

There are many words, the sound of which is exactly similar to the sound of other words that are spelt very differently. In using such words there is little danger of their being mistaken the one for the other, because, as has just been said, we are guided by the connexion in which they stand. But in writing them, many mistakes are frequently made, on account of the want of early attention to the subject of orthography. The object of this lesson is to afford an exercise in the use of such words as are both sounded and spelt alike, and of those which have the same sound and are spelt differently.

The remark may here be made that the change of a single letter, or the removal of the accent, frequently alters the entire character of a word. Thus the words *advise* and *practise*, which are verbs, expressing an action, by the change of the letter *s* to *c*, become *practice*, and *advice*, which are nouns. Again, the words *comment*, *increase*, are verbs; while *comment*, *in'crease*, &c. are nouns. In the use of such words, the student should be accustomed to note the word, in his early exercises, by the proper accent.

Example.

"I saw with some surprise that the Muses, whose business was to cheer and encourage those who were toiling up the *ascent*, would often sing in the bowers of pleasure, and accompany those who were enticed away at the call of the passions. They accompanied them, however, but a little way, and always forsook them when they lost sight of the hill. The tyrants then doubled their chains upon the unhappy captives, and led them away without resistance, and almost with their own *assent*, to the cells of Ignorance or the mansions of misery."

Johnson, slightly altered.

Example 2d.

"The bold design
Pleased highly those infernal states, and joy
Sparkled in all their eyes; with full *assent*
They rose."

Milton, Paradise Lost, B. 2d.

"He hath deserved worthily of his country; and his *ascent* (*namely, to the highest honors, &c.*) is not by such easy degrees as those who have been supple and courteous to the people."

Shakspeare, Coriolanus, Act 2d, Scene 2d.

Exercises.

Air, ere, heir; devise, device; altar, alter; trans'fer, transfer'; palate, pallet, palette; fane, fain, feign; bear, bare; bore, bear; council, counsel; coarse, course; ceiling, sealing; drawer, drawer; eminent, imminent; canon, cannon; freeze, frieze, frize; gnaw, nor; hoard, horde; horse, hoarse; heal, heel; haul, hall; key, quay; lead, led; lyre, liar; manor, manner; mien, mean; meat, meet, mete; pare, pear; peas, piece; practice, practise; assent, ascent; rite, right, write, wright; rose, rows; vein, vain; rain, rein, reign; raise, rays, raze; size, sighs; slay, sleigh, slaie; their, there; vale, veil, vail; white, wight; way, weigh, whey; you, yew; fare, fair; deer, dear; hue, hew; high, hie; hole, whole; seen, scene, seine; stile, style; straight, strait; waist, waste; bell, belle; sell, cell; herd, heard; wring, ring; aught, ought; lessen, lesson; profit, prophet; cholera, collar; well, (*a noun*), well, (*an adverb*); perfume, perfume'; subject; subject; object, object'; im'port, import'; pres'ent, present'; absent', ab'sent; sur'vey, survey'; fer'ment, ferment'; tor'ment, torment'; insult', in'sult; com'pact, compact'; con'cert, concert'; dis'count, discount'; rec'ord, record'; ex'tract, extract';* bow, beau; berry, bury; bough, bow; capitol, capital; cask, casque; censor, censor; claws, clause; site, cite, sight; clime, climb; complement, compliment; creek, creak; flue, flew; blew, blue; fort, forte; frays, phrase; herd, heard; slight, sleight; wave, waive.

OF PHRASES, CLAUSES, AND SENTENCES.

When names, whether proper, common, or abstract, are joined to their subjects by means of connecting words, but without a verb, the collection is called a *phrase*. As, The extent of the city; The path up the mountain; The house by the side of the river.

If the connecting word be a verb, the assemblage of words

* There are about sixty words in the English language that are thus distinguished by the accent alone. See *Rice's Composition*, page 21st

is then styled a *clause*, a simple sentence, or a simple proposition, words of nearly equivalent import. As, The city is large. The path up the mountain was exceedingly steep. They are taught by a good master. See *Rice's Composition* pages 7th and 65th.

The words *phrase* and *clause* may therefore be thus defined:

A phrase is a connected assemblage of words, *without* a finite verb.

A clause is a connected assemblage of words, *with* a finite verb.*

A sentence is an assemblage of words making complete sense.

