bidden, bid.</td>
</tr>
<tr>
<td>Bind</td>
<td>bound</td>
<td>bound</td>
</tr>
<tr>
<td>Bite</td>
<td>bit</td>
<td>bitten, bit.</td>
</tr>
<tr>
<td>Bleed</td>
<td>bled</td>
<td>bled.</td>
</tr>
<tr>
<td>Blow</td>
<td>blew</td>
<td>blown.</td>
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<tr>
<td>Break</td>
<td>broke</td>
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</tr>
<tr>
<td>Breed</td>
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<tr>
<td>Bring</td>
<td>brought</td>
<td>brought</td>
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<tr>
<td>Build</td>
<td>built</td>
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<tr>
<td>Burst</td>
<td>burst</td>
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</tr>
<tr>
<td>Buy</td>
<td>bought</td>
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</tr>
<tr>
<td>Cast</td>
<td>cast</td>
<td>cast.</td>
</tr>
<tr>
<td>Catch</td>
<td>caught, r.</td>
<td>caught, r.</td>
</tr>
<tr>
<td>Chide</td>
<td>chid</td>
<td>chidden, chid.</td>
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<tr>
<td>Choose</td>
<td>choose</td>
<td>chosen</td>
</tr>
<tr>
<td>Cleave</td>
<td>to stick</td>
<td></td>
</tr>
<tr>
<td>Cleave, to split, clove or cleft</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cling</td>
<td>clung</td>
<td></td>
</tr>
<tr>
<td>Clothe</td>
<td>clothed</td>
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</tr>
<tr>
<td>Come</td>
<td>came</td>
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</tr>
<tr>
<td>Cost</td>
<td>cost</td>
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<tr>
<td>Crow</td>
<td>crew, r.</td>
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<td>Creep</td>
<td>crept</td>
<td></td>
</tr>
<tr>
<td>Cut</td>
<td>cut</td>
<td></td>
</tr>
<tr>
<td>Dare, to venture, durst</td>
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<td></td>
</tr>
<tr>
<td>Dare, r. to challenge</td>
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<tr>
<td>Deal</td>
<td>dealt, r.</td>
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<tr>
<td>Dig</td>
<td>dug, r.</td>
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<tr>
<td>Do</td>
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<tr>
<td>Draw</td>
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<tr>
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<tr>
<td>Fly</td>
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<tr>
<td>Forget</td>
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<tr>
<td>Grow</td>
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<td>Have</td>
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<td>Hear</td>
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<td>Hold</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hurst</td>
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</tr>
</tbody>
</table>
### Present

- **Draw**, drew, drawn
- **Drive**, drove, driven
- **Drink**, drank, drunk
- **Dwell**, dwelt, dwelt
- **Eat**, fell, eaten
- **Fall**, fallen
- **Feed**, fed
- **Feel**, felt
- **Fight**, fought
- **Find**, found
- **Flee**, fled
- **Fling**, flung, flown
- **Fly**, flown
- **Forget**, forgot, forgotten
- **Forsake**, forsok, forsaken
- **Freeze**, froze
- **Get**, got
- **Gild**, gilt, gilt
- **Gird**, girt, girt
- **Give**, gave, given
- **Go**, gone
- **Grave**, graved, graven
- **Grind**, ground
- **Grow**, grew, grown
- **Have**, had
- **Hang**, hung, hung
- **Hear**, heard
- **Hew**, hewed, hewn
- **Hide**, hid, hidden
- **Hit**, hit, hit
- **Hold**, held, held
- **Hurt**, hurt, hurt

### Imperfect

- **Draw**
- **Drive**
- **Drink**
- **Dwell**
- **Eat**
- **Fall**
- **Feed**
- **Feel**
- **Fight**
- **Find**
- **Flee**
- **Fling**
- **Fly**
- **Forget**
- **Forsake**
- **Freeze**
- **Get**
- **Gild**
- **Gird**
- **Give**
- **Go**
- **Grave**
- **Grind**
- **Grow**
- **Have**
- **Hang**
- **Hear**
- **Hew**
- **Hide**
- **Hit**
- **Hold**
- **Hurt**

### Per. or Pass. Part.

- **Draw**
- **Drive**
- **Drink**
- **Dwell**
- **Eaten**
- **Fall**
- **Fed**
- **Felt**
- **Fought**
- **Found**
- **Fled**
- **Flung**
- **Flown**
- **Forgotten**
- **Forsaken**
- **Frozen**
- **Got**
- **Gilt**
- **Girt**
- **Given**
- **Gone**
- **Graven**
- **Ground**
- **Grown**
- **Bad**
- **Hung**
- **Heard**
- **Hewed**
- **Hid**
- **Hit**
- **Held**
- **Hurt**
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English Grammar.
<table>
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<tr>
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<td>slit, R.</td>
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<td>Sow</td>
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<tr>
<td>Present</td>
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<td>Perf. or Pass. Part.</td>
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<tr>
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<tr>
<td>Stink</td>
<td>stunk</td>
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<tr>
<td>Stride</td>
<td>strode or strid, stridden.</td>
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<tr>
<td>Strike</td>
<td>struck</td>
<td>struck or striken</td>
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<tr>
<td>String</td>
<td>strung</td>
<td>strung</td>
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<tr>
<td>Strive</td>
<td>strife</td>
<td>striven</td>
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<tr>
<td>Strow or strew</td>
<td>strowed, strewed.</td>
<td>strow, strowed.</td>
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<tr>
<td>Swear</td>
<td>swore</td>
<td>sworn</td>
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<tr>
<td>Sweat</td>
<td>swet, R.</td>
<td>swet, R.</td>
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<tr>
<td>Swell</td>
<td>swelled</td>
<td>swollen, R.</td>
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<tr>
<td>Swim</td>
<td>swum, swam</td>
<td>swum</td>
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<tr>
<td>Swing</td>
<td>swung</td>
<td>swung</td>
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<tr>
<td>Take</td>
<td>took</td>
<td>taken</td>
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<td>Teach</td>
<td>taught</td>
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<tr>
<td>Tear</td>
<td>tore</td>
<td>torn</td>
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<td>Tell</td>
<td>told</td>
<td>told</td>
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<tr>
<td>Think</td>
<td>thought</td>
<td>thought</td>
</tr>
<tr>
<td>Thrive</td>
<td>throve, R.</td>
<td>throve, R.</td>
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<tr>
<td>Throw</td>
<td>threw</td>
<td>thrown</td>
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<td>Thrust</td>
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<td>Tread</td>
<td>trod</td>
<td>trodden</td>
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<tr>
<td>Wax</td>
<td>waxed</td>
<td>waxen, R.</td>
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<td>Wear</td>
<td>wore</td>
<td>worn</td>
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<td>Weave</td>
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<td>Weep</td>
<td>wept</td>
<td>wept</td>
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<tr>
<td>Win</td>
<td>won</td>
<td>won</td>
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<tr>
<td>Wind</td>
<td>wound</td>
<td>wound</td>
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<tr>
<td>Work</td>
<td>wrought, wrought or worked.</td>
<td>wrought or worked.</td>
</tr>
<tr>
<td>Wring</td>
<td>wrung</td>
<td>wrung</td>
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<tr>
<td>Write</td>
<td>wrote</td>
<td>written</td>
</tr>
</tbody>
</table>
The verbs which are conjugated regularly, as well as irregularly, are marked with an r. Those preterits and participles, which are first mentioned in the list, seem to be the most eligible.

**DEFECTIVE VERBS.**

Defective Verbs are those which are used only in some of their moods and tenses; as, am, was, been; can, could; may, might; shall, should; will, would, &c.

**ADVERB.**

An Adverb is a part of speech joined to a verb, an adjective, and sometimes to another adverb to express some quality or circumstance respecting; as, "He reads well;" "A truly good man;" "He writes very correctly."

Some adverbs are compared thus: "Soon, sooner, soonest; often, oftener, oftenest." Those ending in ly, are compared by more and most; as, "Wisely, more wisely, most wisely."

