

ENGLISH GRAMMAR:

A SIMPLE, CONCISE, AND COMPREHENSIVE

MANUAL

OF

The English Language.

DESIGNED FOR THE USE OF SCHOOLS, ACADEMIES, AND AS A
BOOK FOR GENERAL REFERENCE IN THE LANGUAGE.

IN FOUR PARTS.

BY REV. R. W. BAILEY, A.M.

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P R E F A C E .

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THE "hundred and one" English Grammars now in use have not diminished the demand among Teachers for a *new Grammar*. This demand has induced the Author to offer the following work, which has grown under his hand in an experience of more than thirty years in the education of English youth. Whether this is the *right thing*, the Author assumes not, except for himself, to decide. Time and opportunity, which "overthrow the *illusions of opinion*, establish the *decisions of nature*." Sensible that his Grammar will stand or fall by this test, the Author dismisses it, on probation, to the Publishers and the Public. To those who may use it, the following considerations are earnestly addressed:—

1. The classification of the *Parts of Speech*, in the following treatise, is *Tripartite*: embracing, 1. The *Subject-Noun*; 2. The *Verb*; 3. The *Particles*.

2. This classification is preserved through Part I. and Part II. It simplifies the subject to the mind of the learner. It magnifies the two leading parts of speech, the *noun* and the *verb*, attaching to these the other parts of speech and the adjuncts, as *subsidiary* or *connective*.

a m. p. Nov 28, 1910

3. The *Rules* are arranged under a similar division—1. The *Noun*; 2. The *Verb*; 3. The *Particles*. With a *Table of Contents* prefixed, the learner is able to find and apply the appropriate rule to each particular case with great readiness.

4. *Part I.* is limited to the *Simple Elements of Grammar*, embracing only general rules, omitting *exceptions* and *complex forms*. The definitions are concise, yet full, and should be *thoroughly committed to memory* once for all. Simple examples are cited for illustration. The pupil should be first exercised in these, without a *critical parsing* of complex and difficult sentences. The *details* of Grammar are numerous and complicated. If these details are *too soon*, or *too variously*, forced on the attention of the young learner, he becomes confused, and with difficulty comes to distinguish the *principles* from the *accidents*, the *philosophy* of language from its *conventional forms*. Let *exceptions* and *idioms* be left to a subsequent time. They should be introduced and recognized as belonging to the family, but *secondary* in the plan of its organization. After parsing the examples which are cited, the entire text may be profitably used for *parsing-lessons*. Extended parsing-lessons have been excluded, because they are rarely used by teachers, and because it is believed the common reading-books are best for this purpose. "*McGuffey's Series*" have been used by the author. These books furnish the most appropriate sentences for parsing, from the most simple to the most complex, and of every variety in prose and poetry.

5. *Part II.*, which is *subjectively* the same as Part I., and elaborated in the same order of arrangement, should next occupy the particular attention of the pupil. Everything committed to memory in the First Part, will be found here repeated—if repeated at all—in the *same words*, so that no confusion may occur. Attention is particularly cited to the chapter on *Language*, to that part of the second chapter which treats of *Modes and Tenses*, and to the

*three chapters on the Rules*, embracing remarks, critical, comprehensive, and capable of solving all difficulties likely to occur.

6. *Part III.* embraces a list of *Idioms* and *Difficult Phrases*, which have been collated with great care. These, in some instances, are repetitions of difficulties solved under the Rules, but here brought into review that they may be easily found, be more fully explained, and be made familiar.

7. The *Reviews* at the close of each chapter or subdivision, are deemed to be of great importance, and should be practised by the learner till he is perfectly familiar with what he has committed to memory.

8. The whole method of parsing is *analytic*, rather than *synthetic*, but truly philosophic and inductive. As soon as the pupil has learned the definition of the *noun*, he may profitably be put to selecting the *nouns* of sentences in his Grammar, in his Reader, or in any other book—or to designating this *class of words* in the names of things around him. So with the *verb*, the nature of which he will arrive at by induction before he arrives at the division which treats of it in his Grammar. The *noun* and *verb*, *two words* which form the *basis* of language, will then stand-out to his view in *bold relief*, occupying always their proper and leading places in the construction of sentences. He will then be led to see the need, the use, and the proper office, of other words to aid in the expression of every variety, and every shade of thought.

9. *Repetition* should be required till all which belongs to the *memory* is made perfectly familiar. Some memories are rapid in the process of acquisition—others are more retentive. Both equally need *repetition*—these, to *acquire*; those, to *retain*, knowledge. *Reasoning on principles* is a higher exercise of the intellect than *memory*. The former should be superinduced, and gradually brought into exercise on those elements of knowledge which the

memory has treasured. Observation, early awakened, introduces the incipient exercise of reason. Attention should be directed, and distinctions made the subject of observation coterminously with the earliest capabilities of the mind. A leading office of the teacher is to awaken the mind of the pupil and keep it awake. Unless he does this, he does nothing.