The difference between a phrase, a clause, and a sentence, may be stated as follows: A sentence *always*, a clause *some times*, but a phrase *never* makes complete sense.

There are various kinds of phrases, such as substantive phrases, participial phrases, infinitive phrases, adverbial phrases, prepositional phrases, and interjectional phrases; so named from the office which they perform, or the parts of speech which they contain.

Clauses are frequently designated neuter, active-transitive, active-intransitive, and passive; in allusion to the verbs which form them. A clause which contains a relative pronoun is called a relative clause, and one containing a verb in the subjunctive mood is called the subjunctive clause. Specimens of most of these will be found in the following sentence:

Neuter clause,	Darius was
Substantive phrase in apposition,	a King of Persia.
Active clause,	Alexander conquered Darius,
Relative clause,	who fled from the field of battle.
Passive clause,	(but) he was assassinated
Substantive phrase,	by one of his own generals, [der,
Participial phrase,	(who) coveting the favor of Alexan-
Minor active and relative clause,	slew his unfortunate master
Infinitive phrase,	to secure his own interest
Substantive phrase.	with that monarch.

A sentence usually consists of three principal parts, the subject, the verb, and the object. As, The man struck the

* A *finite verb* is a verb that has a subject or nominative. Verbs in the infinitive mood, or the participle, as they have no nominative, are not considered *finite verbs*.

boy. Here *man* is the subject, *struck* the verb, and *boy* the object. Some verbs, however, admit no object, after them, and the sentence will then consist of only two principal parts, the subject and the verb. All the other parts of a sentence are merely adjuncts, relating to the principal parts, and designed to express some circumstance affecting their signification.

Sentences are of two kinds, simple sentences and compound sentences.

A simple sentence contains but one nominative and one finite verb. As, "Life is short."

A compound sentence contains two or more simple sentences, joined together by one or more connecting words. As, "Life is short, and art is long." The different parts of a compound sentence are called members.

Clauses are joined together to form compound sentences by conjunctions and relative pronouns; and phrases are, for the most part, united by prepositions and adverbs; the latter are also frequently employed to connect minor clauses with the other parts of a sentence.

Both the subject and the object of a verb may be expressed as follows:

First. By a single noun or pronoun. As, [John] struck [him.]

Secondly. By a series of nouns or pronouns. As, [Diligence, industry, and proper improvement of time] are material duties of the young.

Thirdly. By a substantive, or an infinitive phrase or phrases. As, [The acquisition of knowledge] is one of the most honorable occupations of youth.

Fourthly. By a noun or a pronoun, attended by a minor or relative clause. As, [The veil, which covers from our eyes the events of succeeding years] is a veil woven by the hand of mercy.

Fifthly. By an entire member of a compound sentence. As, [He who pretends to great sensibility towards men, and yet has no feeling for the high objects of religion, no heart to admire and adore the great Father of the Universe] has reason to distrust the truth and delicacy of his sensibility.

The object of this lesson is to make the student acquainted with the constituent parts and members of sentences, both

simple and compound. The exercises that are subjoined, are presented that he may distinguish the phrases from the clauses, the clauses from the sentences, the imperfect sentences from the perfect, and the simple from the compound.

Exercises.

The eye of the passing traveller may mark them, or mark them not, but they stand peacefully in thousands over all the land; and most beautiful do they make it, through all its wide valleys and narrow glens,—its low holms encircled by the rocky walls of some bonny burn,—its green mounts elated with their little crowning groves of plane trees,—its yellow cornfields,—its bare pastoral hill-sides, and all its heathy moors, on whose black bosom lie shining or concealed glades of excessive verdure, inhabited by flowers, and visited only by the far-flying bees.

By arguments so strong. If we could imagine. They all agree in the belief. The fearful consequences. In spite of all admonition and reproof. Feel themselves at liberty. Such an undertaking would be vain. I am desirous of explaining. For the reasons already given. We cannot but rejoice that. Directed their attention. Attempted to prove. Make themselves accountable. The question which arises has puzzled. Has produced in our mind. Religion has its seat in the heart. Were now out in thousands. Would be expedient. Remains for us to notice. On the Sabbath morning. Overgrown with grass and moss. With somewhat diminished lustre. The daisies of a luxuriant spring had covered the spot. Opportunity of addressing each other. Had fatally infected. With indescribable pleasure. The most remote period of time. We hoped that this sight. The interior of the cavern. Very important purposes. Have a tendency to preserve. Withdraws his propitious light. However base or unworthy. Is the emblem of. How boundless. The tender assiduities of friendship. Irregular projecting rocks. Was peculiarly dear. With very great pleasure. The refulgent lamp of night. The science which treats of language is called Grammar. Writing is the art of making thoughts visible.