The following are a few of the Adverbs,

<table>
<thead>
<tr>
<th>Adverb</th>
<th>Adverb</th>
<th>Adverb</th>
<th>Adverb</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once</td>
<td>largely</td>
<td>presently</td>
<td>quickly</td>
<td>not</td>
</tr>
<tr>
<td>now</td>
<td>before</td>
<td>often</td>
<td>perhaps</td>
<td>how</td>
</tr>
<tr>
<td>here</td>
<td>lately</td>
<td>much</td>
<td>indeed</td>
<td>more</td>
</tr>
</tbody>
</table>

**PREPOSITION.**

Prepositions serve to connect words with one another, and to show the relation between them. They are, for the most part, put before nouns and pronouns; as, "He went from London to York;" "She is above disguise;" "They are supported by industry."
The following is a list of the principal propositions:

<table>
<thead>
<tr>
<th>Preposition</th>
<th>Of</th>
<th>Into</th>
<th>Above</th>
<th>At</th>
<th>Off</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preposition</td>
<td>to</td>
<td>Within</td>
<td>Below</td>
<td>Near</td>
<td>On or upon</td>
</tr>
<tr>
<td>Preposition</td>
<td>for</td>
<td>Without</td>
<td>Between</td>
<td>Up</td>
<td>Among</td>
</tr>
<tr>
<td>Preposition</td>
<td>by</td>
<td>Over</td>
<td>Beneath</td>
<td>Down</td>
<td>After</td>
</tr>
<tr>
<td>Preposition</td>
<td>with</td>
<td>Under</td>
<td>From</td>
<td>Before</td>
<td>About</td>
</tr>
<tr>
<td>Preposition</td>
<td>in</td>
<td>Through</td>
<td>Beyond</td>
<td>Behind</td>
<td>Against</td>
</tr>
</tbody>
</table>

CONJUNCTION.

A Conjunction is a part of speech that is chiefly used to connect sentences; so as, out of two or more sentences to make but one. It sometimes connects only words.

Conjunctions are principally divided into two sorts, the COPULATIVE and DISJUNCTIVE.

The Conjunction Copulative serves to connect or continue a sentence, by expressing an addition, a supposition, a cause, &c.; as, "He and his brother reside in London;" "I will go, if he will accompany me;" "You are happy, because you are good."

The Conjunction Disjunctive serves, not only to connect and continue the sentence, but also to express opposition of meaning in different degrees: as, "Though he was frequently reproved, yet he did not reform;" "They came with her, but went away without her."

The following is a list of the principal conjunctions:

The Copulative. And, that, both, for, therefore, if, then, since, because, wherefore.
The *Disjunctive.* But, than though, either, or, as, unless, neither, nor, lest, yet, notwithstanding.

**INTERJECTIONS.**

Interjections are words thrown in between the parts of a sentence, to express the passions or emotions of the speaker: as, "Oh! I have alienated my friend; Alas! I fear, for life;" "O virtue! how amiable thou art!"

The following are some of the Interjections: O! pish! heigh! lo! behold! ah! tush! fie! hush! hail!

**OF DERIVATION.**

Words are derived from one another in various ways, viz.

1. Substantives are derived from verbs; as, from "to love" comes "lover."
2. Verbs are derived from substantives, adjectives, and sometimes from adverbs: as, from "salt" comes "to salt;" from "warm" comes "to warm;" from "forward" comes "to forward."
3. Adjectives are derived from substantives: as, from "health" comes "healthy."
4. Substantives are derived from adjectives: as, from "white" comes "whiteness."
5. Adverbs are derived from adjectives; as, from "base" comes "basely."
SYNTAX.

The third Part of Grammar is Syntax, which treats of the agreement and construction of words in a sentence.

A sentence is an assemblage of words, forming a complete sense.

Sentences are of two kinds, simple and compound.

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

A compound sentence consists of two or more simple sentences connected together: as, “Life is short, and art is long;” “Idleness produces want, vice, and misery.”

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

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

The subject is the thing chiefly spoken of; the attribute is the thing or action affirmed or denied of it; and the object is the thing effected by such action.

The nominative denotes the subject, and usually goes before the verb or attribute; and the word or phrase, denoting the object, follows the verb; as, “A wise man governs his passions.” Here, a wise man is the subject; governs the attribute, or thing affirmed; and his passions, the object.
Syntax principally consists of two parts, Concord and Government.

Concord is the agreement which one word has with another, in gender, number, case or person. Government is that power which one part of speech has over another, in directing its mood, tense or case.

RULE I.

A verb must agree with its nominative case, in number and person: as, “I learn;” “Thou art improved;” “The birds sing.”

RULE II.

Two or more nouns, &c. in the singular number, joined together by a copulative conjunction, expressed or understood, have verbs, nouns, and pronouns agreeing with them in the plural number: as, “Socrates and Plato were wise; they were the most eminent philosophers of Greece;” “The sun that rolls over our heads; the food that we receive, the rest that we enjoy, daily admonish us of a superior and superintending Power.”

RULE III.

The conjunction disjunctive has an effect contrary to that of the conjunction copulative; for as the verb, noun, or pronoun, is referred to the preceding terms taken separately, it must be in the singular number: as, “Ignorance or negligence has caused this mistake;” “John or James, or Joseph, intends to accompany me;” “There is, in many minds, neither knowledge nor understanding.”
RULE IV.

A noun of multitude, or signifying many, may have a verb or pronoun agreeing with it, either of the singular or plural number; yet not without regard to the import of the word, as conveying unity or plurality of idea: as, “The meeting was large;” “The parliament is dissolved;” “The nation is powerful;” “My people do not consider they have not known me;” “The multitude eagerly pursue pleasure, as their chief good;” “The council were divided in their sentiments.”

RULE V.

Pronouns must always agree with their antecedents, and the nouns for which they stand, in gender and number; as, “This is the friend whom I love;” “This is the vice which I hate;” “The king and the queen had put on their robes;” “The moon appears, and she shines, but the light is not her own.”

The relative is the same person as the antecedent, and the verb agrees with it accordingly; as, “Thou who lovest wisdom,” “I, who speak from experience.”

RULE VI.

The relative is the nominative case to the verb, when no nominative comes between it and the verb: as, “The master who taught us;” “The trees which are planted.”

When a nominative comes between the relative and the verb, the relative is governed by some word in its own member of the sentence: as, “Thou who lovest wisdom, being my friend.”

When relatives are so placed as to convey a sense of the singular number, or, “Thou who lovest wisdom.”

English pronouns belong both to the antecedent, and the verb is accordingly; as, “This is the friend whom I love.”

And the relative pronoun is the same person as the antecedent: as, “I, who speak from experience.”

Thus, in the singular number, and in the plural number, the antecedent and the relative pronoun agree in gender and number; as, “This is the friend whom I love.”

The English pronouns, being relative pronouns, are either the relative pronoun. They are always used in their own member of the sentence: as, “The master who taught us.”
as, "He who preserves me, to whom I owe my being, whose I am, and whom I serve, is eternal."

RULE VII.

When the relative is preceded by two nominatives of different persons, the relative and verb may agree in person with either, according to the sense; as, "I am the man who command you," or, "I am the man who commands you."

RULE VIII.

Every adjective, and every adjective pronoun, belongs to a substantive, expressed or understood; as, "He is a good as well as a wise man:" "Few are happy," that is "persons;" "This is a pleasant walk," that is, "This walk is," &c.

Adjective pronouns must agree in number with their substantives; as, "This book, these books;" that sort, those sorts; another road, other roads.

RULE IX.

The article a or an agrees with nouns in the singular number only, individually or collectively; as, "A Christian, an Infidel, a score, a thousand."

The definite article the may agree with nouns in the singular or plural number; as, "the garden, the houses, the stars."

The articles are often properly omitted: when used they should be justly applied, according to their distinct nature; as, "Gold is corrupting; the sea is green; a lion is bold."

RULE X.