10. The learner is referred, for constant use, to the copious *Table of Contents*, at the beginning of the book, and at the beginning of each separate part and each important division, to enable him to find readily any thing for which he may be seeking. An *Alphabetical Index*, as a reference-table, will be found at the close of the volume.

The *Table of Contents* refers to *sections*.

The *Index* refers to the *pages* where the subjects are treated

11. *Part III.* embraces also Rules to aid the beginner in *Composition*: the Rules of *Punctuation*—with brief, but comprehensive, suggestions for forming a good style of writing, with a ready command of language—a list of *Obsolete terms* still retained in our translation of the Scriptures, and a list of the most important works for study or reference in this important department of learning.

12. *Part IV.* comprehends a treatise on *Prosody* and on *Orthography*. No teacher should dismiss an English student without a knowledge of the Rules of *Prosody*—and also the Rules of *Orthography*, so far as these have been omitted in their regular order in the Spelling-book.

13. We have sought to aggregate, and classify in a perspicuous form, *whatever a Grammar should contain*.

*First*,—Everything necessary to teach the Grammatical structure of the Language.

*Secondly*,—A classification, simple and natural, with the *essential principles* so separated and stated that they may not be confounded with the less important details.

*Thirdly*,—The arrangements and references are such that the learner may easily find what he wants.

Hence *this Grammar should be all studied*,—every part of it, *closely, fully, accurately*. The student is never a good Grammarian till he *understands his Grammar*, and no Grammar is suited to its object unless it embraces the *principles of the science*, clearly expressed, and a *solution of all the difficulties of interpretation in minute detail*. It is then a Grammar for the child and for the philosopher;—both must have the same.

14. Most of the published Grammars and Treatises on the English Language have been consulted, and have had their influence, in the construction of this Grammar. Without referring to them by name, the Author has thought it sufficient to give the results of his own judgment, enlightened by all the helps he could reach—all of which he has made a free use of, as common property—none of which has he copied, as a careful examination of this work will plainly show. He has not hesitated to agree with all in some things, and to differ with each in other things.

He has also been influenced by the authority of the proper exponents of the language, and felt controlled by their expositions so far as they have been fully and fairly expressed in the English and American Classics. To save room and simplify the work, he has limited himself to simple examples for illustration, without citing quotations from these authorities. He believes, however, that the principles laid down in this Grammar will be found to accord with *good usage*, so far as standard writers are authorized to prescribe rules.

TO THE YOUNG—among whom he has lived even now to old age, and whom he desires to serve so long as such a class shall exist to need a *Manual of English Grammar*—

TO TEACHERS—whose arduous labors he desires to encourage and alleviate—

TO THE SCHOLARS of the present day—interested in the use, the preservation and transmission of a *pure English*—

THE AUTHOR—now excused from the labors of the School-room—presents this as his literary contribution and valedictory.

R. W. BAILEY.

STAUNTON, Va., 1853.

### ADVERTISEMENT

TO LIPPINCOTT, GRAMBO & CO.'S EDITION.

A call for the tenth thousand of the "Manual of English Grammar," within one year from the time of its first publication, has fully endorsed the author's estimate of his own work. The approbation of teachers and scholars, extensively expressed, has inspired the hope that this book may be found to supply the desideratum, long felt, of a practical discussion of the principles of the English language suited to common-school instruction. In this edition will be found a thorough correction of former typographical errors, some slight verbal alterations in several definitions, and a new classification of the irregular verbs. None of these alterations, however, will interfere with the use in classes of the present with former editions.

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# ENGLISH GRAMMAR.

## PART I.

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### CHAPTER I.

**SECT. I.** GRAMMAR is the Science of Language. It teaches the art of speaking and writing correctly.

It treats,

- I. Of LETTERS—their form, force, and formation into words, called *Orthography*.
- II. Of WORDS—their classification, derivation, and modifications, called *Etymology*.
- III. Of SENTENCES—the *arrangement*, *agreement*, and *government* of words in a sentence, called *Syntax*.
- IV. Of UTTERANCE—especially of the harmony of numbers in *versification*, including measure, quantity, accent, pause, &c., called *Prosody*.

§ 2. ENGLISH GRAMMAR treats of the principles and right construction of the *English Language*.

§ 3. The English scholar has acquired the elements of *Orthography* in the *Spelling-book*. Attention is now to be principally directed to *Etymology* and *Syntax*, comprising the *Grammatical Structure* and *Analysis of Language*.

§ 4. The English language comprises 75,000 words.

§ 5. All words may be divided into *three classes*.

1. The *Noun*, or *name* of a particular thing or subject.
2. The *Verb*, which predicates or declares something of the subject or thing.
3. The *Particles*, or words used for connecting the principal words, or for qualifying them, or showing relations between them.

#### FIRST CLASS OF WORDS.

§ 6. The *Noun* includes the *Adjective*, the *Article*, and the *Pronoun*.

1. The *Noun*, sometimes called the *Substantive*, is the *name* of any thing which can be made the subject of discourse. As, *Man, house, justice, virtue*. § 10—15, 159—166, 254—267.