Now came still Evening on, and Twilight gray

Had in her sober livery all things clad.

The melancholy days have come, the saddest of the year,
Of wailing winds, and naked woods, and meadows brown and sere,
Heaped in the hollows of the grove, the withered leaves lie dead.
They rustle to the eddying gust, and to the rabbit's tread.

The lower animals, as far as we are able to judge, are entirely occupied with the objects of their present perceptions; and the case is nearly the same with the lower orders of our own species.

Diligence, industry and proper improvement of time, are material duties of the young.

Honor and shame from no condition rise;
Act well your part, there all the honor lies.

Charity, like the sun, brightens every object on which it shines.

Though I speak with the tongue of men and of angels and have not charity, I am nothing.

X.

USE OF WORDS, PHRASES, AND CLAUSES, IN THE EXPANSION OF THE IDEA.

The previous Exercise having rendered the student familiar with the parts of which a compound sentence is composed, it is now proposed that he be exercised in the construction of such sentences; as in the following

Example.

We went.
We went in a carriage.
We went in a carriage to the meeting.
We went in a carriage to the meeting last night.
We went in a carriage to the meeting in Church Street last night.

We went in a carriage to the meeting in Church Street last night, and heard an excellent sermon.

We went in a carriage to the meeting in Church Street last night, with a number of friends, and heard an excellent sermon from the Rev. Mr. Stevens.

We went in a carriage to the meeting in Church Street last night, with a number of friends from the country, and heard an excellent sermon from the Rev. Mr. Stevens, on the duties of children to their parents.

We went in a carriage to the meeting in Church Street last night, with a number of friends from the country, and heard an excellent sermon from the Rev. Mr. Stevens, on the duties of children to their parents, delivered in a very solemn and impressive manner.

Exercises.

In the same manner the student may expand the following simple sentences:

My father sailed.

John related.

If Henry had not disobeyed.

God created.

I remember.

Habitual indolence undermines.

They have done all they could.

A cat caught.

A thief was caught.

The lightning struck.

The river rolled.

The minister preached.

I heard John say.
Henry declared.
This book contains.
A horse ran away.
Gentleness corrects.
The boys took.
The servants returned.
My father keeps.
The ship sailed.
The master came.
A large number of people assembled.
Geography teaches.

The artist painted
I have purchased.
His parents reside.
The boy fell.
The girls rose.
A mad dog bit.
The sheriff took.
The wind blew down.
The tide overflowed.
The earthquake destroyed
The beggar came.
I heard him sing.

XI.

OF THE PARTS AND ADJUNCTS OF A SENTENCE.

The natural order of an English sentence is to place the subject with its adjuncts, if any, at the beginning of the sentence, and the verb and the objective, with their respective adjuncts after it. This order, however, it is not necessary always to preserve, but on the contrary the beauty and harmony of the sentence are often greatly increased by a departure from it. With respect to the cadence, or close of a sentence, care should be taken that it be not abrupt nor unpleasant. In order to give a sentence its proper close, the longest member and the fullest words should be reserved for the conclusion. But in the distribution of the members, and in the cadence of the period, as well as in the sentences themselves, variety must be observed; for the mind and the ear soon tire with a frequent repetition of the same tone.

In the following example the student will notice the different order in which the parts of the sentence are arranged, while they still collectively convey the same idea. The different forms of construction, which depend on the power of varying the arrangement, have a material effect upon the precision and harmony of the sentence; and therefore that arrangement is always to be preferred, which, while it sounds most harmoniously to the ear, conveys most clearly the idea intended to be expressed.

Example

The poet must study variety, above all things, not only in professed descriptions of the scenery, but in frequent allusions to natural objects, which, of course, often occur in pastorals.

Above all things, the poet, not only in professed descriptions of the scenery, but in the frequent allusions to natural objects which occur of course in pastorals, must study variety.