One substantive governs another signifying a
different thing, in the possessive or genitive case; as, "My father's house;" "Man's happiness;" "Virtue's reward."

RULE XI.
Active verbs govern the objective case; as, "Truth ennobles her;" "She comforts me;" "They support us;" "Virtue rewards her followers."

RULE XII.
One verb governs another that follows it, or depends upon it, in the infinitive mood; as, "Cease to do evil; learn to do well." "We should be prepared to render an account of our actions."

The preposition to, though generally used before the latter verb, is sometimes properly omitted; as, "I heard him say it;" instead of, "to say it."

RULE XIII.
In the use of words and phrases which, in point of time relate to each other, a due regard to that relation should be observed. Instead of saying, "The Lord hath given, and the Lord hath taken away:" we should say, "The Lord gave, and the Lord hath taken away." Instead of, "I remember the family more than twenty years;" it should be, "I hath remembered the family more than twenty years."

RULE XIV.
Participles have the same government as the verbs from which they are derived; as, "I am weary with hearing him;" "She is instructing us;" "The tutor is admonishing Charles."
Adverbs, though they have no government of case, tense, &c. require an appropriate situation in the sentence, viz, for the most part before adjectives, after verbs active or neuter, and frequently between the auxiliary and the verb; as, "He made a very sensible discourse; he spoke unaffectedly and forcibly; and was attentively heard, by the whole assembly."

Two negatives in English destroy one another, or are equivalent to an affirmative; as, "Nor did they not perceive him; that is, "they did perceive him;" "His language, though inelegant, is not ungrammatical," that is, "it is grammatical."

Prepositions govern the objective case: as, "I have heard a good character of her;" "From him that is needy, turn not away;" "A word to the wise is sufficient for them;" "We may be good and happy without riches."

Conjunctions connect the same moods and tenses of verbs, and cases of nouns and pronouns: as, "Candour is to be approved and practised;" "If thou sincerely desire and earnestly pursue virtue, she will assuredly be found by thee, and prove a rich reward;" "The master taught her and me to write;" "He and she were schoolfellows."
Some conjunctions require the indicative, some the subjunctive mood, after them. It is a general rule, that when something contingent or doubtful is implied, the subjunctive ought to be used: as, "If I were to write he would not regard it;" "He will not be pardoned unless he repent."

Conjunctions that are of a positive and absolute nature require the indicative mood. "As virtue advances so vice recedes;" "He is healthy because he is temperate.

When the qualities of different things are compared, the latter noun or pronoun is not governed by the conjunction than or as; but agrees with the verb, or is governed by the verb or the preposition, expressed or understood: as, "Thou art wiser than I;" that is, "than I am." "They loved him more than me; i.e. "more than they loved me;" "The sentiment is well expressed by Plato, but much better by Solomon than him:" that is, "than by him."

To avoid disagreeable repetitions, and to express our ideas in few words, an ellipsis, or omission of some words, is frequently admitted. Instead of saying, "He was a learned man, he was a wise man, and he was a good man;" we use the ellipsis, and say, "He was a learned, wise, and good man."

When the omission of words would obscure the sentence, weaken its force, or be attended with an
Prosody consists of two parts: the former teaches the true pronunciation of words, comprising Accent, quantity, emphasis, pause and tone; and the latter the laws of versification.

ACCENT.

Accent is the laying of a particular stress of the voice on a certain letter or syllable in a word, that it may be better heard than the rest, or distinguished from them: as, in the word *presume* the stress of the voice must be on the letter *u*, and second syllable *sume* which take the accent.

* See the 23d edit. of the larger Grammar, p. 212.
QUANTITY.

The quantity of a syllable is that time which is occupied in pronouncing it. It is considered as long or short.

A vowel or syllable is long, when the accent is on the vowel: which occasions it to be slowly joined, in pronunciation, to the following letter: as, "Fall, bâle, moôd, houûse, feature."

A syllable is short, when the accent is on the consonant; which occasions the vowel to be quickly joined to the succeeding letter: as, "an't bon'net, hun'ger."

A long syllable requires double the time of a short one in pronouncing it: thus, "mate" and "Note," should be pronounced as slowly again as "Mât" and "Nôt."

EMPHASIS.

By emphasis is meant a stronger and fuller sound of voice, by which we distinguish some word or words on which we design to lay particular stress, and to show how it effects the rest of the sentence. Sometimes the emphatic words must be distinguished by a particular tone of voice, as well as by a greater stress.

PAUSES.

Pauses or rests, in speaking and reading, are a total cessation of the voice, during a perceptible, and, in many cases, a measureable space of time.
Punctuation.

TONES.

Tones are different both from emphasis and pauses; consisting in the modulation of the voice, the notes or variation of sound which we employ, in the expression of our sentiments.

VERSIFICATION.

Versification is the arrangement of a certain number and variety of syllables, according to certain laws.

Rhyme is the correspondence of the last sound of one verse, to the last sound or syllable of another.

PUNCTUATION.

Is the art of dividing a written composition into sentences, or parts of sentences, by points or stops, for the purpose of marking the different pauses, which the sense and an accurate pronunciation require.

The Comma represents the shortest pause; the Semicolon, a pause double that of the comma; the Colon, double that of the semicolon; and the Period, double that of the colon.

The points are marked in the following manner:

COMMA.

The comma usually separates those parts of a sentence, which though very closely connected in sense, require a pause between them: as, "I remember, with gratitude, his love and services." "Charles is beloved, esteemed, and respected."

SEMICOLON.

The Semicolon is used for dividing a compound sentence into two or more parts, not so closely connected as those which are separated by a comma, nor yet so little dependent on each other, as those which are distinguished by a colon: as, "Straws swim on the surface; but pearls lie at the bottom."

COLON.

The Colon is used to divide a sentence into two or more parts, less connected than those which are separated by a semicolon; but not so independent as separate, distinct sentences: as, "Do not flatter yourself with the hope of perfect happiness: there is no such thing in the world."

PERIOD.

When a sentence is complete and independent, and not connected in construction with the following sentence, it is marked with a period; as, "Fear God. Honour the King. Have charity towards all men."

Besides the points which mark the pauses in discourse, there are others that denote a different
modulation of voice, in correspondence to the sense. These are,

The Interrogative point, ?
The Exclamation point, !
The Parenthesis, ( )
as, "Are you sincere?"
"How excellent is a grateful heart!"

"Know then this truth, (enough for man to know,) Virtue alone is happiness below."

The following characters are also frequently used in composition.
An Apostrophe, marked thus ’: as, "tho;"
"judg'd."
A Caret, marked thus ^: as, "I diligent."
A Hyphen, which is thus marked - : as, "Lap-dog, to-morrow."
The acute accent, marked thus ': as, "Fan-cy." The grave accent thus `: as, "Favour."
The proper mark to distinguish a long syllable, is this - : as, "Rosy;" and a short one this _ : as, "Folly." This last mark is called a Breve.
A Dieresis, thus marked — : shows that two vowels form separate syllables; as, "Creator."
A Section is thus marked §.
A Paragraph, thus ¶.
A Quotation has two inverted commas at the beginning, and two direct ones at the end, of a phrase or passage; as,

"The proper study of mankind is man."
Crotchets or Brackets serve to enclose a particular word or sentence. They are marked thus [ ].

An Index or hand ¶ points out a remarkable passage.

A Brace { } unites three poetical lines; or connects a number of words, in prose, with one common term.

An Asterick or little star * directs the reader to some note in the margin.

An Ellipsis is thus marked —; as “K—g.” for King.

An Obelisk, which is marked thus †, and Parallels thus ||, together with the letters of the alphabet, and figures, are used as references to the margin.

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CAPITALS.

The following words should begin with capitals.

1st. The first word of every book, chapter, letter, paragraph, &c.

2d. The first word after a period, and frequently after the notes of interrogation and exclamation.
3d. The names of the Deity: as, God, Jehovah, the Supreme Being, &c.

4th. Proper names of persons, places, ships, &c.