2. The *Adjective* is that *part of the noun* which qualifies the simple *name*, or helps to describe it, and it is therefore called the *Adjective-noun*. As, *A good man*; the *grey horse*; *exact justice*. § 16—18, 167—8, 268.

The *Article* is that form of the *adjective* which is used to designate some particular person, place, or thing. As, *A man*; *the man*; *a vice*; *the vice*. § 18, 268, obs. 10.

3. The *Pronoun* is a form of the *noun* used to avoid the too frequent repetition of the same word. As, *A man should pray, while he lives*. § 19—32, 169—173, 259—261.

#### SECOND CLASS OF WORDS.

§ 7. The *Verb* is a word used to *assert* or *express* something of the *noun* or subject. As, *A man walks*. § 33—86, 174—219, 269, 70.

The *Predicate* is that form of the verb which employs two or more words in assertion. As, *John is studious*; *John is studying*; *John is a student*. § 206.

The *Participle* is a part of the verb, and takes its name from its participating the properties of a verb and an adjective. As, *John is studying*. § 208; 9.

#### THIRD CLASS OF WORDS.

§ 8. There are four *Particles* — the *Adverb*, *Preposition*, *Conjunction*, and *Interjection*.

The *Adverb* is a word used to qualify *verbs, adjectives, and other adverbs*. As, *John walks rapidly* — *very rapidly*; *he is very nimble*. § 87—92, 218—28, 271.

The *Preposition* is placed before a noun, which it governs, and shows a relation between it and some other word. As, *Live in charity with all men*. § 93—99, 229, 272.

The *Conjunction* is used to connect words and sentences together. As, *Men and women die, but the soul lives*. § 100, 230—236, 273.

The *Interjection* is an *exclamation*, expressing passion or emotion. As, *Oh! ah! alas!* § 101, 237, 274.

§ 9. There are, then, commonly reckoned *eight parts of speech*, viz.: —

- |                |   |                                                                                      |
|----------------|---|--------------------------------------------------------------------------------------|
| First Class —  | { | <i>Noun,</i><br><i>Adjective,</i><br><i>Pronoun.</i>                                 |
| Second Class — | — | The <i>Verb</i> , with its compounds.                                                |
| Third Class —  | { | <i>Adverb,</i><br><i>Preposition,</i><br><i>Conjunction,</i><br><i>Interjection.</i> |

Three of these — the *Noun*, *Pronoun*, and *Verb* are declined. The others are undeclined.

*Marked* is a *participle*, agreeing with *hour*, and may form another sentence by the introduction of the *relative, which*—thus, 'which is marked.' *At* governs *top*, and connects it with *marked*, of which it is an *adjunct*; and *of* governs *page*, showing its relation to *top*: 'of the page' is an *adjunct* to *top*. *Naturally* qualifies *conclude*—*that* connects the *simple sentences* which precede and follow it. *Not* and *now* qualify the *verb*, *are engaging*—*my* agrees with *attention*, which is the *object* of the *active participle, engaging*—*not* qualifies *calculated*—*on* shows the relation between *calculated* and the clause that follows—*being*, as a *participle*, and *early*, as an *adjective*, agree with *travellers*—*to-day* qualifies the sentence.

This *model* specimen of analysis may be sufficient to enable the student to proceed without difficulty in the entire analysis of the whole letter.

### § 375. A LIST OF BOOKS

Recommended for reference, to the student of this Grammar.

FOWLER'S *Elements and Forms of English Language*.

TRENCH'S *Study of Words*.

ROGET'S *Thesaurus of English synonyms*, by Dr. Sears.

SCHOLAR'S COMPANION—*latest edition*.

CAMPBELL'S *Philosophy of Rhetoric, on Grammatical Constructions*.

WEBSTER'S *English Dictionary*—*Quarto, unabridged*.

§ 376. The idea of reading a dictionary has been regarded as ridiculous. But we seriously and earnestly recommend to English scholars to read Webster's Dictionary, and to study it well—not the Abridgment, but the Quarto. About four pages a day will pass the student through the whole of it in a year, Sundays excepted. It is not a book of mere definition, but of etymology and analysis. We doubt whether as much of language, of philosophy, of history, and of general learning, useful to the scholar and to the professional or business man, can be learned in the same time in any other way. It is earnestly recommended to parents to supply their children early with this standard work, at the small cost of \$6, at which it is now furnished. The youth who reperuses it

attentively once a year, will find it the more at his command as a book of reference, and will find himself in company with some eminent scholars who have adopted the habit: at any rate, he will prove the value of this advice.

The same may be said of Trench's Study of Words, and, in a qualified sense, of all the books recommended in the foregoing list.