Not only in professed descriptions of the scenery, but in the frequent allusions to natural objects, which occur, of course, in pastorals, the poet must, above all things, study variety.*

Exercises.

[The student will notice that in the following sentences, the members are very badly arranged. It is required of him to present them in such order as will make them most harmonious and exhibit the sense to the best advantage.]

There was a feeling of strangeness, as he passed through the village, that every thing should be just as it was when he left.

In the trees, there was a melancholy gusty sound, and the night was shutting in about it, as they drew near the house.

But not only from its relation to the past night, the morning is a fit time for devotion, but considered as an introduction to a new day.

To strengthen a character, which will fit me for heaven or for hell, to perform actions which will never be forgotten, to receive impressions which may never be effaced, to that world where I have often gone astray I am to return.

Temptations which have often subdued me, this day, I am to meet; again with opportunities of usefulness, I am to help in deciding the hap-

* It will save much time and trouble in copying, if the student, in the preparation of his exercises, pursue the following method: placing the different members of the sentence in separate lines and numbering them, he may afterwards arrange them by their numbers, as in the following example:

- 1 We,
- 2 with the rest of our party,
- 3 notwithstanding the storm and darkness,
- 4 pursued,
- 5 our journey.

1,	4,	5,	3,	2,
1	4	5	2	3
1	3	4	5	2
2	1	4	5	3
2	3	1	4	5
3	1	2	4	5
3	2	1	4	5

4	1	5	2	3
4	1	5	3	2
5	1	4	2	3
5	1	4	3	2
2	4	1	5	3
3	2	1	4	5 &c.

piness of their present and future life, in mending their characters, and to influence the minds of others.

Having on the mercy and protection of the Almighty cast ourselves, to the labor and duties which he imposes, with new confidence we should go forth.

Given in part to prayer, as of devotional topics and excitements, a variety it furnishes, this period should be.

And gone to testify of us to our judge, and that another day has gone, at this hour, naturally a reflecting mind will remember.

Time misspent and talents wasted, defective motives and irregular desires, if suffered to speak plainly and inspect faithfully, conscience will recount.

Between the brothers was no deadly and deep quarrel and of this unnatural estrangement the cause neither of them could tell.

In the little hollow that lay between the grave of their father, whose shroud was haply not yet still from the fall of dust to dust, and of their mother long since dead, as the brothers composedly but firmly stood, grasping each others hand, the minister said, "I must fulfill the promise which I made to your father on his death bed" and with a pleasant countenance stood beside them.

On a voyage in quest of a north-west passage to India, Henry Hudson in 1609, an Englishman in the service of the Dutch, discovered the noble river that bears his name.

XII.

SENTENCES.

The following words constitute a perfect sentence. It is required to arrange them into sentences.

Example.

1.

A gratitude emotion delightful is.
Gratitude is a delightful emotion.

2.

Exclamation interesting adverse when circumstances under Mark Antony this made "have all I except lost away given have I what."

Mark Antony, when under adverse circumstances, made this interesting exclamation. "I have lost all, except what I have given away."

Exercises.

Sorrows the poor pity sufferings of the and.
To itself others heart grateful the duty at performs once its and itself grateful endears.

Beings best of God kindest the is and.
Lamented an amiable youth sincere of terms in grief parent death affectionate the of a most.

Temper even and mild remarkably a possessed Sir Isaac Newton.
Words few these in duties contained all are moral our: By do done be would as you.

To eat and drink, instead of living do as many drink and eat we should, to live in order.

Glorious the Sun how an object is; but glorious more how much good is great that and good Being use for our made it who.

XIII.

CAPITAL LETTERS.

The first word of every book, chapter, letter, note, or any other piece of writing should begin with a capital letter.

The names of the months and the days of the week should always begin with a capital letter.

The first word after a period should begin with a capital letter.

The first word after every interrogation, or exclamation, should begin with a capital letter; unless a number of interrogative, or exclamatory sentences occur together, and are not totally independent.

The various names, or appellations of the Deity should begin with a capital letter; as, God, Jehovah, the Almighty, the Supreme Being, the Lord, Providence, the Messiah, the Holy Spirit, &c.

All proper names, such as the names of persons, places, streets, mountains, lakes, rivers, ships, &c., and adjectives derived from them, should begin with a capital letter.

The first word of a quotation after a colon, or when it is in a direct form, should begin with a capital letter.