5th. Adjectives derived from the proper names of places: as, Grecian, Roman, English, &c.

6th. The first word of an example, and of a quotation in a direct form: as, "Always remember this ancient maxim; "Know thyself."

7th. The first word of every line in poetry.

8th. The pronoun I, and the interjection O!

9th. Words of particular importance: as, the Reformation, the Restoration, the Revolution.
APPENDIX

CONTAINING

EXERCISES

IN ORTHOGRAPHY, IN PARSING, IN SYNTAX,
AND IN PUNCTUATION.

PART I.

EXERCISES IN ORTHOGRAPHY.*

A sprig of mirtle.  A mess of spinnage
The lily of the valley.  The Portuguese melon.
A border of daysties.  Dutch currans.
A bed of vilets.  Red and white raspberries.
The A friccan marygold.  The prickly cucumber.
The varigated geranium.  Red and purple redishes.
Newington peeces.  Meally potatoes.
Italien nectarins.  Earley Dutch Turneps.
Turky apricocks.  Late colliflowers.
The Orleans plumb.  Dwarf cabages.
A plate of salet.  A hauthorn hedge.
A dish of pees.  A fine spredding oak.
A bunch of sparagras.

* The erroneous spelling is to be rectified by Dr. Johnson's Dictionary. For the propriety of exhibiting erroneous exercises in Orthography, see the Advertisement to the Eleventh edition of the English Exercises.
Exercises in Orthography.

A pidgeon pye. The grass is green.
A plumb puddin. Safron is yallow.
A rich cheesecake. Viniger is sower.
A beefsteake. Shugar is sweet.
A mutten chop. A pair of scizzors.
A sholder of Lamb. A silver bodken.
A fillet of veal. A small pennknife.
A banch of veneson. Black lead pencils.
A cup of chocolate. Ravens’ quills.
A bason of soop. A box of waifers.
Coalchester oisterns. A stick of seecling wax.
Phessants and Patridges. A red herrin.
A large lobetor. The pint of a sword.
Sammon is a finer fish than The edge of a razer.
turbot, pertch, or baddick. The tail of a plow.
The gras of the fields.

Lisbon orranges. A clean flore.
Spanish cheesnuts. An arm chare.
A beach tree. The front dore.
A burch tree. The back kitchin.
A flour gardin. The little parlor.
A felld of rie. A freindly gift.
The wheat harvest. An affectionnate parent.
A bleu sky. A dutifull child.
A lovy day. An oblliging behaviour.
A beautifull scene. A wellcome messenger.
A splendid pallace. Improveing conversation.
A cheerful countenance. An importunate begger.
An ancient castel. An occasional visitter.
A straight gate. An encouragin look.
A strait ilue.
Appendix.

A disagreeable journey.
A willful error.
Blameable conduct.
Sincere repentance.
Laudible pursuits.
Good behaviour.
A regular visit.
Artificial flowers.
Crystal streams.
Murmering winds.
A tranquil retreat.
A noisy school.
A surprizing storey.
Spritely discourse.
Prophane tales.

PART II.

EXERCISES IN PARSING.

CHAP. I.

Exercises in Parsing; as it respects Etymology alone.

SECT. I.

Etymological Parsing Table.

What part of speech?
1. An Article. What kind? Why?
Exercises in Parsing.

3. An adjective. What degree of comparison? To what does it belong? Why an adjective?
6. An adverb. Why is it an adverb?
7. A preposition. Why a preposition?
8. A conjunction. Why?
9. An interjection. Why?

Sect. 2. Specimen of Etymological Parsing.

Hope animates us.

Hope is a common substantive, of the neuter gender, the third person in the singular number, and the nominative case. (Decline the substantive.) Animates is a regular verb active, indicative mood, present tense, third person singular. (Repeat the present tense, the imperfect tense, and the perfect participle; and sometimes conjugate the verb entirely.) Us is a personal pronoun, first person plural and in the objective case. (Decline the pronoun.)

A peaceful mind is virtue's reward.

A is the indefinite article. Peaceful is an adjective. (Repeat the degrees of comparison.) Mind is a common substantive, of the neuter gender, the third person in the singular number, and the nominative case. (Decline the substantive.) It is
Appendix.

an irregular verb neuter, indicative mood, present tense, and the third person singular. (Repeat the present tense, the imperfect tense, and the participle; and occasionally conjugate the verb entirely.)

Virtue's is a common substantive, of the third person, in the singular number, and the possesive case. (Decline the substantive.) Reward is a common substantive, of the third person, in the singular number, and the nominative case.

SECT. III.

Article and Substantive.

A bush
A tree
A flower
An apple
An orange
An almond
A hood
A house
A hunter
An hour
An honour
An hostler
The garden
The fields
The rainbow
The clouds
The scholar's duty
The horizon
Virtue
The vices
Temperance
A prince
A rivulet
The Humber
Gregory
The pope
An abbess
An owl
A building
The Grocer's Company
Europe
The sciences
Yorkshire
The planets
The sun
A volume
Parchment
The pens
A disposition
Benevolence
An oversight
A design.
Exercises in Parsing.

A variety of geology is the Rhine.


An earthquake. The King's prerogative.

Africa. The Continent. Roundness.


The undertaking. Penelope. Oustancy.

An entertainment. A fever.

The stars. A comet. A miracle.

A prophecy. The governess. An ornament.

The girl's school. Depravity. The constitution.


An elevation. The conqueror. An Alexander.


The Thames. A river. The shadows.

A vacancy. The hollow. An idea.


SECT. IV.

Article, Adjective, and Substantive.

A good heart. An obedient son.

A wise head. A diligent scholar.

A strong body. A happy parent.

Shady trees. The candid reasoner.

A fragrant flower. Fair proposals.

The verdant fields. A mutual agreement.
Appendix.

A peaceful mind  
Composed thoughts  
A serene aspect  
An affable deportment  
The whistling winds  
A boisterous sea  
The howling tempest  
A gloomy cavern  
Rapid streams  
Unwholesome dews  
A severe winter  
A useless drone  
The industrious bees  
Harmless doves  
The careless ostrich  
The dutiful stork  
The spacious firmament  
Cooling breezes  
A woman amiable  
A dignified character  
A pleasing address  
An open countenance  
A convenient mansion  
Warm clothing  
A temperate climate  
Wholesome aliment  
An affectionate parent  
A free government  
The diligent farmer  
A fruitful field  
The crowning harvest  
A final reward  
A virtuous conflict  
A plain narrative  
An historical fiction  
Relentless war  
An obdurate heart  
Tempestuous passions  
A tempest unhappy  
A sensual mind  
The babbling brook  
A limpid stream  
The devious walk  
A winding canal  
The serpentine river  
A melancholy fact  
An interesting history  
A happier life  
The woodbine’s fragrance  
A cheering prospect  
An harmonious sound  
Fruit delicious  
The sweetest incense  
An odorous garden  
The sensitive plant  
The garden enclosed  
The ivy-mantled tower  
Virtue’s fair form  
A mahogany table  
Sweet scented myrtle  
A resolution wise, noble, disinterested  
Consolation lenient hand  
A better mind.
Exercise in Parsing.