The language of a nation indicates, with wonderful accuracy, its character, its civilization, its religion, its progress in science and the arts, its manners and habits, and, at different periods, its rise, its progress, and decline. Thus we may read a nation's history in its words, even although it have no historian, and have no other written history than its classics, or even its lexicon. With their language, if we had it, and no other memorial of them—all else lost—we could, with almost unerring accuracy, decipher their character, intellectual, moral, political, judicial, domestic—their manners, pursuits, progress. Having their language at different periods of their existence, we could trace their beginning, their progress, their summit elevation, their decline, their refinement or degradation. Have they no name for a Supreme Being?—they are atheists. Names are things. What they have a name for, has been—love, affection, hatred, crime, law, justice, honor, morals, religion, science.

So the dictionary of a nation reveals their character. We may, therefore, read a nation's history in their dictionary. Their words are correlatives of realities. The study of words, therefore, is the study of history, and every scholar who produces anything in literature that may live after him, becomes a part of that history, and will instruct posterity. He is, therefore, a contributor to general learning, and to the language itself, whether he uses it only, or moulds and modifies its forms. Hence, he should be studious to understand and use properly the language he employs.

§ 377. Language is not only to be learned, to be spoken, to be read—it is, also, to be written. The application of principles to practice, and the necessity of practice, to make a good writer of the language, must enter into, and form a part of, the education of the English scholar.

§ 378. In anticipation of the study of Rhetoric, into which the English student passes out of his grammar, we here collate a

brief enumeration of what is essential to correct writing — that the young beginner, in composing, may be aided and encouraged. The writing of letters and essays should early form a part of school-exercises, and bring into practice the early acquirements of the English scholar.

In the selection of *words*, regard must be had to *Purity, Propriety, and Precision*.

In the *construction of sentences*, the writer must study *Clearness, Unity, Strength, and Harmony*, with a proper application of the *Figures of Speech*.

#### OF WORDS.

§ 379. 1. *Purity* requires the rejection of such words as are not English, and not authorized by good writers.

This exclusion, however, does not apply to foreign words that have been adopted by respectable use, or others, of domestic manufacture, that have been duly authorized.

§ 380. 2. *Propriety* implies the use of words in their accustomed and authorized meaning.

1. Avoid low or provincial words.
2. Avoid words that are merely poetical or artificial.
3. Avoid, or use with discretion, all terms that are technical.
4. Avoid the use of the same word too frequently, or in different senses.
5. Avoid ellipses that may obscure the sense.
6. Avoid equivocal or ambiguous expressions.
7. Avoid unintelligible and inconsistent expressions.

§ 381. 3. *Precision* is defined by itself. It means to pare or cut off.

1. Avoid all superfluous words.
2. Avoid tautology in words.
3. Avoid the employment of synonyms.

#### OF SENTENCES.

§ 382. 1. *Clearness* requires a proper arrangement of words.

1. Adverbs, relative pronouns, and explanatory phrases, must be so placed that their relations may be unequivocal.
2. Poetic license and transpositions must be avoided in prose.

3. Pronouns must be so used as to indicate clearly their antecedents.

§ 383. 2. *Unity* requires that one leading idea shall be preserved throughout the sentence.

1. Separate into distinct sentences such clauses as have no immediate connection.
2. The leading nominative should be so arranged as to govern any clause to which it belongs, and the leading words prominently placed.
3. Avoid parentheses, or introduce them with a strict preservation of clearness.

§ 384. 3. *Strength*, in a sentence, requires that due importance be given in the arrangement to every word and every member.

1. Avoid all superfluous words and members.
2. Place the most important words where they will make the strongest impression.
3. The stronger assertion should succeed the weaker, and the longer member, the shorter.
4. Where either resemblance or opposition is expressed in comparison or contrast, some resemblance in the construction of language should be preserved.
5. Avoid concluding a sentence with a preposition, or any inconsiderable word, unless emphatic.

§ 385. 4. *Harmony* regards the just proportion of sound, and, in this aspect, refers to the proper selection of words and their arrangement.

§ 386. 5. *A proper application of the Figures of Speech*.

1. Figurative language must be used for illustration. Its frequency is a matter of taste, and must depend on its effect to illustrate or enforce the subject.
2. Figures, when introduced, should be natural, not far-fetched, not obscure or technical, and not pursued too far.
3. Avoid blending literal and figurative language together.
4. Avoid jumbling different figures together; but when a figure is introduced, carry it through.

§ 387. The following *Subjects or Themes* are subjoined, to aid the young writer.

