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Devoted to Mechanic Arts, Natural Science, Agriculture, Biography, Literature, News, Inventions, and Political, Domestic and Social Economy

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PICTURE OF GRAMMAR.

It is quite natural to conclude, that when speech began from the ideas of other creatures, a few sounds sufficed for that purpose; such only as were proper to give a notion of certain feelings and necessities incident to a living creature; and those in a state of nature being limited to the mere preservation of existence, it would require but little variety in the tones or sounds of the voice to explain them, and still less in the use of words, the want of which was probably supplied by meditations of tone, and appropriate gestures. But when men multiplied on the earth, new feelings, new ideas, new objects, and new associations sprang up, demanding a more comprehensive mode of communication, and consequently, an additional number of names and terms. It is most likely, that the first effort of the human voice was an expression of surprise and wonder; for it is impossible to suppose that a being could start into life, see, hear, and feel, and view the scene of creation around, without some involuntary ejaculation; and therefore, it seems analogous with reason to conclude, that an *interjection* was the first part of speech uttered by man. The names of things would come next, agreeably to the history of the creation, as given by Moses, in the first chapter of Genesis; and *then*, such terms as were understood to describe the nature, quality, or kind of that particular thing that might be alluded to, and whether *good or bad, fruitful or unfruitful*; thus would be united the *nouns* and its *adjectives*; the *nomens* or *places* of an object would be required, in reference to its use or existence; so that some word would be invented to supply that necessity, either of the *adverbial* kind, or the terminations of the nouns themselves would be varied. In the latter case, the variation has been called *declension*, but modern languages substitute *prepositions* for those declensions, or cases of nouns, that were used in the ancient tongues. *Verbs*, being used to demonstrate the theme, meaning, or intention of a phrase or sentence, and implying an agent and an object and suffering, are called *active* and *passive*, and these were doubtless the offspring of invention in an advanced state of society. The other connectives or auxiliary parts of speech, such as *articles, pronouns, conjunctions and prepositions*, are to point out, stand in the place of, unite together, or show the relation between, things mentioned in the composition of sentences.

Grammar is substantially the same in all languages. In English we have nine sorts of words, or parts of speech, viz: the Article, Noun, Pronoun, Adjective, Verb, Adverb, Conjunction, Preposition, and Interjections; and these may all be defined, with a little attention, in common conversation, by reference to objects that meet the eye, and circumstances connected with

them,—for circumstances will often change the nature of a word from one part of speech to another, and this mutability can best be explained by evident demonstrations of a pictorial description. Previous to the invention of letters, men were obliged to convey their thoughts in this way, that is, by pictures or representations of things intended to be understood, and this method of communication was called *hieroglyphical*. It had then, and still may be used, in the illustration of a subject, especially when the verbal rules appear ambiguous, or are not thoroughly understood; but then, they had no other method, now we have faces, and can make use of both.

Let us take, for instance, the figure of a tree. Now this is the name of a *thing* or *noun*, by which it is called, and is common to all trees; but as there is a variety in the species, if we would specify the kind, we must give it a proper name, as *oak, ash, elm, beech, &c.* these being the proper names respectively of each *kind* or *sort*. Again, there is a property, or quality, belonging to each kind, as *tall, short, small, large, crooked, smooth, rough, &c.*; and in these qualities, there is a comparison, as the oak is *tall*, the elm is *taller*, but the fir is *tallest*; here, we not only compare, but point out particular things by the article *the*, not an oak, but one particular oak; not a fir, or any fir, but this identical fir is *tallest* of the three trees presented to our view.

Suppose I ask where your tree shall be planted, the answer may be *before the house*—then, what is *before* but a *preposition*, showing the relative situation or localities of the house and the tree? If I ask where your tree stands, you may say *without the garden*, or *within the garden*, in which case *without* and *within* are adverbs of place; but, to say I will go *without* him, makes this *without* a *preposition*.

But take another object, such as a *horse*, and ask what he is *doing*; he is *grazing, trotting, or galloping*, all these being actions, are expressed by *verbs*; and these verbs require *objects*, to specify the manner in which the actions are performed; as, he grazes *greedily*, he trots *neatly*, he gallops *swifdly*; here, also, we have another part of speech introduced, namely, the *pronoun* *he*, instead of repeating the *noun* horse, and thus we learn what a *pronoun* is, and its proper use.

Ask of what things we have been speaking; the reply will be, a *horse* and a *tree*; in this reply, the conjunction *and* is used to join two things, which at one shows the use and place of that part of speech in short, all the nine parts of speech may be pointed out and exemplified by *conversation* on any picture, or landscape; while the eye may be gratified, and the imagination entertained. By such a plan, Ety-

mological Parsing may be made a pastime to youth, instead of a dry, tedious, and tiresome study, and if used in classes, would not require much time or trouble from the tutor. Parents might use it by way of question and answer, with great benefit to their children and amusement to themselves.