Peaceful abodes
The noblest prospects
A prolific life
A miserable end
Gloomy regions
An incomprehensible subject
A controverted point
Hope

The cool sequestered vale
A cheerful, good old man
A silver tea-urn
Tender-looking charity
My brother's wife's mother
A book of my friend's
An animating, well-founded

I am sincere
You encourage me

Thou art industrious
They commend her

He is disinterested
Let him consider

Thou dost improve
Let us improve ourselves

He assisted me
Know yourself

We completed our journey
Let them advance

Our hopes did flatter us
They may offend

They have deceived me
I can forgive

Your expectation has failed
He might surpass them

The accident had happened
We could overtake him

He had resigned himself
I would be happy

Their forces will defeat them
Ye should repent

You shall submit
He may have deceived me

We honour them
They may have forgotten

SECT. V. Each desiring still

Pronoun and Verb, &c.
They will obey us
Good humour shall prevail
He will have determined
We shall have agreed
Let me depart
Do you instruct him
Prepare your lessons
Promoting others welfare, they advanced their own interest
He lives respected
Having resigned his office he retired
They are discouraged
He was condemned
We have been rewarded
She has been admired
Virtue will be rewarded
The person will have been executed, when the par. The sight being new, he don arr...e
Let him be animated
Be you entre...ted
Let them be prepared
It can be enlarged
You may be discovered
He might be convinced
It would be caressed
I may have been deceived
They might have been boun.
Our hearts are deceitful
Thou mightst have improved
We should have considered
To see the sun is pleasant
To live well is honorable
To be trusted we must be virtuous
Ridiculed, persecuted, despised, he maintained his principles
Being reviled, we bless
Having been deserted, he be-
A
The sight being new, he startled
This uncouth figure startled him
I have searched, I have found it
They searched these rooms; he was gone
The book is his; it was mine
These are yours, those are ours
That is what I feared
Exercises in Parsing.

Your conduct met their approbation. That is the thing which I desired.
None met who could avoid it. Who can preserve himself?
His esteem is my honour. Whose books are these?
Her work does her credit. Some are negligent, others industrious.
Each must answer the question. One may deceive one's self.
Every heart knows its own sorrow. All have a talent to improve.
Which was his choice. Can any dispute it?
It was neither. Hers is finished, thence is to do.

SECT. VI.

Adverb, Preposition, Conjunction, and Interjection.

I have seen him once, perhaps. This plant is found here and elsewhere.
Thirdly, and lastly, I shall. Only to-day is properly ours.
The task is already performed. They travelled through France in haste, towards Italy.
We could not serve him then, but we will here. From virtue to vice, the progress is gradual.
We often resolve but seldom perform. By diligence and frugality, we arrive at competency.
He is much more promising now than formerly.

We are wisely and happily directed.

He has certainly been diligent, and he will probably succeed.

How sweetly the birds sing!

Why art thou so heedless?

He is little attentive, nay, absolutely stupid.

When will they arrive?

Where shall we stop?

Mentally and bodily, we are curiously and wonderfully formed.

We in vain look for a path between virtue and vice.

He lives within his income.

The house was sold at a great price, and above its value.

She came down stairs slowly, but went briskly up again.

His father and mother and uncle, resided at Rome.

We must be temperate if we would be healthy.

He is as old as his class.

We are often below our wishes, and above our desert.

Some things make for him, others against him.

By this imprudence he was plunged into new difficulties.

Without the aid of charity, he supported himself with credit.

Of his talents much might be said, concerning his integrity nothing.

On all occasions she behaved with propriety.

He will be detected though he deny the fact.

If he has promised, he should act accordingly.

She will transgress unless she be admonished.

If he were encouraged, he would amend.

Though he condemns me, I will respect him.

Their talents are more brilliant than useful.

Notwithstanding his poverty, he is a wise and worthy person.

We were not without our alarms.

He remained composed.

We knew there was danger.

Though he is a dictator.

Representatives.

Neither changed.

Neither changed on my part.

He could not be persuaded.

Let him not be surprised.

If this were not the case,
Exercise in Parsing.

If our desires are moderate, our wants will be few.

Hope often amuses, but seldom satisfies us.

Though he is lively, yet he is not volatile.

O, peace! how desirable art thou.

I have been often occupied, alas! with trifles.

Strange! that we should be so infatuated.

O! the hallucinations to which vice reduces us.

Mark! how sweetly the woodlark sings.

Ah! the delusions of hope.

Hail, simplicity! source of genuine joy.

Behold! how pleasant it is for brethren to dwell together in unity.

Welcome again! my long lost friend.
SECT. VII.

A few instances of the same words constituting several of the Parts of Speech.

Calm was the day, and the scene delightful.

We may expect a calm after a storm.

To prevent passion, is easier than to calm it.

Better is a little with content, than a great deal with anxiety.

The gay and dissolute think little of the miseries which are stealing softly after them.

A little attention will rectify some errors.

Though he is out of danger, he is still afraid.

He laboured to still the tumult.

Still waters are commonly the deepest.

Much money is corrupting.

Think much, and speak little.

He has seen much of the world, and been much caressed.

Damp air is unwholesome.

Guilt often casts a damp over our sprightliest hours.

Soft bodies damp the sound much more than hard ones.

Though she is rich and fair, yet she is not amiable.

They are yet young, and must suspend their judgment yet a while.

Many persons are better than we suppose them to be.

The few, and the many have their prepossessions.

Few days pass without some clouds.

We are too apt to like pernicious company.

He may go or stay as he likes.

They strive to learn.

He goes to and fro.
His years are more than ours here; but he has not more knowledge.
The more we are blessed, the more grateful we should be.
The desire of getting more is rarely satisfied.
He has equal knowledge, but inferior judgment.
She is his inferior in sense, but his equal in prudence.
We must make a like space between the lines.
Every being loves its like.
Behave yourselves like men.

To his wisdom we owe our privileges.
The proportion is ten to one.
He served them with his utmost ability.
When we do our utmost, no more is required.
I will submit, for submission brings peace.
It is for our health to be temperate.
Oh! for better times.
I have a regard for him.
He is esteemed both on his own account, and on that of his parents.
Both of them deserve praise.

SECT. VIII.

Nouns, Adjectives, and Verbs, to be decline compared, and conjugated.

Write, in the nominative case plural, the following nouns: apple, plum, orange, bush, tree, plant, convenience, disorder, novice, beginning, defeat, protuberance.
Write the following substantives in the nominative case plural: cry, fly, cherry, fancy, glory, duty, boy, folly, play, lily, toy, convenience.
Write the following nouns in the possessive case...
singular: boy, girl, man, woman, lake, sea, church, lass, beauty, sister, bee, branch.

Write the following in the nominative case plural: loaf, sheaf, self, muff, knife, stuff, wife, staff, wolf, half, calf, shelf, life.

Write the following in the genitive case plural: brother, child, man, woman, foot, tooth, ox, mouse, goose, penny.

Write the following nouns in the nominative and possessive cases plural: wife, chief, die, staff, city, river, proof, archer, master, crutch, tooth, mouth, baker, distaff.

Write the possessive singular and plural of the pronouns I, thou, he, she, it, who, and other.

Write the objective case, singular and plural, of the pronouns I, thou, he, she, it, and who.

Compare the following adjectives: fair, grave, bright, long, short, tall, white, deep, strong, poor, rich, great.

Compare the following adjectives: amiable, moderate, disinterested, favorable, grateful, studious, attentive, negligent, industrious, perplexing.

Write the following adjectives in the comparative degree: near, far, little, low, good indifferent, bad, worthy, convenient.

Write the following adjectives in the superlative degree: feeble, bold, good, ardent, cold, bad, base, little, strong, late, near, content.

Conjugate the following verbs in the indicative mood, present tense: beat, gain, read, eat, walk, desire, interpose.

Conjugate the following verbs in the potential mood, imperfect tense: fear, hope, dream, fly, consent, improve, controvert.
Conjugate the following verbs in the subjunctive mood, perfect tense: drive, prepare, starve, indulge, demonstrate.

Conjugate the following verbs in the imperative mood: believe, depart, invent, give, abolish, contrive.

Write the following verbs in the infinitive mood, present and perfect tenses: grow, decrease, live, prosper, separate, incommode.

Write the present, perfect, and compound participles of the following verbs: confess, disturb, please, know, begin, sit, set, eat, lie, lay.

Conjugate the following verbs in the indicative mood, present, and perfect tenses of the passive voice: honour, abase, amuse, slight, enlighten, displease, envelope, bereave.

Conjugate the following verbs in the indicative mood, pluperfect and first future tenses: fly, contrive, know, devise, choose, come, see, go, eat, grow, bring, forsake.

Write the following verbs in the present and imperfect tenses of the potential and subjunctive moods: know, shake, hear, keep, give, blow, bestow, beseech.