- |                   |                  |                   |                  |
|-------------------|------------------|-------------------|------------------|
| 1. Affectation.   | 19. Energy.      | 37. Liberty.      | 55. Evening.     |
| 2. Ambition.      | 20. Friendship.  | 38. Music.        | 56. Self-love.   |
| 3. Attention.     | 21. The Future.  | 39. Novelty.      | 57. Selfishness. |
| 4. Avarice.       | 22. Gratitude.   | 40. Pride.        | 58. Self-denial. |
| 5. Benevolence.   | 23. Genius.      | 41. Prudence.     | 59. Self-gov't.  |
| 6. Biography.     | 24. Generosity.  | 42. Punctuality.  | 60. Self-resp't. |
| 7. Beauty.        | 25. Habit.       | 43. Piety.        | 61. Summer.      |
| 8. Charity.       | 26. Happiness.   | 44. Poverty.      | 62. Spring.      |
| 9. Compassion.    | 27. Humility.    | 45. Perseverance. | 63. Seasons.     |
| 10. Conscience.   | 28. Hypocrisy.   | 46. Politeness.   | 64. Sincerity.   |
| 11. Curiosity.    | 29. Hope.        | 47. Providence.   | 65. Time.        |
| 12. Cheerfulness. | 30. Innocence.   | 48. Patience.     | 66. Truth.       |
| 13. Contentment.  | 31. Indolence.   | 49. Reading.      | 67. Vanity.      |
| 14. Diligence.    | 32. Industry.    | 50. Religion.     | 68. Virtue.      |
| 15. Duplicity.    | 33. Imagination. | 51. Reflection.   | 69. Variety.     |
| 16. Duty.         | 34. Ignorance.   | 52. Sunset.       | 70. Winter.      |
| 17. Delay.        | 35. Justice.     | 53. Sunrise.      | 71. Wisdom.      |
| 18. Envy.         | 36. Literature.  | 54. Morning.      | 72. War.         |
- 
- |                                |                                        |
|--------------------------------|----------------------------------------|
| 73. Follow nature.             | 94. My Bible.                          |
| 74. Know thyself.              | 95. My native place.                   |
| 75. Passing away.              | 96. My childhood.                      |
| 76. It is well.                | 97. Each must answer for himself.      |
| 77. Deny thyself.              | 98. I would rather be right than be    |
| 78. Thou, God, seest me.       | 99. Prove your own selves. [President. |
| 79. Hope on, hope ever.        | 100. The voices of nature.             |
| 80. Who is my neighbor?        | 101. Nature's God.                     |
| 81. Never despair.             | 102. Seed-time and harvest.            |
| 82. Try again.                 | 103. The flower and fruit.             |
| 83. Be courteous.              | 104. Walks of usefulness.              |
| 84. Immortality of life.       | 105. The house I live in.              |
| 85. I still live.              | 106. The world as it is.               |
| 86. Individual responsibility. | 107. Our Country.                      |
| 87. My friends.                | 108. Society of nations.               |
| 88. My enemies.                | 109. The last year.                    |
| 89. Memories of the past.      | 110. Time flies.                       |
| 90. Let me think.              | 111. Attend to your own business.      |
| 91. Mutual forbearance.        | 112. Let us live while we live.        |
| 92. Public opinion.            | 113. We must die as we live.           |
| 93. Economy is wealth.         | 114. Meditations among the tombs.      |

- |                           |                                    |
|---------------------------|------------------------------------|
| 115. Knowledge is power.  | 121. Meditations in a ball-room.   |
| 116. Be wise to-day.      | 122. Meditations of Heaven.        |
| 117. Old age.             | 123. This is a noble life to live. |
| 118. I must die.          | 124. The dignity of labor.         |
| 119. What is my duty?     | 125. The closet.                   |
| 120. Precept and example. |                                    |

§ 388. The student has now passed through what are commonly regarded as the most important parts of grammar — Etymology and Syntax. He can analyse a sentence, and parse it, and apply to it the rules of grammar. But this is not all which is necessary to make an English scholar.

The study of language, when limited to its structure, its origin, its adaptations, uses, and principles, is a *department of philosophy*. The study of its classics, and of the language as there defined and matured, is a *department of polite literature and general learning*.

§ 389. In its relation to other languages — its copious range of words, its idioms and accidents — it is a study of *details*, of *analysis*, of *exceptions*, of *usages*, and of *authority*.

§ 390. The whole scheme of language is philosophical — the natural development of established principles. The entire structure of language is analogical: *to nature*, in its formation; *to other languages*, and *to itself*, in its processes. These are subjects of study in the department of grammar.

The English student has a mine of treasured literature to explore in the received classics — the permanent records of the nation. Our language is not now a football, to be the sport of boys: it is the gymnasium of mind — the great arena of vigorous thought. Men wrestle and contend there. Giants enter the combats. The classics of England and the classics of America preside and give judgment.

§ 391. The student, therefore, should have these classics before him, and study them. He must have his English dictionary, not so much to learn the *parts of speech*, which must be rather decided by the uses of the words; but to aid him in tracing the origin of words, and the general uses to which the best authorities have applied them.

§ 392. A careful regard to the etymology of words, in their derivation as well as their grammatical structure, is necessary to a due perception of the true force, and to a practical command, of language. This involves a study of the philosophy of language, and of the languages cognate to our own—the derivation and composition of words from other languages or from our own; the changes and varieties in their signification; the formation of new words, constantly occurring in a living language.

§ 393. Words have been *adopted*—1. From other languages. A class of this kind is found in the Second Part of Etymology in this work, which form their plurals regularly, according to the language from which they are taken. § 164, *Obs.* 12—17.