It is not intended to offer this plan, as a complete system of Grammatical Instruction, but only as an introductory and easy way to lead youth into a knowledge of the parts of speech, by an amusing and pleasing kind of entertainment, instead of enforcing it by coercion or the terrors of impending punishment; however, so much being gained, the higher acquirements of systematical parsing, and the arts of composition, and structure of sentences, will be easily attainable.

Though the manner of conducting an exercise in this mode of discipline belongs entirely to the discretion of the tutor, and is more adapted to oral demonstration than to any written description; yet, an example may be given in a sort of question and answer, as follows:

Tutor.—Now let us have a design, or imaginary picture,—what shall we put into it?
1st boy, a house;
2d boy, a tree;
3d boy, a dog;
4th boy, a cow;
5th boy, a swan;
6th boy, a pond, &c.

Tutor.—Very well, now remember each of the things you have chosen is a *noun*, (here explain it.)

Question.—Pray what sort of a house is yours to be?
1st boy, a small house;
Q.—And your tree?
2d boy, a large tree;
Q.—And your dog?
3d boy, a black spotted dog;
4th boy, a spotted cow;
Q.—Your swan?
5th boy, a white swan;
Q.—Your pond?
6th boy, a deep pond.

Tutor.—Observe each of you, that what you apply to your nouns are *adjectives*, or qualities; namely, small, large, black, spotted, white, deep.

Question.—Pray what is your house for? and your tree? and your dog? and your cow? and your swan? and your pond?
Answer.—1st boy, to live in;
2d boy, to grow tall;
3d boy, to guard the house;
4th boy, to give milk;
5th boy, to please the sight—to breed young;
6th boy, for the swan to swim in.

Tutor.—Observe: you have now added verbs to your nouns and adjectives,—for live, grow, look, ride, breed, swim, are all verbs, implying an action, and as used here, are in the *infinitive mood*; (then explain the properties of the verb, as regards active, passive, and neuter. See English Grammar.)

Question.—From what will your house protect you? and your tree? and of what use is your cow? and can your pond be put to no better use? &c.

Answers.—1st boy, the house protects you from rain and cold;
2d boy, the tree from the sun and wind;
3d boy, the cow for her milk; and her hide and horns for leather and combs;
4th boy, the pond may be stored with fish.

Tutor.—Again, you have brought in another part of speech; namely, the *Preposition*, *from, to, for, and with*, and also the conjunction *and*. This Grammatical, or Play at Parsing, might be extended to any length, and being of learning rules by rote, which are little understood, and not practically applied by children, or even by adults. If there seem any difficulty, it is only in the novelty, which will cease in the progress.—*Guide to Knowledge.*



LADIES DEPARTMENT.

On Domestic Employments.

"I have even thought it desirable that young ladies should make themselves the mistresses of some attainment, either in art or science, by which they might secure a subsistence, should they be so reduced to poverty. Sudden and reverse reverses are not uncommon in the history of splendour. To sustain them without the means of lessening the evils of dependence when health and intellect are at our command, is adding helplessness to our own affliction, and increasing the burthen of others. When the illustrious Henry Laurens, by the fortune of our war of the Revolution, was held a prisoner in the Tower of London, he wrote to his two daughters, who had been nurtured in all the tenderness and luxury of French wealth. 'It is my duty to warn you to prepare for the trial of earning your daily bread by your daily labor. Fear not servitude; encounter it, if it shall be necessary, with a spirit becoming a woman of an honest and pious heart; one who has been neither fashionable nor affectedly religious.'

The accomplished Madame de Genlis pronounced herself to be in possession of thirty trades or varieties of occupation, by which she could, if necessary, obtain a livelihood. It was a wise law of some of the ancient Governments, which compelled every parent to give his son some trade or profession, adequate to his support. Such is now the variety of departments open to females as instructors in schools and seminaries of their own sex, that they may follow the impulse of their genius in the selection of a study or accomplishment, and while they pursue it as a pleasure, can still be prepared to practice it as a profession among the pleasant enjoyments which seem peculiarly congenial to the feelings of our sex, the culture of flowers stands conspicuous. The general superintendance of a garden has been repeatedly found favorable to health, by leading to frequent exercise in the open air, and thus combining with nature, which is equally refreshing to the heart. It was laboring with her own hands in her garden, that the mother of Washington was found by the youthful Marquis de Lafayette, when he sought her blessing, as he was about to commit himself to the Ocean, and return to his native clime.—Milton, who, you recollect, was a great advocate that women should 'study household good' has few more eloquent descriptions than those which represent our first mother at her floral toil amid the stainless shades of Paradise.

"The tending of flowers has ever appeared to be a fitting care for the young and beautiful.—They then dwell as it were among their own emblems, and many a voice of wisdom breathes on their ear from these brief blossoms to which they appropriate the dew of the sunbeam. While they eradicate the weeds that deform, or the excrescences that endanger them, it is there a perpetual meditation of the work to be done in their own heart! From the admiration of these ever-varying charms, now naturally is the tender spirit upwards in devotion to Him whose hand perfumes them and whose pencil paints.' Connected with the nature of flowers is the delightful study of botany, which imparts new attractions to the summer strolls, and prompts both to salubrious exercise and scientific research; a knowledge of the