Write the following verbs in the indicative mood, imperfect and second future tenses, of the passive voice: slay, draw, crown, throw, defeat, grind, hear, divert.

Write the following verbs in the second and third persons singular of all the tenses in the indicative and subjunctive moods: approve, condemn, mourn, freeze, know, arise, drive, blow, investigate.

Form the following verbs in the infinitive and im-
operative moods, with their participles, all in the passive voice: embrace, draw, defeat, smite.

SECT. IX.

Promiscuous Exercises in Etymological Parsing.

In your whole behaviour be humble and obliging.

Virtue is the universal charm.

True politeness has its seat in the heart.

We should endeavour to please, rather than to shine and dazzle.

Opportunities occur daily for strengthening in ourselves the habits of virtue.

Compassion prompts us to relieve the wants of others.

A good mind is unwilling to give pain to either man or beast.

Peevishness and passion often produce, from trifles, the most serious mischiefs.

Discontent often nourishes passions, equally malignant in the cottage and in the palace.

A great proportion of human evils is created by ourselves.

A passion for revenge, has always been considered as the mark of a little and mean mind.

If greatness flatters our vanity, it multiplies our vices.

To our own failings we are commonly blind.

The friendships of young persons, are often founded on capricious likings.
In your youthful amusements let no unfairness be found.

Engrave on your minds this sacred rule, "Do unto others, as you wish that they should do unto you."

Truth and candour possess a powerful charm: they bespeak universal favour.

After the first departure from sincerity, it is seldom in our power to stop: one artifice generally leads on to another.

Temper the vivacity of youth, with a proper mixture of serious thought.

The spirit of true religion is social, kind, and cheerful.

Let no compliance with the intemperate mirth of others, ever betray you into profane sallies.

In preparing for another world, we must not neglect the duties of this life.

The manner in which we employ our present time, may decide our future happiness or misery.

Happiness does not grow up of its own accord: it is the fruit of long cultivation, and the acquisition of labour and care.

A plain understanding is often joined with great worth.

The brightest parts are sometimes found without virtue or honour.

How feeble are the attractions of the fairest form, when nothing within corresponds to them.

Piety and virtue are particularly graceful and becoming in youth.

Can we, untouched by gratitude, view that pro-
fusion of good, which the divine hand pours around us.

There is nothing in human life more amiable and respectable, than the character of a truly humble and benevolent man.

What feelings are more uneasy and painful, than the workings of sour and angry passions?

No man can be active in disquieting others, who does not, at the same time, disquiet himself.

A life of pleasure and dissipation, is an enemy to health, fortune, and character.

To correct the spirit of discontent, let us consider how little we deserve, and how much we enjoy.

As far as happiness is to be found on earth, we must look for it, not in the world, or the things of the world; but within ourselves, in our temper, and in our heart.

Though bad men attempt to turn virtue into ridicule, they honour it at the bottom of their hearts.

Of what small moment to our real happiness, are many of those injuries which draw forth our resentment!

In the moments of eager contention, every thing is magnified and distorted in its appearance.

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

The smooth stream, the serene atmosphere, the mild zephyr, are the proper emblems of a gentle temper, and a peaceful life. Among the sons of strife, all is loud and tempestuous.
CHAP. II.

EXERCISES IN PARSING, AS IT RESPECTS BOTH ETYMOLOGY AND SYNTAX.

SECT. I.

Syntactical Parsing Table.

**Article.**
- Why is it the definite article?
- Why the indefinite?
- Why omitted? Why repeated?

**Substantive.**
- Why is it in the possessive case?
- Why in the objective case?
- Why in apposition?
- Why is the apostrophe omitted?

**Adjective.**
- What is its substantive?
- Why in the singular, Why in the plural number?
- Why in the comparative degree, &c.?
- Why placed after its substantive?
- Why omitted, Why repeated?

**Pronoun.**
- What is its antecedent?
- Why is it in the singular, Why in the plural number?
- Why of the masculine, Why of the feminine, Why of the neuter gender?
- Why of the first, of the second, or of the third person?
- Why is it the nominative case?
- Why the possessive, Why the objective?
Appendix.

Why omitted? Why repeated?

Verb. What is its nominative case?
What case does it govern?
Why is it in the singular? Why in the plural number?
Why in the first person, &c.?
Why is it in the infinitive mood?
Why in the subjunctive, &c.
Why in this particular tense?
What relation has it to another verb, in point of time?
Why do participles sometimes govern the objective case?
Why is the verb omitted? Why repeated?

Adverb. Why is the infinitive case?
What is its proper situation?
Why is the double negative used?
Why rejected?

Preposition. What case does it govern?
Which is the word governed?
Why this preposition?
Why omitted? Why repeated?

Conjunction. What moods, tenses, or cases, does it connect? And why? What mood does it require? Why omitted?
Why repeated?

Interjection. Why does the nominative case follow it?
Why the objective? Why omitted? Why repeated?
Vice is a common substantive, of the neuter gender, the third person, in the singular number, and the nominative case. *Degrades* is a regular verb active, indicative mood, present tense, third person singular agreeing with its nominative "Vice," according to Rule vi. which says; (here repeat the rule.)  *Us* is a personal pronoun, first person plural, in the objective case, and governed by the active verb "degrades," agreeable to Rule xi. which says, &c.

*He* who lives virtuously prepares for all events.  

*He* is a personal pronoun, of the third person, singular number, and masculine gender. *Who* is a relative pronoun, which has for its antecedent "he," with which it agrees in gender and number, according to Rule v. which says, &c. *Lives* a regular verb neuter, indicative mood, present tense, third person singular, agreeing with its nominative, "who," according to Rule vi. which says, &c.  *Virtuously* is an adverb of quality. *Prepares* a regular verb neuter, indicative mood, present tense, third person singular, agreeing with its nominative, "he." *For* is a preposition. *All* is an adjective pronoun, of the indefinite kind, the plural number, and belongs to its substantive, "events," with which it agrees, according to Rule...
Appendix.

VIII. which says, &c. Events is a common substantive of the third person, in the plural number, and the objective case governed by the preposition "for," according to Rule xvi. which says, &c.

If folly, entice thee, reject its allurements.

If is a copulative conjunction. Folly is a common substantive of the third person, in the singular number, and the nominative case. Entice is a regular verb active, subjunctive mood, present tense, third person singular, and is governed by the conjunction "if" according to Rule xix. which says, &c. Thee is a personal pronoun, of the second person singular, in the objective case, governed by the active verb "entice," agreeably to Rule xi. which says &c. Reject is a regular active verb, imperative mood, second person singular, and agrees with its nominative case, "thou," implied. Its is a personal pronoun, third person singular, and of the neuter gender, to agree with its substantive "folly," according to Rule v. which says, &c. It is in the possessive case, governed by the noun "allurements," agreeably to Rule x. which says, &c. Allurements is a common substantive, of the neuter gender, the third person, in the plural number, and the objective case, governed by the verb "reject," according to Rule x. which says, &c.
SECT. III.

Exercises on the first, second, third and fourth Rules of Syntax.*

1. The contented mind spreads ease and cheerfulness around it.
   The school of experience teaches many useful lessons.
   In the path of life are many thorns, as well as flowers.
   Thou shouldst do justice to all men, even to enemies.

2. Vanity and presumption ruin many a promising youth.
   Food, clothing, and credit, are the rewards of industry.
   He and William live together in great harmony.

3. No age, nor condition is exempt from trouble.
   Wealth, or virtue, or any valuable acquisition, is not attainable by idle wishes.

4. The British nation is great and generous.
   The company is assembled. It is composed of persons possessing very different sentiments.
   A herd of cattle, peacefully grazing, affords a pleasing sight.

* In parsing these exercises, the pupil should repeat the respective rule of Syntax, and show that it applies to the sentence which he is parsing.
Appendix.

SECT. IV.

Exercises on the fifth, sixth, seventh and eighth Rules of Syntax.

5. The man who is faithfully attached to religion, may be relied on with confidence.
   The vices which we should especially avoid, are those which most easily beset us.