§ 394. 2. Words are *derived* from other words. In order to understand the power and proper force of language, the attention of the student should be carefully directed to trace the derivation of words from other words in other languages, and in the English itself.

§ 395. 3. Words are *compounded*—1. By the amalgamation of two or more principal words. 2. By prefixes and suffixes. 3. By *interchange* of the several parts of speech: thus,

1. Nouns are used for adjectives: as, *Iron* rule, *gold* pen.

2. Nouns are used for verbs: as, *Rule*—he *rules* his house.

3. Adjectives are used for nouns: as, *Wicked*—the *wicked* perish.

4. Verbs are used for nouns: as, *Concert'*—*con'cert*.

5. Participles are used—1. For nouns: as, *Beginning*—in the *beginning*. 2. For adjectives: as, A *standing* pool. 3. For adverbs: as, *Passing* strange. 4. For prepositions: as, *Concerning* these things. 5. For conjunctions: as, *Admitting* you are in the wrong, the quarrel is settled.

6. Adverbs are used—1. For phrases: as, He will *doubtless*—*without doubt*. 2. For relative pronouns: as, He has more money *than* is required. 3. For prepositions: as, He, *than* whom none greater sat. 4. For ellipses: as, Are you happy? *Perfectly*.

7. Prepositions are used—1. For adverbs: as, He went *about* doing good. 2. For conjunctions: as, He will go, *for* he said so.

This list might be indefinitely extended. The inquiring mind will readily be led by these hints to comprehend the copious range given to language by these interchanges of words.

## PUNCTUATION.

§ 396. The Analysis and Syntactical relation of sentences and their several parts involves *Punctuation*, or the division of sentences and parts of sentences by *points*, indicating stops or pauses in reading or speaking.

The principal signs used to indicate these pauses are four. The Comma (,)—the Semicolon (;)—the Colon (:)—and the Period (.). There are also four others—the Interrogation (?)—the Exclamation (!)—the Parenthesis ( )—and the Dash (—).

The use of these signs depends on the sense of the text.

§ 397. The *comma* separates parts of the sentence which are most clearly connected: as,

1. Simple members of a compound sentence are separated by commas.

2. Words of the same part of speech, when not connected by conjunctions, whether nouns, verbs, adjectives, or adverbs: as, 'Faith, hope, charity, these three, but the greatest of these is charity.'

3. The nominative case independent—the infinitive used elliptically—a phrase quoted—require separation by commas: as, 'Sir, give me your hand;' 'To confess the truth, I am in the wrong;' 'The phrase, *Punic faith*, is a Roman slander.'

4. A name in apposition, accompanied by an adjunct, is separated by the comma: as, 'Paul, the Apostle.' But a single name in apposition is not separated: as, 'The Apostle Paul.'

5. All adjuncts and explanatory phrases are separated by commas. Also portions of a sentence placed out of their natural order.

6. The relative must be separated from its antecedent by the comma, except where the connection is so close that it can suffer no transposition.

7. When a verb is followed by the infinitive, which can be made the nominative, they are separated by the comma.

8. A comma supplies the place of a verb understood.

9. Adverbs, prepositions, and conjunctions, used to introduce new members of a sentence, are separated by commas.

10. *Therefore, wherefore, however, besides, indeed, nay, so, hence, again, first, secondly, formerly, now, lastly*, and all words of this sort, when emphatic, should be separated by commas.

§ 398. *The Semicolon*.—When the divisions of a sentence are not close enough for the comma, and yet related, the semicolon is used.

§ 399. *The Colon*.—The colon is used to separate those parts of a sentence, or those sentences, that are very near a final period.

§ 400. *The Period*.—When the sentence is finished, in construction and sense, a period is used.

The period should always be placed after a date, a signature, an abbreviation, and between the capitals of abbreviations.

§ 401. Much latitude is given to the exercise of taste in the punctuation of sentences, and in this license are used the other signs of pauses.

The *Dash* is used to designate indefinitely any length of pause—especially an abrupt or unexpected stop—a significant pause, or significant passage, clause, or words, about to follow.

The *Interrogation* is used to ask a question;

The *Exclamation* to designate surprise, or any sudden emotion.

The *Parenthesis* is equal to two commas, or dashes, enclosing a remark in the body of a sentence.

The *Apostrophe* designates the omission of a letter; as, 'lov'd,' for 'loved.'

The *Caret* shows that something is wanting: as, ^ —

The *Hyphen* connects compound words: as, 'father-in-law;' or words divided: as, 'fath-er.'

The *Section*, thus, §, designates portions of a discourse.

The *Paragraph*, thus, ¶, denotes the beginning of new subjects.

*Crotchets* [ ] enclose portions assigned to any special or specified purpose.

A *Quotation* " " shows a portion taken from another author.

An *Index* points out something remarkable: thus, *Ind.*

The *Brace* } connects what is to be considered together.

*Ellipsis* designates an omission: as, 'K—g' for 'King.'