The first word of an example, every substantive and principal word in the titles of books, and the first word of every line in poetry, should begin with a capital letter.

The pronoun I, and the interjection O, are always written in capitals.

Any words, when remarkably emphatical, or when they are the principal subject of the composition, may begin with capitals.

Exercises.

when socrates Was Asked what Man Approached the Nearest to Perfect happiness, He answered, that man who Has The Fewest wants.
addison Has Remark'd, with Equal piety and truth, that the Creation is a Perpetual feast To the mind of a Good man.
diligence, industry, and Proper improvement Of time, Are Material duties of the Young; but the young Often Neglect These duties.
how often shall my brother sin against me and I forgive him? till Seven Times?
but what Excuse can the englishman Plead? the custom Of duelling?
how many lessons are there in this book? are there More Than twenty five?

why did You Not Arrive sooner? were you necessarily Detained?

daughter of faith, Awake! Arise! Illume
the Dread Unknown, The chaos of The tomb.

the lord My pasture Shall Prepare,
and Feed Me With A shepherd's care.

father of all in Every Age,
in Every Clime Adored,
by Saint, by savage, and By sage,
jehovah, jove, or lord

thou great first cause, least understood,
who All my Sense Confined (confinedst),
to Know But This, That thou Art good
and That myself Am Blind.

yet Gavest me In this Dark Estate, &c.

the language of Manv of the european nations was derived From the Ancient latin.

The english and french Fleets had a Severe Engagement.
i saw the dutch Ambassador in the Carriage of the spanish consul
Always remember this Ancient maxim, Spoken by the greek philosopher: "Know thyself."

The christian lawgiver Says, "take up Thy Cross Daily and follow me.
solomon observes, that "Pride goes Before Destruction."
johnson's dictionary has long been the standard of english orthography
but the work of doctor webster seems in a Fair way to Supplant It
have you read rollin's ancient history.
thomson's seasons and cowper's task contain many Poetical Beauties
i hope You will be able to Write Correctly All that i have Written

XIV.

OF PUNCTUATION.*

Punctuation is the art of dividing a written composition into sentences, or parts of sentences; and is principally used to mark the grammatical divisions of a sentence. The marks employed in punctuation are sometimes used to note the different pauses and tones of voice, which the sense and an accurate pronunciation require.

The characters or marks, used in punctuation are:

The Comma †	,	The quotation marks	" "
The Semicolon ‡	;	The Diæresis	..
The Colon	:	Crotchets	()
The Period §	.	Brackets	[]

* The importance of correct punctuation may be seen by the following extract from the London Times of September, 1818.

"The contract lately made for lighting the town of Liverpool, during the ensuing year, has been thrown void by the misplacing of a comma in the advertisement, which ran thus: 'The lamps at present are about 4050 in number, and have in general two spouts each, composed of not less than twenty threads of cotton.' The contractor would have proceeded to furnish each lamp with the said twenty threads; but, this being but half the usual quantity, the commissioner discovered that the difference arose from the comma following, instead of preceding, the word *each*. The parties agreed to annul the contract, and a new one is now ordered."

Again; the meaning of the following sentence is materially affected by the punctuation:

"I said that he is dishonest it is true and I am sorry for it."

Now the pause placed after *dishonest*, will imply that *it is true* that he is *dishonest*, thus: "I said that he is dishonest; it is true, and I am sorry for it." But, if the pause be placed after *true*, the sentence implies that *it is true* that I said he is dishonest, and I am sorry that I said so, thus: "I said that he is dishonest, it is true; and I am sorry for it."

The misplacing of a comma, by a Mr. Sharpe, converted an innocent remark into a piece of horrid blasphemy: "Believing Richard Brothers to be a prophet sent, by God I have engraved his portrait." Had the comma been removed two words forward, the assertion would have been innocent.

† The word *comma* is derived from the Greek language, and properly designates a segment, section, or part *cut off* from a complete sentence. In its usual acceptation, it signifies the point, which marks the smaller segments, or portions of a period. It, therefore, represents the shortest pause, and consequently marks the least constructive or most dependent parts of a sentence.

‡ The word *semicolon* is derived from the Latin word *semi*, which means *half*, and the Greek word *kolon*, which signifies a member.

§ The word *period* is derived from the Greek language, and means "*circum*."