6. They who are born in high stations, are not always happy.

   Our parents and teachers are the persons whom we ought, in a particular manner, to respect.
   If our friend is in trouble, we, whom he knows and loves, may console him.

7. Thou art the man who has improved his privileges, and who will reap the reward.

   I am the person who owns a fault committed, and who disdains to conceal it by falsehood.

8. That sort of pleasure weakens and debases the mind.

   Even in these times there are many persons, who, from disinterested motives, are solicitous to promote the happiness of others.

SECT. V.

Exercises on the ninth, tenth, eleventh and twelfth Rules of Syntax.

9. The restless, discontented person, is not a good friend, a good neighbour, or a good subject.

   The young, the healthy, and the prosperous should not presume on their advantages.
Exercises in Parsing.

10. The scholar’s diligence will secure the tutor’s approbation.

The good parent’s greatest joy, is, to see his children wise and virtuous.

11. Wisdom and virtue ennoble us. Vice and folly debase us.

Whom can we so justly love, as them who have endeavoured to make us wise and happy?

12. When a person has nothing to do, he is almost always tempted to do wrong.

We need not urge Charles to do good: he loves to do it.

We dare not to leave our studies without permission.

SECT. VI.

Exercises on the thirteenth, fourteenth, fifteen, sixteenth, and seventeenth Rules of Syntax.

13. The business is, at last completed; but long ago, I intended to do it.

I expected to see the King, before he left Windsor.

The misfortune did happen; but we early hoped and endeavoured to prevent it.

To have been censured by so judicious a friend, would have greatly discouraged me.

14. Having early disgraced himself, he became mean and dispirited.

Knowing him to be my superior, I cheerfully submitted.

15. We should always prepare for the worst and hope for the best.
A young and accomplished and virtuous promises to be a very useful member of Society.

When our virtuous friends die, they are nearest for ever; they are only gone before us to a happier world.

16. Neither threatenings, nor any promises, could make him violate the truth.

Charles is not insincere; and therefore we may trust him.

17. From whom was that information received?
To whom do that house, and these fine gardens belong?

SECT. VII.


18. He and I commenced our studies at the same time.

If we contend about trifles, and violently maintain our opinion, we shall gain but few friends.

19. Though James and myself are rivals, we do not cease to be friends.

If Charles acquire knowledge, good manners, and virtue, he will secure esteem.

William is respected, because he is upright and obliging.

20. These persons are abundantly more oppressed than we are.

Though I am not so good a scholar as he is, I am perhaps, not less attentive than he, to study.

21. Charles was a man of knowledge, learning, politeness and religion.
Exercises in Persing.

There may be seen much to approve and much to condemn. I must, therefore, here and elsewhere, condemn.

The book is improved by many useful corrections, alterations, and additions. One must observe that it was written by a man who was not well informed, not so universally cheerful.

SECT. VIII.

Profound Exercises in Syntactical Parsing.

In youth, the foretaste of manhood, age. Its first appearance is in the love of growing depravity and future.

If we possess not the power of self-government, we shall be the prey of every base inclination that chance to arise. Pampered by continual indulgence, all our passions will become vicious and headstrong. Desires, not reason, will be the ruling principle of our conduct.

Abundantly we spend our time in contending about the trivials of a day, while we ought to be preparing for a higher existence.

How little do they know of the true happiness of life, who are strangers to that influence of good nature and kind affections, which by its en-
be surprised at our enjaying so many good things, 
than discontented, because these are not which 
we want.

True cheerfulness makes a man happy in himself, and promotes the happiness of all around him. It is the clear and calm sunshine of a mind illuminated by piety and virtue.

Wherever views of interest, and prospects of return, mingle with the feelings of affection, sensibility, acts an imperfect part, and entitles us to small share of commendation.

Let not your expectations from the years that are to come, rise too high, and your disappointments will be fewer, and more easily supported.

To live long ought not to be our favourite wish, as much as to live well. By continuing too long on earth, we might only live to witness a greater number of melancholy scenes, and expose ourselves to a wider compass of human wo.

How many pass away some of the most valuable years of their lives, lost in a whirlpool the cannot be called pleasure, so much as mere giddiness and folly.

Look round with your attentive eye, and weigh characters well, before you connect yourselves too closely with any who court your society.

The true honour of man consists not in the multitude of riches, or the elevation of rank; for experience shows, that these may be possessed by the worthless as well as by the deserving.

Rarity of form has often been preyed upon sooner. The flower is easily blasted. It is short-lived, at the best; and trifling, at any rate, in comparison
with the higher, and more lasting beauties of the mind.

A contented temper opens a clear sky, and brightens every object around me. It is in the sultry and dark shade of discontent, that vexious passions, like venomous animals, breed and prey upon the heart.

Thousands whom indolence has sunk into contemptible obscurity, might have come forward to usefulness and honour, if idleness had not frustrated the effect of all their powers.

Sloth is like the slowly-flowing, putrid stream, which stagnates in the marsh, breeds venomous animals, and poisonous plants; and infects with pestilential vapours the whole country round it.

Disappointment dazes, and overcomes, vulgar minds. The patient and the wise, by a proper improvement, frequently make them contribute to their high advantage.

Whatever fortune may rob us of, it cannot take away what is most valuable, the peace of a good conscience, and the cheering prospect of a happy conclusion to all the trials of life, in a better world.

Be not overcome with the injuries you meet with so as to pursue revenge; by the disasters of life, so as to sink into despair; by the evil examples of the world, so as to follow them into sin.

Overcome injuries, by forgiveness; disasters, by fortitude; evil examples, by firmness and principle.

Sobriety of mind is one of those virtues, which the present condition of human life strongly inculcates. The uncertainty of its enjoyments, checks
proscriptions; the multiplicity of its designs demands perpetual caution. Moderation, vigilance, and self-government, cooperate to accomplish all; but especially on such an event, and in such a pure state of liberty, must caution in small dose, but in ample volume.

The esteem and confidence of men cannot be perfectly possible; and can only be justly conceived by those who possess them. The constitution of their own history, and of the experience of others, renders it certain, that the misfortunes of future happiness,consist not in the want of joy to which all the desires of the world have been assembled, but in the want of a well-disposed mind.

If we know how much the pleasures of this life deceive and delude their unhappy victims, such a reflection on the disappointments in gaining, the dissatisfaction in enjoyment, or the uncertainty of possession, which every where attends them, we should turn to the pursuit of those lasting and transient joys; and should, wisely, fix our hearts on those virtuous attainments, which the world can neither give nor take away, nor can it purchase. But the world.

Order, hence, and quiet your mind, and thus content yourself;

Some are, and must be, greater than the rest.

More rich, more wise, but who knows where from hence?

This may be safer. Better is, all common sense.

Nay, let the world have more, and pursue your interest.

As thorns fence in the tender plant from harm.

Reason's whole pleasure, all the joys of sense;

Like in these words, health, peace, and competence.

But health consists with temperance alone.

And peace, O God, she is in all objects.

On earth, naught but discord is obtain'd.

But what is painful too:
By travel and more travel, I mean to say in haste,
Our Saviour such a haste,
Who with this, or with that, or with both;
Or falling sternly in earth, or more,
And the) or this, or that, or more;
And our hearts are all in this world,
By strong and weak, or weak;
But every where, we, or we,
And urged on to rise.

Oft pleasing, ever in rich lasses are drank,
And diamond glitter on an anxious brow.

Teach me to find another's own,
To hide the faults I see;
That mercy I to others show.
That mercy show to me,

This day we trust and pray, my God,
All else be thou the best,
Then know't is best know to do,
And let thy will be done.

Vice is a monster of mischievous malice,
As, to be hated, needs but to be seen;
Yet seen too oft, familiar with his face,
We first endure, then pity, then censure.

If nothing more than purpose in thy heart,
Thy purpose tried, is soon to the deed:
Who does the best his determin'd duties:
Does well, acts nobly; wrongs could no more.