*Accent—acute* ( ' ), denotes a short or accented syllable—*grave* ( ` ) a long syllable—*breve* ( ˘ ) marks a short vowel or syllable—*dash* ( - ) a long one—*diaeresis* ( " ) divides two vowels: as, 'aërial.'

*Asterisk* ( \* ), *obelisk* ( † ), *double dagger* ( ‡ ), and *parallels* ( || )—*small letters*: as, 'a, b, c,' and *figures*, refer to notes in the margin, or at the bottom of the page. Several asterisks ( \* \* \* ) denote passages or paragraphs omitted.

§ 402. Sentences should be short. They are then most easily read and understood.

A subject should be divided into paragraphs. Short paragraphs, formed by the natural subdivisions of the subject, render it more readable, and more easily understood.

In writing, *Capital letters* should be used—1. To commence every chapter, letter, sentence, or address. 2. Proper names of persons, places, &c., and adjectives derived from proper names. 3. The personal pronoun, *I*, and interjections. 4. The first word of any line in poetry. 5. The appellations of Deity. 6. The first word of a quotation. 7. Common nouns, when personified. 8. Every substantive and principal word in the titles of books—and any word which is remarkably emphatical.

*Italics* are used for emphasis, or a call to special attention: and words of double emphasis are printed in small capitals. In writing, *italics* are designated by an underscore: *capitals*, by a double underscore.

## § 403. ABBREVIATIONS.

|               |                                                      |                                           |
|---------------|------------------------------------------------------|-------------------------------------------|
| A. C. ....    | Before Christ.....                                   | Ante Christum.                            |
| A. B. ....    | Bachelor of Arts.....                                | Artium Baccalaureus.                      |
| A. D. ....    | In the year of our Lord .....                        | Anno Domini.                              |
| A. M. ....    | Master of Arts .....                                 | Artium Magister.                          |
| A. M. ....    | In the year of the World.....                        | Anno Mundi.                               |
| A. M. ....    | In the forenoon.....                                 | Ante Meridiem.                            |
| A. U. C. {    | From the founding of the city<br>of Rome.....        | Ab Urbe Condita.                          |
| B. D. ....    | Bachelor of Divinity.....                            | Baccalaureus Divinitatis.                 |
| C. P. S. ...  | Keeper of the Privy Seal.....                        | Custos Privati Sigilli.                   |
| C. S. ....    | Keeper of the Seal.....                              | Custos Sigilli.                           |
| D. D. ....    | Doctor of Divinity.....                              | Doctor Divinitatis.                       |
| e. g. ....    | For example .....                                    | Exempli gratia.                           |
| F. R. S. .... | Fellow of the Royal Society ..                       | Regiæ Societatis Socius.                  |
| R. S. A. S. { | Fellow of the Royal Society of<br>Antiquarians ..... | Regiæ Societatis Antiquariorum<br>Socius. |
| G. R. ....    | George the King .....                                | Georgius Rex.                             |
| i. e. ....    | That is .....                                        | Id est.                                   |
| I. H. S. ...  | Jesus, Saviour of men.....                           | Jesus Hominium Salvator.                  |
| LL. D. ...    | Doctor of Laws.....                                  | Legum Doctor.                             |
| L. S. ....    | Place of the Seal .....                              | Locus Sigilli.                            |
| Messrs. ...   | Gentlemen .....                                      | Messieurs.                                |
| M. D. ....    | Doctor of Medicine .....                             | Medicinae Doctor.                         |
| M. S. ....    | Sacred to the Memory.....                            | Memoriæ Sacrum.                           |
| N. B. ....    | Note well.....                                       | Nota Bene.                                |
| P. M. ....    | In the Afternoon .....                               | Post Meridiem.                            |
| P. M. ....    | Postmaster.                                          |                                           |
| P. S. ....    | Postscript .....                                     | Post Scriptum.                            |
| Ult. ....     | Last (month).....                                    | Ultimo.                                   |
| &c. ....      | And the rest .....                                   | Et cætera.                                |

|                      |                              |                          |
|----------------------|------------------------------|--------------------------|
| A.—Answer.           | Gen.—General.                | Bbl.—Barrel.             |
| Acct.—Account.       | L. C. J.—Lord Chief Justice. | Bp.—Bishop.              |
| Bart.—Baronet.       | Knt.—Knight.                 | PerCent.—By the hundred. |
| Bp.—Bishop.          | Maj.—Major.                  | Co.—Company.             |
| Capt.—Captain.       | MS.—Manuscript.              | Cwt.—Hundredweight.      |
| Col.—Colonel.        | Apb.—Archbishop.             | Dea.—Deacon.             |
| Chap.—Chapter.       | Adnr.—Administrator.         | Dec.—December.           |
| Cr.—Creditor.        | Apr.—April.                  | U. S.—United States.     |
| Dr.—Debtor.          | Aug.—August.                 | Me.—Maine.               |
| Do.—Ditto, the same. |                              | N. H.—New Hampshire.     |