In faith and hope, the world will disagree,
But all mankind's concern is charity.

To be patient, when ill beheld,
Patient when wrongs are done;
And pleased with favours, Made.
Meet surely this is Wisdom's part.
This is that incense of the heart,
Whose fragrance melts the thunders of care.
All fame is for joy; let us live with it.
Plays round the head, the senses, and the heart.
One self contended, with a true divine
Of stupid cares, and of true pleasures,
And more true joy Marcus might find.
Thus Caesar with his sword in his hand,
Far from the maddening crowd and strife,
Their softer wishes never learned to striaght.
Along the cool sequester'd vale of life,
They kept the solemn hours of their way.
What nothing earthly gives or can destroy,
The soul's calm sunshine, and the heart's joy,
Is virtue's prize.
Pity the sorrows of a poor off soul,
Whose trembling limbs have moved him to thy door,
Whose days are dwindled to the shortest span;
Oh, give relief, and break a wilderness year.
Who lives to nature, rarely can be poor;
Who lives to fancy, never can be rich.
When young, life's journey I began;
The glittering prospect charmed my eye;
I saw, along the extended plain,
Joy after joy successive rise.
But soon I found 'twas all a dream.
And learned the hard pursuit of them;
Where few can reach their supposed aim.
And thousands daily are made:
'Tis greatly wise to talk with our near home.
And ask them what report they bear in heaven.
All nature is but art, unknown to thee;
All chance, direction which thou shalt not see.
All discord, harmony not understanding
All partial evil, universal good.
Exercise in Persing.

Milk as white and pure as may be own;
Wine as red and strong as may be known.

What the sun be pleased to show?

The bright triumph in the sky.

If sometimes, then, the bow of heaven be steady,
If ever the bow and arrow can be dispensed with,
Will he not send for you, ye faithful say?

And make the way which was before a plain thing.

The sapphire monument on high,
With all the globes there at first in view.
The sapphire heaven a setting frame,
The heavens Original sublime.
The wonderful one from day to day,
Does his Creator's power display,
And published to every land,
The work of an Almighty hand.

Soon as the evening shades prevail,
Till the last scene of the wanderous tale,
And by degrees to the life long earth,
Repeals the story of her birth:
And all the stars in their turn,
Confirm the tidings as they roll,
And spread the truth from pole to pole.

What tho', in solemn silence, all
Have round the dark eternal ball been round.
What tho' our real voice, our sound
Ans'd their radiant stars on high.

The sapphire monument on high
Was born with a pleasurable sound
Nor will change in their course.
The heavens made us in silence.
PART III

EXERCISES IN ARITHMETIC

RULE I.

Fifty pounds of wheat contains forty pounds of flour.

What avails the best sentiments, if persons do not live suitably to them?

Thou shouldst love thy neighbour, as sincerely as thou lovest thyself.

RULE II.

Idleness and Ignorance is the parent of many vices.

Patience and diligence, like sand, removes mountains.

What signifies the counsel and care of preceptors, when youth think they have no need of assistance?

RULE III.

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

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

Speaking impatiently to servants, or any thing that betrays impatience or ill-breeding, are certainly criminal.

RULE IV.

The British Parliament are composed of King, Lords, and Commons.
A great number do not always argue strength.
This conclusion is not erroneous, and is separate without coming to any determination.
Some may be led by persons who are

They who have no wisdom will easily find how
I do not think that any person should incur care, for being tender of their reputation.
Those who have been witness of the fact, can give an account of it.

RULE VI.
If he will not hear his best friend, whom shall be sent to admonish him?
The person, who conscience and virtue support, may smile at the caprices of fortune.
From the character of those who you associate with, your own will be estimated. For

RULE VII.
Those are the friends that have often relieved me, and that has not deserted me now in the time of peculiar need.
I perceive that thou art a pupil who possesses bright parts, but who hast cultivated them but little.

RULE VIII.
These kind of indulgences soften and injure the mind.
Instead of improving yourselves, you have been playing this two hours.
If those sort of favours did real injury under the appearance of kindness.
The fire, the air, the earth, and the water, like
four elements of the philosophers, moving freely.

We are placed here under a trial of our virtue.
The prodigal man is seldom or never found
to be the good husband, the good father, or the
best-beloved neighbor.

RULE X.

Thy ancestors virtue is not thine.
Thy fathers offence will not condemn thee.
A mother's tenderness and a father's care, are
natures gifts for man's advantage.
A man's manner's frequently influence hisfortune.

RULE XI.

Who have I reasons to love so much as this
friend of my youth?
The man who he raised from obscurity is dead.
He and they we know, but who are they?

RULE XII.

It is better live on a little than outlive a great
deal. Woe be to the last cow, and you too afraid
You ought not to talk too hastily.
I have seen some young persons to conduct
themselves very discreetly.

RULE XIII.

The next new year's day, I shall be at school
three years.
From the little conversation I had with him, he
appeared to have been a man of letters.
It would have given me great satisfaction to relieve him from such distressed situation. He was a

RULE XIV.

suffering themselves wise they become fools. Supposing not only ye, but they also, how to

suffering not only ye, but also, how to

suffering not only ye, but also, how to avoid all intercourse.

From having exposed himself to apply in different climates, he entirely lost his health, and

RULE XV.

He was pleasing not often, because he was vain. William nobly acted though he was unsuccessful.

We may happily live, though our possessions be small.

RULE XVI.

Be honest nor take no shape nor semblance of disguise.

There cannot be nothing more insignificant than vanity.

The measure is so exceptionable, that we shall not by no means permit it.

RULE XVII.

We, are all accountable creatures, each for himself.

Does that boy know who he speaks to? Who does he offer such language to?

It was not he that they were so angry with.

RULE XVIII.

My brother and him are tolerable grammarians. Did he not tell thee his faults, and entreated thee to forgive him?
Professing regard, and to act differently, mark a base mind.

**RULE XII.**

Though he urges me yet more earnestly, I shall not comply, unless he advances more forcible reasons.

She disapproved the measure, because it were very improper, and that planting an atomic image

Though the fact be extraordinary, it certainly did happen.

**RULE XIII.**

The business was much better executed by his brother than he.

They are much greater gainers than me by this unexpected event.

They know how to write as well as him; but he is a much better grammarian than them.

**RULE XXI.**

These counsels were the dictates of virtue, and the dictates of true honor.

We must guard against either too great severity, or facility of manners.

Verify, there is a reward for the righteous! There is a God that judgeth in the earth.

By these happy labours, they who sow and reap will rejoice together.

**RULE XXII.**

He is more bold and active, but not so wise and studious as his companion.

Sincerity is as valuable, and even more valuable, than knowledge.
Exercises in Punctuation.

Neither has he, nor any other persons, suspected so much dissimulation.
Several alterations and additions have been made to the work.

PART IV.

EXERCISES IN PUNCTUATION.

COMMA.

The tutor, by instruction and discipline, lays the foundation of the pupil's future honor.
Self-conceit, presumption, and obstinacy blast the prospects of many a youth.
Deliberate slowly, execute promptly.
To live soberly, righteously, and piously comprehends the whole of our duty.
The path of piety and virtue pursued with a firm and constant spirit will assuredly lead to happiness.
Continue my dear child to make virtue thy principal study.
Peace of mind being secured we may smile at misfortunes.
He who is a stranger to industry may possess but he cannot enjoy.
Beware of those rash and dangerous connexions which may afterwards load thee with dishonour.

SEMICOLON.
The path of truth is a plain and a safe path that of falsehood is a perplexing maze.
Appendix.

Modesty is one of the chief ornaments of youth and has ever been esteemed a presage of rising merit.

Heaven is the region of gentleness and friendship, hell of fierceness and animosity.

INTERROGATION AND EXCLAMATION.

To lie down on a pillow after a day spent in temperance in beneficence and in piety how sweet it is.

We wait till to-morrow to be happy alas why not to-day shall we be younger are we sure we shall be healthier will our passions become feebler and our love of the world less.

THE END.
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