|                               |                                |                                                |
|-------------------------------|--------------------------------|------------------------------------------------|
| <i>Vt.</i> —Vermont.          | <i>Imp.</i> —Imperative.       | <i>Ib.</i> —Ibidem; in the same place.         |
| <i>Mass.</i> —Massachusetts.  | <i>Inf.</i> —Infinitive.       | <i>Id.</i> —Idem; the same.                    |
| <i>R. I.</i> —Rhode Island.   | <i>Poten.</i> —Potential.      | <i>Inst.</i> —Instant; present, or this month. |
| <i>Conn.</i> —Connecticut.    | <i>Subj.</i> —Subjunctive.     | <i>Inoog.</i> —Unknown.                        |
| <i>N. Y.</i> —New York.       | <i>Part.</i> —Participle.      | <i>Jr.</i> —Junior.                            |
| <i>Pa.</i> —Pennsylvania.     | <i>Pres.</i> —Present.         | <i>Lieut.</i> —Lieutenant.                     |
| <i>N. J.</i> —New Jersey.     | <i>Impf.</i> —Imperfect.       | <i>Lon.</i> —Longitude.                        |
| <i>Del.</i> —Delaware.        | <i>Perf.</i> —Perfect.         | <i>Mr.</i> —Mister.                            |
| <i>Ma.</i> —Maryland.         | <i>Pluperf.</i> —Pluperfect.   | <i>Mrs.</i> —Mistress.                         |
| <i>D. C.</i> —Dist. Columbia. | <i>Fut.</i> —Future.           | <i>Nem. Con.</i> —No one opposing.             |
| <i>Va.</i> —Virginia.         | <i>Sec. Fut.</i> —Second Fut.  | <i>No.</i> —Number.                            |
| <i>N. C.</i> —North Carolina. | <i>Indef.</i> —Indefinite.     | <i>Obt.</i> —Obedient.                         |
| <i>S. C.</i> —South Carolina. | <i>Inter.</i> —Interrogation.  | <i>Oz.</i> —Ounce.                             |
| <i>Ga.</i> —Georgia.          | <i>Deg.</i> —Degree.           | <i>Pl.</i> —Plural.                            |
| <i>Fla.</i> —Florida.         | <i>Dolls. or \$.</i> —Dollars. | <i>Pp.</i> —Pages.                             |
| <i>Ala.</i> —Alabama.         | <i>Doz.</i> —Dozen.            | <i>Pres.</i> —President.                       |
| <i>Miss.</i> —Mississippi.    | <i>Dwt.</i> —Pennyweight.      | <i>Prob.</i> —Problem.                         |
| <i>La.</i> —Louisiana.        | <i>E.</i> —East.               | <i>Prof.</i> —Professor.                       |
| <i>Tex.</i> —Texas.           | <i>W.</i> —West.               | <i>Prop.</i> —Proposition.                     |
| <i>Ark.</i> —Arkansas.        | <i>N.</i> —North.              | <i>Ps.</i> —Psalm.                             |
| <i>Tenn.</i> —Tennessee.      | <i>S.</i> —South.              | <i>Qr.</i> —Quarter.                           |
| <i>Ky.</i> —Kentucky.         | <i>Eng.</i> —England.          | <i>Qt.</i> —Quart.                             |
| <i>Mo.</i> —Missouri.         | <i>Esq.</i> —Esquire.          | <i>Rev.</i> —Reverend.                         |
| <i>O.</i> —Ohio.              | <i>Exr.</i> —Executor.         | <i>Sec.</i> —Secretary.                        |
| <i>Ind.</i> —Indiana.         | <i>Fol.</i> —Folio.            | <i>Sen.</i> —Senator.                          |
| <i>Ill.</i> —Illinois.        | <i>Fr.</i> —French.            | <i>Sq.</i> —Square.                            |
| <i>Io.</i> —Iowa.             | <i>Gall.</i> —Gallon.          | <i>Viz.</i> —Namely.                           |
| <i>Wis.</i> —Wisconsin.       | <i>Gen.</i> —General.          | <i>Vol.</i> —Volume.                           |
| <i>Nom.</i> —Nominative.      | <i>Gent.</i> —Gentleman.       | <i>4to.</i> —Quarto.                           |
| <i>Poss.</i> —Possessive.     | <i>Gov.</i> —Governor.         | <i>8vo.</i> —Octavo.                           |
| <i>Obj.</i> —Objective.       | <i>Gr.</i> —Grain.             | <i>12mo.</i> —Duodecimo.                       |
| <i>Num.</i> —Number.          | <i>Hhd.</i> —Hogshead.         | <i>18mo.</i> —Octodecimo.                      |
| <i>Pers.</i> —Person.         | <i>Hon.</i> —Honorable.        |                                                |
| <i>Gen.</i> —Gender.          | <i>Hund.</i> —Hundred.         |                                                |
| <i>Indc.</i> —Indicative.     |                                |                                                |

## PART IV.

COMPRISING

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